

DDD8001 - Neuroéducation, apprentissage et enseignement

UQAM

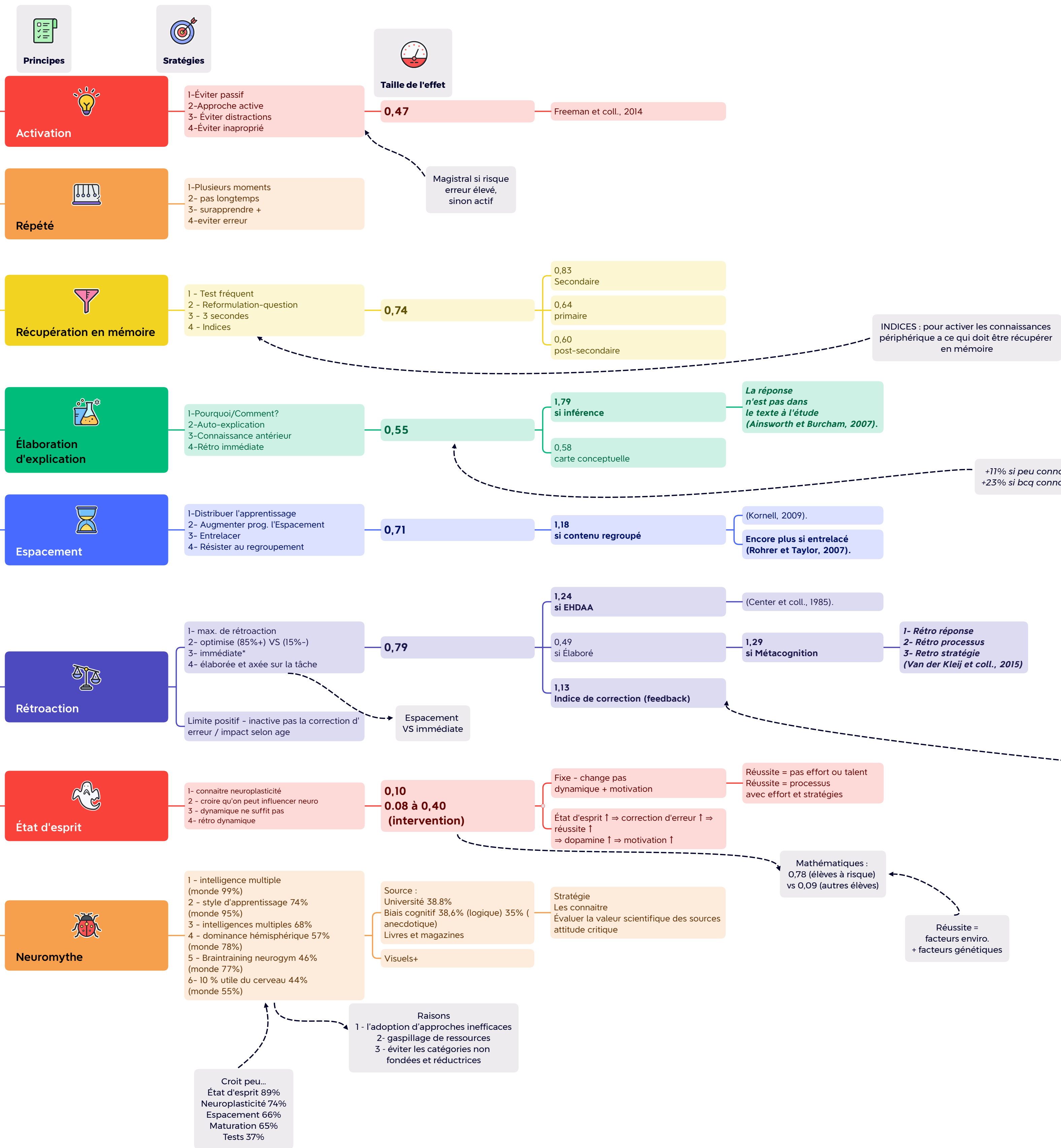
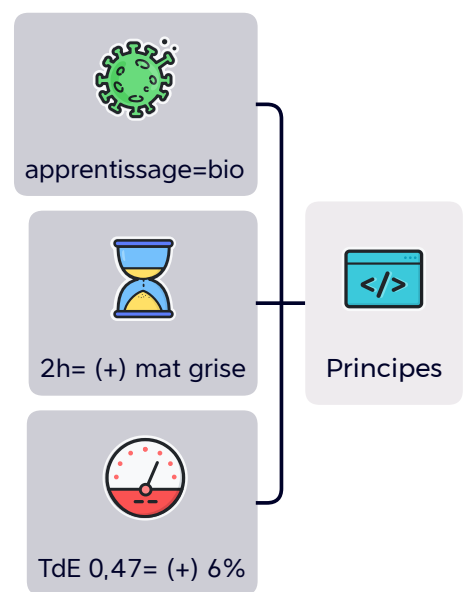


TABLE 1
Summary of effect sizes from 12 meta-analyses assessing the influences of feedback

Study	Context	Number of effects	Effect size
Skiba, Casey, and Center (1985-1986)	For special education students	35	1.24
Lysakowski and Walberg (1982)	Cues, corrective feedback	54	1.13
Tenenbaum and Goldring (1989)	Cues, motivational influences, and reinforcement	19	0.81
Rummel and Feinberg (1988)	Cues, participation, reinforcement, feedback, and correctives	15	0.74
Yeany and Miller (1983)	Diagnostic feedback in science	45	0.60
Khuger and De Nisi (1996)	Extrinsic feedback rewards	49	0.52
L'Homme, Menges, and Brinko (1990)	Extrinsic feedback rewards	470	0.38
Moin (1986)	Feedback	28	0.34
Bangert-Drowns, Kulik, Kulik, and Morgan (1991)	From student ratings	28	0.29
Kulik and Kulik (1988)	Feedback	40	0.28
Gettle, Langer, and Glass (1985)	Immediate versus delayed	53	0.28
Wilkinson (1981)	Rewards and punishments	89	0.14
	Teacher praise	14	0.12

TdE context et type de rétro