



Webinar Registration Form

Developing Multiple Choice Tests That Assess Higher Order Thinking Skills

Thursday, August 29 ~ 1:00-2:00pm (Eastern) & Wednesday, September 25 ~ 1:00-2:00pm (Eastern)

Once the live date has passed, this training will be available on demand.

Overview

Multiple-choice items are widely used due to their versatility in assessing a range of learning objectives; well-constructed multiple-choice questions can target factual knowledge, comprehension, analysis, synthesis, or evaluation. Also, the objective nature of multiple-choice items ensures reliable, efficient scoring and allows for rapid feedback. While there are many benefits to utilizing multiple-choice items, the effectiveness of multiple-choice assessments rests on the quality of the test items and the appropriateness of this type of evaluation in relation to the learning objectives. Participants will learn how to evaluate the value of a multiple-choice test for meeting specific learning objectives, design high-quality, meaningful multiple-choice items, and utilize the outcome of multiple-choice assessments to enhance the teaching-learning dynamic. We will also explore how automated multiple-choice assessments can be used to promote student learning through mastery assessments, maximize instructional time in the classroom and improve student preparation for class activities.

Objectives:

- Evaluate the appropriateness of multiple-choice tests in relation to learning objectives
- Design effective, meaningful multiple-choice items
- Enhance the teaching-learning dynamic using the outcome of multiple-choice assessments
- Maximize instructional time in the classroom through automated multiple-choice tests
- Integrate multiple-choice assessments to improve students' preparation for class activities
- Utilize multiple-choice items to engage students during class while simultaneously providing individualized formative feedback

Who Should Attend?

- 2-year & 4-year institutions
- Academic Affairs/Instruction
- Faculty (full and part-time)
- Dean of Instruction & Department Chairs
- Online Learning Administrators
- Faculty who teach or plan to teach online/hybrid courses
- Online Learning Professionals
- Anyone interested in learning more about designing multiple choice tests & multiple choice assessments



Developing Multiple Choice Tests That Assess Higher Order Thinking Skills

Thursday, August 29 ~ 1:00-2:00pm (Eastern) &
Wednesday, September 25 ~ 1:00-2:00pm (Eastern)

Speaker(s)



B. Jean Mandernach Ph.D.

Grand Canyon University

"The value of multiple-choice assessments lies in their versatility; multiple-choice assessments can be used to promote students' engagement with material prior to class, gauge understanding during classroom activities and measure understanding at the conclusion of a learning unit."

B. Jean Mandernach, Ph.D. is Research Professor and Executive Director of the Center for Innovation in Research and Teaching at Grand Canyon University. Her research focuses on enhancing student learning through assessment and innovative online instructional strategies. In addition, she has interests in examining the perception of online degrees, the quality of online course offerings and the development of effective faculty evaluation models. Jean received her B.S. in comprehensive psychology from the University of Nebraska at Kearney, an M.S. in experimental psychology from Western Illinois University and Ph.D. in social psychology from the University of Nebraska at Lincoln.

Newsletter