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*Analysis of Data Collected on the Performance of Teenagers Receiving Feedback in Testing Conditions*

The purpose of this investigation is to determine the effects of positive, negative, and neutral (no) feedback on teenager's ability to quickly and correctly answer 50 addition problems involving the numbers 1 to 15. I hypothesized that the teenagers receiving positive feedback would improve on correctness while spending more time to do so; in contrast, the teenagers receiving negative feedback would improve on time required, but do worse on the test.

The experiment involved testing three groups of nine people each. Each individual was tested individually in a quiet room. The people in the first group took the first test, received positive feedback, and then took the second test. The other groups did the same, but instead of positive feedback they received negative and no feedback. Each individual's time and number correct were recorded for both tests they took. The data collected partially supported my hypothesis. The group receiving negative feedback took more time and answered more correct relative to those receiving positive and neutral feedback. Positive and negative feedback were statistically indistinguishable from each other.

These findings suggest that negative feedback is more beneficial than positive or neutral feedback as those receiving negative feedback took more time and answered more questions correct. Additionally, positive and neutral feedback appear to cause students to do worse and finish the tests quicker than their counterparts receiving feedback. Thus, students receiving criticism do better on tests.