

ABSTRACT

This thesis is focused on characterising sample questions for medical school admission exam using Bloom`s revised taxonomy of learning objectives. The aim of the thesis is to evaluate the distribution of question types within the dimension of knowledge and the dimension of cognitive processes. Secondly, to compare these results with the requirements and opinions of professors teaching at medical faculties. The theoretical part provides basic information about the organization of the admission exams to medical faculties, and then summarizes basic information about the original and revised Bloom's taxonomy. In the practical part of this thesis, model questions are analyzed using the revised Bloom's taxonomy. Secondly, the teachers from the medical faculties were asked their opinion on the most important abilities of the medical students and on the possible ways to test them. The results show the stratification of question types according to the dimensions of Bloom's taxonomy. The analysis reveals that the model questions are mainly focused on testing the lower levels of the cognitive dimension, and the first two levels of the knowledge dimension. However, according to the respondents from among the teachers at medical faculties, higher cognitive abilities are more desirable for students. The results of this work therefore indicate a contradiction between the purpose and the tool used for this purpose.