

**MAF251: TOWARDS THE DEVELOPMENT OF A DEEP LEARNING
ASSESSMENT FRAMEWORK**



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FOREWORD

First and foremost, we are really in gratitude for the blessing bestowed upon us by Allah the Al-Mighty as this research report would not be able to be completed and submitted without His consent and permission.

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May Allah bless us all and make us strong to face whatever test or calamity and each test would make us stronger and eventually, earn us a place in paradise.

Ameen

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EXECUTIVE SUMMARY

Assessment plays an important role in students' learning strategies. Thus, an assessment should function in a way that it could improve the learning process. However, for Diploma in Accountancy (DIA) program, the assessment that is currently being implemented is totally exam-oriented. The current assessment is based on tests, quiz and examination to the extent the element of students' soft skills have been left out. Therefore, the aim for this study is to gain insight on the students' and lecturers' perception on the appropriateness of the assessment of Cost and Management Accounting (MAF251) subject and to propose a deep learning assessment framework for MAF251. Data were collected via two ways - using questionnaire and also interviews. The questionnaires were distributed to 686 selected students, which contributed to 420 usable responses (61% response rate). As for the lecturers, 22 out of 28 questionnaires were returned which were all usable, resulting to 78.6% response rate. Data were analysed using Statistical Package for Social Sciences (SPSS) 23. To fulfil the study objective, descriptive statistics were used, such as mean and standard deviation. Modal values of the students' and lecturers' preference were used to rank the assessment activities. Mann-Whitney U test was also conducted to see if there was any significant different in how groups of students view the effect of test or quiz on their learning. The results showed that both students and lecturers felt that test and quiz are still relevant, especially in rewarding individual effort. However, considering the time and effort needed to accomplish the satisfactory result, marks allocated for test and quiz should be lower so as to give way to higher proportion of mark allocated to other types of alternative assessment. For alternative assessment, students preferred classroom activities while lecturers favoured simulated enterprise. Both parties showed almost the same opinion over presentation, case study and field study. It is suggested that alternative assessment such as classroom activities, field study, or simulated enterprise should be added on to the current assessment activities which emphasize group work and presentation activities with higher proportion of marks. This will ensure the high quality balanced graduates being produced.

Keywords: *formative assessment, deep learning, assessment framework, student-centred learning, constructivist approach*

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