Methods of Assessment. Methods will vary depending on the learning outcome(s) to be measured. Direct methods are when students demonstrate that they have achieved a learning outcome or objective. Indirect methods are when students (or others) report perceptions of how well students have achieved an objective or outcome. Data are collected via multiple methods often utilizing both qualitative and quantitative approaches. Classroom Assessment: is often designed for individual faculty who wish to improve their teaching of a specific course. Standardized Achievement and Self-Report Tests: Select standardized tests that are aligned to your specific program learning outcomes. Score, compile, and analyze data. Multiple choice question tests (MCQ tests) can be useful for formative assessment and to stimulate students' active and self-managed learning. They improve students' learning performance and their perceptions of the quality of their learning experience (see Velan et al., 2008). MCQ tests are strongly associated with assessing lower order cognition such as the recall of discrete facts. Figure 2: Design blueprint for multiple choice test design (from the Instructional Assessment Resources at the University of Texas at Austin). Cognitive domains (Bloom's Taxonomy). Topic A. Consequently, self-assessment involves the learner with a self-evaluation process while peer assessment engages students in the process of making judgements on their peers (Somervell, 1993). The advantages of employing peer assessment include many aspects. To begin with, Topping et al. However, their study differentiates from the previous ones in three ways. Firstly, their study was conducted in high. Peer testing or peer review is an effective way to identify code defects; a group of peers is working together to detect these errors (Clark, 2012). 12. schools in Taiwan (in a computing course about the use of the Internet).