

The framework of writing assessments

Psychology



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The Framework of Writing Assessments Affiliation The Framework of Writing Assessments In any valid research, both open ended and closed ended questions are very vital to during data collection process. It is because they give a different type of information that the researcher is interested at, as well as giving the researcher a dynamic view of the clients understanding on the subject matter that is being researched. Nevertheless, the researcher must clearly state the main objectives he wants to achieve at the end of the research as they occasionally provide guidance as to what type of question to be asked. One major problem a researcher shall always have to ask himself during questionnaire making is if the type of question used shall provide adequate data to generate proper analysis at the long run (Lin & Lien, 2013).

Quantitative and qualitative data analysis is a major project data that a research work has to generate; it, therefore, can help in questionnaire design. Nevertheless, both the merits and the demerits of open and closed ended questions must be considered during questionnaire design as they dictate the quality of information generated at the end of research.

In some research that I have conducted, I came to realise that closed-ended questions provide clear and quick information as compared to the open-ended questions. Most of the responders were very quick in filling the questionnaire, and the responses were very easy to analyse using different computer system analysis like the SPSS. However, it posed a disadvantage of not giving the full insight of the respondents on the researched since some responders had divergent information other than the one they were limited to.

In conclusion, it is always prudent to combine both open and closed ended

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questionnaire in any data collection process as it gives the responders room to provide dynamic information regarding the study being conducted.

Reference

Lin, W. L., & Lien, Y. W. (2013). Exploration of the relationships between retrieval-induced forgetting effects with open-ended versus closed-ended creative problem solving. *Thinking Skills and Creativity*, 10, 40–49.