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Author

VANDAMME, Dirk

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Abstract

In this paper, I argue for more and better learning metrics in higher education, eventually through an international, comparative assessment of students' learning outcomes. Better learning measures may help to improve transparency in the system by addressing the information asymmetry problem. If not addressed adequately, the lack of transparency could lead to 'bubbles' comparable to those in financial markets. On a systemic level, the higher education community has a definite interest in filling the information gaps by making decisive steps forward in the development of valid and reliable learning metrics. (HRK / Abstract übernommen)