

STRATEGIC MANAGEMENT THROUGH STUDENT LENSES



Yusof Ismail



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CHAPTER 9

TESTING AND EVALUATION

NOR ALINA BINTI ABDUL LATIP & YUSOF ISMAIL

Abstract

How does one measure one's amount and depth of learning of a subject matter? Whether or not one performs self-assessment or is assessed by others, a number of tools should be considered. In SM, a few standard assessment tools have been employed. They comprise tests, case analysis reports, oral presentations, and middle and end of semester examinations. This chapter does not emphasize the description of the assessment tools as much as the arguments by student authors of their preferences or otherwise of the assessment tools concerned.

Introduction

Evaluation on students' performance is essential to determine to what extent they fully understand a course. There are many evaluation tools that can be used to measure the students' performance. Traditionally, Malaysian educational system uses examination as one of the performance measurement of the students. Currently, students are required to not only depend on the performance of the examinations but they are also to perform well in their course work. One of the reasons is that the course work carries 50%-60 % out of total 100%. The course work can be in terms of presentations, case study, and other type of assignments. This chapter will present students opinions on kind on assessments that seem appropriate to them and the percentage marks to be allocated for each assessment. This chapter also will also survey students perceptions towards an assessment method, i.e. take-home final examination.

Preferences for tests

In order to evaluate whether students are able to understand a particular subject, tests usually are used as assessment tools. The normal practices include mid-term exam, final exam and additional course work. Since students are the ones affected directly in this assessment, their points of views regarding this matter are essential to determine whether they are capable to do well in the particular course, SM.

According to Hazani (BBA), two tests for the course are sufficient. This is because students will allocate their remaining time to do assignments or study for other subjects. In addition, they will manage to produce the best outcome for each task assigned. The idea of having two tests is also supported by Alina (BACC) and Eduart (BBA). According to Alina, mid-semester examination and end of semester (i.e. final) examination are appropriate to assess students on their overall understanding. She personally prefers evaluation on the course work since she likes to be assessed on application of the course work rather than memorizing facts for the purpose of examinations but without understanding them.