EFFECTS OF ACTIVE STUDENT RESPONSE DURING ERROR CORRECTION ON THE ACQUISITION, MAINTENANCE, AND GENERALIZATION OF SCIENCE VOCABULARY BY ELEMENTARY STUDENTS: A SYSTEMATIC REPLICATION

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ABSTRACT

We compared active student response (ASR) error correction and no-response (NR) error correction while teaching science terms to 5 elementary students. When a student erred on ASR terms, the teacher modeled the definition and the student repeated it. When a student erred on NR terms, the teacher modeled the definition while the student looked at the vocabulary card. ASR error correction was superior on each of the study's seven dependent variables.

Keywords:

- active student response;
- education;
- error-correction procedures;
- elementary students;
- feedback