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I-CReST 2025:084-048 – Enhancement of Teaching and Learning, and Assessment (TnL-A) Methods for BQS406 Course: Students' Reflection

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ABSTRACT

In recent years, higher education institutions have increasingly adopted blended and student-centered pedagogies to enhance engagement and learning outcomes. This shift is particularly relevant in disciplines such as the built environment, where applied knowledge, soft skills, and interdisciplinary understanding are crucial. The changes were also supported by Universiti Teknologi MARA through their establishment of Education 5.0 UiTM. Therefore, this study explores the perceptions of Quantity Surveying students who undertook the Principles of Economics course (BQS406) at the Faculty of Built Environment, Universiti Teknologi MARA (UiTM). Two objectives were outlined (i) to identify students' reflection towards the changes of teaching and learning, and assessment (TnL-A) methods and (ii) to examine the recommendations in enhancing the TnL-A for BQS406 course. A total of 39 undergraduate students participated in a survey evaluating online assessments, game-based learning, forum discussions, group activities, final presentations, and peer assessments. Based on quantitative analysis findings revealed a consistently positive responses, with mean scores exceeding 4.0 on a 5-point Likert scale across all components. Outcome shows that game-based learning and individual assessments were rated highest for their effectiveness in enhancing subject knowledge, critical thinking, and independent learning. Furthermore, feedback underscored the need to contextualise content with real-world applications, incorporate interactive and visually enriched instruction, and improve clarity in assessment guidelines. Students also recommended more flexible and frequent assessments, greater scheduling consideration, and cost-effective alternatives for project work. These findings support the integration of active, reflective, and context-driven pedagogies to improve educational delivery and student development in built environment programs

Keywords: Blended learning; Student reflection; Teaching and learning; Assessment