

Table 1) Results of the Confirmatory Factor Analysis of Learning Evaluation Challenges of the Students of Hamadan University of Medical Sciences

Evaluation Challenges of the Students' Learning (Apparent Indices)	Determination Coefficient (R ²)	T Statistic	Standardized Measures
Excessive Emphasis on the Final Evaluation			
Induce the Students to Compete Unfavorably with the Classmates	0.70	14.18	0.84
Induce the Students to Fraud	0.58	8.06	0.76
Induce the Students to Gain Scores	0.65	11.02	0.81
Encouraging the Students to Memorize the Contents	0.62	13.16	0.79
Encouraging the Students to Study at the Test Day	0.64	16.38	0.80
No Utilization of Current and Progress Evaluation			
Excessive Student Concentration in the Classroom	0.74	14.41	0.86
No Access to the Required Facilities	0.56	7.09	0.75
Cumbersome Regulations	0.62	12.18	0.79
Too Busy Teachers	0.72	8.13	0.85
The Present Contents of the University Courses in the Present Situation	0.61	10.12	0.78
Too Long Continuous Evaluation	0.77	17.15	0.88
Lack of Interest in the Students	0.65	12.71	0.81
No Utilization of Non-objective Evaluations			
Teachers Unawareness of Other Evaluation Methods (Portfolio, Self-evaluation, Practice Writing Tests, Projects, etc.)	0.67	17.05	0.82
No Required Facilities to Utilize Other Evaluation Methods	0.57	14.18	0.76
No Possibility to Utilize the Evaluation Methods	0.52	6.12	0.72
Teachers' Inability to Utilize the Facilities for Evaluation	0.65	16.96	0.81
No Respect to the Individual Differences			
No Respect to the Students' Free Practice	0.67	11.73	0.82
No Respect to the Students' Innovation and Creativity	0.62	9.12	0.79
Failure to Empower the Students Self-reliance due to the Present Evaluation Ways	0.58	13.27	0.76
No Respect to the Interests of the Students in the Exams	0.75	18.09	0.87
No Respect to the Learning Goals (Cognitive, Emotional, Psychomotor)			
Induce the Students to Superficial Learning	0.70	15.28	0.84
No Deep and Inferential Questions in Most of the Present Ways	0.67	18.33	0.82
No Respect to the Students Learning Styles in the Exams	0.65	15.12	0.81
No Correlation between the Evaluation Ways and the Goals of the Courses	0.53	9.02	0.73
Subject-orientation, instead of Ability-oriented, Evaluation Ways in the Universities	0.58	17.12	0.76
Teachers' Unawareness of the Philosophy and Goals of Evaluation			
No Attempt to Gain Correct Habits and Make Interests in Study and Research	0.61	17.00	0.78
Improper Feedback to the Students in the Present Evaluation Ways	0.69	11.12	0.83
Teachers' Abuse of the Exams to Trap the Students	0.64	8.13	0.80
Students' Evaluation by Teachers with Inappropriate Prejudice	0.67	10.53	0.82
Failure to Encourage the Students to Participate in Team-works	0.61	15.12	0.78
Failure to Encourage the Students to Gain Self-regulating and Self-reform Skills	0.59	8.05	0.77
Failure to Encourage the Students in Self-criticizing	0.62	12.70	0.79

Table 2) Goodness of Fit Indices of the Structure Model

Fit Indices	Acceptable Domain	Measure
Normal Chi-square (CMIN/DF)	Less than 3	2.04
Root Mean Square Residual (RMR)	Less than 0.05	0.044
Root Mean Square Error of Approximation (RMSEA)	Less than 0.08	0.056
Goodness of Fit Index (GFI)	More than 0.90	0.92
Adjusted Goodness of Fit Index (AGFI)	More than 0.90	0.93
Normed Fit Index (NFI)	More than 0.90	0.90
Comparative Fit Index (CFI)	More than 0.90	0.91

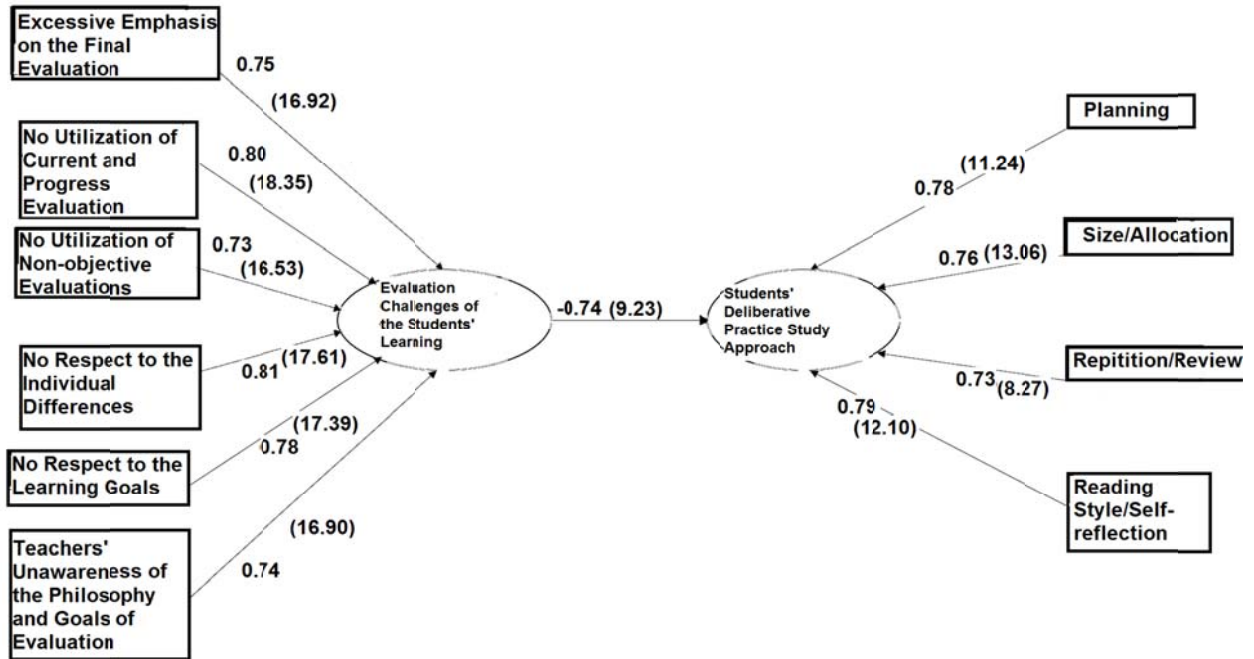


Fig. 1) Structure Model of the Students' Deliberative Practice Study Approach based on Their Learning Evaluation Challenges in Hamadan University of Medical Sciences