



Polishing exam designing skills among academics using Scientific, Educational, Linguistic, and Formative (SELF) evaluation strategy

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Abstract: The purpose of this study was to provide academics with multiple tools essential for designing robust multiple choice questions (MCQs) exams. A package of tools, including but is not limited to MCQs checklist, SELF evaluation strategy diagram, global blueprint, blueprint matrix, in addition to difficulty and discrimination index were introduced to academics. A series of training sessions were carried out and a formal feedback obtained from participated academics. Results showed that 78% of participated academics reported that the academic tools were of great help in perfecting exam designing skills. Only 22% reported that they have some difficulties particularly with the indices since it requires good knowledge of statistics. It is recommended to market the package of exam designing tools among academics to have robust, well designed exams that based on the best scientific evidence as well as the critical thinking skills.

Key words: Blueprint, SELF evaluation, MCQ, difficulty index, discrimination index.

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