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Abstract

Many of the problems faced by those concerned to improve learning, teaching, assessment and curriculum have also troubled the compulsory education sector. This paper argues that the higher education sector can learn from the extensive archive of international research about schooling. This is illustrated by brief commentaries on five facets of school-centred research: subject departments; school effectiveness and school improvement; teachers' thinking and planning; assessment; and professional learning. It is claimed that research into schooling can illuminate thinking about quality and curriculum in higher education and that it can inspire better change practices. (HRK / Abstract übernommen)