

Can Using Online Formative Assessment Boost the Academic Performance of Business Students? An Empirical Study

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ABSTRACT The declining quality of first year student intake at the Durban University of Technology (DUT) prompted the addition of online learning to traditional instruction. The time spent by students in an online classroom and their scores in subsequent multiple-choice question (MCQ) tests were measured. Tests on standardised regression coefficients showed self-test time as a significant predictor of summative MCQ performance while controlling for ability. Exam MCQ performance was found to be associated, positively and significantly, with annual self-test time at the 5 percent level and a significant relationship was found between MCQ marks and year marks. It was concluded that students' use of the self-test tool in formative assessments has a significant bearing on students' year marks and final grades. The negative nature of the standardised beta coefficient for gender indicates that, when year marks and annual self-test time are considered, males appear to have performed slightly better than females.