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THE APPROACH IN EVALUATING STUDENTS' ALTERNATIVE ASSESSMENT FOR INTERDISCIPLINARY COURSES

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ABSTRACT

Interdisciplinary integration is where the curriculum is organized through common learning's cross disciplines. They chunk together the common learning's embedded in the disciplines to emphasize interdisciplinary skills and concepts. An interdisciplinary approach is the developed approaches that are now commonly used in a wide spectrum of disciplines. It involves the combining of two or more academic disciplines into one activity, also draws knowledge from several other fields. This approach was applied for Social Sciences students who enroll in the development planning and management program in Universiti Malaysia Sarawak. Three courses were combined which are Social and Environmental Impact Assessment, Geographical Information System, and Sociology Development. There are many ways in assessing interdisciplinary courses and one of them is through fieldwork (community-based learning). The reasons for the integration between courses are to assist the student in looking and understanding what they have learned and its application to the real world. Besides, community-based learning becomes an eye-opener to the student on how the different fields are related to each other. Before the execution of fieldwork, some elements need to be considered in choosing the site and assessment. The elements must fit the purpose of these three courses. It involves the combining of two or more academic disciplines into one activity, also draws knowledge from several other fields. The elements and the feasible approach in evaluating the alternative assessment for interdisciplinary courses are derived from this study are a function of social institutions, good communication by all parties, problem-solving and value, financially feasible, able to meet the goals, and accessibility.

Keywords: interdisciplinary courses, GIS, Social Sciences, alternative assessment, community-based learning