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Abstract

Over the past two decades, US postsecondary faculty members have moved away from 'sage on the stage' to learner-centered instruction and assessment of learning. The assessment of student learning continues to be an important issue among educators and other constituents. This chapter discusses faculty member use of learner-centered assessment techniques in US colleges and universities, based on responses from the 1993 and 2004 National Study of Postsecondary Faculty (NSOPF). (HRK / Abstract übernommen)

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