

15.1.2025

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Title

Impact of addressing accountability demands in the United States

Publication year

2010

Source/Footnote

In: Quality in higher education. - 16 (2010) 2, S. 181 - 183

Inventory number

28485

Keywords

Ausland : USA : Hochschulwesen allgemein ; Ausland : USA : Studenten, Studium, Lehre ;
Qualitätssicherung

Abstract

Since 1970, quality assurance, or outcomes assessment, has provided guidance for improving pedagogy, curricula and student support programmes in the US. But evidence that student learning has improved remains elusive. Large-scale long-term studies are needed to demonstrate the effects of outcomes assessment on learning. (HRK / Abstract übernommen)