



Objective testing

It is a common misconception that objective or automated tests are a superficial form of testing, and cannot provide enough detail to evidence higher levels of knowledge or analysis. The level of learning assessed depends very much on the structure of the question posed. [Blooms' taxonomy](#) explains how different forms of question can be used to evaluate different levels of learning. This [website](#) from Leicester University also has some examples of questions at each level, which may help you to think about structuring your own.

There are a number of types of questions you can use for objective assessment, from the traditional multiple choice quiz (MCQ) to Likert scales, matching, ordering and multiple response. Many of these are built in to the test tool in your VLE. This [resource](#) from the Computer-Assisted Assessment Centre explains a little more about the different types of objective test questions, and their uses. You could also have a look at this [advice](#) from the University of Huddersfield.

A number of commercial textbooks include questions which can be used for objective tests, although you should bear in mind that your students may have seen these before. You might also consider using one of a number of question banks available on the web. These are repositories of test questions that have been created and used by other academics, and are related to the idea of Reusable Learning Objects or RLOs (www.northampton.ac.uk/virtual/bite/Index/RLO.html).

If you can't find a question bank for your subject area, it may be possible to create your own, working with other tutors in your department. This can be built up over time to become an invaluable resource, use these links for reference:
Question banks (or begin your own within your department):

Science, Medicine and Business Studies at Ulster:
<http://www.science.ulst.ac.uk/caa/banks.html>

Languages:
<http://www.well.ac.uk/languageexercises/>

Economics (by HEA):
<http://www.economicsnetwork.ac.uk/qnbank/>

Medical assessment (also offers workshops on writing online assessments):
<http://www.umap.org.uk/bank/>

Remember it is equally important to construct relevant and useful feedback in response to each answer given by the student.

Check out the website for more information: www.northampton.ac.uk/bite