

Students' Perceptions About Assessment Modes for Service-Learning Modules

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Abstract Most service-learning modules or community service initiatives (CSI) assess students' engagement in designated projects and activities which are carried out during a semester and are graded according to a set of approved rubrics. In this study, the diploma and degree CSI students who were engaged in two projects were given the space to share their perceptions and preferences for how assessments can be conducted in relation to their CSI projects. The objective of this paper was to discover if similar trends of students' perceptions and preferences about CSI assessments exist between the two student cohorts. Therefore, an instrument was designed to capture students' perceptions and feedback in relation to the assessment modes of the two CSI modules. A pre-course questionnaire and a post-course questionnaire were given out to the students to capture their responses. The data obtained were analysed quantitatively using SPSS 20 with the method of descriptive analysis. The key findings of this paper indicate that the diploma and degree students favour the current assessment modes which include reflection, presentation and fieldwork. Hence, these findings are in line with Millican's (Student community engagement—A model for the twenty-first century? The Community University Partnership Programme, The University of Brighton, 2007) views on what a typical service-learning course should encompass.

Keywords Service-learning · Students' perceptions · Assessment modes

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