

Conference Paper Sharing Session:

Target Participants: Lecturers

Duration: 1 hour

Title:

Personality Test Effect on Team Selection and Students' Performance

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Abstract:

This paper presents the finding on students' performance in an engineering design unit. The unit is project based unit where the students form teams of five to six students to work on different tasks as assignments. Two team formation procedures are discussed in this work and their effects on students' performance. In an engineering design unit, the team assignments weigh 35% while individual assessments weigh 65%. The team selection was conducted in two different manners. In the first semesters 2016, about 90% of the teams were formed using Belbin personality test while about 10% were formed by just bringing a set of students that joined the class at same time together to form a team. In the second semester of 2016, the personality test was employed for the formation of the whole teams for the unit. In the third semester, first semester 2017, the students were given the opportunity to select their own teams. A comparison of the performance of the students from the different teams was made considering the performances of the teams formed using personality test and the teams formed without personality tests. The work presented here are the findings of three semesters investigation where in two semesters, Belbin personality test was used to form over 95% of the teams while in the third semester, the students were allowed to select their team members. It was observed that the results varied in two different team selection processes. The use of personality test in the team selection was observed to give students better opportunity to tap into the strengths of their peers, learn from each other and more importantly develop team-working experience. It was observed that the teams formed using Belbin test closes up the gap in their marks as assignment progresses while teams where students selected their team mates where characterized of truancy, late submission of assignments and in some cases traces of plagiarism. Grade improvement was consistent among the students who were in Semester 1 and Semester 2, 2016 considering the Individual Assignment, Team Assignments and the Design Evaluation Report.

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Student's Perspective on Outcome Based Learning in Higher Education: A Study on an Australian Offshore Campus in Malaysia.

Author: Dr. Abey P Philip, Senior Lecturer, Faculty of Business, Curtin University Malaysia

Abstract:

Outcome based learning approach is a systematic approach to deliver the learning outcomes effectively as it is a student oriented approach. Learning outcomes constitute one of the essential units of measurement for transparency within higher education systems and qualifications. This study tries to find out students' perspective about outcome based learning. The survey was carried out among 205 engineering and business students selected from all years of study in Curtin University Malaysia to determine students' perspective on outcome based learning. Majority of the students, irrespective of stream of study and gender, understand that unit outlines contain the learning outcomes. Although the students are acquainted with the fact that the unit outline does contain learning outcome, but half of them irrespective of gender and department does not bother to read it. Results indicate that even though the majority of students read the information about the unit, half of the students do not read information about lecturer. Majority of the students across gender and faculty wise do not give importance to University graduate attributes which is explained in the unit outline. Almost all students give importance to program schedule and calendar. The independent t test was used to understand different aspects of students' perspectives about leaning outcome and how they conceived it, and whether there is any difference between gender and department wise to understand the different aspect related to learning outcome. Results indicates that there is no difference in means score of male and female students in various aspects of learning outcome. No significant differences were found between these male and female students and faculty of business and faculty of engineering students. There is no difference in the case of attaining various aspects of learning outcome irrespective of faculty of business and faculty of engineering.