Effect of group teaching on information retention

Haghighy Javanmard Sh. * PhD, Omid A.1 MD

* Department of Physiology, School of Medicine, Isfahan University of Medical Sciences, Isfahan, Iran
1 School of Medicine, Isfahan University of Medical Sciences, Isfahan, Iran

Abstract

Aims. Designing collaborative tasks have an important role in medical students teaching and preparing for performing their professional activity. This study was to evaluate the effect of group testing on information maintenance in medical students.

Methods. In this observational cross-sectional study, 40 forth semester medical students of physiology class were randomly divided into two A (n=16) and B (n=24) groups. At first, students from both groups answered to questions individually. Immediately after completing the exam as individuals, students from class were randomly divided into two A (n=16) and B (n=24) groups. At first, students from both groups preparedness for performing their professional activity. This study was to evaluate the effect of group testing on information maintenance in medical students.

Results. Student retention of course content was significantly (p<0.03) lower in group A (13.86±0.63) in comparison to group B (15.02±0.45). The mean of student scores in group B in the first exam was 15.67±0.45 while it was 16.1±0.44 in the second exam. So, student performance was improved significantly when students completed the original examinations in groups.

Conclusion. Collaborative testing in addition to be an assessment tool of students can be used as an effective strategy to enhance learning and team work training.

Keywords: Group Test, Information Maintenance, Medical Students, Evaluation
نیومن وروهان. آزمون‌های پیشرفته تحصیلی در علوم پزشکی، دانشگاه علوم پزشکی و خدمات پیشگیری درمانی اسپاهی، مدیریت مطالعات و توصیه آموزش پزشکی.


3- سیدری کانادای احمد محمدی محمود، زینالی نادری، رضوی مصهر، استادیار دارسی ارزیابی دانشجو، معرفی و تربیه کلاسیک و تطبیقی مطالعات و توصیه آموزش دانشگاه علوم پزشکی تهران: 1383.

4- سیف علی اکبر روانشناسی پزشکی، روانشناسی پزشک و آموزش تهران: 1385.


6- Jay Hicks M. Student’s views of cooperative learning and group testing. Radiol Technol. 2007;78:275-83.


12- Swanson DB, Case SM, Luecht RM, Dillon GF. Retention of basic science information by fourth year medical students. Acad Med. 1996;71:??-??.

13- Hall MC, Stocks MT. Relationship between quality of undergraduates’ science preparation and preclinical performance in medical school. Acad Med. 1995;70:??-??.