

Workshop overview

Writing Multiple-Choice Questions (MCQs) for new COM faculty

Instructors:

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I. Introduction (15 minutes)

- A. Welcome and Opening Remarks
 - 1. Brief introduction of the facilitator
 - 2. Objectives of the workshop
- B. Icebreaker Activity
 - 1. Quick introductions from participants
 - 2. Share one challenge faced in writing MCQs

II. Understanding MCQs (15 minutes)

- A. Purpose of MCQs in Medical Education
 - 1. Assessment of knowledge and critical thinking
 - 2. Role in high-stakes examinations
- B. Types of MCQs
 - 1. Single best answer questions
 - 2. Extended matching questions
 - 3. True/False questions

III. Key Components of Effective MCQs (15 minutes)

- A. Structure of a Well-Designed MCQ
 - 1. Scenario- Clinical, academic or social
 - 2. Stem
 - 3. Options (distractors and correct answer)
- B. Characteristics of Good MCQs
 - 1. Relevance to learning objectives: alignment with curriculum
 - 2. Clarity and conciseness

IV. Writing MCQs: Hands-On Practice Break into Small Groups – tell them the level of students (30 minutes)

- 1. Participants write their own MCQs based on a chosen topic of common interest
- 2. Exchange questions with other members and a member present the MCQs

3. Provide constructive feedback

*******Break *******

V. Addressing Common Flaws / Challenges - NBME slides (Main activity) (45 minutes)

Identifying and Overcoming Difficulties --Discuss common pitfalls in MCQ design/writing

VI. Group Activity: Analysing Sample MCQs (30 minutes)

- 1. Review provided sample MCQs***
- 2. Review the strengths and weaknesses***

VII. Refining their own MCQs (15 minutes)

1. Revise questions based on suggestions
2. Techniques for improving question quality

VIII. Recap of Key Takeaways and Q&A Session (15 minutes)

1. Open floor for participant questions
2. Importance of well-constructed MCQs
3. Resources for further learning