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Abstract

This paper investigates institutional policies and academic practices of student assessment in four Portuguese higher education institutions (HEIs) in the wake of European policy developments driven by the Bologna Process. Specifically, it examines the correspondence between European policy recommendations related to student assessment (promotion of student-centred learning by the Bologna Process and the European quality assurance standard and guidelines on student assessment) and actual assessment procedures in the investigated Portuguese HEIs. It concludes that despite student-centred methodologies having started to make inroads, it does not emerge clearly how far changes (and practices) have been driven by recent European policy. Another notable aspect is that despite apparent institutional compliance with national or European orientations meant to improve the student experience of assessment (as reflected in policy documents), academic practices and students' experiences sometimes tell a story of resistance and enduring academic beliefs and traditions. (HRK / Abstract übernommen)