

COMPARISON OF ASSESSMENT METHODS IN AN UNDERGRADUATE BIOSTATISTICS COURSE

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Improving instructional methodologies often requires evaluation of assessment strategies. With the variety of assessment techniques in education, it can be difficult to determine the best one(s) for any particular course. Closed-book exams have traditionally been used to assess knowledge in biostatistics courses; recently, project-based learning has been incorporated to evaluate student learning. As biostatistics is an applied field, project-based learning may be better suited as an evaluation tool than exams. An initial sample of approximately 50 undergraduate biostatistics students had their baseline knowledge measured using a pre-test, and their post-course knowledge was assessed using a post-test. The 20 multiple-choice questions on the pre- and post-tests were repeated; comparison of change scores are used as the primary determination in effectiveness of assessment methods.