The effect of the interaction between the content type of feedback and the pattern number of attempts to answer eformative tests on academic achievement and mastery learning

Targeted research to detect the effect of the main variable for different content type feedback (Tutoring - Evaluative - Tutoring & Evaluative). The detection of the basic impact of the different pattern variable number of attempts to answer (limited - Unlimited). As well as the detection of the basic effect of the interaction between the two variables in order to meet deficiencies in students' academic achievement and mastery learning. The sample consisted of 48 students at the Faculty of Specific Education, Department Instructional Technology, Fayoum University. The research includes a tool to measure achievement test of knowledge and concepts. In general, the results of the research revolves around increase achievement and mastery learning in the following order for the type of tutoring evaluative together, tutoring and then evaluative feedback. Dependence on pattern a number of attempts to answer unlimited achieved a better results in achievement and mastery learning. There is no interaction between the two independent variables on the level of academic achievement and the highest level of mastery learning.