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STUDENTS' PERCEPTIONS ON THE DIFFERENT ASSESSMENT METHODS IN A CHINESE COMMUNICATION COURSE

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1. Introduction

Aims of the Study

- To examine students' perception on different assessment tasks in a sub-degree course (Coursework-only);
- To derive suggestions for the development of coursework-only assessment feasible for the HEI classrooms.

Research Questions

1. Are Individual-based assessment tasks more preferable among all assessment tasks?
2. Which task has more impact to their overall perception of the assessment tasks in the course?
3. Will students' preferred learning methods affect their perceptions over different assessment tasks?

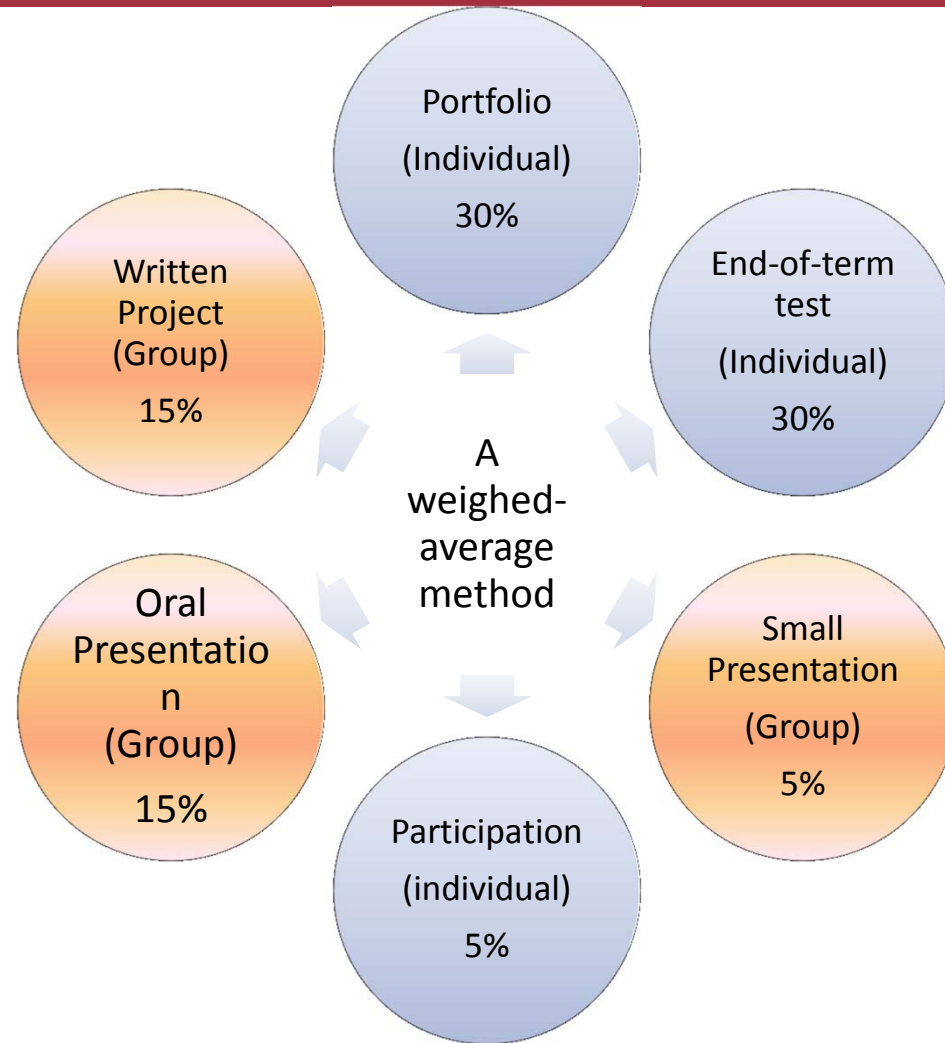
2. Context and Methodology

Preconceptions about Chinese students

- Passive learning?
- General Picture: students sitting quietly at the classroom who are busy to note down what the teacher said.
- Learning tradition stresses on individual effort

The Context

Place:	Hong Kong Community College
Period:	14 weeks (September 2013- December 2013)
The Course:	“Chinese communication for College’s students” (CCN1003)
Participants:	120 students (aged 17-19) registered for the course
Instruments:	Online survey



Individual-based

(1) Individual Portfolio

- One piece of personal statement
- resume

(2) End-of-term test

- Will be conducted at the last lesson

→Teacher-centred learning;
intensive drilling

Group-based

(1) A Small Presentation → Feedback received

(2) Oral Presentation →Feedback received

(3) Written Report (Draft) →Feedback received

(4) Written Report (Final)

→Assessment for Learning

Method: Online Survey Exercise

Part A:

(1) Preferred learning method: Self-learning or group learning?

Part B

I: Perception about Group-based assessment

II: Perception about Individual-based assessment

III: Perception about end-of-term test and

IV: Overall assessment of the course.

(Five-point scale)

I: Perception about **Group-based** assessment

1. Group Project helps me to achieve course **learning outcomes**.
2. I was actively **engaged** in group discussion.
3. I like **the arrangement** that, in group project, classmates' feedback could be heard after the group presentation.
4. Because of **my peers**, I work really hard for my group project.
5. The group project is **interesting**.

II: Perception about Individual-based assessment

1. Individual assignments help me to achieve **learning outcomes**.
2. I used to be **actively engaged** in individual assignment.
3. I like the **arrangement** for individual assignment. In this task, after receiving tutor's instructions, discussing examples with my classmates, I start to work on the assignment. I know that I could approach the tutor or my classmates if I have encountered problems.
4. As this is an **individual-based** assessment, I shall try my best to complete it.
5. Individual assignment is **interesting**.

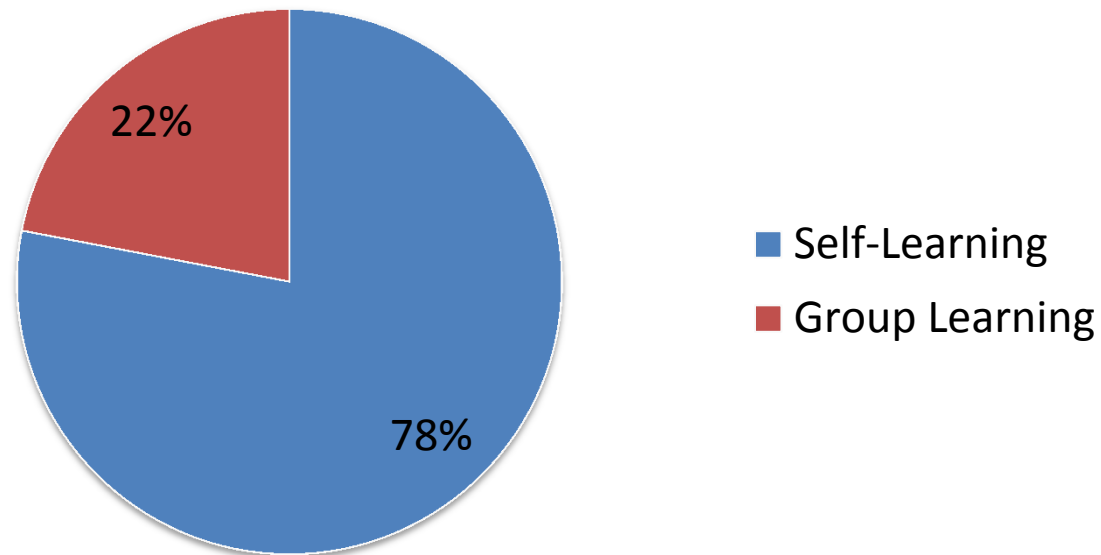
III: Perception about **end-of-term** test

1. Test/examination helps me to achieve **learning outcomes**.
2. I have **actively prepared** for my end-of-term test.
3. I like the **arrangement** of the end-of-term test. My overall performance is evaluated at the end of the term.

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- Overall, I am satisfy with the design of the course assessment tasks.

3. Results and Findings (Part A)

Students' preferred learning method
(N=118)



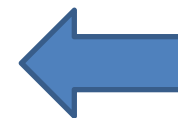
3. Results and Findings (Part B)

Section--Perception about	Mean Value (five-point Scale)
I: Group-based assessment	3.56
II: Individual-based assessment	3.84
III: end-of-term test	3.63
IV: Overall assessment of the course	3.67



→ Is Individual-based assessment task more preferable?

Various Assessment Methods	Standardized Coefficients (Beta)	Sig.
Group Project	.022	.457
Individual-based Assessment	.047	.120
End-of-term Test	.932	.000



The relationships with the perception of various assessment methods and the overall assessment Multiple-Regression Linear Model

-
- The **End-of-term test** had greater impact on affecting students' perception of the overall assessment methods
 - significant differences ($.000 < 0.05$ with beta .932)
 - Strong positive relationship
(R value= 0.960; R-squared value: 0.921)
 - 92% of the population size in this survey agreed the co-relationship between various assessment methods towards the overall perception.

Which task has more impact to their overall perception of the assessment tasks in the course?

Students' preferred learning method and their perception over different assessment methods

Four Null Hypothesizes:

- (1) The distribution of the mean values of **individual-based** assessment (IA Mean) is the same across students with different learning methods (Learningm);
- (2) The distribution of the mean values of **group-based** assessment (Group Mean) is the same across students with different learning methods(Learningm);
- (3) The distribution of the mean values of **end-of-term test** (Test Mean) is the same across students with different learning methods(Learningm);
- (4) The distribution of the mean values of **Overall** assessment (Overall Mean) is the same across students with different learning methods(Learningm);

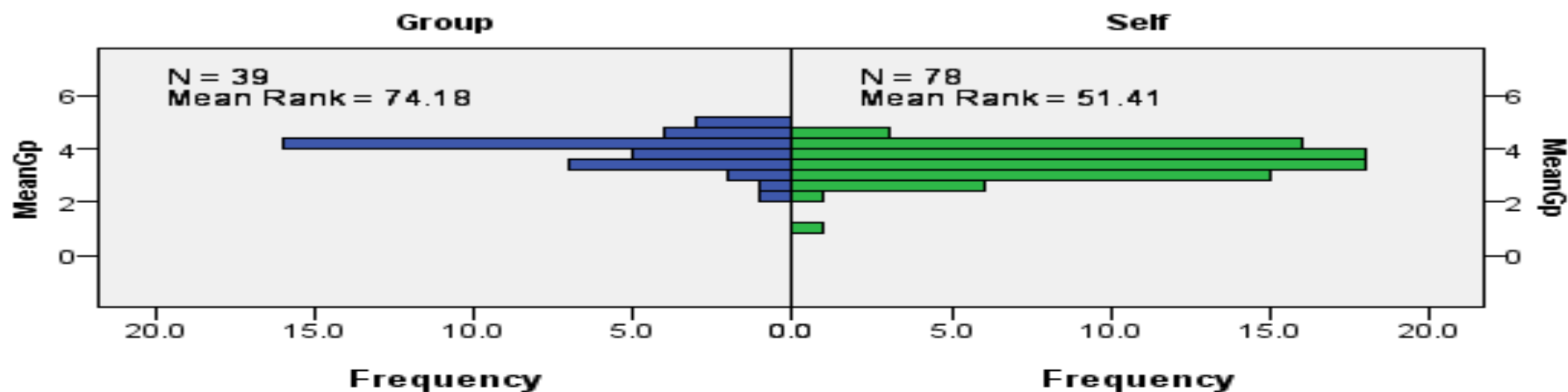
The Hypothesis Test Summary

Null Hypothesis: The distribution of ...is the same across categories of LearningM	Sig.	Retain/Reject the null hypothesis
IA Mean	.829	Retain
Group Mean	.001	Reject
Test Mean	.701	Retain
Overall Mean	.812	Retain

→ Will students' preferred learning methods affect their perceptions over different assessment tasks?

Independent-Samples Mann-Whitney U Test

LearngM



Total N	117
Mann-Whitney U	929.000
Wilcoxon W	4,010.000
Test Statistic	929.000
Standard Error	171.879
Standardized Test Statistic	-3.444
Asymptotic Sig. (2-sided test)	.001

4. DISCUSSIONS AND IMPLICATIONS

(1) Enhancing students' group learning experience

(A) Individual-based assessment is the most popular assessment format. (B) Students who preferred group learning give higher values for the group –based assessment task;

→ Traditions of learning emphasizing individual effort is still there.

→ Self-learning is preferred does not mean group learning is not accepted.

→ What are students' group learning experience?

→ Are teachers ready?

(2) adjusting learning strategies with different assessment methods

End-of-term Test

Reciting, memorizing facts → abstract concepts

Especially when feedback is no longer important after the assessment

Creative Project

Paying attentions to the underlining concepts from examples

Researching data from the Internet;

Engaging in discussions with peers;

.....the issues of marks

(2) Implementation of AfL in Coursework-only assessment

The weighed-average method → diluting students' effort?

Related or separated tasks? → A second chance of applying their work to the next task

→ Lowering the weighing of the end-of-term test

(3) Some constraints for the implementation of AfL

- No formal training for HEI teachers
- Whether assessment promotes learning is not an important concern;
- It takes times for giving quality feedback for each students
- Time again to make that feedback meaningful to the next task

- End

Thank you