# Modifs à faire : chp 2 (APA)

* **p.10**: (i.e. tests that do not require assumptions about the population parameters~~,~~**;** Sheskin, 2003)
* **p.11**: Alternatives exist, known as the “modern robust statistics” (Wilcox **et al.**, ~~Granger, & Clark,~~ 2013).
* **p.11**: (j = 1,2~~,~~**;** Carroll & Schneider, 1985)
* **p.12** : (because the probability of choosing Welch’s t-test is very high; see Rasch **et al.**, ~~Kubinger, & Moder,~~ 2011)
* **p.14**: when assumptions are violated (Hoekstra **et al.**, ~~Kiers, & Johnson,~~ 2012)
* **p.15**: “…across cultures, Henrich **et al.**~~, Heine, & Norenzayan~~ (2010)”
* **p.16**: “Cowdry **et al.**~~, Gardner, O’Leary, Leibenluft, & Rubinow~~ (1991) noted than intra-individual variability…”
* **p.16**: “when performing meta-analyses (Lakens **et al.**, ~~Hilgard, & Staaks,~~ 2016)”
* **p.18**: “are similar (Nimon, 2012; Ruxton, 2006; Wallenstein **et al.**, ~~Zucker, & Fleiss,~~ 1980)
* **p18**: Previous work by many researchers has shown that Student’s t-test performs surprisingly poorly when population variances are unequal and sample sizes are unequal (Glass **et al.**, ~~Peckham, & Sanders,~~ 1972; Overall **et al.**, ~~Atlas, & Gibson,~~ 1995; Zimmerman, 1996)
* **p.18**: to a loss of statistical power (Banerjee **et al.**, ~~Chitnis, Jadhav, Bhawalkar, & Chaudhury,~~ 2009).
* **P.21**: a more stable Type I error rate (see Keselman et al., 1998; Keselman **et al.**, ~~Othman, Wilcox, & Fradette,~~ 2004; Moser $\&$ Stevens, 1992; Zimmerman, 2004)

# Modifs à faire : chp 3 (APA)

* **P.26**: (or homoscedasticity; see Lix **et al.**, ~~Keselman, & Keselman,~~ 1996)
* **P.26** : or the power of the F-test (David & Johnson, 1951; Harwell **et al.**, ~~Rubinstein, Hayes, & Olds,~~ 1992; Srivastava, 1959; Tiku, 1971)
* **P.28** : because most people are probably not depressed (see Heun **et al.**, ~~Burkart, Maier, & Bech,~~ 1999)
* **P.28** : One additional source of variability is the presence of unidentified moderators ( Cohen et al., 2013).
* **P.2**8: For example, Green **et al.**~~, Deschamps, & Páez~~ (2005) have shown
* **P.29** : (see for example Adams **et al.**, ~~Van de Vijver, de Bruin, & Bueno Torres,~~ 2014 Beilmann **et al.**,~~Mayer, Kasearu, & Realo,~~ 2014; Church et al., 2012; A. B. Cohen & Hill, 2007; Haar **et al.**~~, Russo, Suñe, & Ollier-Malaterre~~, 2014; Montoya & Briggs, 2013)
* **P.30** : For example, in the field of linguistics and social psychology, Wasserman ~~&~~**and** Weseley (2009) investigated
* **P.30 :** For example, Koeser ~~&~~ **and** Sczesny (2014)
* **P.31** : For a more extended description of the James’ second-order and Alexander-Govern’s test, see Schneider ~~&~~**and** Penfield (1997).
* **P.35** : (the F-test is equivalent to Student’s t-test, and the F\*-test and W-test are equivalent to Welch’s t-test**;**~~,~~ Delacre **et al.**, ~~Lakens, & Leys,~~ 2017)
* **P.35**: even when sample sizes are equal between groups (Harwell **et al.**, ~~Rubinstein, Hayes, & Olds,~~ 1992; Quensel, 1947).

Remarque : However, we can conclude from Srivastava (1959) and Boneau (1960) that kurtosis has a slightly larger impacts on the power than skewness. 🡪 verifier cette info qui m’étonne.

Autre: dans les figures du chp3, italiser les F, W et F\* sur l’axe des x (à la main car je n’ai plus les fichiers outputs pour changer le script dessus).