# 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)