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

Yusof Ismail

IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
CASE STUDIES AS A TEACHING-LEARNING TOOL IN ECONOMICS, FINANCE AND QUANTITATIVE COURSES
An Instructor’s Perspective

Yusof Ismail
Department of Business Administration
Kulliyyah of Economics and Management Science
International Islamic University Malaysia
Email: yusof_iuu@yahoo.com
TABLE OF CONTENTS

Preface

PART I
OVERVIEW

Chapter 1
• Introduction – Yusof Ismail 3

PART II
ECONOMICS

Chapter 2
• Case Studies in International Economics - Norma Md. Saad 13

Chapter 3
• Managerial Economics - Jarita Duasa 19

Chapter 4
• A Student’s Experience with Managerial Economics Cases - Amir Qayyum Che Norddin and Yusof Ismail 25

PART III
FINANCE

Chapter 5
• Case Studies in Investment - Razali Haron 33

Chapter 6
• Case Studies in Financial Management - Nor Azizan Che Embi 41

PART IV
QUANTITATIVE

Chapter 7
• Case Studies in Decision Science - Nur Anisah Abdullah 49

Chapter 8
• A Student’s Experience with Decision Science Case Studies Nor hazirah Abu Hassan and Yusof Ismail 57

Chapter 9
• Case Studies in Operations Management - Rafikul Islam 63
Chapter 10
  • *A Student’s Experience with Operations Management Case Studies* - Muhammad Fikri Hairudin and Yusof Ismail 71

Chapter 11
  • *Using Case Studies in Operations Research* - Zaihan Mohd Noar 77

Chapter 12
  • *A Student’s Experience with Operations Research Case Studies* – Muhammad Hafiz Zainudin and Yusof Ismail 83

PART V
EVALUATION

Chapter 13
  • Final Examinations - Yusof Ismail 93

Chapter 14
  • Types of Assessment - Yusof Ismail 109

Biography of Contributors 121
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 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: