Effect of group teaching on information retention

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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 fourth 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 the same questions as first exam in groups of 2-3 students. On the next exam (4 week later), students from both groups answered a randomly selected subset of questions from first exam as group testing in addition to be an assessment tool of students can be used as an effective strategy to enhance learning and team work training.

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
ناتای اثر آزمون گروهی بر افزایش اطلاعات

مباحث

1- دوازدهم بهترین دانشجوی دارنده دستورالعمل در مطالعه انجام شده در آزمون افزایش نسبت به آزمون ساده


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