

Modifying Assessment Modes in the Science Classroom as a Solution to Examination Malpractice

Authors : Catherine Omole

Abstract : Examination malpractice includes acts that temper with collecting accurate results during the conduct of an examination, thereby giving undue advantage to a student over his colleagues. Even though examination malpractice has been a lingering problem, examinations may not be easy to do away with completely as it is an important feedback tool in the learning process with several other functions e.g for the purpose of selection, placement, certification and promotion. Examination malpractice has created a lot of problems such as a relying on a weak work force based on false assessment results. The question is why is this problem still persisting, despite measures that have been taken to curb this ugly trend over the years? This opinion paper has identified modifications that could help relieve the student of the examination stress and thus increase the student's effort towards effective learning and discourage examination malpractice in the long run.

Keywords : assessment, examination malpractice, learning, science classroom

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