

Assessment for Learning Within and Beyond the Classroom

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Editors

Assessment for Learning Within and Beyond the Classroom

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Preface

Assessment is widely recognized as an important process that can either optimize or inhibit learning, depending on how it is applied. Within this space, there has been much discussion on the concept of **Assessment for Learning**. While assessment has traditionally been thought of as occurring at the end of a learning cycle, many educational institutions have re-examined the way they think about assessment to better emphasize its role in supporting the next stages of learning. In principle, Assessment for Learning promotes the idea that students will improve most if they understand their learning target, where they are in relation to this target and how they may close their gap in their knowledge. Educators, in the process, must then use assessment information to not only provide students valuable feedback for their learning, but also adjust their teaching strategies accordingly and consider more carefully how they use learning activities in their classrooms.

This year, the Taylor’s 8th Teaching and Learning 2015 (TTLC2015) has chosen to focus on “Assessment for Learning: Within and Beyond the Classroom” in recognition of the power of assessment for learning as a way of raising student achievements. By placing this topic at the heart of the conference, TTLC2015 aims to explore in breadth, depth, and quality the best models and practices, strategies, lessons learnt, and success stories from implementation of assessment within the classroom to beyond its borders and up to the virtual space. Additionally, the conference aims to provide fertile ground to stimulate and compare responsive assessment approaches and practices on relatively new areas of assessment such as graduate capability assessment in view of the need of educational institutions to evidence graduate employability. The manuscripts focus on the subthemes related to accessing extracurricular learning practices, innovative assessment approaches, e-learning assessment, assessment related to graduate capabilities and professional competencies, and other elements related to assessment for learning.

Contents

Part I Assessing Extra-Curricular Activities for Graduate Employment Outcomes

Students' Perceptions About Assessment Modes for Service-Learning Modules	3
Sarah Abedi Abdullah, Pauline Hwa Ling Teo and Kelly Pei Leng Tee	
SHINE Point Templates: The Taylor's Journey to Capture the Essence of Extra-Curricular Assessment	17
Su Ming Cheah and Mayriana Arman Michael	

Part II Innovative Assessment Approaches

Assessing Writing Skills of Postgraduate Students: Perspectives of Supervisors and Supervisees	31
Peck Choo Lim, Gurnam Kaur Sidhu, Yuen Fook Chan, Lai Fong Lee and Leele Susana Jamian	
Assessing the Critical Reading Skills of Postgraduate Students: Perspectives of Supervisors and Supervisees	43
Gurnam Kaur Sidhu, Sarjit Kaur, Peck Choo Lim and Yuen Fook Chan	
OSCE Standard Setting by Borderline Regression Method in Taylor's Clinical School	53
Keng-Yin Loh, M.I. Nurjahan, K.K. Ong, G.S. Roland and A.R. Noor	

Part III Assessment in a Technology-Rich Learning Environment

Assessing Factors Affecting Students' Acceptance and Usage of X-Space Based on UTAUT2 Model	61
Wei Wei Goh, Siew Fun Tang and Chee Leong Lim	
An Adaptive Tool for Learning	71
Jer Lang Hong	

Integrating Social Networking Sites with E-Learning	79
Jer Lang Hong	
A Case Study on Twenty-First-Century Students Skills Assessment Using Morfo	89
Chandra Reka Ramachandiran and Malissa Maria Mahmud	
Real-Time Assessment with Nearpod in the BYOD Classroom	103
Tee Wee Jing and Wong Seng Yue	
Partner in Speak: Peer Coaching and Rating Through Online Synchronous Communication for ESL Learners	109
Sujatha Krishnan and Mohd Ridhwan Abdullah	
Part IV Assessing Professional Competencies and Institutional Initiatives	
Assessment and Feedback in the Final-Year Engineering Project	125
Douglas Tong Kum Tien and Siow Chun Lim	
Tools for Research Management	137
Jer Lang Hong	
Inquiry-Based Instruction and Situational Interest of Students in Higher Education	147
Chan Yuen Fook, Suthagar Narasuman, Gurnam Kaur Sidhu, Yap Bee Wah, Lee Lai Fong and Siti Fairus Dalim	
Evaluation of the Effectiveness of Field Trips in the Teaching and Learning of Biosciences	159
Malarvili Ramachandiran and Saroja Dhanapal	
Conceptual Understanding: A Transitional Process from Novice to Expert User in Radio Frequency and Microwave Course	175
Md. Shahar Aftanasar and Norizah Mohamad	
Deploying Right Assessment for Programme Outcomes (POs) in Enhancing Curriculum Structure Development	185
Abdul Rahman Mohd Yusoff and Mohammad Syuhaimi Ab-Rahman	
Assessment for Learning: Students' Perception on Peer Review in a Private University	199
Kim Lian Lee and Mohd Naim Norbaizura	
Positive Impacts of Service Learning on Students' Personal Outcome and Social Outcome	211
Pei Leng Kelly Tee and Chandra Sakaran Kalidas	
Assessment Dialogues: Perceptions of Feedback and Feed-Forward	225
Tim Griffin, Lisa Armitage, Paul Parker and Sky Hugman	

Part V Other Issues in Assessment for Learning

Title: A Meta-Analysis of the Effects of Instructional Tasks on L2 Pragmatics Comprehension and Production	241
Nour El Imane Badjadi	
Large Class Size and Student–Lecturer Learning Experiences at the Tertiary Level	269
Ramachandran Ponnai, Marzura Abdul Malek and Balaguru Ambalavanan	
Map Interpretation: Tool for Rapid Learning and Assessment Lens for Cognitive Engagement	285
Arniza Ghazali	
Assessment in Mechanical Engineering Capstone Project: The Case of Taylor’s University	295
Douglas Tong Kum Tien and Mohd Hardie Hidayat Mohyi	
Development and Assessment of Learning Outcomes of Graduate Course on Structural Rehabilitation	305
Tamer El-Maaddawy	
Standard-Based Performance Assessment’s Scoring Practice in Primary Schools	315
Rubiah Dalail, Yuen Fook Chan and Gurnam Kaur Sidhu	
Assessing Writing Readiness for Academic Purposes Among Students in Higher Education	327
Lai Fong Lee, Gurnam Kaur Sidhu, Yuen Fook Chan, Narayanan Geethanjali and Sian Hoon Teoh	
Perceptions on Love of the Young People: An Assessment Based on the Love Attitude Scale	339
Fides del Castillo	
An Approach for the Assessment and Allocation of Individual Grades for Group-Based, Collaborative Work by Combining Self-assessment, Group-Evaluation and Wiki Data: Results from an Action Research	361
Simon John Williams	
Students’ Pre-assessment Analysis to Improve Academic Performance and Thinking Skills	373
Seng Yue Wong and Wee Jing Tee	
A Comparative Analysis Between Teacher Assessment and Peer Assessment in Online Assessment Environment for Foundation Students	381
Seng Yue Wong, Wee Jing Tee and Wei Wei Goh	

Comparison Study on End-of-Posting OSCE Versus MCQ Scores in Anaesthesiology Posting, Taylor’s University School of Medicine.	391
Phutane Gnandev, Keng Yin Loh, M.I. Nurjahan, S. Roland and A.R. Noor	
The Art of Communicating Statistics: Why Simulation and Graphical Presentations Are Important Tools for Understanding Statistical Concepts	397
Aishah Mohd Noor	
An Evaluation of the Relationship Between Student Engagement, Academic Achievement, and Satisfaction	409
Kok Choy Cheong and Bessie Ong	
Assessing Item Difficulty and Discrimination Indices of Teacher-Developed Multiple-Choice Tests	417
Ahmad Zamri Khairani and Hasni Shamsuddin	
Application of Multiple Intelligence Theory in the Assessment for Learning.	427
How-Yee Lai and San-Lim Yap	
Enhancing Oral Presentation Skills of ESL Students: The Use of Oral Communication Strategies	437
Hairuzila Idrus	