Programme Details

Programme: HOW TO WRITE GOOD QUALITY MCQ’S AND EMQ’S
Course Length: Half day

Course Synopsis

This course will train teaching/academic staff on how to create good quality MCQ’s (Multiple Choice Questions) and EMQ’s (Extended Matching Questions). The facilitator gained his knowledge and experience from having taught for many years in the medical and health sciences field as well as having taken courses on how to write good exam questions.

Prerequisites

The participant ideally would be involved in creating MCQ’s and EMQ’s for his/her faculty for students’ exam questions, thus have had some experience or would like to know more on how to write good quality MCQ or EMQ exam questions.

Minimum group size is 6 persons, maximum is 20 persons.

Course Objectives

This course is designed to fulfill the following objectives:

- To be able to analyse an MCQ or EMQ question and decide if it is a good (i.e. well constructed) question.
- To be able to create (i.e. write) or re-write an MCQ or EMQ question so that it follows the guidelines on creating good quality questions.

Course Learning Outcomes

By the end of the course, participants will be able to:

- Recognise the common faults and errors in writing good MCQ & EMQ exam questions.
- List the criteria for making good MCQ & EMQ exam questions.
- Name the components of a good MCQ & EMQ exam question.
- Use the guidelines to create good MCQ & EMQ exam questions.
- Constructively critique old MCQ & EMQ exam questions, and state the reasons why it was constructed poorly.
- Re-write old MCQ & EMQ exam questions to align with the guidelines of good questions.
- Construct good quality MCQ and EMQ questions.

Course Contents

This is a one half-day workshop.

The first half of the morning will cover the theory, purpose and rationale for writing good MCQ questions, the common errors, and guidelines for creating good MCQ exam questions. This will
be followed by small group work where participants will practice creating a good MCQ question in their area of teaching. This will then be critiqued by the group as to how to further improve it using the suggested guidelines.

Following the mid-morning break, the second half of the morning will cover the guidelines and practice in writing good EMQ exam questions, again, followed by a critique by the group on how further improve it.

**Course Plan**

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:00 – 9:15 AM</td>
<td>Registration, washroom, hand-phones off, Welcome, Introductions.</td>
</tr>
<tr>
<td>9:15 – 10:30 AM</td>
<td>Lecture using PowerPoint to introduce the background, concept and examples of what makes for a poor and for a good MCQ question, followed by discussion. Practice in writing a good MCQ question. Constructive critique of work done.</td>
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<tr>
<td>10:30 – 11:00 AM</td>
<td>Morning break</td>
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<tr>
<td>11:00 – 12:15 PM</td>
<td>Lecture using PowerPoint to introduce the concept of what makes for a good EMQ question, followed by discussion. Practice in writing a good EMQ question. Constructive critique of work done.</td>
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<tr>
<td>12:15 – 12:30 PM</td>
<td>Course feedback &amp; End of workshop.</td>
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**The Facilitator**

Assoc. Professor Dr. Robert Chen obtained his medical degree at the University of Alberta, Edmonton, Canada. He did his post-graduate training in Family Medicine at McMaster University, Hamilton, Ontario, Canada.

Since then, he has been involved in various teaching activities, including teaching undergraduate, post-graduate nurses and medical students and nurse practitioners, as well as fellow family physicians on various aspects of medicine, including clinical supervision, advance nursing skills, rural medicine, HIV/AIDS care, Palliative Care and Geriatrics.

In 1985, he was a faculty member of the “Faculty Development committee” at the University of British Columbia, Canada where he taught other teaching staff from other faculties such as Engineering, Social work, Anthropology, Languages, as well as Medicine, Nursing and Pharmacy on “How to Teach” using the TIPS (Teaching effectiveness) method.

Since working in Malaysia for the last 8 years, he has conducted a number of “PBL Facilitation Skills Training” sessions including at UKM (Universiti Kebangsaan Malaysia), Monash University Malaysia and at UTAR. He could be considered the Malaysian ‘expert’ in PBL facilitation skills training, Standardised/Simulated Patient programme, as well as the Post-Polio Syndrome. His interests are in various aspects of medical education, international travel and in teaching.