INTRODUCTION

Some teachers and researchers share the concern that one of the main obstacles involved in learning theoretical subjects, such as Mathematics, Physics, Chemistry or Biological Sciences, is the little practical sense that the student sees in them1.2. The collaborative exams are a learning strategy used to promote the development of knowledge, critical thinking in decision making and group processing skills3. In addition to being an alternative form of evaluation, it can be a training experience for students and a diagnostic tool on student achievement for the teacher1. Also, at the time of evaluation, there is a great concern about the amount of information that must be understood or retained generating anxiety, stress, confusion, among other factors. Therefore, it is important to create collaborative learning strategies that encourage student interactions, promoting peer education to achieve meaningful learning.

OBJECTIVE

Know if collaborative exams promote significant learning in the subjects of Cell Biology and Biochemistry

EXPERIMENTAL DESIGN

Focus: Quantitative  
Design: Non-experimental  
Scope: Descriptive

During a semester the subjects were taught following the programmatic content of each one, the subjects were biased, and exercises were applied between pairs or groups.  
3 exams were applied collaboratively (in pairs or trios).

A translated and adapted questionnaire from Stokes (2019) was used, made up of questions aimed at evaluating perceived learning, knowledge retention, the experience of peer teaching and feelings towards group work.

BIBLIOGRAPHY


RESULTS

Fig 1. The collaborative exams support the practice of group studying and collaborative thinking

Fig 2. The collaborative exams reinforced the course material and/or major learning objectives

Fig 3. The collaborative exams helped me retain information throughout the course

Fig 4. I think that the collaborative exams are a valuable learning activity

Table 1. Regarding your experience as a student about collaborative work, write what you liked

<table>
<thead>
<tr>
<th>Categories</th>
<th>% Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative group work</td>
<td>23.07</td>
</tr>
<tr>
<td>Complement knowledge</td>
<td>17.94</td>
</tr>
<tr>
<td>Mutual support</td>
<td>15.38</td>
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<tr>
<td>Compare answers</td>
<td>15.38</td>
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<tr>
<td>Reinforce knowledge</td>
<td>10.25</td>
</tr>
<tr>
<td>The exam</td>
<td>10.25</td>
</tr>
<tr>
<td>Dynamism</td>
<td>7.66</td>
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</tbody>
</table>

CONCLUSION

Collaborative exams are a peer learning strategy that can lead to meaningful learning, as well as helping to retain knowledge in subjects that are theoretical or even theoretical practical, improving the academic performance. In addition, some students mention that collaborative exams help them to remember more the information due to the interaction that was generated at the time of deciding the correct answer and 100% of the students stated that they agreed on the qualification of their exam and revision of the same.