

Students' Perception on the Different Assessment Methods in a Chinese Language Course

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This study examines students' orientation to their learning and assessment methods in a sub-degree course in the spring semester of 2013-14. At the end of the semester, students were invited to complete an online survey about their perception of the different assessment tasks of the course. Questions were grouped into sections according to different assessment methods. 118 out of 155 students responded to our surveys. The findings of this study are: (1) most participants chose individual learning as their preferred learning, rather than group learning; (2) individual-based assessment has the highest scores among different assessment tasks; (3) students' perception to the end-of-term test, has the strongest association on students' perception on the overall assessment method of the course.

Some highlights of the study are shared in the later part of this article. Firstly, students' experience of group learning needs to be enhanced. Only well-planned group learning activities could motivate students to be engaged in group learning. Secondly, blended learning should be promoted to encourage students to swap their learning space between individual and group if necessary. Thirdly, it is time for curriculum designers to develop an assessment method which could serve for purposes of assessment of learning and assessment for learning. That is, while the assessment results could be accessed to external parties with descriptions about students' learning progress, teachers could also use them to diagnose students' learning.