Abstract

This paper reports the results of research conducted at one community college to evaluate the effects of fake titles on student comprehension of information delivered in print. The paper places the results in the context of six published articles reporting on similar studies. Cero, Null and Nada (2006); Niemand and Senki (2008); and Jemand (2010) shared methodology and reported similar results. These are contrasted to the remaining three articles, which detailed differing techniques and disparate results. This paper examines all results in the context of Nogen and Keegi’s 2005 review of similar studies to conclude that further research is needed to fully understand the effect of fake titles on college student comprehension.

Keywords: fake titles, comprehension, college students