

Assessment in Higher Education Institutions in MALAYSIA



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Editors

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Preface

The idea of producing this book was mooted during the reviewing workshop sessions on UMS Guidelines on Assessment and Evaluation in 2012 – 2013. Academic staff in higher learning institutions are required to assess and evaluate student academic performance of courses they are conducting. There has been a transformative shift in assessing and evaluating academic courses based on Malaysian Qualification Framework. Outcome Based Education (OBE) requires assessment and evaluation to be aligned to teaching and learning activities and learning outcomes. It was felt that academic staff should gain in-depth understanding of assessment and evaluation based on OBE concept and link to assessment to learning outcome domains based on cognitive, psychomotor and affective taxonomies. Subsequently it is expected that appropriate methods are used to assess the attainment of the three learning domains at different levels. It is important that academic staff are well informed of outcome-based assessment and evaluation. Thus, the contributors feel that a book that provides such understanding in outcome based assessment and evaluation is useful for the academic staff at higher learning institutions.

This guide book aims to illuminate the academic and professional staff of basic principles in course assessment and evaluation in higher learning institutions in Malaysia. It provides essential points in performing assessment and evaluation by providing clear concepts and principles of assessment and evaluation; and key aspects in assessment and evaluation methods related to learning outcomes in cognitive, psychomotor and affective domains. The book is divided into six chapters. These chapters are written based on basic principles of assessment and evaluation and are aligned to the concept of outcome-based education (OBE). Chapter 1 presents the concepts of assessment and evaluation. Chapter 2 outlines the relationship between assessment and learning; Chapter 3 provides guidelines on and method of assessment of cognitive domain. Assessment of psychomotor and affective domains, and the associated methods, are presented in Chapter 4 and 5 respectively. Finally, the management of student assessment is explained in Chapter 6.

The text is written in simple and readable language. Numerous examples are provided as guidelines in assessing and evaluating student learning and performance. Use it well. We hope that your understanding and skill in assessment and evaluation will improve as a result of the input provided in this book.

Jennifer Chan Kim Lian

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Thank you.