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<b>Thesis Title</b>	Evaluation of Assessment Preferences in Relation to Performance of the Sixth Year Medical Students in Al Kindy College of Medicine 2012 – 2013
<b>Year</b>	2012-2013
<b>Abstract</b>	<p><b><u>Background:</u></b> Assessment is important component of learning environment as are learning approaches. In order to educate medical students who can meet the demands of present community, individual differences and preferences should be taken into consideration. Recent studies have shown that students 'learning approaches and assessment preferences are two important factors affecting their success.</p> <p><b><u>Objectives of this study:</u></b> This study aims to explore which assessment formats are preferred by students and why, what relationship exist between students' preferences and their assessment results, and which cognitive processes do they perform.</p> <p><b><u>Method:</u></b> All the 65 students of the sixth year in Al Kindy College of Medicine/University of Baghdad were included in this descriptive cross sectional study conducted from April to September 2013; data was obtained through questionnaire adopted from (API) by Birenbaum 1994.</p> <p><b><u>Results:</u></b> This study reveals the association between assessment method preferences and performance. As majority of students who prefer MCQ perform well in surgery exam. It also shows that students prefer questions that related to Understanding/Application domain.</p> <p><b><u>Conclusion:</u></b> MCQ and OSCE can be considered as the main methods in exams, although annual survey for preferences should be carried out. Designing question is as vital as the method used in assessing higher domains.</p>