In terms of student development, the results also reveal that formative assessment and humour are significant contributors to developing student competences, in terms of enhancing their graduate attributes, as supported by the findings of Golchi and Jamali, 2011; Zhao, Kong and Wang, 2012 and Rasiah (2015), among others.

This study has some limitations, especially with respect to the questionnaire developed, which has room for further improvement. Despite that, the findings certainly provide an insight into students’ perceptions of the impact of formative assessment and humour on their learning and the impact that this has on the competences they gained or enhanced along the way.

**Conclusions**

The findings demonstrate the effectiveness of employing formative assessment and humour in the classroom to enhance learning experience and develop graduate attributes. The policy implication of this study is that higher education institutions put a heavier emphasis on ensuring that students are tested with well-designed formative assessment to promote wider, deeper and more sustained learning, by keeping the focus on teaching and learning, aligning summative and formative assessment approaches, investing in training and support for formative assessment, encouraging innovation in assessment and building stronger bridges between research, policy and practice. As far as humour is concerned, it is recommended that educators consider the use of humour as a mechanism for reducing stress and tension and creating a more positive learning environment, and ample training be provided to enhance educators’ ability to motivate, inspire and engage students in the learning process.

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