The statistical results demonstrated grades were consistently higher in the students that completed the additional...
question task compared to students who did not complete the task, overall module grade [58.50 ± 11.81 vs. 42.40 ± 19.49; p<0.05], exam component only (worth 40% of the final module grade) [69.06±13.71 vs. 45.38±25.15; p<0.05] and overall student profile (the average for the eight different modules studied during the same academic year) [57.17±6.81 vs. 50.65±17.15; p<0.05).

This research has demonstrated that whilst there may be some limitations to using online MCQ's at final year undergraduate level, if the way they are used is planned carefully, they can be effective tools for assessment and learning. The quantitative evidence suggests that through active involvement in the question construction and design stage, students, can become much deeper learners, which can lead to improved academic performance. If this process has in some way provided a mechanism for making students look much more deeply at the module content then it could be considered effective in enhancing student learning. It was particularly interesting to see that those students who had taken part in the exam question task actually performed better in the strategic marketing module than they had in their overall profile average, suggesting the benefit that this particular technique may have provided to the participants academic performance. Perhaps there is a need to explore ways of encouraging more students to take part in the process. This particular method was optional during this study with 54% taking part, but perhaps one method for increasing this level of uptake could be to make the question design element a compulsory part of the assessment. In this context, a grade could be given to the quality and appropriateness of the questions. This is an area where there is clearly scope for further research and discussion, but one which could be valuable for the future.