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DESIGNING EFFECTIVE STUDY ENVIRONMENTS

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Abstract

The study setting (private or open-plan), environmental color (blue, red, or white), and study material (reading or math comprehension) were manipulated in a simulated study environment to determine their effects on adult students' mood, satisfaction, motivation, and performance. Students rated the reading task as more demanding and less enjoyable than the math task. Negative mood was slightly greater for students given the reading task. Positive mood was slightly higher when students studied in a blue carrel compared to a red carrel in the open-plan setting. Satisfaction with performance and motivation were not affected. Performance was significantly lower on the reading task in the red environment. Implications of these findings and suggestions for research are discussed.



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