

SOMPORN LEELA-ONGART : AN INTERACTION OF LEVELS OF LEARNING  
ACHIEVEMENT AND PATTERNS OF FEEDBACK IN COMPUTER-ASSISTED INSTRUCTION  
LESSON LEARNING ACHIEVEMENT OF UNDERGRADUATE STUDENTS. THESIS  
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The purpose of this research was to examine the interaction of levels of learning achievement and patterns of feedback in computer-assisted instruction lesson upon learning achievement of undergraduate students. The subjects were one hundred and two students who took Instructional Media course in the first semester of the academic year of 1987. The levels of learning achievement of this study were labelled as high and low learning achievement. The patterns of feedback in computer-assisted instruction lesson were grouping as short positive feedback, long positive feedback, short negative feedback and long negative feedback.

The findings of the research could be concluded that

1. The different levels of achievement of the subjects when learning from computer-assisted instruction lesson was found statistically significant difference on learning achievement at .05 level.
2. The patterns of feedback do effect the learning achievement in learning from computer-assisted instruction lesson at the .05 level of significant.
3. There was an interaction among levels of learning achievement and patterns of feedback in learning from computer-assisted instruction lesson at .05 level of significant. The interaction was found among the groups of lower level of learning achievement students. The long negative feedback was found superior than the other patterns for the lower level of learning achievement students. There was no significant difference found in the upper level of learning achievement students upon the different patterns of feedback.