

THE EXTENT TO WHICH FINAL EXAM PAPERS AT PALESTINE TECHNICAL UNIVERSITY ACHIEVE THE EDUCATIONAL OBJECTIVES OF BLOOM TAXONOMY IN LIGHT OF CRITERIA OF A GOOD EXAM PAPER

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***ABSTRACT_** This study aimed to examine to which extent the final exam questions at Palestine Technical University achieve the cognitive objectives at the different levels of Bloom Taxonomy in light of the criteria of a good exam paper. The researcher analyzed a group of final exam papers for both compulsory and elective courses in the second academic year, 2015/2016. The number of these papers amounted to 12, and the analysis was carried out in light of the special standards of a good exam paper regarding format and content. The study reached the following findings: The exam papers included 332 main questions, The questions focused on the cognitive domain at lowest level, The cognitive level (recall) came in the first place (249 questions, 73.8%), the comprehension level came second (73 questions, 23%, while the analysis and application levels came third (5 questions, 1.6%) for each, The exam papers didn't have questions to measure the highest levels of synthesis and evaluation, Objective questions occupied a high position (230 questions, 72.3%) while the percentage of subjective questions was low(102 questions, 27.7%). In light of these results, the researcher recommended establishing a center, reporting to the Department of Quality and Assurance, for evaluating exams. The task of this center is to identify the shortcomings of exam papers and hold training courses and workshops to help the teaching staff boost their skills in formulating the educational objectives.*

***KEYWORDS:** Exam papers, University Education, educational objectives, Bloom Taxonomy.*