

**CASE STUDIES AS A  
TEACHING-LEARNING TOOL  
IN ACCOUNTING AND  
MARKETING COURSES**

An Instructor's Perspective

**Yusof Ismail**



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**Yusof Ismail**

Department of Business Administration  
Kulliyah of Economics and Management Science  
International Islamic University Malaysia



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Tel: +603-6188 1542 / 44 / 45 Fax: +603-6188 1543  
EMAIL: iiumprinting@yahoo.com

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# Types of Assessment

**Yusof Ismail**

### **Abstract**

Assessment for the undergraduate programs tends to be summative rather than formative. This is reflected in the weights allocated to various types of coursework for five *Accounting* and three *Marketing* courses reviewed in the chapter: *Auditing, Decision Making & Control, Integrated Case Studies, Management Accounting, Advanced Taxation; Consumer Behavior, Marketing Principles, Retail Management. Accounting* shows on average a lower percentage of course work, i.e. 51 percent vs. 49 percent (end of semester examination), compared to *Marketing* courses, i.e. 60 percent vs. 40 percent. Coursework comprises class participation; case analysis and presentation; assignments and presentation; and project. Overall, examination related assessment is close to 70 percent. Cases sub-total for *Marketing* courses attracted a mean of 10.0 percent compared to *Accounting* 13.6 percent. The end of semester allocation of assessment for both disciplines is well within the specified minimum of 40 percent. Middle of semester examination of *Accounting* courses averaged 21.7 percent as opposed to 26.7 percent for *Marketing* courses.

### **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 Kulliyyah (Faculty) of Economics and Management Sciences – Bachelor of Accounting, Bachelor of Business Administration, and Bachelor of Economics - reflect the nine learning outcomes specified by the Ministry of Higher Education are summarized below:

At the end of the academic program, students are able to: