

SHINE Point Templates: The Taylor's Journey to Capture the Essence of Extra-Curricular Assessment

Su Ming Cheah and Mayriana Arman Michael

Abstract In September 2014, Taylor's University launched the 2nd Transcript which provides formal recognition and rewards students' extra-curricular achievement both on- and off campus. The extra-curricular activities recognised under the 2nd Transcript are weighed against approved SHINE point templates (SPoTs). The action research study explored whether the SPoTs created for competitions were *fit-for-purpose* and could distinguish competition activity submissions from other activity types. Secondly, the study aimed to evaluate whether these competition point templates had been distinctly mapped to the 6 SHINE point principles with *no overlaps*. Thirdly, the study aimed to formulate actions to modify the templates as appropriate. Theoretical sampling was used to select events related to competitions from September to December 2014. Data were collected from activity submissions, student reflections and one semi-structured interview. The findings surmised that the definition of "competitions" needed to be amended to better distinguish competitions from other activity types such as celebrations, to ensure the competition point templates were fit-for-purpose. Another key realisation underscored the importance of the SHINE point principle of "prestige" as a way to recognise and acknowledge students who were selected for events. The findings also suggested combining the two competition point templates to remove the need for students to make a choice. Lastly, the study also suggested that the SHINE point principle of "role" be broadened to enable the selection of dual roles. In conclusion, with the Ministry of Education's intention to implement the integrated CGPA (iCGPA) in local universities, it is hoped that this study will shed some light on how to objectively and creatively assess this relatively new but exciting dimension of out-of-class engagement in a way that motivates and celebrates student engagement.

Keywords Extra-curricular activities • Competitions • Assessment

S.M. Cheah (✉) • M.A. Michael
Taylor's University, Selangor Darul Ehsan, Malaysia
e-mail: suming.cheah@taylors.edu.my

M.A. Michael
e-mail: mayriana.armanmichaelanniah@taylors.edu.my

1 Introduction

1.1 *Graduate Employability in the Malaysian Context*

According to Malaysia's Human Resources Minister Datuk Seri Richard Riot Jaem, the number of unemployed fresh graduates have steadily grown from 42,954 in 2010 to 52,282 in 2013 (The Star, June 2015). The Corporate Recruiters Survey 2015 Report (Graduate Management Admission Council (GMAC) reported in the Star, June 2015) showed that 92 % of the companies surveyed based recruitment on the graduate's proven ability to perform. It is no longer the lack of qualifications that stops fresh graduates from getting jobs but what else they have to offer aside from academic qualifications. The report also highlighted that 89 % of employers placed strong emphasis on strong oral communication skills. The Malaysia Education Blueprint 2015-2025 (Ministry of Education, April 2015) also stated that that unemployed graduates lacked 3 key characteristics such as a strong command of English, the right attitude and problem-solving abilities. In anticipation of growth over the next 5 years, employers projected that they would need new employees who are skilful in communication, leadership and strategy.

According to the 2015 U21 report, an acknowledged reference on higher education benchmarking that ranked higher education systems in 50 countries, Malaysia's high expenditure on higher education had not truly translated into improved efficiency. Malaysia currently allocates 7.7 % of its budget for higher education and training, far more than countries such as Japan (1 %), Korea (3.9 %), Indonesia (3.1 %), Thailand (3 %) and Singapore (6.4 %). The report indicates that the quality of Malaysian graduates as measured by employability remains a challenge primarily due to the skills mismatch with industry requirements.

1.2 *Educational Reforms in Malaysian Higher Education*

Educational reforms over the last 2 years have seen greater commitment to fundamentally transform the higher education system and how higher learning institutions (HLIs) operate in order to stay ahead of global trends. The respective launches of the Malaysia Education Blueprint 2015-2025 (Higher Education) in April 2015 and the integrated Cumulative Grade Point Average (iCGPA) system in August 2015 signify an overt shift to create an education system that produces holistic, balanced, lifelong, entrepreneurial graduates with a drive to create jobs, rather than to only seek jobs, i.e. nurturing "job creators" rather than just "job seekers".

The Malaysia Education Blueprint 2015-2025 (Higher Education) or MEB-HE outlines ten shifts that will spur continued excellence. iCGPA is one of the initiatives under Shift 1 of the Malaysia Education Blueprint 2015-2025 (Higher Education). Under iCGPA, assessment will be reported in the students' score cards

using a “Spider Web” methodology which enumerates all the achieved, expected or desired performance of the student, detailing not just their subjects and performance, but the skills that they have picked up along the way.

1.3 Explaining the 2nd Transcript

In September 2014, Taylor's University launched the 2nd Transcript and the SHINE Award Programme in order to equip its graduates with life, personal, social and emotional skills to enhance their graduate capabilities. The 2nd Transcript was designed to complement and supplement the academic transcript by providing opportunities to develop graduate capabilities through co-curricular and extra-curricular experiences. The 2nd Transcript is an attestation given to students to recognise and reward their involvement and achievements in out-of-class activities during their studies at Taylor's University.

The SHINE Award Programme covers four “learning packages”, namely personal development, people and leadership, professional development and global engagement. Each learning package is made up of empowerment workshops and experiential opportunities. Extra-curricular activities in the SHINE Award Programme are managed and tracked via an online portal called the SHINE Portal. Students upload videos, pictures or testimonials onto their online portfolio as proof of participation.

The SHINE Award Programme, officially launched at the end of last year, is now being used by the Education Ministry as a model under the Malaysia Education Blueprint 2015-2025's (Higher Education) university transformation programme. The 2nd Transcript initiative is in line with the government's objective of

producing graduates who not only excel in their fields of study (academically), but are also equipped with the necessary soft skills (such as English proficiency), knowledge (of the world at large, the sciences and arts), values (ethics, patriotism, and spirituality), leadership abilities (including the love of volunteerism), and the ability to think critically (accepting diverse views, innovation and problem solving).

The 2nd Transcript is a direct university strategy to enable employers to easily gauge the true potential of our graduates and address the skills and graduate–employer expectations mismatch and enable our graduates to find meaningful employment and in the long run, truly address the unemployment crisis amongst graduates.

1.4 Explaining the 2nd Transcript's SHINE Point System

The SHINE point system was developed in August 2014 and is based on a verification and validation system based on “points”, given based on different levels of

participation, victories and positions which the students hold. The point system calculates the points accrued for activities undertaken. The extra-curricular activities recognised under the 2nd Transcript are weighed against the SHINE point templates (SPoTs). The SPoTs are underpinned by 6 SHINE point principles, of which 4 are compulsory principles whilst the other 2 are achievement-based.

1.5 Problem Statement: Measuring Competencies and the Need for an Acceptable Instrument

As the 2nd Transcript is the first of its kind in the region and wholly developed by the SHINE Award Centre, more data-driven research is highly necessary to test, refine and enhance the SHINE point system in order to produce a fair and equitable system to assess a range of activities, roles and levels of achievement.

2 Literature Review

Employability awards such as the 2nd Transcript are a relatively new concept in Malaysia and the Asian region. However, in the United Kingdom and Australia, the emphasis on cultivating graduate attributes through award schemes is nothing new. Graduate attribute projects have been at the forefront of changing higher education outcomes since 2005 as key strategies to enhance the employability of university graduates. In Australia, much of the graduate attribute research was spearheaded by the National Graduate Attributes Project (National GAP), funded by the Australian Learning and Teaching Council. Since the GAP Project, most Australian university institutional policies now state the university-endorsed graduate attributes, which are a key part of their curriculum renewal strategies. In the United Kingdom, the Quality Assurance Agency for Higher Education (QAA), an independent body entrusted with monitoring, and advising on standards and quality in UK higher education, provides the required guidance and leadership. In fact, initial findings by the AGCAS Award Task Group, which conducted a “skills and employability awards” survey (2011), highlighted 67 UK universities with their own award schemes or “skills awards”, particularly those from the 1994, Russell, Santander, Million+ and Alliance Groups of Universities.

Generally, award schemes surveyed were structured around (i) hours such as Bath Award (University of Bath), Red Award (University of Reading); (ii) points—Southampton Graduate Plus (University of Southampton), Phoenix Award (University of Southern Queensland), UTS Build (University of Technology Sydney); and (iii) modular—Nottingham Advantage Award (University of Nottingham). Generally, 26.9 % of the award schemes in the United Kingdom were points based (Jeffries-Watts 2011). Generally, the point systems and the principles of

many of the award schemes, upon which the points are accorded, are not readily available or transparent. Fortunately, an analysis of the point systems for two award schemes—Southampton Graduate Plus and UTS Build—indicated that the key criteria for according points revolved around the length of involvement, role undertaken (degree of responsibility), types of activities and location of the activity. Furthermore, as illustrated by the UTS Build Elective Activities Reference Table (UTS Build 2015), it was also observed that points were generally set first by activity type (i.e. voluntary activity) and then, differentiated by duration of the activity (25 h—10 CLiCs points, 50 h—CLiCs 20 points) and/or role (participant—10 CLiCs points, facilitator—20 CLiCs points, etc.).

In the Malaysian education scene, there is a dearth of research literature regarding measuring graduate capabilities and competencies derived from employability awards. The emphasis on graduate employability also indicates that this research area is becoming increasingly important as indicated in the Malaysian Education Blueprint 2015-2025 (Education Shift 1: Producing Entrepreneurial, Holistic and Balanced Graduates) (MOE 2015). The search for assessment models appropriate for the Malaysian HEIs is becoming fundamental due to the pressures faced by universities to produce employable graduates. In fact, in a move to address this national gap, the Ministry of Education (MOE) has piloted a tool called iCGPA to measure the university students' competencies across 5 public universities in September 2015. An immediate concern highlighted by the Malaysian Qualifications Agency in relation to this new tool was the transparency, validity and reliability of the rubrics and criteria (The Star, August 2015). MQA further reiterated that constant evaluation is necessary in order to iron out the issues in order for the system to be accepted by all the public universities.

3 Research Methodology

The 2nd Transcript includes a wide spectrum of extra-curricular activities that can be classified under 17 different point templates. Each extra-curricular activity has its own attendant complexities. This paper explores the process undertaken to test, refine and enhance the SPoTs for the 2nd Transcript, with reference to “competitions”.

The specific aims of the study are as follows:

1. “competition point templates” are fit-for-purpose
2. the descriptors in the 6 SHINE point principles do not overlap
3. refine the existing point templates if required

To explain, the action research study explored whether the competition point templates were fit-for-purpose and could distinguish activity submissions related to competitions from other activity types. Secondly, the study aimed to evaluate whether the competition point templates had been distinctly mapped to the 6 SHINE point principles with no overlaps. Thirdly, the study aimed to formulate actions to modify the templates as appropriate.

The competition point templates created in August 2014 were used in this study:

- Single Competitions (One-off)
- Competition Series

It must be stated that information on any of the SPoTs cannot be disclosed and is confidential.

The mode of this action research study was practical or technical in nature and had as its goal “to test a particular intervention based on a pre-specified theoretical framework” (Berg in Newton and Burgess 2008). This study was conducted based on McNiff (2002)’s action research model where improvement of practice was the primary purpose. The key elements of this model which were particularly valuable were the “investigation” and “reflection and evaluation” phases.

4 Data Collection

Theoretical sampling was used to select events related to competitions during the “September to December 2014” *time period* to understand how the competition point templates (an emerging theoretical concept) worked on real-life competitions.

Qualitative data were collected from three key sources as follows:

- Activity submissions related to competitions on the SHINE Portal
- Reflective submissions (essays) of approx. 150–300 words
- A semi-structured interview with an activity organiser: Sports Recreation Centre staff

Firstly, the 27 competition activity submissions were categorised into 9 distinct events due to duplication of the events. It was important at this stage to analyse and determine whether the 9 distinct events submitted could be defined as “competitions” and not another activity altogether, i.e. fit-for-purpose.

It was also considered that the competitions in the study were a general representation of the types of competitions undertaken by students at Taylor’s University *but* may not be representative of the full range of competitions available, given the short period of the study.

The definition of competitions in Cambridge Dictionaries Online (2015) was taken as a baseline as follows:

an organised event in which people try to win a prize by being the best.

Event descriptions and event resources of the 9 distinct events were mapped to the following scopes:

- Aims and/or objectives of the event
- The competition point template that was used

After that, the mapping matrix further correlated these scopes to the 6 SHINE point principles in the two competition point templates—Single Competitions and Competition Series:

- Any of the Taylor's Graduate Capabilities
- Location
- Length of activity
- Role
- Prestige
- Achievement

Secondly, the 27 reflection submissions for these 9 distinct events were analysed according to the 3 aims of the study. These reflective submissions (essays) were approximately 150–300 words at length.

Thirdly, a semi-structured interview with 2 Sports Recreation Centre (SRC) staff with 5 years of handling sports events for the university was conducted to round-out the observations gathered from the analysis of the events and the reflection submissions.

5 Findings of the Study

An analysis of the aims and objectives of the 9 distinct events to assess whether the competition point templates were fit-for-purpose was based on these dimensions: nature of the competitions, the degree the competitions was institutionalised (official rules, governing bodies), competition levels or stages and types of achievement, i.e. prizes.

Nature of the competitions: the analysis showed that 7 of the 9 distinct events could be categorised into any of these 3 competition orientations, i.e. platforms to demonstrate skills related to the participants' *discipline-specific knowledge, interest* or *sport*. The study showed that Hack'em All was appropriately categorised as a skill-based competition, with descriptions such as “non-stop coding and app development” and “simple app prototype”. Next, the TGC Video Competition exemplified a competition which related to one's interests—in this case, video-making. The third orientation was the most ubiquitous—sports competitions which related to one's physical skills/prowess in relation to particular sports such as ping-pong or table tennis, netball, marathon and extreme sports (obstacle-racing). The names of the events also clearly indicated this competition type—Kejohanan Ping Pong Terbuka MASISWA 2014, MAPCU Table-tennis Competition 2014, Nestle Fitness Netball Carnival, Standard Chartered KL Marathon and Viper Challenge 2014.

In contrast to the events above, the study found that there were two (2) events which did not seem fit into the competition mould. It was found that these events were of a more celebratory nature, i.e. celebrations using sports as a medium. The

description for Scholarsseum seemed to indicate that it was more of a “celebration” of student-bonding and more focused on using sports as a medium to cultivate and strengthen social bonding amongst students. Descriptions taken from the event included “lots of fun”, “awesome”, “fun games” and “free food”, and this indicated a festive tone for the event. The Pharmacy Sports Day further supported this finding with its objectives clearly stating that the event was aimed at “improving relations between all pharmacy students from years 1 to 4” and “to build teamwork amongst students”. It was apparent from this description that building rapport was the key objective of this event. It was suggested that these 2 events were a better fit for another category entitled “Festivals and Celebrations”.

It was important to note that although Scholarsseum and Pharmacy Sports Day may not be indicative of how the general population think, the inclusion of these 2 events seemed to suggest a misconception at play, i.e. that students may similarly albeit mistakenly connect all sports-related events with “competitions”. This raised an interesting concern that should be addressed.

Degree of institutionalisation: the study also found that official sports competitions were governed by official sporting bodies/councils and guidelines. For example, marathons were long-distance running events with official distances. Additionally, in the case of “Kejohanan Ping-pong Terbuka MASISWA 2014” and “MAPCU Table-tennis Competition 2014”, the degree of institutionalisation was apparent for both the events as MASISWA (Majlis Sukan IPTS Malaysia) and MAPCU (Malaysian Association of Private Colleges and University) sports competitions were officially recognised varsity games for private higher education institutions which were supervised strictly by these official sporting bodies. Thus, due to the institutionalisation inherent in these sports, achievement in these organised events may translate into concrete recognition, honour or acknowledgement of the respective competitor’s skills amongst other genuine competitors and could even contribute to the competitors’ ranking in the sports concerned.

Indeed, the 2 more “celebratory” events, i.e. Scholarsseum and Pharmacy Sports Day, tended to skew towards being fun-oriented rather than a serious test of skills; that is, the games were more related to luck rather than skill or knowledge, for example, the inclusion of station games, lucky draws and game-show games/mission races such as in the “Running Man” variety show on television. For example, Pharmacy Sports Day had 2 mission races entitled “To the Battlefield (Running Man: Part 1)” and “Do or Die (Running Man: Part 2)”.

Through these findings, it was surmised that the definition of “competitions” on the SHINE Portal needed to be tightened to better distinguish submissions related to competitions from other activity types such as celebrations and thus, ensure the competition point templates were fit-for-purpose. This signalled an area for refinement which will be addressed under *Implications of the study*.

The analysis of the dimensions of competition levels or stages and achievement did not yield anything that was out of the ordinary, i.e. competitions either happen at single or multiple stages. Rewards and recognition also came in a variety of formats, i.e. medals, certificates and trophies.

Next, the study aimed to evaluate whether the competition point templates had been appropriately structured and mapped to the 6 principles without any overlaps amongst the SHINE point principles.

Whilst most event submissions were straightforward and correctly submitted into the appropriate competition categories in the SHINE Portal, there were two exceptions. “Kejohanan Ping-pong Terbuka MASISWA 2014” and “MAPCU Table-tennis Competition 2014” were mistakenly submitted and matched to Single Competitions instead of the Competition Series point template. Reflection submissions for these events also depicted the students’ progress through the tournament levels, indicative that it should have been submitted under Competition Series. The excerpt from Student X’s reflection on the MAPCU Table-tennis Competition supported this as follows:

... we still managed to move to the quarter final. Our next opponent was Sunway University in the quarter final but we lose to them. This was because we made the wrong order of player listing and we also never considered that their men’s doubles team was so strong. We thought our men’s doubles players could beat them but we predicted this wrongly, so ended up losing 1-3 to Sunway University. Thus, our team was stopped at quarter final (Student X).

In addition, comparing the reflections of different activity submissions also yielded an important discovery. Some students were selected to participate in competitions whilst there were many others who joined the events voluntarily on their own accord. The competition point template was used to *distinguish* competitors who were especially selected or chosen by the faculty, school or university department to represent the university or campus community at different competition levels. This key realisation underscored the point principle of “prestige” as an important way to recognise the selection of students for the events as an important differentiator. To explain, the study found that “prestige” incorporated the distinctive element of distinguishing whether a competitor was “selected” to participate at multiple tournament levels such as university, state, national, international-level competitions, for example, “Kejohanan Ping-pong Terbuka MASISWA 2014” and “MAPCU Table-tennis Competition 2014”. In direct contrast, events in which students voluntarily joined and for which there was no pre-selection were considered as “open entry” competitions, for example, Standard Chartered KL Marathon and Viper Challenge 2014. It was also found that points were pegged to commensurate ascendingly in correlation with the increasing degree of prestige at higher tournament levels.

All in all, with reference to the second aim of the study, there were no overlaps in the competition point templates with reference to the 6 point principles. In fact, certain point principles like “prestige” was an area in which the competition templates may have worked really well.

Interestingly, a comparison of the two (2) competition point templates found little difference between the two. However, the one key difference worth highlighting was the extra roles found under the “role” point principle where there were *additional roles available for selection* due to the ascending tournament stages such

as “competitor @ group stage” and “competitor @ quarter-finals” in the Competition Series template vis-à-vis only “competitor” in the Single Competition template. This signalled an area for refinement which will be addressed under *Implications of the study*.

Finally, the semi-structured interview with the Sports Recreation Centre staff also yielded an interesting perspective which highlighted an area for refinement for the competition point templates. The interview highlighted that some competitors played more than one (1) role in competitions, especially in sports competitions where team captains or team leaders were important roles with significant responsibilities related to strategy and teamwork that set them above normal competitors. However, both the Competition Series and Single Competition templates only had one level of roles and did not manage to capture any additional roles the competitors may have undertaken in their respective tournaments.

6 Implications of the Study

The study highlighted some areas of refinement for the competition point templates.

Definition of competitions: Firstly, the research team strongly felt that “competitions” could be clearly identified based on the two (2) fundamental dimensions “nature of the competition” and “degree of institutionalisation”. The description of “competitions” could take these two dimensions into consideration in its “redefinition” on the SHINE Portal to provide greater clarity on what was generally accepted as competitions under the 2nd Transcript. The following revised description was proposed:

Competitions must be based on merit or achievement. Competitions include sports and non-sports competitions and also include single and multiple-stage competitions.

Competitions based on number of likes gained in social media, or games played at fairs/celebrations/festivals are not acceptable. If the competition is held at school level - e.g. School Sports Day, Scholarsseum, friendly matches in campus of which the nature is more of a social gathering as compared to a formal sports competition, please select the Fair/Festival/Celebration/Performance activity option.

The study also highlighted that it was better to emphasise what *could not be included* rather than the opposite, keeping in mind the breadth of events that could fall under this category.

Combining “Competition Series” and “Single Competitions” templates: the findings also suggested that these two highly similar point templates be combined to remove the need for students to make a choice between two competition categories and thus, reduce the probability of incorrect selections.

Extra role selections: the study also suggested that the point principle of “role” be broadened to enable the selection of more than 1 more role or dual roles. It was suggested that the point template be revised to enable students to *first or initially* select the “main” or “fundamental” role played in the competition and then, to select any “other additional” role or responsibility undertaken, if *applicable*. It was

further suggested that the additional roles should include approved discrete selections such as “team captain” or “coach”.

7 Conclusion

The study highlighted that each SHINE point template could take a long time to create and refine as exemplified by the process to refine the competition point templates. This is essential so that the competition point templates derived can be applied to a comprehensive range of real-life competitions. Thus, it cannot be understated how challenging it is to create a SHINE point template which makes clear what is valued according to the 2nd Transcript and the SHINE Award Programme.

This study will have a major impact on the Taylor's student population who have voluntarily enrolled in the SHINE Award Programme as they are actively participating in activities and collecting points across the 4 learning packages in order to attain one of the award tiers available, i.e. SHINE Silver, Gold and Platinum Awards, respectively. Currently, the SPoTs play a defining role in appropriately capturing and assessing the range of activities submitted by the SHINE participants. Therefore, point templates that are regarded as comprehensive, fair and equitable would raise less resistance from our student stakeholders and make the evaluation tasks simple and clear-cut especially for complex, multilayered activities.

On a national scale, with the Ministry of Education's intention to implement the iCGPA in universities, it is hoped that this study will shed some light on how to objectively and creatively assess this relatively new but exciting dimension of out-of-class engagement in a way that motivates and celebrates student engagement.

References

- Abas, A. (2015, August 10). 300 students to take part in iCGPA pilot project. *New Straits Times Online*. Retrieved September 6, 2015, from <http://www.nst.com.my/news/2015/09/300-students-take-part-icgpa-pilot-project>
- Action Research Projects. (2015). LLAS Centre for Languages, Linguistics and Area Studies. Retrieved September 1, 2015, from <https://www.llas.ac.uk/projects/2837>
- Aeria, S., & Khor, A. (2015, June 21). Angling for jobs. *The Star online*. Retrieved September 6, 2015, from <http://www.thestar.com.my/News/Education/2015/06/21/Angling-for-jobs/>
- BUILD Elective Activities. (2015). UTS: Build. Retrieved September 7, 2015, from <https://www.uts.edu.au/sites/default/files/CLiCs%202014%20reference%20table.pdf>
- Cambridge Dictionaries Online. (2015). Retrieved September 1, 2015, from <http://dictionary.cambridge.org/dictionary/english/competition>
- iCGPA ready to roll out. (2015, August 11). *The Star online*. Retrieved September 6, 2015, from <http://www.thestar.com.my/News/Nation/2015/08/11/iCGPA-ready-to-roll-out-Grading-system-six-years-in-the-making-says-minister/>

- Jeffries-Watts, S. (2011). *Initial findings from the skills and employability awards survey*. AGCAS Award Task Group. Retrieved September 7, 2015 from file:///C:/Users/tia0072/Downloads/skills_awards_survey_report.pdf
- Ministry of Education. (2010). *Eleventh Malaysia Plan: Strategy paper 10: Transforming education system*. Retrieved September 6, 2015, from <http://rmk11.epu.gov.my/pdf/strategy-paper/Strategy%20Paper%2010.pdf>
- Ministry of Education. (2015). *Executive summary: Malaysian Education Blue Print 2015-2015*. Retrieved September 6, 2015, from [http://jpt.mohe.gov.my/corporate/PPPM%20\(PT\)/4.%20Executive%20Summary%20PPPM%202015-2025.pdf](http://jpt.mohe.gov.my/corporate/PPPM%20(PT)/4.%20Executive%20Summary%20PPPM%202015-2025.pdf)
- Newton, P., & Burgess, D. (2008). Exploring types of educational action research: Implications for research validity. *International Journal of Qualitative Methods*. Retrieved September 7, 2015 from <http://creativecommons.org/licenses/by/2.0>
- Williams, R., Leahy, A., de Rassenfosse, G., & Jensen, P. (2015). *Executive summary and full 2015 report*. U21 Ranking of National Higher Education Systems 2015. Retrieved September 6, 2015, from <http://www.universitas21.com/article/projects/details/153/executive-summary-and-full-2015-report>

Assessment for Learning Within and Beyond the
Classroom

Taylor's 8th Teaching and Learning Conference 2015
Proceedings

Siew Fun, T.; Logonnathan, L. (Eds.)

2016, X, 446 p. 72 illus., Hardcover

ISBN: 978-981-10-0906-8