

Is Asking Same Question in Different Ways Has Any Impact on Student Achievement?

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Objective: In our education system Multiple-choice exams have begun more widespread with each passing day. Multiple choice exams are useful for assessment of students' lower levels of knowledge while the essays are used in order to assess analysis, synthesis and critical thinking. The aim of this study was to determine the impact of exam types on student achievement. **Method:** In this study the data of Istanbul Bilim University School of Medicine 1st year students' (n=66) midterm and final exam results of one course was used. Multiple choice questions were used in midterm exam and essay in final exam. Same four questions were asked as multiple choices in midterm exam while open ended in final exam. Students were divided into two groups. One of two groups constitutes from students answered questions correct in midterm exam and false in final exam. The second group composed of other students. The difference between midterm exam and final exam grade was calculated. Data were analyzed with Pearson correlation and chi square tests. Significance level was accepted as $p < 0.05$. **Results:** Students' midterm exam mean grade was 85, 84, 10, 31 and final exam mean grade was 57, 75, 17, 60. There was a significant correlation between midterm and final exam grades ($r=0,41$, $p=0,000$). When assessed for each question separately, large proportion of students whose final exam grades reduced more than 40% was answered the same questions correct in the midterm but false in final exam (for each questions $p= 0,000$; $p= 0,023$; $p=0,742$, $p = 0,000$ respectively). **Conclusion:** Students' success in the secondary education period is usually assessed with multiple-choice exams. Assessment of students' achievement with multiple choice exams may affect their learning strategies. Further research is planned in order to determine relationship between students' learning strategies, assessment methods and student achievement.

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