

Students' Perceptions towards two-stage assignments comprising of individual and group components: Evidence from BITS Pilani Work Integrated Learning Programs for Bosch

Annapoorna Gopal¹, Gaurav Nagpal¹

^{1,2} Birla Institute of Technology and Science, Pilani

Abstract

Working executives in modern times need to keep upskilling themselves throughout their careers. The executive education programs are the primary avenues deployed by the executives to keep themselves relevant in these times. One of such programs is delivered as a work integrated learning program delivered by Birla Institute of Technology and Science, India and Bosch, a German equipment manufacturer, where-in the MBA students were administered a two-stage assessment, consisting of individual component and group component in a course on strategic management. The effectiveness of this two-stage assessment was evaluated from the students' perception. The results showed that the students perceived this assignment to be more effective for the higher levels of Blooms Taxonomy. The students' perception towards the alignment of this two-staged assessment with the Malcolm's Androgogy Theory of Adult Learning was also evaluated and was confirmed by this study. Inferential statistics techniques were also used to find the association between the students' demographic factors and their perceptions. The qualitative study on the text feedback given by the students was also conducted. This study has important implications for the adult teaching and learning, where the learners are more self-directed, and need to know the reason for learning something before committing to it. They also love case method of teaching and are prone to integrating the knowledge gained through their prior work experience with the one being imparted by the instructor.

Keywords: continuous learning, employee development, assessment, teamwork, Blooms Taxonomy, Androgogy