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The Assessment Methods and Learning Approaches in Nursing Students of Kerman University of Medical Sciences in Iran

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ABSTRACT

The purpose of this paper is to gain insight into the relationship between the conventional methods of assessment in medical surgical courses and students' approaches to learning. In this descriptive correlational study; the sample consisted of 198 undergraduate and postgraduate students studying nursing. Data were obtained using the revised two-factor study process questionnaire (R-SPQ-2F) and the Assessment preference inventory including personal characteristics and assessment methods. The results showed that mean grade for deep learning approaches were a bit higher than surface learning approaches. (Mean \pm Standard error [SE] 34.27 \pm 5.006 versus Mean \pm Standard error [SE] 31.21 \pm 5.52). The deep and surface approaches were proposed each with a motive and strategy subscale. In this regard; grades of 16.51 \pm 2.73, 17.75 \pm 3.28 and 14.6 \pm 3.72, 16.61 \pm 2.74 were obtained for deep motive and strategy and surface motive and strategy respectively. Regarding the relationship between learning approaches and clinical assessment methods; the results of ANOVA test showed significant differences only on surface learning strategy ($p < 0.05$) and between clinical, oral and practical group project assessments. In respect to the relationship between learning approaches and written assessment methods; there were also strong and significant correlations between True-False questions and a combination of tests groups in deep motive subscale and between project assessment and a combination of tests groups in surface strategy subscale ($p < 0.05$). Suggestions are offered for mixed and new assessment methods and techniques in medical education. In case of some new debates on evaluation, workshops and training courses are recommended.

KEYWORDS

Assessment Methods; Learning Approaches; Medical Surgical Nursing Courses; Nursing Students; Student Evaluation

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