

**CASE STUDIES AS A  
TEACHING-LEARNING TOOL  
IN ECONOMICS, FINANCE  
AND QUANTITATIVE COURSES**  
An Instructor's Perspective

**Yusof Ismail**



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An Instructor's Perspective

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## CHAPTER 14

# 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 six *Management* courses reviewed in the chapter: *International Economics*, *Managerial Economics*, *Financial Management*, *Investment Analysis*, *Decision Science*, *Operations Management*, and *Operations Research*. Means for both coursework and end-of-semester examination are 45 percent, respectively. The distribution of weights for coursework based on means is arranged in descending order as follows: Middle of semester examination (25.0 percent), project paper (18.3 percent), assignments (12.5 percent), case analysis and presentation (10 percent), quizzes/tests (6.7 percent), oral presentation (5 percent), and class participation (5 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 *Kulliyah* (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: