

## ASSESSMENT OF ACTIVE LEARNING BY SELF-MADE MULTIPLE CHOICE QUESTIONNAIRE AMONG MEDICAL STUDENTS

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### ABSTRACT

#### Introduction

*There are totally different ways to encourage students improve their learning outcome and understanding of an issue. This study was undertaken assess the impact of student-based construction of multiple choice questions (MCQs) as an input for learning outcome and understanding of topics in biochemistry. Materials and Methods: The study was carried out at Among First year students, Students were asked to construct MCQs. These students were pre- and post-tested and the effect of the additional intervention (MCQ-construction) measured. They were then polled on their preferred methods of learning before and after a learning exercise in which they were asked to create some MCQs. Results: The MCQ questions designed by the students were of a high standard and clearly displayed an understanding of the topic concerned. Student's opinion was significantly more favourable towards self-made MCQs than traditional learning methodologies (tutorials, books). Conclusions: Construction of MCQs as a learning tool is an unfamiliar exercise to most students and is an unpopular learning strategy. However, students are capable to prepare high quality questions, and the challenge for medical faculties is to utilize this initiative to the students' advantage.*

**KEYWORDS:** Active Learning, MCQ, Problem Based Learning

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