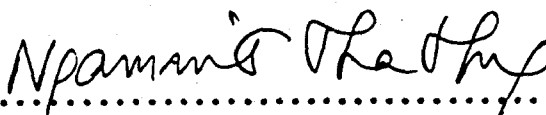
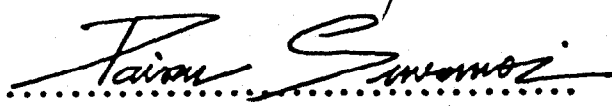


THESIS TITLE CONSTRUCTION OF AN INSTRUCTIONAL MODULE ON THE TOPIC OF
"WRITING MULTIPLE CHOICE ITEMS TO MEASURE THE COGNITIVE
DOMAIN ACCORDING TO BLOOM'S TAXONOMY"

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ABSTRACT

The purposes of this research were (1) to construct an instructional module on the topic of "Writing Multiple Choice Items to Measure the Cognitive Domain", a course in Evaluation and Test Construction, in a syllabus of Teacher Training Council, B.C. 2530 (Revised Edition), (2) to compare the achievement between groups of students using the instructional module and the conventional method and (3) to study the opinions of students towards the instructional module. Ten teaching units based on the content of Evaluation and Test Construction were constructed and tried out with Loei Teacher College students. Two sample groups consisted of (1) forty-three Loei Teacher College students which were randomly selected from students who studied in a course of Evaluation and Test Construction in the second term of the academic year 1991. They were placed into high, middle and low ability groups. They were used to test the efficiency and the effectiveness index of the instructional module. The instruc-

tional module was administered on a one-to-one, small group and field basis. (2) Sixty Loei Teacher College students which were randomly selected and were randomly assigned into a experiment group and a control group (thirty students for each group). The data were analyzed by t-test and the percentage.

The following findings were obtained: 1) the efficiency of the instructional module were 79.67 and 81.88 and the effectiveness index was .77 2) the achievement scores of the experiment group were higher than the achievement scores of the control group at the significance level of .05 ; and 3) 86.66 percents of the students' opinions agreed with studying by the instructional module were more interesting than the conventional method.