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Assessment and instruction preferences and their relationship with test anxiety and learning strategies

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Abstract

The relationship between assessment and instruction preferences of undergraduate students was examined as well as the extent to which the combined set of preferences differentiates among four groups of students defined by their levels of test anxiety and learning strategies (high in both, low in both or high in one and low in the other). The results indicated a perceived alignment between instruction and assessment with respect to preferences and lent support to the integrated model of test anxiety. The discussion highlighted the need for a dialogue between instructors and students in order to structure expectations to fit the goals of higher education in the knowledge age. (HRK / Abstract übernommen) Birenbaum, Menucha, E-Mail: biren@post.tau.ac.il