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Abstract

Nowadays, assessment is widely recognized as a key element in higher education systems. Current studies are moving towards the revision of traditional modalities of testing, the individuation of alternative forms of assessment, and, above all, the analysis of conceptions that teachers and students have about assessment. The present research is oriented towards this last point. The paper presents an exploratory analysis of students' conceptions about formative assessment and self-assessment. Researchers conducted a survey in a public university in the South of Italy. Respondents indicated a great level of confusion about assessment. A critical need to re-look into assessment practices in the Italian higher education system is implied by this study. (HRK / Abstract übernommen)