

08.7.2026

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Title

Similarities and differences of student assessment across seven European countries / Michaela

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Publication year

2013

Source/Footnote

In: Journal of the European higher education area. - 3 (2013) 4, S. 33 - 46

Inventory number

35579

Keywords

Ausland : Großbritannien : Studium, Studenten, Lehre ; Ausland : Lettland : Studenten, Studium, Lehre ; Ausland : Niederlande : Studium, Studenten, Lehre ; Ausland : Polen : Studenten, Studium, Lehre ; Ausland : Portugal : Studenten, Studium, Lehre ; Ausland : Slowakei : Studenten, Studium, Lehre ; Ausland : Tschechien : Studenten, Studium, Lehre

Abstract

The main goal of this article is to present a comparative analysis of student assessment policies and procedures at institutional micro-level across a sample of selected HEIs. The analysis is based on qualitative research which took place across seven European countries: the Czech Republic, Latvia, the Netherlands, Poland, Portugal, Slovakia, and the United Kingdom in 2011. Four key themes were identified for the comparative analysis: general approaches (diagnostic, formative, summative) to student assessment, learning outcomes, student assessment and the role of academic staff and internal and external verification. (HRK / Abstract übernommen)