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Abstract

This paper explores the value of a research-based student inventory from the quality assurance point of view in two culturally different European higher education institutions for veterinary education. Perceived heavy workload is a well-known problem in veterinary studies and is a challenge to the quality of learning. First- and third-year students in both institutions responded to an inventory consisting of items regarding their approaches to learning, self-efficacy, study workload and the teaching-learning environment. There were differences in students' approaches to learning and perceived workload between the two institutions. In both contexts, the strongest predictor of the workload turned out to be the surface approach to learning. Self-efficacy showed a positive correlation with the deep approach to learning and organised studying. The strengths of the teaching-learning environment varied between the institutions. Moreover, the present study discusses

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how the gained information could be used in improving the teaching-learning environment and students' learning. (HRK / Abstract übernommen)