

Exploring Quantity Surveying Students Understanding on Various Types of Formative Assessment and their Preferences: A Taruc Case Study

Mazura Mahdzir, Sharifah Mazlina Syed Khuzzan, Nik Norzahariah Ashikin N Mohamed, Rozilah Talib, Khor Kai Rong

Keywords:

Keywords: Formative Assessment, Students Engagement, Employability Skills, Understanding, Preferences



Abstract:

Employers nowadays are looking for graduates who are able to cope with change and well-developed individual (Aida, Norailis and Rozaini, 2015). To achieve this, HEIs through various programs were slowly making a huge transition from traditional to student-centred learning. Besides the teaching method, the assessment part also was reviewed by lecturers to ensure students are able to excel both in academic and generate soft skills as demanded by employers. There are various types of assessment that were introduced namely rubric, portfolio, and etc, which have been designed to encourage students' engagement in learning. To produce the required employability skills as demanded by the employers, this paper will examine two areas namely: (i) to determine students' understanding of the various types of formative assessment and (ii) and their assessment preference for better employability skills. A questionnaire survey was distributed among 90 numbers of QS students and the frequency analysis is used to analyse the results. It was found that the majority of students were aware of the emergence of various types of assessment in the learning process. They also shared their preference for performance-based assessment which remains useful to generate employability skills for technical subjects. Further research is required to design a constructive assessment that can be designed to boost their learning performance and generate the employability skills as demanded by employers.