

HOW CAN WE DESIGN ROBUST MCQ (MULTIPLE CHOICE QUESTION) TESTS, AND IS IT POSSIBLE TO ASSESS HIGHER-ORDER SKILLS USING MCQS?

Stephanie Beames (Stephanie.Beames@UTS.edu.au)

Faculty of Science, University of Technology, Sydney, Ultimo NSW 2007, Australia

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ABSTRACT

In an era of widening participation, and limited resources, how can we effectively assess students in a timely way? The use of automatically-marked MCQs is quite common, so how can we do it “better”, and ensure our assessment instruments are fair and effective (as well as efficient, in terms of time taken for academic staff to create the questions/problems)? The conference theme is around “measuring and benchmarking our teaching practice to provide evidence that our students are learning and achieving the standards” we expect of our graduates, and assessment forms a key component in achieving the quality outcomes we are required to demonstrate. Given the work pressures academic staff face in the sector, and which will likely increase post-Bradley Review*, with larger first-year cohorts from a variety of academic and socio-economic backgrounds, this session is intended to be practical and interactive.

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