



JOURNEY BEYOND THE PANDEMIC: SCAFFOLDING ASSESSMENT EFFECTIVE ASSESSMENT AND FEEDBACK PRACTICES



Fatimah Sakeenah Anuar, Nurul Aini Khatijah Yusof, Krishna Moorthy Selvarajoo, Tanaletchmi K. Nama, Premila Subramaniam,
Sunway Diploma Studies, Sunway College

01 INTRODUCTION

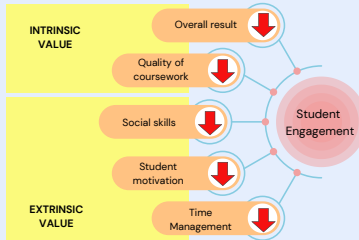
During 'dark' times, traditional classrooms have to adapt to remote teaching and virtual learning classroom. Before the light shines, we embrace new platforms. This creates challenges in teaching for educators and in learning for students.

This study explores the effectiveness of scaffolding assessment in improving students engagements.

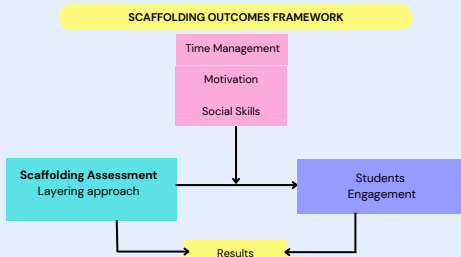


"Scaffolding is a temporary structure to support and protect the construction of a building knowledge." (Bobbett, 2012). Progressive assessment is an evaluation of constructive cognitive and skills based on students' learning progression. **Experimental design of Scaffolding Assessment (with progressive)** is conducted to Business students.

CHALLENGES DURING VIRTUAL / REMOTE CLASSROOM



02 FRAMEWORK

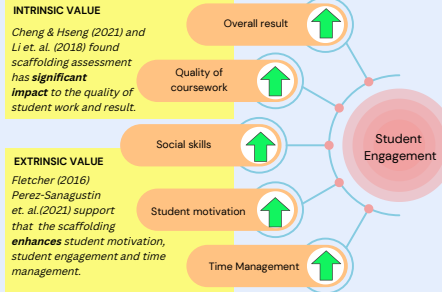


03 METHODOLOGY

- Basic research and Qualitative
- Thematic analysis and Experimental design
- Interviews, brainstorming and observations of lecturers
- Supported with student evaluation and results

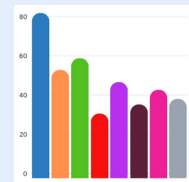
04 LITERATURE

IMPACT by SCAFFOLDING ASSESSMENT



Based on the **observations**, students' soft skills improved subsequently when they were engaged, open-minded and when they enjoyed the learning.

- 76% of the students prefer assessments by **topics**, since they can relate to the lessons in class. **Assessment for Learning (AFL)** is applied.
- 56% of the students agree that their **learning progress** should be acknowledged.
- 49% of the students appreciate **prompt feedback** from lecturers / instructors.
- Overall, engagement with peers, multiple deadlines and dynamics of task features are preferred in moderation.

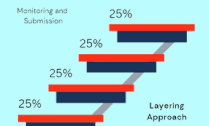
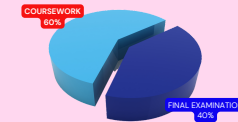


- Tasks tied with topics
- Prompt feedback from lecturers
- Scores given based on learning process
- Reflections
- Collaborations with peers
- Variety of tasks (video, infographic, audio, write up)
- Multiple deadlines
- Synchronous and Asynchronous

05 FEEDBACK AND OUTCOMES

Scaffolding Assessment is applied to **COURSEWORK** component (summative) since it carries higher weightage.

Scaffolding in summative assessments is the new concept which promotes **assessment for learning culture**. (Nasr et al., 2018)



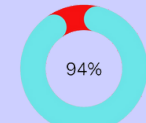
The assessments are scaffolded and fragmented to at least four (4) layers of monitoring and deadlines.

Scaffolding and monitoring to track are the hand-in-hand key themes in **Assessment for Learning**. (Ron Jonathan et al., 2013)

Scaffolding Assessment is **student-centered** assessment.

Student Profiling is one of the tracking tools.

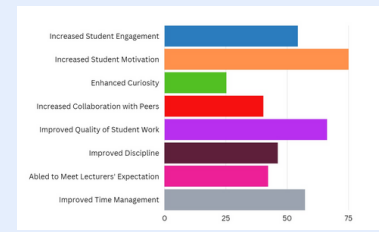
Lu & Mustapha (2020) - **monitoring, tracking and scaffolding contribute to the increase in student motivation**.



Preference level by students

Based on survey, **94% students prefer scaffolding assessment** as assessment for learning, compared to assessment of learning.

IMPACT by SCAFFOLDING ASSESSMENT - students' perspective



(Survey conducted among 110 DBA students)