

Self-Explanation of an Answer Choice Is Beneficial to Student Performance

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My name is Darcey N. Powell from West Virginia University and I presented my research at the APS 23rd Annual Convention in Washington DC.

Requiring students to explain their answers to multiple-choice homework questions improved their performance on the assignment, suggesting that these explanations facilitate a deeper understanding of the concepts. Female students scored higher than male students, but explanations were only associated with significantly higher scores for the male students.

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Thursday, May 26, 2011, 11:30 AM – 12:30 PM
Gunston

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