



**UUM**  
Universiti Utara Malaysia

# GUIDELINES FOR ONLINE AND TAKE- HOME ASSESSMENTS



**Academic Excellence Development Unit  
(AEDU)  
Department of Academic Affairs, UUM**



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## **PREFACE**

As we are all aware, the teaching and learning (T&L) and assessment activities at the Universiti Utara Malaysia have been affected by the global COVID-19 outbreak and the subsequent nationwide enforcement of the Movement Control Order (MCO) commencing 18<sup>th</sup>. March 2020 for a duration of almost three months.

Upon the advice and in reference to the guidelines issued by the Ministry of Higher Education and the Higher Education Programme Management Post MCO COVID-19 by the Malaysian Qualifications Agency (MQA), the University has undertaken due diligence of the lecturers' and students' preparedness and the state of readiness of associated infrastructure. Thus, it has been decided that the T&L process shall proceed as follows:

Firstly, all T&L activities will be conducted using online learning or other suitable remote learning methods.

Secondly, any forms of assessment, whether mid-semester exams, assignments, quizzes, project presentations and others, including final exams, will be carried out via online or any other methods deemed suitable for learning.

To ensure smooth implementation of the T&L for all academic programmes at UUM during this uncertain and challenging time, the remote learning mode is adopted in place of the face-to-face (traditional) method. It is thus essential that a guideline for the online and take-home assessments be developed.

This Handbook provides a guideline for instructors (whether they are teaching the undergraduate or postgraduate programmes) to conduct their assessment practices in the new norm. Specifically, it provides the necessary course of actions that instructors could pursue based on their assessment selections. We provide guidelines for the closed-book and open-book assessments as well as for the courses conducted 100% through coursework. We hope this guideline will assist instructors to ensure best assessment practices.

## 1.0 INTRODUCTION

With the current pandemic situation, one of the important questions instructors often asked is “how to orient students to the new way of learning and assessment?” As adapting to change is not easy to some learners, instructors need to reflect on their teaching and assessment practices to ensure students benefit the most. Instructors have been benefitting from the existing notions of formative and summative assessments to ensure meaningful learning and effective engagement of the course content and assessment with respective degree programmes. In this guideline, we would like to reiterate briefly the two concepts as they are often related to the modes of assessment to which instructors choose or have chosen for their courses.

Formative assessment, also known as “assessment FOR learning” is an ongoing process and has the purpose of making students’ learning improve while the summative assessment, on the other hand, also known as “assessment OF learning”, is often given at the end of the session as an outcome or product of learning to measure learners’ performance. Paul Black (2002) provides a simple analogy to describe the two: “When the cook tastes the soup, that’s **formative assessment** and when the customer tastes the soup, that’s **summative assessment**.”

In the Handbook of Teachers by the Bureau of Exceptional Education and Student Services (2004), formative assessment is also known as an ongoing assessment/continuous assessment or progress monitoring. Additionally, Trumbull and Lash (2013, p. 4) exhibited some dimensions on which formative assessment may vary (see also Bennett, 2011). Therefore, formative assessment can be used as a feedback in classroom and/or be graded. This is also supported by Poorvu Center for Teaching and Learning at Yale University (2020) when discussing formative and summative assessments. The variation of formative assessment described by Trumbull and Lash is provided in Table 1.

Table 1 Dimensions of Formative Assessment (Trumbull & Lash, 2013)

Dimensions of Formative Assessment	
1	Informal vs. formal
2	Immediate feedback vs. delayed feedback
3	Curriculum embedded vs. stand-alone
4	Spontaneous vs. planned
5	Individual vs. group
6	Verbal vs. nonverbal
7	Oral vs. written
8	Graded/scored vs. ungraded/unscored
9	Open-ended response vs. closed/constrained response
10	Teacher initiated/controlled vs. student initiated/controlled
11	Teacher and student(s) vs. peers
12	Process oriented vs. task/product oriented
13	Brief vs. extended
14	Scaffolded (teacher supported) vs. independently performed

As indicated in Table 1, **dimension 1 (Informal vs. formal)**, **dimension 2 (Immediate feedback vs. delayed feedback)**, **dimension 8 (Graded/scored vs. ungraded/unscored)** and **dimension 13 (Brief vs. extended)** are some important variations in formative assessment that we would like to delineate. First, the assessment may be conducted informally during the synchronous and asynchronous class sessions or may be conducted in a formal form of short quizzes and/or mid-semester exam. Instructors may provide immediate feedback to the students during the class sessions, especially when the tasks are not graded or included their feedback along with the carry marks should the tasks contribute to the course grade. While some instructors opt to conduct given assessment component once during the course (brief), others may offer to choose the best from several assessments conducted (extended).

We believe that the brief discussion on the two notions of assessment may help instructors to decide and plan the most suitable assessment components that they will conduct online or remotely. In this guideline, we will discuss five different assessment options in terms of implementation processes; as well as important steps that should be taken to ensure validity and reliability of students' scores, and fairness. Figure 1 represents the five assessment options. Specifically, in each section, the description of each type of assessment will be explained using a flow-chart and a checklist. The assessment is related to the context of UUM per se and should be viewed as an internal document.

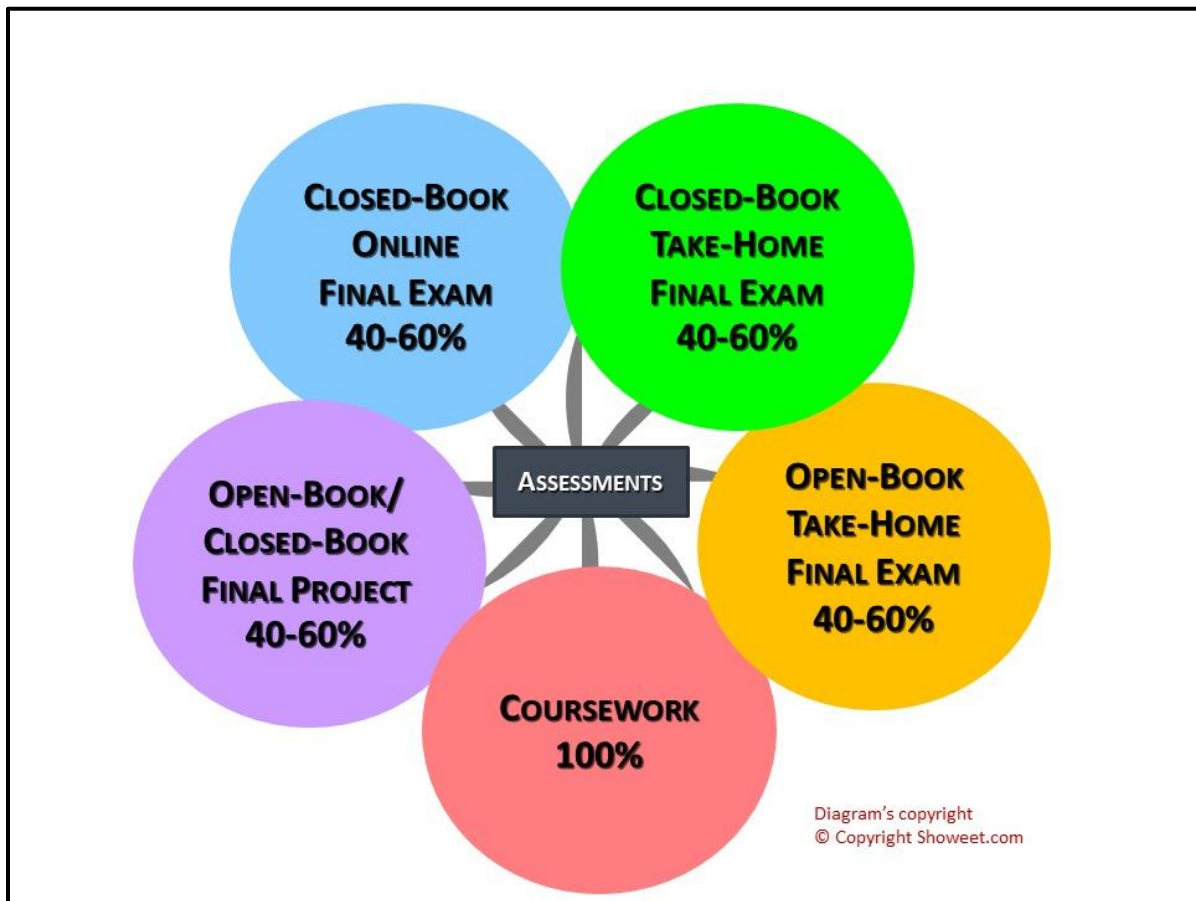


Figure 1: Online and Take-home Assessments

In section 2.1, the Online Final Exam will be explained and then followed by an elaboration on the Take-home Final Exam (can be either Open-book or Closed-book) in sections 2.2 and 2.3. These two types are considered as summative assessment and they usually carry between 40-60% of the final exam scores. The Online Final Exam is to be conducted synchronously while the Take-home Final Exam may be conducted synchronously or asynchronously. Section 2.4 provides description for the open-book and/or closed-book final projects. Section 2.5 will provide guidelines for instructors who opted for 100% coursework for their course assessment. Within these last two sections (i.e., Sections 2.4 and 2.5), learners are expected to do their work as take-home assignments which may be done either individually or as a group work. The final project may replace the category of Final Exam (40-60%) while in the 100% coursework category, no final exam will be involved in the course. We provide some samples of coursework in the appendices.

## **2.0 ONLINE AND TAKE HOME ASSESSMENTS**

When an instructor chooses to maintain the final examination component for his/her course, he/she may conduct the exams online through various assessment platforms available. He/she can choose to conduct either a closed-book exam or an open-book exam.

### **2.1 Closed-Book Online Final Exam 40-60%**

#### **2.1.1 Description**

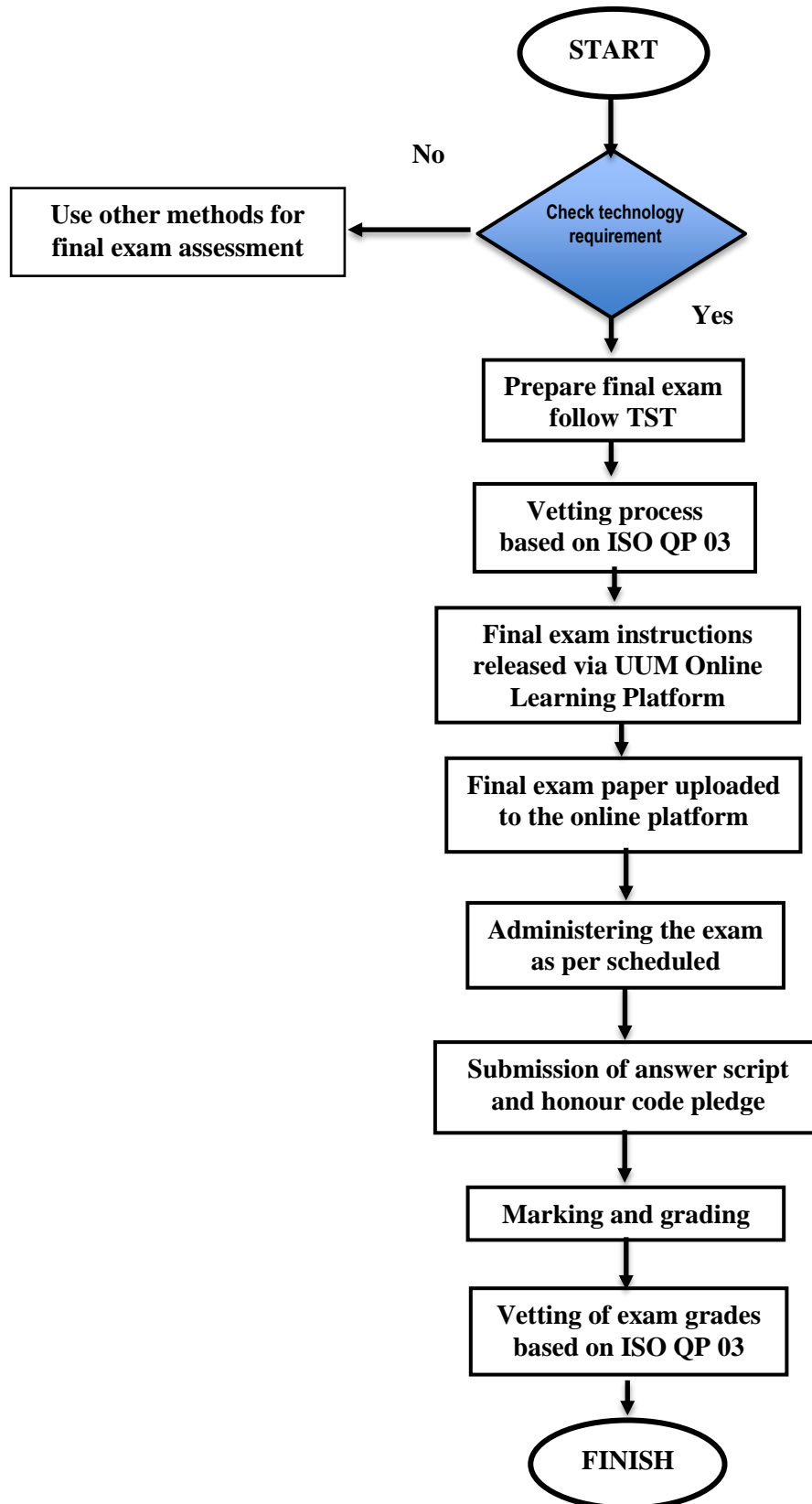
This closed-final exam format resembles the traditional final exam format but will be conducted via online synchronously.

- a) Student internet accessibility
  - i. Only suitable for students who have medium to high internet accessibility.
- b) Duration of time
  - i. The online exam may follow the same duration of time as the face-to-face exam i.e.1-3 hours respectively.
  - ii. Each student must submit individual answer script via online.
- c) Exam paper preparation should:
  - i. follow the existing Test Specification Table@TST or the *Jadual Spesifikasi Ujian@JSU* to ensure all intended CLOs are being assessed.
  - ii. use questions that require higher-order thinking skills@HOTS (where applicable).
  - iii. follow the final exam script format i.e. each question must be accompanied by marks and the recommended time to answer the question as well as the recommended length (number of words or number of pages).
  - iv. follow the existing procedure of the school exam vetting.

- d) Submission should
  - i. be in electronic copy
  - ii. adhere to the deadline given.
  
- e) Academic integrity
  - i. Students are not allowed to collaborate.
  - ii. Student are to sign an honour form.
  - iii. All submissions may be checked via turnitin.
  
- f) Grading
  - i. To ensure rigor in assessment, it is recommended that the exam scripts are being double marked or moderated according to School practice.
  - ii. Instructors must prepare the recommended answer script.
  - iii. Final exam mark and final grade must follow the existing procedure of the final exam vetting.



## 2.1.2 Flowchart



### 2.1.3 Checklist

Guidelines		Yes	No, Further action needed
1	Have you prepared the final exam paper according to the TST?		
2	Has the final exam paper submitted to school for vetting according to the normal vetting procedure?		
3	Have you decided what type of online exam monitoring to be used?		
4	Have you identified the technology requirements for the synchronous online exam?		
5	Is the instruction worded and structured in such a way that it will be clear to the learners what they are expected to do before, during and after the online final exam? Is the task posed, or output expected clearly defined to the learners?		
6	Have you taken measures to ensure academic integrity is uphold (novelty, HOTS, plagiarism check, honour code)?		
7	Have you applied appropriate quality mechanism to maintain the rigour and fairness in assessment especially for courses with more than one instructor?		

## **2.2 Closed-Book Take-Home Final Exam 40-60%**

### **2.2.1 Description**

This is similar to the online final exam but can be conducted asynchronously or outside the classroom time.

#### **Remote-assessment guidelines for students**

1. You should prepare for time-limited remote assessments as you would for formal written exams.
2. You will require an internet connection, a device which can access and upload to UUM Online, plus a smartphone or tablet with a camera (or a digital camera). You will also need paper and writing materials.
3. You will need to identify quiet space where you can undertake the assessment without disturbances and on your own - this is not a group assessment. If you need to travel to such a place, and if travel is allowed at the time of the assessment, then you should allow suitable time as you would for a formal written exam at the University.
4. You should ensure that all device operating systems and anti-virus updates have been completed prior to the start of the exam. This will prevent any unexpected updates occurring during the exam that might prevent you from successfully submitting your exam paper. You should also ensure that you have enough battery power or access to a power source for the duration of the exam.
5. It is acknowledged that some students may feel they do not have access to suitable space. If you feel your performance has been hampered by the venue in which you are completing the assessment you should submit a claim for mitigating circumstances. If you do not have the equipment needed to undertake the time limited remote assessment, you are advised to contact your instructor as early as possible. Your lecturer will discuss with you on how to solve the problem.
6. The question paper and any reference materials will be shared via UUM Online before the scheduled start time. You will receive an invitation via your email address.
7. You should handwrite your answers on paper (ideally A4 in size), in clear legible ink, using both text, symbolic maths, drawings, sketches, non-Latin characters etc. appropriately.
8. You should put your matric number on the first page of your answer script. A standard front page will be used by all students.
9. Unless you have special exam arrangements, you must stop writing at the end of the exam time indicated on the front of the exam paper. We may not monitor this, but please remember that there is an important element of trust in this process. After this time, you are allocated an

additional 30 minutes for scanning and uploading. If you attempt to use this time to do additional writing then you are violating the exam regulations, as well as establishing an unfair advantage over your peers. You are also risking failing to complete your upload in time.

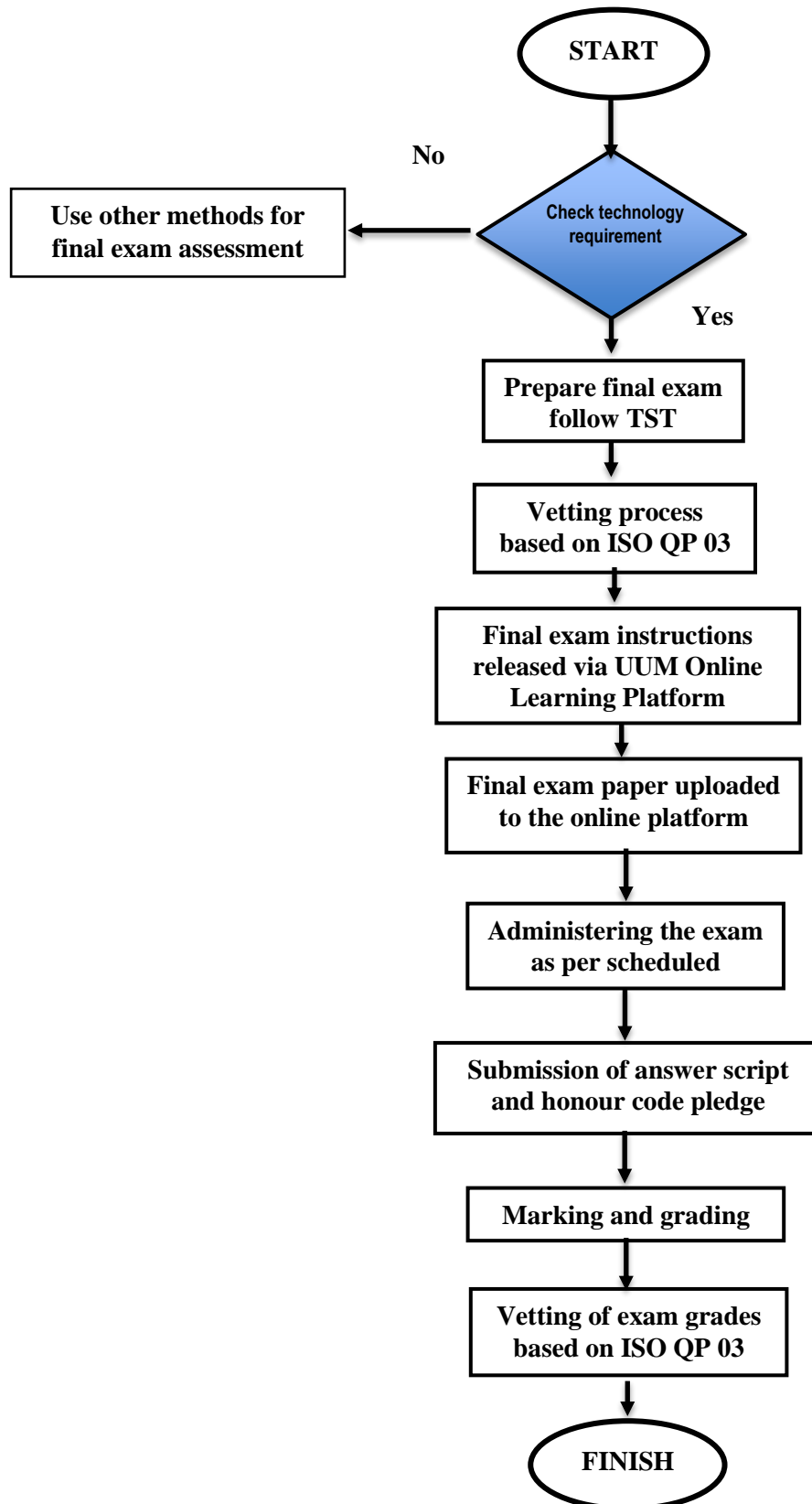
10. You are advised to clearly number the pages of your answers, photograph/scan these pages (ensuring that the photographs/scans contain all the relevant information on every page, including the page number) and upload images as an electronic submission, normally, in pdf format, as one document.

### **Expected Standards of Behaviour**

Students are expected to act as responsible members of the University's community. In the context of closed-book examination, this means students are:

- a) Expected to:
  - submit work which has not been submitted, either partially or in full; and
  - indicate clearly the presence of all materials that they have quoted from other sources, including any diagrams, charts, tables or graphs. Students are not expected to have reference, however if you provide a direct quote, or copy a diagram or chart, you are expected to make some mention of the source material as you would in a typical invigilated exam.
- b) Required to confirm as part of each submission:
  - that the work they are submitting for the open-book examination is entirely their own work, except where otherwise indicated; and
  - that they have not copied from the work of any other candidate, nor consulted or colluded with any other candidate during the examination.

## Flowchart



## 2.2.2 Checklist

Presented here is a possible checklist that could be used to design a Closed-Book Take-Home Final Exam:

Guidelines		Yes	No, need revision
1	Is the question capable to assess the interpretation and application of knowledge, comprehension skills, and critical thinking?		
2	Does the question require students to apply critical reasoning skills in response to scenario/case given?		
3	Is the question clear and unambiguous and in line with course learning outcomes to be achieved?		
4	Is the question being used a problem-based scenario or real-world case that give opportunity for students to apply their skills and knowledge?		
5	Does the question provide enough and relevant quantitative and qualitative data that enable students to answer interpretative and application questions?		

## 2.3 Open-Book Take-Home Final Exam 40-60%

### 2.3.1 Description

This is similar to the online final exam but can be conducted asynchronously outside the classroom. It allows students to refer to either class notes, textbooks, or other approved material while answering questions, and students will be provided with the exam questions prior to the exam. This type of exam encouraged lecturers to develop questions that require students to answer in more critical and analytical ways, thus encouraging higher-order thinking skills in their students. The main challenge for lecturers in conducting this type of exam is to develop exam questions that require students to apply their knowledge through analysis and critical thinking i.e. higher-order thinking skills (HOTS).

### Remote-assessment guidelines for students

1. You should prepare for time-limited remote assessments as you would for formal written exams.
2. You will require an internet connection, a device which can access UUM Online, plus a smartphone or tablet with a camera (or a digital camera). You will also need paper and writing materials.

3. You will need to identify quiet space where you can undertake the assessment without disturbances and on your own - this is not a group assessment. If you need to travel to such a place, and if travel is allowed at the time of the assessment, then you should allow suitable time as you would for a formal written exam at the University.
4. You should ensure that all device operating systems and anti-virus updates have been completed prior to the start of the exam. This will prevent any unexpected updates occurring during the exam that might prevent you from successfully submitting your exam paper. You should also ensure that you have enough battery power or access to a power source for the duration of the exam.
5. It is acknowledged that some students may feel they do not have access to suitable space. If you feel your performance has been hampered by the venue in which you are completing the assessment you should submit a claim for mitigating circumstances. If you do not have the equipment needed to undertake the time limited remote assessment, you are advised to contact your instructor as early as possible. Your lecturer will discuss with you on how to solve the problem.
6. The question paper and any reference materials will be shared via UUM Online before the scheduled start time. You will receive an invitation via your email address.
7. You should handwrite your answers on paper (ideally A4 in size), in clear legible ink, using both text, symbolic maths, drawings, sketches, non-Latin characters etc. appropriately.
8. You should put your matric number on the first page of your answer script. A standard front page will be used by all students.
9. Unless you have special exam arrangements, you must stop writing at the end of the exam time indicated on the front of the exam paper. We may not monitor this, but please remember that there is an important element of trust in this process. After this time, you are allocated an additional 30 minutes for scanning and uploading. If you attempt to use this time to do additional writing then you are violating the exam regulations, as well as establishing an unfair advantage over your peers. You are also risking failing to complete your upload in time.
10. You are advised to clearly number the pages of your answers, photograph/scan these pages (ensuring that the photographs/scans contain all the relevant information on every page, including the page number) and upload images as an electronic submission, normally, in pdf format, as one document.

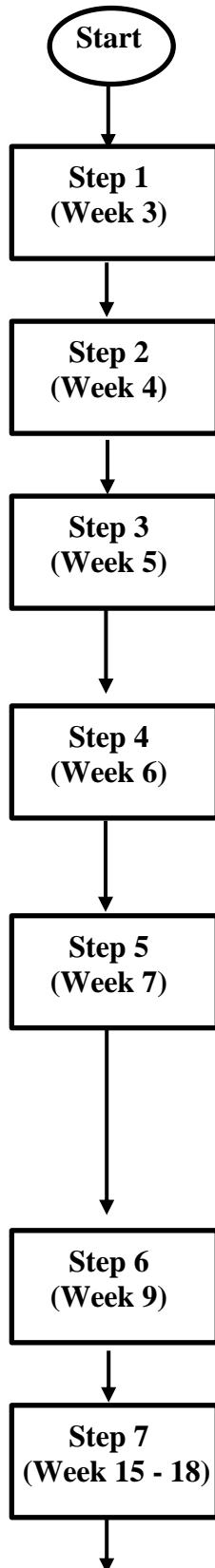
## **Expected Standards of Behaviour**

Students are expected to act as responsible members of the University's community. In the context of open-book examination, this means students are:

- a) Permitted to:
  - refer to their own course and revision notes; and
  - look up information in offline or online resources, for example textbooks or online journals.
  
- b) Expected to:
  - submit work which has not been submitted, either partially or in full; and
  - indicate clearly the presence of all materials that they have quoted from other sources, including any diagrams, charts, tables or graphs. Students are not expected to have reference, however if you provide a direct quote, or copy a diagram or chart, you are expected to make some mention of the source material as you would in a typical invigilated exam.
  
- c) Required to confirm as part of each submission:
  - that the work they are submitting for the open-book examination is entirely their own work, except where otherwise indicated; and
  - that they have not copied from the work of any other candidate, nor consulted or colluded with any other candidate during the examination.



### 2.3.2 Flowchart



The Dean of the School provides instructions to each course coordinator to determine the appropriate final examination method for each course, either open-book or closed-book. These instructions will be issued in the third week after the start of the semester.

The program coordinator will discuss with other lecturers who teach the same course and decide on the final exam method to use. This process takes place during the fourth week of the lesson.

The program coordinator will inform the Dean (through the Department Head) of the selected method and the Dean will recommend it (after consultation with the Program Chair and the Head of Department), if the method selected is appropriate for the course.

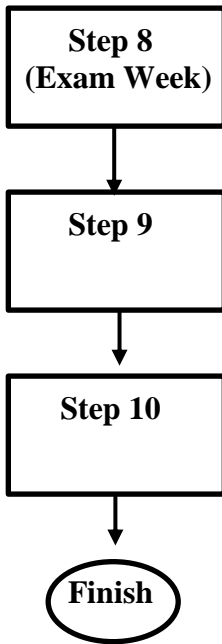
The Head of Department will record the approved method and continue to remind the lecturers to start preparing for the question-preparation process especially if the closed-book method is selected.

If the open-book method is selected:  
The next step:

Lecturers will begin to discuss and prepare for the form of questions to be tested, appropriate to the Course Learning Objectives. The process of preparing the Test Specification Table (TST) is carefully crafted so that the questions to be developed are of high quality as students will respond with all available reference resources, without limitation. Checklist to develop a good set of question should be observed (refer to section 2.2.3).

The Head of Department will issue instructions for final examination questions to be submitted for review by the Final Examination Committee.

During the examination week, instructor will upload a final exam question paper on the website for students to take the exam.



During the examination week, students will access the questions and conduct a take-home exam.

Lecturers will print the answer script and begin marking it according to the process used earlier. A complete scoring procedure will be provided by the School, considering the context and suitability of the practice. This includes adapting to team marking practices.

The process of moderation before key-in the score is encouraged to be done online. Meeting face-to-face is not recommended unless the situation requires it.

### 2.3.3 Checklist

Presented here is a possible checklist that could be used to design an Open-Book Take-Home Final Exam:

Guidelines		Yes	No, need revision	Not applicable
1	Is the question capable to assess the interpretation and application of knowledge, comprehension skills, and critical thinking?			
2	Does the question require students to apply critical reasoning skills in response to scenario/case given?			
3	Is the question clear and unambiguous and in line with course learning outcomes to be achieved?			
4	Is the question being used a problem-based scenario or real-world case that give opportunity for students to apply their skills and knowledge?			
5	Does the question provide enough and relevant quantitative and qualitative data that enable students to answer interpretative and application questions?			

## 2.4 Open-Book/Closed-Book Final Project 40-60%\*

### 2.4.1 Description

The open or closed book final project is the penultimate product. It replaced in totality the original final examination component. It is conducted to evaluate students' learning, knowledge, proficiency, or achievement at the completion of a course. It is highly weighted and thus it is very important that the assessment aligns with course learning outcomes. The whole course delivery and other formative assessment can be the building blocks to the final project assessment.

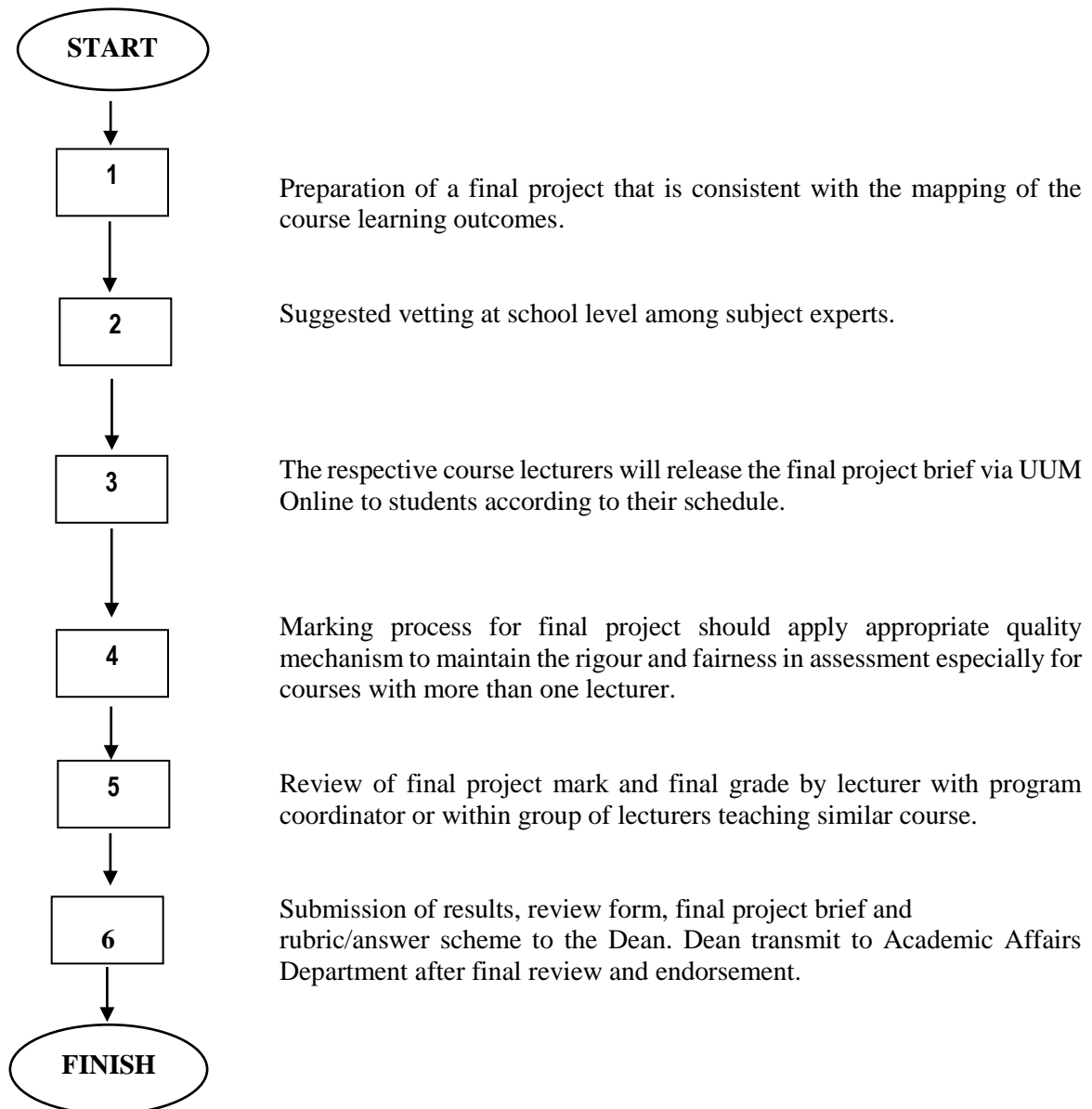
### Examples/format

The final project can take many forms. Below are a few types of assessment that can be used:

- Performance Task: Students are asked to complete a task that will test a specific set of skills and/or abilities and determine what the students know and are able to do at the end of a course.

- **Written Product:** Students are asked to write an original selection. There are many forms that instructors can use to get students to write. Students may also be asked to create a piece of persuasive writing or a reflection about their learning experience.
- **Oral Product:** Students are asked to prepare an oral piece of work.
- **Physical Product:** Students are asked to prepare a prototype or actual product or run a business plan
- **Soft/online Product:** Students are asked to produce a database or applications or virtual sites.

### 2.4.2 Flowchart



### 2.4.3 Checklist

Guidelines		Yes	No, needed revision	No, not applicable
1	Is the final project aligned with the CLOs and the competency/ability being assessed?			
2	Could the competency/ability be better assessed with a different kind of coursework?			
4	Is the task posed, or output expected clearly defined to the learners?			
5	Is the instruction worded and structured in such a way that it will be clear to the learners what they are expected to do?			
6	Is the final project task presented to the learners reasonable given the Covid-19 situation (no direct human interaction and no fieldwork required)?			
7	If access to reference materials is deemed appropriate, does the final project specify the types of materials that may and may not be consulted (e.g., resources, reports, and reference materials) and the expectation that all materials must be cited accordingly?			
8	Has adequate safeguards be put in place to consider possibility of colluding and cheating (novelty, HOTS, plagiarism check, honour code)?			

Adapted from The Personnel Psychology Center (2015)

## 2.5 Coursework 100%

### 2.5.1 Description

In addition to conducting take-home exams to equivalent the face-to-face final exam component, instructors can opt to convert the portion of their final examination into coursework. Hence, an instructor can now conduct a course which consists of 100% coursework; i.e., continuous assessment. Instructors opting to convert their final exams into coursework must ensure that the new coursework still covers all course learning outcomes (CLOs) initially covered by the final exam.

### Examples of Coursework

Several coursework or alternative assessments for remote learning have been delineated in the [Guidelines for UUM Remote Learning Assessment.pdf](#) (released on 12<sup>th</sup> April, 2020). They include:

1. Project
2. Portfolio
3. Case Study
4. Presentation
5. Literature Review
6. Paper Critique
7. Reflective Writing
8. Essay
9. Problem-Based Learning
10. Other Assignments/Tasks

Depending on the task complexity, rigor, and student's learning time (SLT; see University Teaching and Learning Centre (UTLC) UUM, (2020) SLT Calculation for Undergraduate Program <http://utlc.uum.edu.my/index.php/obe-files/undergraduate> document [1SLTCalculation\\_UG\\_V2.5.xlsx](#)), each coursework or a combination of coursework may contribute to 30 to 50% of the assessment component. Table 2.4.1a provides some suggestions on the new assessment breakdown and Table 2.4.1b provides examples of constructive alignment for one undergraduate (UG) and one postgraduate (PG) courses.

Table 2.4.1a. Suggested Coursework Components.

Original Coursework : Final Exam Ratio		Suggested Coursework to Replace Final Exam		CLOs (e.g., max 4 CLOs/course)	Learning Taxonomy
Course 1	50 : 50	Presentation	10%	1, 2	C3, A2
		Portfolio	15 %	2, 3	C4, P4
		PBL	25 %	1, 2, 3, 4	C5

Original Coursework : Final Exam Ratio		Suggested Coursework to Replace Final Exam		CLOs (e.g., max 4 CLOs/course)	Learning Taxonomy
Course 2	60 : 40	Case Study	20%	1, 2	C5
		Reflective Writing	20%	3, 4	C6, A2
Course 3	70 : 30	Literature Review	10%	1, 2	C4, P4
		Project	20%	2, 3, 4	C6, P4

Table 2.4.1b. Examples of Constructive Alignment.

CLO	Soft Skill (LOC, MQF 2.0)	Course & Topic	Assessment
Interpret the assessment results based on the instructional purposes (C5).	Numeracy Skill (LOC 3e)	Assessment in Education (UG course)  Item Analyses <ul style="list-style-type: none"> <li>Calculate, interpret and compare item difficulty index.</li> <li>Calculate, interpret and compare item discrimination index.</li> </ul>	Case Study on Item Analyses.  <u>Note</u> Students conduct item analyses based on a real dataset using SPSS.
Choose appropriate research methods to address the research questions (C5, P1).	<ul style="list-style-type: none"> <li>Practical Skills (LOC 3a)</li> <li>Digital Skills (LOC 3d)</li> </ul>	Research Methodology in Education (PG course) <ul style="list-style-type: none"> <li>The Research Methods</li> <li>Research Design</li> <li>Population and Samples</li> <li>Instrumentation</li> <li>Pilot Study</li> <li>Validity and Reliability</li> <li>Data Collection Methods for Quantitative Research</li> <li>Data Collection Methods for Qualitative Research</li> <li>Techniques for Data Analysis</li> </ul>	Paper Critique  <u>Note</u> <ul style="list-style-type: none"> <li>Students use FOUR articles from their Reading List (i.e., Literature Review) and compare and contrasts the methods and analyses used in each article.</li> <li>Students evaluate the style of reporting the results for respective article.</li> <li>Students evaluate the alignment between the research questions, methods, analyses, and findings in respective study.</li> </ul>

## 2.5.2 Flowchart

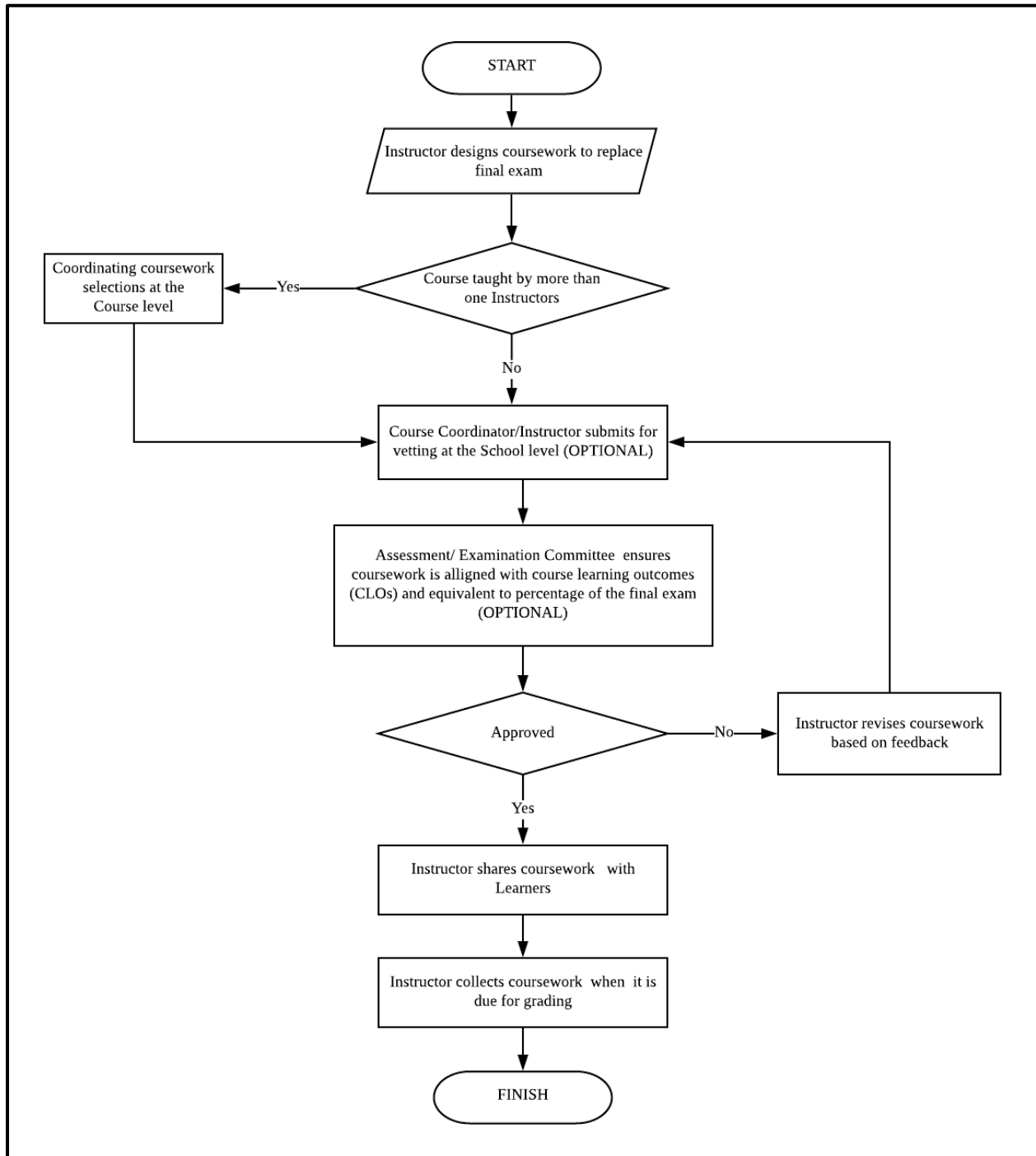


Figure 2.5.2. The Process to Design and Disseminate Coursework Converted from Final Exam



### 2.5.3 Checklist

Table 2.5.3. Checklist for Designing a Coursework to Replace the Final Exam

Guidelines		Yes	No, revision is needed	No, not applicable
1	Is the coursework aligned with the CLOs and the competency/ability being assessed?			
2	Could the competency/ability be better assessed with a different kind of coursework?			
3	Is the coursework too long and should it be split up into several relatively short coursework?			
4	Does the question posed contain a clearly defined task and a specific problem/situation?			
5	Is the instruction worded and structured in such a way that it will be clear to the learners what they are expected to do?			
6	Is the task presented to the learners reasonable given the covid-19 situation (no direct human interaction and no fieldwork required)?			
7	Is the coursework, specifically a (long) project, presented to the learners reasonable given the time of the semester?			
8	Is the problem/situation included in the coursework a novel situation?			
9	Is the problem/situation included in the coursework based on real-world situation?			
10	Do the learners know how many points the coursework is worth?			
11	If access to reference materials is deemed appropriate, does the coursework specify the types of materials that may and may not be consulted (e.g., resources, reports, and reference materials) and the expectation that all materials must be cited accordingly?			
12	Do the learners required to perform a plagiarism check?			
13	Does the assignment indicate the length of desired responses (e.g., less than 500 words), expected format			

	(i.e., complete sentences, pdf submission, naming convention) and point values for each question?			
14	Does the assignment state the time limit/deadline to complete the work?			
15	Does the coursework include consequences for breach of guidelines (e.g., plagiarism investigation, loss of mark, points deduction, repeat a semester)?			

Adapted from The Personnel Psychology Center (2015)

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## 4.0 APPENDICES

*\*\* Calculation of SLT varies depending on the combination and nature of assignments in a given course. See UTLC UUM (2020) [http://utlc.uum.edu.my/index.php/obe-files/undergraduate document 1SLTCalculation\\_UG\\_V2.5.xlsx](http://utlc.uum.edu.my/index.php/obe-files/undergraduate-document%201SLTCalculation_UG_V2.5.xlsx).*

### Appendix 1. Sample Coursework 1: Project

Coursework Type	:	Project (i.e., High Impact Educational Practice)
Title	:	Sustainable Development
Suggested Percentage	:	30%
**SLT	:	about 16 hours
Adapted from	:	Abazov (2014) Undergraduate Research Opportunity Program, University of Michigan (2020)

The objective of this assignment is to propose a sustainable development project in developing countries based on needs-analyses. Identify one challenge/problem faced by your local community. Propose an innovative and manageable solution for the challenge/problem.

Students Task and Responsibilities: Interact with local community members through telephone/online interviews; interact with community leaders or authorities through telephone and online meetings; conduct literature reviews and data transcription/entry; propose budgets; define variables and analyze data; prepare a proposal.

## Appendix 2. Sample Coursework 2: Computational Project

Coursework Type	:	Computational Project
Title	:	Evaluating a Construct-based Scale
Suggested Percentage	:	10%
**SLT	:	about 6 hours
Source	:	Prof. Richard M. Luecht (Survey Research in Education; Fall, 2012)

In this computational project you have to complete a set of analyses and prepare a word-processed report, presenting and interpreting the results. You will be supplied with the data sets for each computational project as well as general project instructions. It will be worth 10 points and contribute to 10% of the overall assessment component.

Each project will have fixed due date. Any assignment turned in after the due date will lose TWO POINTS per day late, in addition to points lost due to regular scoring (no exceptions). Granting exceptions to the rules is NOT FAIR to rest of that class that gets their work in on time. Please put your effort and creativity into studying and keeping up with the workload, rather than in coming up with excuses or ways to avoid the work. Submit your work to me via email in a pdf format.

Be sure to carefully read the general instructions for each project. If requested, show all work or attach computer printouts. In addition to a holistic score (0 to 3 points), each project will be scored for accuracy (0 to 3 points), clarity/succinctness (0 to 2 points), and completeness/relevance of supporting detail (0 to 2 points). All work must be submitted in an organized, neat, and legible format. Reference citations should follow the current APA format. Transfer relevant answers to tables or graphics, rather than merely including computer outputs. I will make every attempt to grade your project and return it to you two weeks after it is received.

### Instructions

Due Date: 29 October 2012 (4pm) | Project point value = 10 points

A 27-item questionnaire was developed to measure a single construct called test anxiety. The researcher was studying anxiety levels prior to and immediately following the North Carolina End-of-Course Tests (EOCT). The questionnaire was administered to 467 high-school students in North Carolina. The participation (response rate) was 34.6%. A four-point Likert-type rating scale was used: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree. The survey questions appear on the next page.

For this project, you must analyze the data set containing responses to all 27 items by the 467 students. Two versions of the data file are provided that contain exactly the same data saved in a different format:

- (i) [AnxietyScale\\_Project1\\_Data.csv](#) is a comma-separated values file containing a header row (person ID, Total\_Score, and column labels Item01 to Item27 for the 27 items), followed by the 467 response records; and
- (ii) [AnxietyScale\\_Project1\\_Data.xlsx](#) is an Excel file (2007 version) containing a header row (same column labels as the .csv file), followed by the 467 response records. You may need to import one of these files into your statistical analysis software of choice.

Analyze the questionnaire. Keep in mind the researcher’s primary purpose for developing the instrument. Your summary of your statistical analysis of the data should also evaluate the apparent quality of the 27 items insofar as measuring the intended anxiety construct. Prepare a brief written report (no more than five pages in length) that addresses the following aspects:

1. Overall statistical quality of the items;
2. Identification of any problematic items, including possible explanations for the problems (e.g., confusing wording);
3. Reliability of the scale(s); and
4. The distribution of scores and possible normative interpretations (e.g., percentile interpretations using the empirical sampling frequency or normal-curve equivalents).

Present concise statistical results (values, tables, or graphics) to support your evaluative statements. As part of your evaluation, also indicate any specific steps that might be taken to improve this scale for its intended purpose. Note: do NOT simply print out tables from SPSS or another statistical package and state “see attached”. Interpret the results!

### Text Anxiety Scale (shortened)

(Valid responses: 1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree)

1. I lose sleep worrying about exams
2. During an exam, I think others are doing better
3. I have less difficulty than average students with exam instructions
11. My mind goes blank when I am pressured for an answer on a test
12. During an exam, I frequently think that I am not bright
18. While taking a test, I usually feel confident and relaxed
19. During a test, I often feel that I am not doing well
20. When taking a difficult test, I often feel defeated before I start
21. Finding unexpected items or questions on a test causes me to feel challenged rather than panicked
22. I am a poor test taker: my performance on a test does not show what I really know
23. I am not good at taking tests
24. When I get a test, it takes me a while to calm down and begin
25. I feel under pressure to do well on tests
26. I do not perform well on tests
27. When I take a test, nervousness causes me to make errors

### Appendix 3. Coursework Sample 3: e-Portfolio

Coursework Type	:	e-Portfolio
Title	:	Graphics Production Proficiency Portfolios
Suggested Percentage	:	20%
**SLT	:	12 hours
Adapted from	:	Prof. Richard M. Luecht (Data Presentation and Reporting in Education; Spring, 2015)

Every student must select and demonstrate graphics production proficiencies (GPP) preparing various types of graphics. These competency areas are described below. For each competency, you will be required to prepare a softcopy portfolio that explains the implied graphical technique, provides one or more examples, and explains how to prepare the data and generate the graphic(s) using one or more standard statistical or graphics software package. Program menu selections and options should be detailed in your write up in sufficient so that a minimally competent data analyst could use your portfolio as a handbook or instructional guide to generate his or her own graphics. Where relevant, sample syntax or scripts may be included for programs such as SPSS, Systat, SAS, or R (with appropriate annotations to explain the syntax). Each portfolio should consist of one-to five pages.

The contents of the portfolio must provide concrete evidence that you

- a. understand each graphic technique,
- b. know how to setup the data, and
- c. are able to actually produce and interpret the graphics implied by the selected competency.

***You may turn in these proficiencies at any time up until the final day of class.*** Scoring may take up to two weeks. If you “fail” a competency, you may resubmit it. However, you may not resubmit any portfolios after the final day of class (Note: due to the lag-time in scoring, any portfolios submitted less than two weeks prior to the last day of class will probably not be scored before the final class meeting. Therefore, if those portfolios are judged to be “failures”, there will no opportunity for revision/resubmission). It is therefore strongly recommended that you NOT wait until the end of the semester to begin working on your portfolios.

It is recommended that you store your GPP portfolios in a notebook for future reference. Keep this in mind when preparing each portfolio—i.e., that you may be the person using the “handbook” in the future. Twenty-eight graphics competencies are listed below with associated point values. The point values reflect a “difficulty” factor (0.5=easy graphics, 1.0=average difficulty, 1.5=moderate difficulty, 2.0=difficult). Your score for the portfolio will be the sum of the points for the GPPs you elect to include. For example, if you only choose to include graphics for the 12 competencies worth 0.5 point, your total portfolio score will be 6 points (out of 10 possible points). Obviously, the point values encourage you to master the more complex graphics.



	Competency Area	Point Values
1	Box and whisker plots	0.5
2	Grouped bar chart with error bands	0.5
3	Histogram with normal curve superimposed	0.5
4	Polar plots	0.5
5	Multi-group area plots	0.5
6	Multi-group scatter plots (grouping variable required)	0.5
7	Single and multi-group line plots	0.5
8	Single and multi-group scatter plots with error bands	0.5
9	Stacked bar chart	0.5
10	Ternary (tri) plots	0.5
11	Three-dimensional scatter plots	0.5
12	Two-dimensional scatter plots with nonlinear smoothers	0.5
13	Icon plots (e.g., Chernov faces)	1.0
14	MANOVA: multi-variable mean profile and error bands	1.0
15	Multi-group dot distribution plots (includes mirror plots)	1.0
16	P and Q plots	1.0
17	Parallel coordinate plots/multivariable line graphs	1.0
18	Scatterplot matrices (4 or more variables)	1.0
19	Statistical density functions (F, 2, etc.)	1.0
20	Three-dimensional contour plots	1.0
21	Three-dimensional function/surface plots, $z=f(x,y)$	1.0
22	Three-dimensional scatter plots with nonlinear smoothers	1.0
23	Two-dimensional function plot, $y=f(x)$	1.0
24	Two-way mean interaction plots	1.0
25	Trellis plots with three or more dimensions	1.0
26	Pivot tables with four or more variables	1.5

27	Maps with embedded iconic/symbolic data for 3+ variables	2.0
28	Animated or dynamic graphics for time series	2.0

The portfolio evaluations will only consider as evidence information or examples actually submitted as part of the portfolio. Each portfolio will be individually graded paying particular attention to the following four criteria:

1. The clarity in your written description of the graphic or tabular method;
2. The quality of your written “how to” instructions, including the quality of your examples, detail of menus/options/scripts, and any instructional diagrams;
3. The appropriateness, generalizability, and difficulty factor (see table) of your chosen examples; and
4. The apparent utility of your portfolio to instruct somebody else about the selected graphic technique.

Each of GPP portfolio entry will be evaluated as *mastered* (i.e. “pass”) or *insufficient evidence of mastery* (i.e., “fail”). Only the points for *mastered* GPPs will be included in your portfolio score. Failing portfolios may be revised and resubmitted, up until the final day of class. The sum of the points for all “passing” portfolios will be your score on this grading component (minimum = 0 points, maximum = 10 points).

## Appendix 4. Coursework Sample 4: Case Study

Coursework Type	:	Business Ethics Case Study
Title	:	Employee Absence
Suggested Percentage	:	10%
**SLT	:	7 hours
Adapted from	:	Principals of Business & Finance course; Utah Valley State College, 2003) <a href="https://canvas.ou.edu/courses/1150/assignments/13034">https://canvas.ou.edu/courses/1150/assignments/13034</a>

### Case Study: Employee Absence

by Stephen Adams

Graphics and Commercial Art

Joan, an employee of Great American Market, was warned about her excessive absenteeism several times, both verbally and in writing. The written warning included notice that "further violations will result in disciplinary actions," including suspension or discharge.

A short time after the written warning was issued, Joan called work to say she was not going to be in because her babysitter had called in sick and she had to stay home and care for her young child. Joan's supervisor, Sylvia, told her that she had already exceeded the allowed number of absences and warned that if she did not report to work, she could be suspended. When Joan did not report for her shift, Sylvia suspended her for fifteen days.

In a subsequent hearing, Joan argued that it was not her fault that the babysitter had canceled, and protested that she had no other choice but to stay home. Sylvia pointed out that Joan had not made a good faith effort to find an alternate babysitter, nor had she tried to swap shifts with a co-worker. Furthermore, Sylvia said that the lack of a babysitter was not a justifiable excuse for being absent.

#### Questions:

1. Was the suspension fair?
2. Did Sylvia act responsibly?
3. Should Joan be fired?
4. Should the babysitter be fired?
5. Was Sylvia fair in her actions?
6. Is there ever a solution for working mothers?
7. Should working fathers take turns staying home?

## Appendix 5. Coursework Sample 5: Presentation

Coursework Type	:	Presentation
Title	:	Group Presentation based on Course Topics
Suggested Percentage	:	10%
**SLT	:	About 5 hours/student
Adapted from	:	Bukhari (Assessment in Education Groups A & B 2019/2020)

Prepare a 30-minute presentation on a chosen topic of the course content (refer to the course syllabus). Presenters should incorporate a student-centered activity/exercise that are meaningful and engaging. Handouts are encouraged. Presenters need to PRESENT & EXPLAIN the content and limit public reading/translation of the slides. Please submit your topic and slides to your Instructor at least three days before your presentation day for initial feedback. Please submit your final work electronically on padlet for grading and for sharing with the members of the class [https://padlet.com/nurliyana\\_bukhari/SGDA4013\\_A192\\_UG](https://padlet.com/nurliyana_bukhari/SGDA4013_A192_UG). This is a pair/group assignment. You may have NOT MORE THAN three members in a group for Group A (a total of 26 students) and NOT MORE THAN four members in a group for Group B (a total of 36 students). If it is more appropriate for you, you may also work and present individually.

For groups who are presenting during the implementation of the remote learning due to covid-19 situation (as the first one-third of the class sessions were conducted face-to-face), you may present your slides based on one of the following suggestions:

1. Insert audio in your slides and share it via WhatsApp in batches. Part I, Part II, etc. so that it won't be heavy to download. Later, please share the whole slides (all parts combined) on padlet. You may see some examples here:  
<https://www.youtube.com/watch?v=qVQY9VKDf38>  
<https://www.youtube.com/watch?v=pP3kTmsnbnY>
2. Present your slides on online meeting platform such as CISCO Webex (or Zoom, Microsoft Teams, Google Meet, etc.)
3. Present your slides via social media such as Facebook LIVE, YouTube LIVE, etc. You may contact your instructor for further support.
4. Record your presentation using screen recorder such as Screencast-O-Matic <https://screencast-o-matic.com/>, Camtasia <https://www.techsmith.com/video-editor.html>, etc., and upload the video on your YouTube channel. If you don't have one, this is one good reason for you to create it.

If you upload the video of your presentation on YouTube, you may share the presentation materials and link to your peers via our respective WhatsApp group ahead of time. Peers could ask question during your presentation day via WhatsApp or in the comment section on YouTube. Presenting group can reiterate important concept via audio message on WhatsApp during the presentation day.

## Appendix 6. Coursework Sample 6: Literature Review

Coursework Type	:	Literature Review
Title	:	Organizing the Reading List
Suggested Percentage	:	5%
SLT	:	14 hours
Adapted from	:	Bukhari (Research Methodology in Education; First Semester 2019/2020)

I am asking you to compile a reading list based on your research topic that you submitted to me. The purpose of this reading list is to check your ability to develop a research question or set of questions, research the topic, summarize the past literature, and design a study to answer your research question(s). You have to have at least TEN peer-reviewed, quality journal articles—relevant to your research topic—in your reading list. I would not mind if you have more ☐.

I have provided a template for a reading list that you may use. I have also provided three examples of my very own reading lists that I produced when I was a graduate student. The template and the three documents are zipped in a folder called ReadingListMaterials\_A191\_vStudent.zip:

- SGDP6113\_A191\_Template4ReadingList\_YOURNAME.docx
- RQs&ReadingList\_Bukhari.pdf
- LiteratureReview\_TechnologyEnhancedItem\_NB.xlsx
- AnnotatedBibliography\_Bukhari.pdf

Please be reminded that these are just examples. You may have your own style of creating your list. This assignment is due soon (13th October) as the rest of your assignments for this course almost primarily depend on this list. You should submit your reading list to me electronically (Word document converted to PDF file or Excel spreadsheet) along with all the articles that you've selected in ONE zipped folder via UUM Online Learning 2.0©. The folder should be named according to this format:

- SGDP6113\_A191<YourName>\_<RunningHead>
- e.g., [SGDP6113\\_A191\\_NurliyanaBukhari\\_Technology-EnhancedItem.zip](#)

**IMPORTANT NOTE:** Once you have finalized the TEN articles as your Reading List, essentially, you will have to select FOUR of the articles in order to complete all sub-Assignments 2 (optional to have). Ideally, I encourage you to select different articles with different research designs: quantitative, qualitative, and mixed-method. Therefore, it is important for you to carefully conduct the literature search and choose relevant and quality articles.

## List of abbreviations

Important keywords that could be abbreviated in order to save space in your table. The abbreviations and definitions can provide a bigger picture for your readers to know what are some important terms that you will use in your research and proposal.

<i>No.</i>	<i>Author (Year)</i>	<i>Paradigm/ Purpose/RQs</i>	<i>Relevant Topic/Issues</i>	<i>Design/ Method &amp; Sample</i>	<i>Results/ Findings</i>	<i>Significance/ Implications to Practitioners</i>
1						
2						
3						
4						
5						

## Tentative Research Questions and Sub-questions

1. ...
2. ...
3. ...

## Method

1. How do you plan to answer your RQ 1?
2. How do you plan to answer your RQ 2?

## Operational definitions of keywords

An operational definition is how the researcher decide to empirically measure the variables in his/her study (variable = anything related to your topic that can be measured).

e.g.s.:

- math students' achievement: 2019 end-of-year Math examination scores
- formative assessment: in class quiz; debriefing; 10-15-word class summary; think-pair-share activity
- students' perceptions of research integration in their courses: students' responses in the Student Perception of Research Integration Questionnaire (SPRIQ); students' responses in semi-structured interviews (discuss the specific constructs in SPRIQ).
- pupils' motivation: pupils' responses in the Motivated Strategies to Learning Questionnaire (MSLQ) (discuss the specific constructs in MSLQ).

## Appendix 7. Coursework Sample 7: Critique Paper

Coursework Type	:	Paper Critique
Title	:	Journal Article Critique
Suggested Percentage	:	10%
**SLT	:	About 6 hours

### Some Examples

1. The Center for Teaching and Learning at University of Illinois Springfield – UIS  
<https://www.uis.edu/ctl/wp-content/uploads/sites/76/2013/03/Howtocritiqueajournalarticle.pdf>
2. The Writing Center, Ashford University  
[https://writingcenter.ashford.edu/sites/default/files/inline-files/Sample%20Article%20Critique\\_Neutral.pdf](https://writingcenter.ashford.edu/sites/default/files/inline-files/Sample%20Article%20Critique_Neutral.pdf)
3. ML Frank in Bio 141 course, Lake Forest College  
[http://campus.lakeforest.edu/frank/FILES/MLFfiles/Bio141/Critique\\_Assignment\\_FULL\\_instr.pdf](http://campus.lakeforest.edu/frank/FILES/MLFfiles/Bio141/Critique_Assignment_FULL_instr.pdf)
4. The Online Writing and Learning Link. Massey University, New Zealand  
<https://owll.massey.ac.nz/assignment-types/article-critique.php>

## Appendix 8. Coursework Sample 8: Reflective Writing

Coursework Type	:	Reflective Writing
Title	:	Course Reflection
Suggested Percentage	:	20%
**SLT	:	14 hours
Adapted from	:	Bukhari (Assessment in Education; Second Semester 2019/2020)

In three to five pages, single spaced, reflect on your own journey in this SGDA4013 course—from the first face-to-face session until the end of the course via the remote learning mode. Use the following themes and suggested guiding questions to help you in writing your reflection.

Your write up must be original, clear, well organized, with detailed descriptions and your reflection need to be based on the content of this course. Submit your documentation to me on UUM Online Learning or to my email [instructor@uum.edu.my](mailto:instructor@uum.edu.my) before or by **19<sup>th</sup> July 2020**.

Name your file using this convention:

[Task2\\_FirstNameLastName\\_MatricNo.pdf](#)

e.g., [Task2\\_NurliyanaBukhari\\_123456.pdf](#)

No.	Theme	Guiding Questions
1	Overall Experience	<p>a. What are my first thoughts about this course, overall? Are they mostly positive or negative?</p> <p>b. If positive, what comes to mind specifically? Negative?</p>
2	Important Lessons	<p>a. What were some of my most powerful learning moments and what made them so?</p> <p>b. What is the most important thing I learned personally?</p> <p>c. Which specific topic or topics in this SGDA4013 course I find the most interesting? Why? Provide a snapshot/picture of the material on that topic.</p> <p>d. Which specific topic or topics in this SGDA4013 course I find the most challenging? Why? Provide a snapshot/picture of the material on that topic.</p>
3	Learning, Remote Learning & Corona Virus	<p>a. What do I think of the face-to-face sessions overall?</p> <p>b. What do I think of the online sessions overall?</p>



		<p>c. How does this coronavirus pandemic affect my learning in this course?</p> <p>d. How does this coronavirus pandemic affect my ability to do the assessment specified in this course?</p> <p>e. Are the course materials readily accessible? Are the materials that I needed to work on my assignments are sufficiently covered by the instructor in the course?</p>
4	Assessment Component in an Assessment Course	<p>a. Which specific assessment component in this SGDA4013 course I find the most interesting? Why?</p> <p>b. Which specific assessment component in this SGDA4013 course I find the most challenging? Why?</p> <p>c. How did I feel when the final examination for this SGDA4013 is replaced? Why?</p> <p>d. What are my thoughts about alternative assessments?</p> <p>e. How can technology improve assessment?</p> <p>f. How can technology cause harm in assessment?</p>
5	Leadership , Teamwork, & Interpersonal Skill	<p>a. How well did I and my team communicate for the group assignment overall?</p> <p>b. What were some things my teammates did that helped me to learn or overcome obstacles?</p> <p>c. How did I help others during this process?</p> <p>d. How do I feel I may have hindered others?</p> <p>e. How can I better support and encourage my teammates on future projects?</p>
6	Self-Discoveries	<p>a. What were some of the most interesting discoveries I made during the course? About assessment? About myself? About others?</p> <p>b. What were some of my most challenging moments while taking this course and what made them so? What would I do differently if I were to approach the same problem again?</p> <p>c. What did I learn were my greatest strengths? My biggest areas for improvement? Provide at least one work example/evidence.</p> <p>d. What moments was I most proud of my efforts?</p>

		<p>e. What is the one thing about myself above all others I would like to work to improve?</p> <p>f. How will I use what I've learned in the future?</p>
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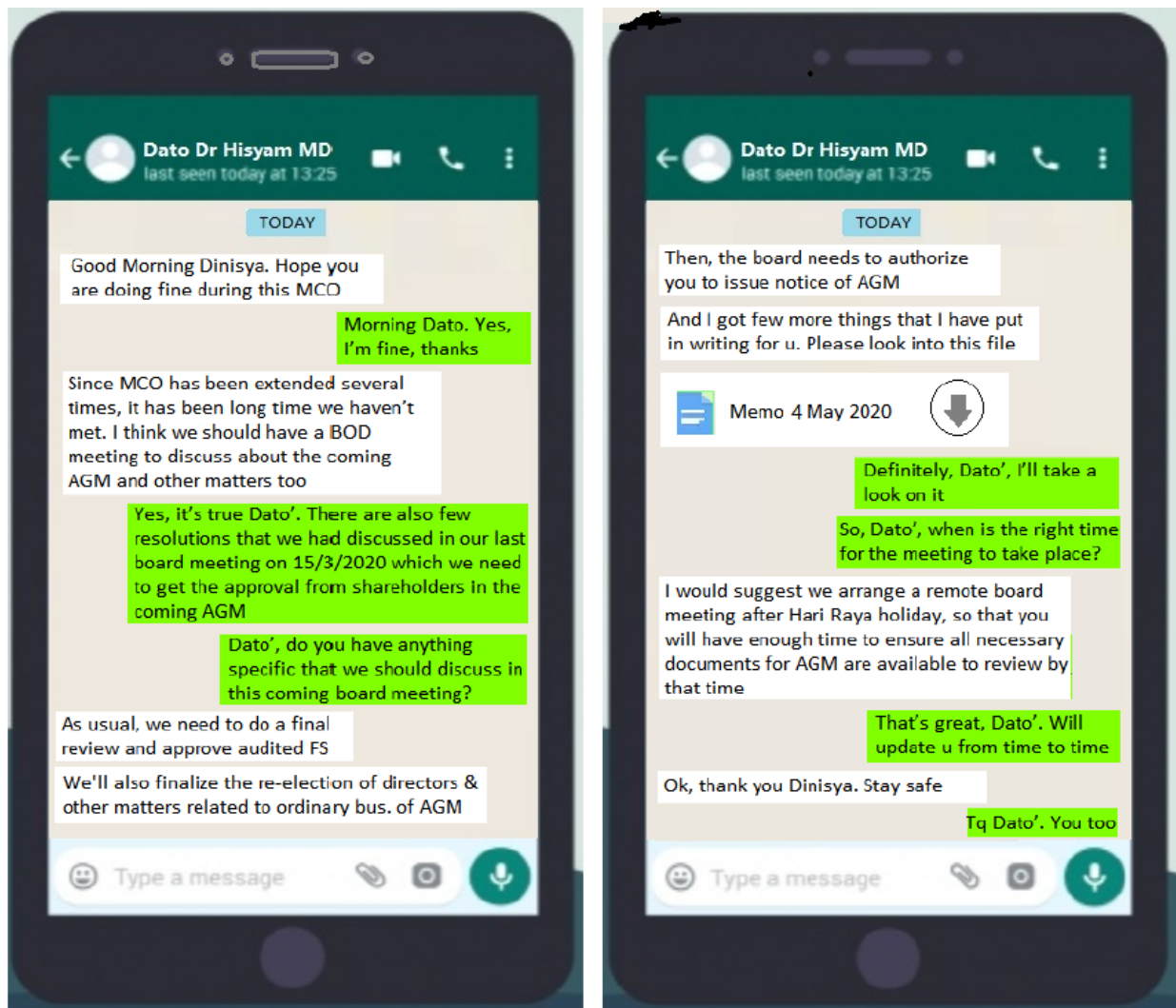
**Appendix 9. Coursework Sample 9: Essay**

Coursework Type : Essay  
 Title : Ethics in Leadership  
 Suggested Percentage : 10%  
 \*\*SLT : 6 hours  
 Adapted from : Reiner et al. (2002)

In three to four pages, double spaced, explain in what ways a person's failure to apply step 5 of the seven-step path for making ethical decisions will impact his or her ability to make ethical decisions. Provide an example that illustrates this impact.

## Appendix 10. Coursework Sample 12: Problem-Based Learning

Coursework Type	:	Problem-Based Learning
Title	:	Company Meeting (GLOVID Malaysia Berhad)
Suggested Percentage	:	18%
**SLT	:	10 hours
Adapted from	:	Tunku Puteri Intan Safinaz School of Accountancy, Universiti Utara Malaysia (Company Secretarial Practice, Second Semester 2019/2020 A192)





# **GLOVID (MALAYSIA) BHD**

(201606280765)

## **MEMO**

	<b>NAME</b>	<b>POST</b>	<b>DEPARTMENT</b>
<b>TO</b>	Ms Dinisya Devgan	Company Secretary	Secretary office
<b>FROM</b>	Dato' Dr Hisyam Azlan	Managing Director	
<b>DATE</b>	4th May 2020		
<b>RE</b>	<b>Board meeting - Preparation for 4th Annual General Meeting</b>		

I would like to highlight matters for the discussion in our board meeting. Our main concern is to get the board's approval on the matters related to ordinary businesses of the AGM. Apart from that, we also need to bring a few more things to the discussion as well as to get the board's approval for certain matters:

- Recommendation of the same amount as previous financial year for directors' fees and benefits for the coming year.
- Discussion on proposal on acquisition of factory from EMCO Sdn Bhd for our poli-synthetic industries investment.
- Appointment of Ms Mirza Omar as our corporate representative for AGM of Jadiri Berhad on 1st June 2020.

Our Chairman, Dato' Robert Chong Lim has agreed to have virtual (remote) meeting for AGM on the same date as we agreed in the last board meeting. I am sure you can help us to get everything ready for the entire AGM process from pre-to-post meeting to ensure hassle-free to all parties. So, please update the board about the preparation of having virtual AGM in accordance with appropriate SOP by the authorities. Dato' Robert also interested to know the impact of Covid-19 to our company. I have requested Human Resources Department to work together with Dato' Rizal to give a briefing during board meeting on this issue. Please do a follow up on this.

Please also draft the notice for the AGM so that we can finalize it in our Board meeting. Remember to bring also relevant resolutions of our last Board meeting on 15 March 2020 into AGM. I think we should also obtain authority to issue shares pursuant to Section 75 and 76 of the Companies Act 2016 again as we did in our last 3rd AGM on 30th April 2019.

Hope you will take appropriate actions to arrange for our Board meeting and to ensure all necessary documents are prepared and distributed. If possible, please invite a representative from EMCO Sdn Bhd to discuss on the proposal to acquire the factory.

Thank you.



# **GLOVID (MALAYSIA) BHD**

(201606280765)

## **DIRECTORS' RESOLUTION 15 March 2020**

### **RE-APPOINTMENT OF AUDITOR**

#### **RESOLVED:**

"THAT Messrs Chee Kia & Co be and are hereby re-appointed as auditors of the company to hold office until the conclusion of the next annual general meeting and authority be and is hereby given for the board of directors to fix their remuneration."

### **REVOCATION OF APPOINTMENT OF ALTERNATE DIRECTOR**

#### **RESOLVED:**

"THAT the notice of revocation dated 5 March 2020 from Mrs Melissa Lee on the appointment of Mr Arun Kumar as her alternate director with effect from 8 June 2020 be and hereby noted."

### **ALTERATION OF SHARE CAPITAL**

#### **RESOLVED:**

"THAT pursuant to Rule 65 of Company's Constitution, the Ordinary shares of RM164,386,000 divided by 164,386,000 unit are consolidated into 82,193,000 unit ordinary shares (Two shares into one share)"

### **COMPENSATION FOR RETIRING DIRECTOR**

#### **RESOLVED:**

"THAT pursuant to section 227 of the Companies Act 2016, a compensation of RM135,000 will be given to Mr Ebit Darren for his contribution as a Non-Executive Director and Chairman of the Nomination Committee of the Company."

### **CHANGE OF COMPANY NAME**

#### **RESOLVED:**

"THAT the name of the company be changed from "GLOVID BERHAD" to "PKPF RESOURCES BERHAD" effective from the date of issuance of Notice of Registration of New Name by the Companies Commission of Malaysia"

### **LOAN**

#### **RESOLVED:**

"THAT loan amounting to RM70mil to be obtained from Maybank Islamic Berhad. The loan will be charged over the land situated at Mukim Banai to secure the repayment.

### **ANNUAL GENERAL MEETING**

#### **RESOLVED:**

"THAT the secretary be and is hereby do necessary preparation to convene the Annual General Meeting of the Company to be held at Level 10, Wisma MBSA, No 12 Jalan Mergong, 05010 Alor Setar on 30 June 2020."

**FURTHER RESOLVED** "THAT the director and secretary be and are hereby authorized and empower to carry all necessary steps and formalities in all proposed resolutions above."

## Instructions

1. Students are assigned into groups of 4 to 6 members.
2. Each group needs to appoint a task leader, recorder, reporter and accuracy coach. These roles should be rotated among members.

ROLE	TASKS
Task Leader	Keeps group on track; maintains full participation
Recorder	Records assignments, strategies, unresolved issues matters
Reporter	Reports out during whole class discussion; monitors write up of final draft of assignments
Accuracy Coach	Checks group understanding; finds resources

3. The deadlines are as follows:

DUE DATE	
31 May 2020	Written Documents
	Recorded Remote Board Meeting

4. Assessment (18% of the course total marks)

Written Documents	50% *
Presentation (role play)	40% **
Peer and Lecturer evaluation	5
Students' Log	5
TOTAL	100

### \*Written documents

Each group is required to submit all documents related to the meeting, i.e., notice of meeting, minutes or resolutions and other documents related with meeting (Board paper is not required).

### \*\*Presentation

Each group is required to conduct and record their remote board meeting via online meeting mode.

5. Assessment Rubrics

Assessment rubrics will be used to evaluate remote board meeting presentation for oral communication, written report and peer evaluation for students' social & responsibility skills and leadership skills.

6. Student Learning Log

Each **GROUP** needs to complete the following student learning logs:

- Student Product Brief: beginning of project.
- Student Learning: during the process

Each **MEMBER** needs to complete the following student learning logs:

- Group Contribution & End-of-Project Self-Assessment: end of project
- Peer Evaluation: end of project

## Appendix 11: Coursework Sample 13: Computational Assignment

Coursework Type	:	Other Assignment
Title	:	Basic Statistics and Measurement
Suggested Percentage	:	10%
**SLT	:	6 hours
Adapted from	:	Bukhari (Assessment in Education; Second Semester 2019/2020)
	:	Gravetter, Wallnau, & Forzano (2017) textbook

Answer ALL Questions. Show the Step-by-Step Calculations. Submit them on the **UUM Online Learning** by **11.59 pm on Sunday, 15<sup>th</sup> June 2020**.

1. Which of the measures of central tendency (i.e., center of distribution) are you most likely to see reported in popular magazines?
2. What do we report when a distribution has two distinct, and non-adjacent, modes?
3. When is the median most useful?
4. Give two advantages of the mean relative to the other measures (i.e., mode and median).

5. Calculate the mean, mode, and median for the following data:

66    75    72    71    55    56    72    93    73    72    72    73  
91    66    71    56    59

6. The following are the data on Math scores of students who did and did not attend class regularly. Calculate the mean, mode, and median scores of those two groups of students. What do they suggest about the importance of attending class?

Attended class

241    243    246    249    250    252    254    254    255    256  
261    262    263    264    264    264    265    267    267    270  
271    272    273    276    276    277    278    278    280    281  
282    284    288    288    290    291    291    292    293    294  
296    296    297    298    310    320    321    328

Skipped class

188    195    195    225    228    232    233    237    239    240  
250    256    256    256    261    264    264    268    270    270  
274    274    277    308

7. What is an outlier?
8. What is a major problem with the inter-quartile range?
9. What is wrong with the average deviation from the mean?
10. Why do we divide by  $n-1$  instead of  $n$  when we are computing the sample variance and the sample standard deviation?
11. Calculate the range, the variance, and the standard deviation ( $SD$ ) for the following English test scores: What does the obtained value of  $SD$  mean?  

54	52	51	50	36	55	44	46	57	44	43	52
38	46	55	34	44	39	43	36	55	57	36	46
49	46	49	47								
12. What is special about a standard normal distribution?
13. A \_\_\_\_\_ represents the number of standard deviation above or below the mean.
14. How do we go from  $Z$  back to the corresponding  $X$ ?
15. What do we mean by “standardization”?
16. What is the 32<sup>nd</sup> percentile?
17. What are the mean and standard deviation of  $T$  scores?
18. Siti takes a Science test for which  $M=60$  and  $SD=10$ , and scores  $X=65$ .  
Misha takes a different Science test for which  $M=30$  and  $SD=5$ , and scores  $X=40$ .  
Ziana takes a third Science test for which her score is 46, the average score in her class is 40, and the standard deviation of the score is 3.  
Compute the  $Z$ -scores for the three of them. Who did better? Show your calculation.
19. Spearman’s correlation coefficient is simple \_\_\_\_\_ applied to ranks.
20. A point-biserial correlation applies to data where \_\_\_\_\_.



21. The following datasets show students' English proficiency test scores and their MUET aggregated scores. Calculate the Pearson correlation coefficient using the computational formula for the correlation coefficient and interpret the value.

English scores

54    43    78    65    66    87    46    97    61    70    81    89

MUET scores

210    70    230    170    169    190    140    260    180    219    222    240

22. Using the same datasets in Question 21, calculate the Spearman correlation coefficient using the correct formula and interpret the value.
23. Why does the covariance, reported by itself, not a satisfactory statistic for presenting the degree of relationship between variables?
24. Explain briefly five things that can affect the relationship between two variables.

## Appendix 12. Honour Code Statements



### Honour Code Statement 1

*I acknowledge the University Honour Code and I hereby confirm that the submitted work is entirely my own and I have not (i) used the services of any agency or person(s) providing specimen, model or ghostwritten work in the preparation of the work I submit for this open book examination; (ii) given assistance in accessing this paper or in providing specimen, model or ghostwritten work to other candidates submitting for this open-book examination.*

### Honour Code Statement 2

*I will neither seek nor accept the help of others in completing this examination (other than the instructor who is teaching the course in which I am enrolled), **nor will I discuss this examination with anyone other than my instructor.** While completing this examination and until I have submitted my completed examination, I will abide fully by the UUM Academic Honour Policy. By my signature below, I certify that I have upheld both the spirit and letter of the UUM Academic Honour Policy in completing this examination. I further certify that I have and will in the future, protect the confidentiality of all questions on this examination by not discussing them with, nor revealing them to, students who are not members of this class.*

*Name*

*Signature*

*Date*