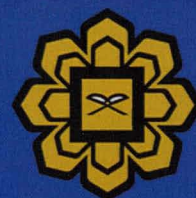


**CASE STUDIES AS A TEACHING -LEARNING
TOOL IN MANAGEMENT COURSES**

An Instructor's Perspective

Yusof Ismail

IIUM Press
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA



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An Instructor's Perspective

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TABLE OF CONTENT

Preface	vi
PART I OVERVIEW	1
Chapter 1 Introduction - <i>Yusof Ismail</i>	2
PART II MANAGEMENT	11
Chapter 2 Case Studies in Business Ethics - <i>Suhaimi Mhd Sarif</i>	12
Chapter 3 Case Studies in Human Resource Management - <i>Junaidah Hashim</i>	23
Chapter 4 Case Studies in Organizational Behavior - <i>Izhairi Ismail</i>	29
Chapter 5 Case Studies in Principles and Practice of Management - <i>Norizah Supar</i>	35
Chapter 6 Case Studies in Strategic Management - <i>Yusof Ismail</i>	45
Chapter 7 Case Studies in Training and Development - <i>Nurita Juhdi</i>	57
Chapter 8 Utilizing Management Case Studies from a Learner's Perspective - <i>Md. Mahfuzur Rahman and Yusof Ismail</i>	65
PART III EVALUATION	77
Chapter 9 End of Semester Examination - <i>Yusof Ismail</i>	78
Chapter 10 Types of Assessment - <i>Yusof Ismail</i>	93
Biography of Contributors	109

CHAPTER 10

Types of Assessment

Yusof Ismail

Abstract

Assessment for the undergraduate programs tends to be summative rather than formative. This is reflected in the weightage allocated to various types of coursework for six *Management* courses reviewed in the chapter: *Business Ethics*, *Human Resource Management*, *Organizational Behavior*, *Principles and Practice of Management*, *Strategic Management*, and *Training Management*. A large percentage (66.8 percent) of the assessment is made up of quizzes and middle of semester examination (mean = 25.8 percent) and end of semester examination (mean = 41.7 percent). Across the six courses, only one course awarded students their participation (worth 5 percent). Case analysis and presentation averaged 12.5 percent, assignments and presentation 17.5 percent, whereas project 15.0 percent. Middle of semester examination and quizzes took a large percentage of student assessment, i.e. 25.8 percent. Overall, coursework averaged 58.3 percent (close to 60 percent), whereas the end-of-semester relatively within the University's specified minimum of 40 percent. Coursework comprises class participation; case analysis and presentation; assignments and presentation; and project. Overall, examination related assessment is close to 70 percent.

Introduction

There are two broad types of assessment (evaluation) in education: formative and summative. Formative refers to continual and developmental, whereas summative refers to award of a letter grade at the end of the course.

In educational context, one tends to see more summative than formative assessment because the latter gives measurable and understandable results. Formative assessment which is developmental may occur in both the instructor and learner. An instructor may try a number of instructional approaches to enable learning among his students; a student may also assess his own learning and performance and adjust himself accordingly.

This chapter presents a comparison of mostly summative evaluation of the courses covered in this book.

Objectives of an academic program

Program's objectives of the three undergraduate programs of the Kuliyyah (Faculty) of Economics and Management Sciences – Bahelor of Accounting, Bahelor of Business