

Comparative Study of Different Questionnaires on Undergraduate Students

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Abstract:

There was a parallel change in the form of establishment of boards and universities to address the area of assessment of students and their certification as fit/unfit. What followed was an era of objective and standardized tests. Educationally, internal assessment provides some of the best opportunities for assessing skills and competencies which cannot be assessed by traditional examinations.

Key Words: Objective tests, Standardized tests, Assessing skills, Competencies

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I. Introduction:

Assessment, also known as testing, is a critical component of instruction. When properly used, it can aid in accomplishing key curricular goals. A primary purpose of testing is to communicate what it, as the instructor and item writer, view as important. Tests are a powerful motivator, and the test-takers or students will learn the educational concepts they believe the value. Assessment also helps to fill instructional gaps by encouraging students to read broadly on their own and participate more as educational opportunities are available. This outcome of testing is especially important in clinical learning environments, where the curriculum may vary from student to student, depending on factors such as the setting and the flow of patients[1]. This outcome may also be important in some basic science settings, where the educational experiences may vary from student to student. As students progress toward mastery or even excellence, they are aided by ongoing feedback from their instructors, and tests are often an important component of that feedback and useful in activating further learning.

Because tests have such a powerful influence on student learning, it is important to develop tests that will properly align with educational goals[2]. This manual focuses on the process of writing high-quality, multiple-choice questions (MCQs), aka items, that can be used to assess a wide variety of clinical knowledge and skills within the framework of the basic and clinical sciences.

Two issues are of particular concern when developing and constructing quality MCQ-based exams, very short questions, short questions and essay questions; these are issues of content sampling and psychometric performance.

II. Materials and Methods

The study is conducted in Bhaskar medical college, telangana, at Pharmacology department. Sample size is 162 of third year MBBS students. The exam is conducted on online bases with MCQs, very short questions, short questions and essay questions at different time intervals.

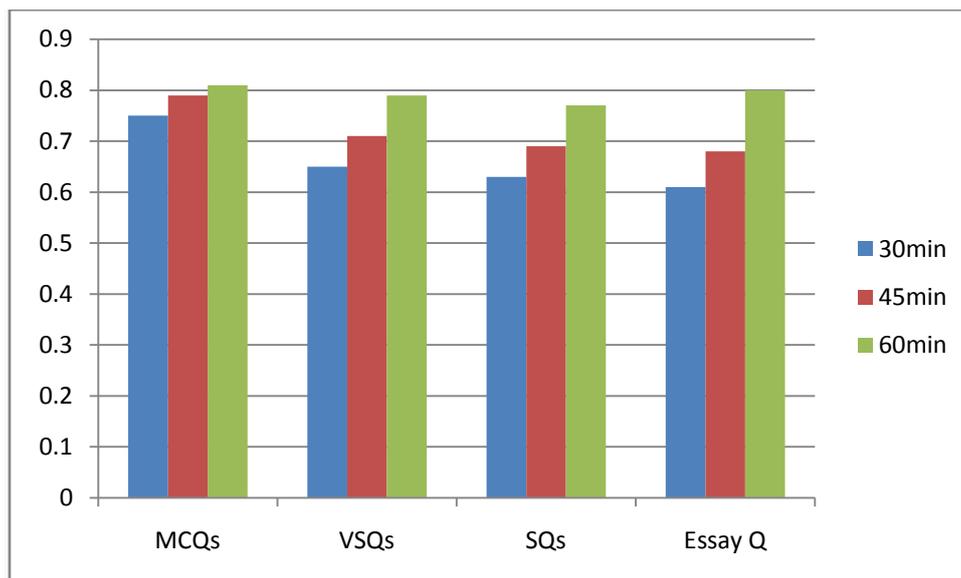
The purpose of assessment is to draw the influences of concerning skills of the test taken. Inferences are defined here as decisions, judgments, or conclusions that extended about concerning topic. Exam is a larger domain from which the items were sampled. The performance of the test provides a basis for estimating achievement in the broader domain.

III. Results

The MCQs, very short questions, short questions and essay questions are given and observed and noted at 30 minutes, 45 minutes and 1 hours. The reliability coefficients are measured and compared.

S.NO – Time Reliability Coefficient	MCQs	Very short Questions	Short Questions	Eassy Questions
1 -- 30min	0.75	0.65	0.63	0.61
2 -- 45min	0.79	0.71	0.69	0.68
3 -- 60 min	0.81	0.79	0.77	0.80

Table-1: Distribution of reliability coefficients



1.1 Graph representing reliability coefficient at different questionnaire

MCQs = Multiple Choice Questions, VSQ= Very short answer Questions, SQ = Short answer Questions, Essay Q = Essay Questions

With increase in the time of testing there is increase in reliability coefficient.

IV. Discussion

We are fond of objective and standardized tests, which are administered under standard test-taking conditions and in which are awarded certain grades. The competency of the students, the issue is –one shot observation using standardized tools[3]. 1997 by the Medical Council of India, Internal Assessment would make a meaningful difference to the way medicine is taught and learnt.

It is commonly believed that objective assessments are more reliable. Reliability is an important attribute of assessment. Reliability has been viewed as consistency of results[4].

In the current study three time periods the cognitive testings are done. Problem assignment with the appraisal is done. Most productive in assigning the questions[5]. The frequency at which the problem is detected. Some students are highly sensitive to these methods. It is highly specific. Reliability coefficient indicate how accurate the tests are there[6].

Initially at 30min MCQs are highly reliable than other methods. Next is Very short answers. And then comes Short answers and Essay questions. They are also reliable.

At 45 minutes MCQs are highly reliable then comes very short questions and short questions. Essay questions are also reliable. Reliability increased with increase in time of assessment.

At one hour All, i.e, MCQs, very short answers, short answers, essay questions increased. All are reliable. The reliability coefficient increased. Comparatively all tests are reasonable. It is because more syllabus is covered. Tools are never good or bad, it is their use which is important.

V. Conclusion:

All tests above are reliable at different time periods. But at increased time interval around one hour all methods are almost equally reliable. This is because of increase in coverage of syllabus.

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