

13.1.2025

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Title

Higher education learning outcomes assessment : international perspectives / Hamish Coates (ed.)

Publisher

Frankfurt am Main [u.a.] : Lang, 2014

Collation

321 S. ; graph. Darst.

Publication year

2014

Series

(Higher Education Research and Policy ; 6)

ISBN

978-3-631-65446-0

Inventory number

78804

Keywords

Studentenschaft ; Studienverhalten ; Lehre ; Bologna-Prozess ; Globalisierung ; Internationalität ; Qualitätssicherung ; Fakultäten, Fachbereiche ; Forschungsförderung ; Prüfungsordnungen ; Betriebswirtschaft ; Ausland : Ägypten : Studenten, Studium, Lehre ; Ausland : Australien : Studenten, Studium, Lehre ; Ausland : China : Studenten, Studium, Lehre ; Ausland : Finnland : Studenten, Studium, Lehre ; Ausland : Japan : Studenten, Studium, Lehre ; Ausland : Kanada : Studenten, Studium, Lehre ; Ausland : Kuwait : Studenten, Studium, Lehre ; Ausland : Schweden : Studenten, Studium, Lehre ; Ausland : USA : Studenten, Studium, Lehre ; Ausland : Vereinigte Arabische Emirate : Studenten, Studium, Lehre

Abstract

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This book provides higher education teachers, leaders and policymakers with insights from research on assessing students' learning outcomes. The book is founded in research, shaped by policy, and designed to be of enduring relevance to practice. Framed by a cycle of continuous quality improvement, it begins by discussing policy contexts and research concepts. Experts discuss institutional, disciplinary, national and international case studies. Perspectives are advanced for reviewing the relevance and feasibility of assessment initiatives. The book explores what stakeholders have done to convert work on learning outcomes into improvements in education. (HRK / Abstract übernommen)

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