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Erratum to "Influences on the Marking of Examinations" [Psychology 5 (2014) 91-98]

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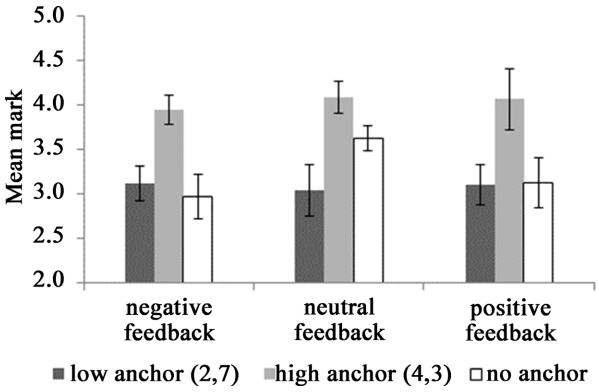
The original online version of this article (Bermeitinger, C., & Unger, B. (2014). Influences on the Marking of Examinations. Psychology, 5, 91-98. http://dx.doi.org/10.4236/psych.2014.52014) unfortunately contains a mistake in Experiment 3. The data of one person were considered twice for the analysis. The authors wish to correct the errors.

- *Participants*: The sample consisted of 78 undergraduate students (67 female, 11 male).
- *Results* [the resulting pattern is exactly the same as before, essentially, decimal places have changed slightly]:
  - There was a significant main effect of anchor, $F(2, 69) = 17.04$, $p < .001$, $\eta_p^2 = .32$. The main effect of feedback and the interaction of anchor and feedback were not significant, both Fs ≤ 1, ps > .37.
  - On average, participants who were confronted with the higher anchor (i.e., 4,3) gave higher marks than those who were confronted with the lower anchor (i.e., 2,7), $t(49, 42.43) = 5.97$, $p < .001$ (t-test for unequal variances), $M_{\text{high anchor}} = 4.03$, $SD = 0.45$, $M_{\text{low anchor}} = 3.08$, $SD = 0.65$. Additionally, participants who were confronted with the higher anchor (i.e., 4,3) gave higher marks than those who were confronted with no anchor, $t(51, 43.75) = 4.78$, $p < .001$ (t-test for unequal variances), $M_{\text{no anchor}} = 3.24$, $SD = 0.73$.
  - As before, in the high anchor condition (4,3, i.e., "fail") there was no significant difference ($p = .86$) between the number of participants who evaluated the assignment as failed ($n = 12$) and the number of participants who evaluated the assignment as passed ($n = 14$).

Figure 3:


5.0
4.5
4.0
3.5
3.0
2.5
2.0
Mean mark
negative feedback
neutral feedback
positive feedback
low anchor (2,7)
high anchor (4,3)
no anchor