

EFFICACY OF GROUP TEST ON THE DEPTH AND
DURABILITY OF LEARNING IN TEACHER TRAINING
UNIVERSITY

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Abstract

Objectives: teachers as a trainer of the next generation play the most important role in the process of social learning. Based on, the quality of education of teacher was considerable in training systems. This paper was done to examine the lasting impact of group testing on students of "teacher training". **Methods:** This research is a quasi-experimental study, undergraduate students in two classes include of twenty-five persons were investigated. Initially, for the group test and at the end of each session and at the end of the fourth session, group tests was designed and implemented. Both groups at the end of the eighth session (of research) were on a written test to measure the level of knowledge and a practical test to measure skill levels. After one month, two re-tests (written and practical) was carried out in both groups. **Data analysis** were performed with t test and ANOVA test. **Findings:** The "group test" have been a meaningfully positive effective on the level of learning in two dimensions (knowledge and skills). In general, this method is more effective in deep and lasting learning skills. Results: types of tests can be more educational applications. The application-oriented courses such as "teaching techniques and skills" and courses of "test and measure" use of group tests are effective in the depth and durability of learning.

Keywords: Group Test , Educational Evaluation, Teacher Training

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Teachers as trainer of the next generation play the most important role in the process of social learning. Based on, the quality of education of teacher was considerable in training systems. Training which durably increases professional skills as well as the academic knowledge. Generally, for sensing and measurement in education is seen in many roles. The assessment process Education, teacher evaluation, assessment of measurable levels of education or educational content such as reasoning, insight, skill, knowledge and abilities and the level of knowledge of students.

This study tests the use of educational assistance of testes is noticed. That is not the test as a means of assessment, but has been used merely as a means to deepen and sustain the process of teaching and learning.

Group Learning has been used as an effective method to increase the effectiveness of the learning process. Education based on group training in which the learners engage debate and class discussion flows among the educated students and significantly improves deep learning (Saif 2006).

Students have to be taught teamwork solving their problems in the future job opportunities and professional skills. They must be able to work together to solve their problems and to obtain evidence and also the knowledge that students need in the future, is currently unknown and cannot remember all those years of study, should learn from each other and apply it them to solve their new problems.

Teachers can design group activities to train students as independent learners who can learn and solve problems. This group test gives students a chance to obtain the skills [Heidi & Stephen 2006, Jay Hicks 2007] on the other hand, this kind of training teaches to student teachers metacognition skills that will be very important and effective in the next job process (teacher).

Contrary to the individual tests, in the test group students can talk about their reasons and then choose the correct answer and receive feedback on their individual performance [Mauricio et al., 2009].

The students will have the opportunity to talk about incorrect answers to help them complete information, and therefore, charged subject will be perceived. All studies that examined the results of the test has been shown that a group test can increase retention of information [Ronald et al., 2003], also student performance in all types of short tests (multiple choice, short answer, true / false and fill in the blank here) is higher than the individual test [Sumangala et al., 2001].

Mauricio and colleagues demonstrated that a group test will help students with low performance and high-performance learning [Mauricio et al., 2008]. The purpose of this study was to test the performance and durability of learning in students Teachers of Azad University.

Methods: this study is a quasi-experimental study, undergraduated students were investigated in the class including twenty persons. For this study, two classes of undergraduate students were chosen as the control group and experimental groups. In the experimental groups , the subjects of "teaching techniques and skills" course were evaluated after teaching session about 10 minutes at the end of every 4 session the group has performed an overall test. The fifth session, both classess (groups) on assessed was equal in the course content, professor, and duration of training. Both groups individually responded Anatomical examination of the course content, teaching techniques and skills. And then to evaluate the functional capabilities (skills) was held in a equally practical test. After 30 days, the re-test was individually conducted to assess the effect of group test on survival rates in both groups of students.

Paired t test was used to assess the differences between students' performance in two intervals test (to have in remembranceknowledge and skills). The Student t test for independent groups was used to compare the performance of the two classes (functional differences).

Data analyses

Table 1) Functional status of the student teachers' knowledge

Size effects on the overall status and level of knowledge		The second test Knowledge After 30 days			The first test Knowledge End			
		independent t-test	difference	mean	Independent t-test	difference	mean	
t-test	total sum of two test							
t=2.984	35.87	t=5.18	2.83	17.33	t=3.28	1.45	18.45	experimental groups
a <0.05	31.5	a <0.05		14.5	a <0.05		17	control group a
The "group test" significantly a <0.05 increase the individuals' knowledge learning								Analysis 1

The "group test" significantly a <0.05 increase the individuals' survival of knowledge learning	Analysis 2
The "test group" significantly a <0.05 increase knowledge learning and lasting learning	Analysis 3

Table 2) Functional status of the student teachers' skill

Size effects on the overall status and level of knowledge		second test Skill After 30days			The first test Skill End			
t-test	differences of two test	independent t-test	difference	mean	Independent t-test	difference	mean	
t =2.06	37.74	t =4.98	2.1	18.67	t =3.12	0.95	19.07	experimental groups
a <0.05	34.69	a <0.05		16.57	a <0.05		18.12	control group a
The "group test" significantly a <0.05 increase the individuals' knowledge learning								Analysis 1
The "group test" significantly a <0.05 increase the individuals' survival of knowledge learning								Analysis 2
The "test group" significantly a <0.05 increase knowledge learning and lasting learning								Analysis 3

Table 3) Effect "method of testing the level of knowledge retention and application" in the short and long term

Paired sample t-test			One sample t- test with theoretical mean of 20			
	T test of Correlated groups	difference	Significant level	T value	mean	
	t =4.63	1.87	a <0.01	t =8.27	35.87	Knowledge
	a <0.01		a <0.01	t =9.02	37.74	Skill
In general, the "group test" significantly a <0.05, increase retention of knowledge and skills						
In general, the "group test" on the skills, significantly a <0.05 is more effective than the rise of knowledge.						

Discussion : This study showed that the retention of learning is short in normal teaching. results of a study in the University confirms t ,that was held a short period after general examination of science, in comparison of the first general examination showed a 25% reduction in the score of re-tes [Emami et al., 2000].

Also, the results of other studies suggest that shortly after the students missed most of what they have learned [Swanson et al., 1995; Hall MC 1995]. In this study, the method of "team assessment" has been approved as a way to deepen students' learning and retention.

The survey results showed that student performance in the test group was better than the individual test. Results of other studies confirmed better performance of students in all kinds of group tests in comparison of individual tests [HeidiL& Stephen 2006].

Professors often know the tests only a tool for evaluating and ranking of the students and do not use it as a means to help teaching and students' learning, but as this study has been approved, the test can be used also as an effective mechanism to assess a student and as a means increasing and improving the quality of learning.

The retention of information taught is one of the targets of instructional designers (Saif 2006). The present study showed that "group test" increase the learning retention. Application of subject taught is one of the highest levels of learning.

Confounding variables in this study were the level of intelligence and individual differences of students which is largely controlled by the class average scores.

Resources

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