

Comparing different assessment schemes in a GEB course in CUHK(Shenzhen)

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Introduction

There are several methods to evaluate the students' performance in this new course (GEB 2101 Modern Biology in Everyday Life): Quiz (including multiple choice + short answer questions, 50% of total marks), participation (including attendance & response in the class, 12% of total marks), online discussion (4 discussion on given topics, 8 % of total marks), group presentation (including group oral presentation and individual written summary, 20% of total marks) and a reflective essay (10% of total marks). At the end of the semester, a survey (shown below) was conducted among the students. According to their feedback, most students preferred group presentation followed by individual summary. It helped them understand the content and was also valuable tool in evaluation. However, they considered quiz as more powerful in assessing their performance in a GEB course. On the contrary, most students considered online discussion and class participation as helpless in both learning and evaluation. A large majority of students suggested increasing the ratio of group presentation and reflective essay while at the same time decrease the ratio of quiz (they wrote "the goal of a GE course is not to memorize the facts"). A slight more students (28 vs 24) thought students who were learning the biology course in School of Science & Engineering (chemistry, physics and biology are among the school package courses in SSE) should not be allowed to take this course. Not surprisingly, the students from School of Management & Economics (At present only the students from these two Schools are eligible to enroll in this course) strongly believed so. However, the final grades show no significant difference between the performance of SSE and SME students (data not shown here). The result gives us some hints for further course development and indicates the importance of various assessment methods.

The questionnaire and results

I am a science/art, male/female student in School of Science & Engineering (SSE)/School of Management & Economics (SME) (Delete whichever not applicable)

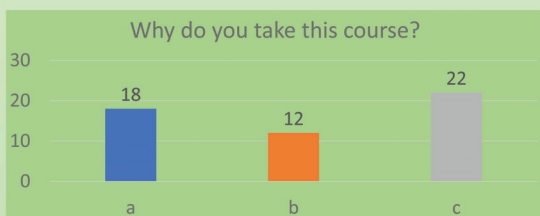
我是经管学院/理工学院的文科/理科 男生/女生 (删除不适用)。

Students		School			Education background			Gender		
Total	Respond	SSE	SME	Missing	Art	Science	Missing	Female	Male	Missing
54	52	14	37	1	19	32	1	37	13	2

Q1 Why do you take this course?

你选修此科的目的是_____ (单选)

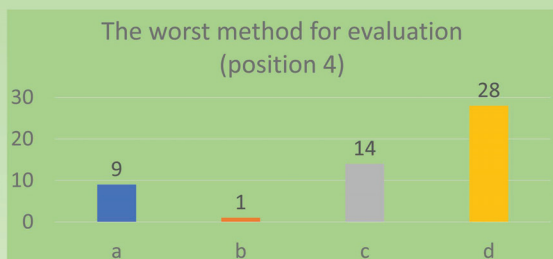
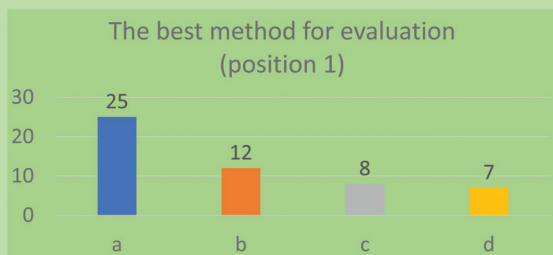
- a) learn the frontier technology 了解一些生物科技的最新进展
- b) learn the fundamental concepts and theories 了解现代生物学的基本概念和原理
- c) fulfill the requirement of GEB 完成GEB 的修读要求



Q3 In your opinion, which of the above assessment schemes do better in assessing students' performance in a GEB course?

你觉得以上哪种测评方式可以更好的反映学生在GEB课程里的表现?

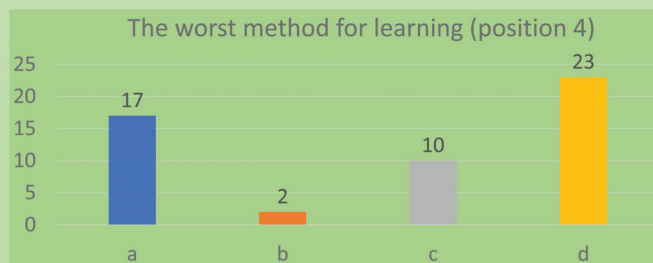
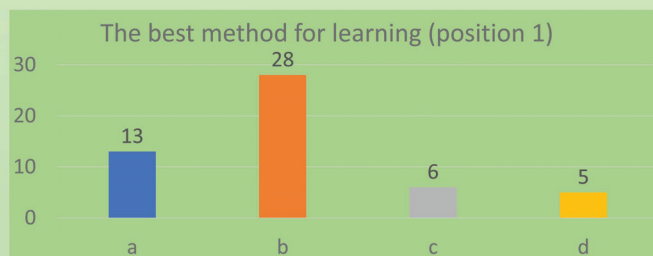
_____ > _____ > _____



Q2 Which of the following assessment schemes benefit you more in understanding modern biology? 你觉得下列哪种测评方法让你收益更多?

- a) Quiz
- b) Group presentation and individual summary
- c) Reflective essay
- d) Online discussion forum and class participation

_____ > _____ > _____



Q4 Which of the above assessment schemes' proportion should be increased in the future, which should be decreased? Why?

如果之后这些测评方式所占比重有所调整, 你觉得哪一个应该增加比重, 哪一个应该减少? 为什么?

Q5 Is it acceptable that students who are studying the biology course in School of Science & Engineering (SSE) also take this course?

你觉得理工学院正在修读生物学的同学应该和其他专业的同学一起学习本科吗?

- a) Yes 可以
- b) No 不可以