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Titolo	Alternative Assessments in Malaysian Higher Education : Voices from the Field / / edited by Farrah Dina Yusop, Amira Firdaus
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Disciplina	379
Soggetti	Educational tests and measurements Education, Higher Education and state Assessment and Testing Higher Education Education Policy Política educativa Educació superior Llibres electrònics
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
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Note generali	Includes index.
Nota di contenuto	1. An Alternative Way in Assessing Portfolios Based on Saaty's Analytic Hierarchy Process (AHP) -- 2. Collaborative Assessment Survey: A Measure of Group Teamwork -- 3. Cartoon Strips: Can they be used as assessment? -- 4. SOLO-Based Task to Diagnose Adult Learners' Statistical Literacy in the 21st Century -- 5. Implementation of Group Based Assessment in Project Based Learning for Hubungan Etnik Module at Taylor's University -- 6. An adaptive Self-Assessment Approach for Improving Massive Open Online Course (MOOC) Performance -- 7. A System for Managing and Accounting for Learning Outcomes -- 8. Redesigning Formative Assessments for Land Law using AR -- 9. The Assessment of E-Project-based Learning in

Developing Skill-based Courses for Massive Open Online Course:
"MOOC in MOOC" Technique -- 10. Assessment-for-Learning and
Mobile Supervision via WhatsApp: A Multimodal and Archivable Format
for Formative Assessment of Student Research Projects and Drafts.

Sommario/riassunto

This book offers an overview of five categories of alternative assessments used by established and emerging faculty throughout Malaysian institutions of higher education, namely peer and self-assessment, group-based assessment, performance-based assessment, portfolio, and technology-based assessment. It features 29 innovative case studies of alternative assessments, serving as both inspiration and practical guide for educators planning to design and implement alternative assessments in their own classes. Each chapter showcases viable examples of authentic, holistic, meaningful and effective assessments as practiced by educators in major universities throughout Malaysia. This book also provides readers a greater appreciation of the varied forms of alternative assessments that are possible, limited only by the individual's innovation and motivation. .
