Table of Contents

Preface

Acknowledgment

Section 1
Theoretical approaches on Students’ Assessment

Chapter 1
Feedback, Feedforward, or Dialogue?: Defining a Model for Self-regulated Learning
Mark Carver, University of Cumbria, United Kingdom

Chapter 2
Assessment for learning: Feeding back and feeding forward
Zineb Djoub, Abdelhamid Ibn Badis University of Mostaganem, Algeria

Chapter 3
Trends and challenges of e-assessment to enhance student learning in Higher Education
Lourdes Guardia, Universitat Oberta de Catalunya, Spain
Geoffrey Crisp, RMIT University, Australia
Ivan Alsina, Universitat Oberta de Catalunya, Spain

Chapter 4
Competency-based Assessment: From conceptual model to operational tool
Mohammed Khalidi Idrissi, Mohammed V University of Rabat, Morocco
Meriem Hnida, Mohammed V University of Rabat, Morocco
Samir Bennani, Mohammed V University of Rabat, Morocco

Chapter 5
Assessment Techniques in EFL Brain-Compatible Classroom
Walaa M. El-Henawy, Port Said University, Egypt

Chapter 6
Formative Evaluations of Teaching: Involving Students in the Assessment Process
Gina Mariano, Troy University, United States of America

Chapter 7
Comparative Judgement as a promising alternative to score competences
Marije Lesterhuis, University of Antwerp, Belgium
Section 2. Research-based evidences on assessment

Chapter 8
Students’ Conceptions of Understanding and Its Assessment
Rebecca Hamer, International Baccalaureate, Netherlands
Erik Jan van Rossum, University of Twente, Netherlands

Chapter 9
Teacher Self-Assessment of Feedback Practices in an EFL Academic Writing Class: A Reflective Case Study
Eddy White, University of Arizona, United States of America

Chapter 10
Feedforward. The key to improve learning in higher education
Maite Fernández-Ferrer, Universitat de Barcelona, Spain
Laura Pons-Seguí, Universitat de Barcelona, Spain

Chapter 11
Teaching for Epistemological Change: Self-direction by Self-Assessment
Gloria Nogueiras, University of Alcalá, Spain
David Herrero, University of Alcalá, Spain
Alejandro Iborra, University of Alcalá, Spain

Chapter 12
Student Participation in Assessment Processes: A way forward
Victoria Quesada, Universidad de Cádiz, Spain
Eduardo Garcia-Jimenez, Universidad de Sevilla, Spain
Miguel Angel Gomez-Ruiz, Universidad de Cádiz, Spain

Chapter 13
Peer assessment in an online context: What do students say?
Alda Pereira, Universidade Aberta, Portugal
Luis Tinoca, University of Lisbon, Portugal
Isolina Oliveira, Universidade Aberta, Portugal

Chapter 14
Serious Games for Students’ E-assessment Literacy in Higher Education
Gregorio Rodríguez-Gomez, Universidad de Cádiz, Spain
María Soledad Ibarra-Sáiz, Universidad de Cádiz, Spain
Section 3. Innovative practices in students’ assessment

Chapter 15
Designing Assessment, Assessing Instructional Design: From Pedagogical Concepts to Practical Applications
   Stefanie Panke, University of North Carolina at Chapel Hill, United States of America

Chapter 16
As Life Itself. Authentic teaching and evaluation of professional consulting competences in a Psychology course.
   Esperanza Mejías, Universitat Autònoma de Barcelona, Spain
   Carles Monereo, Universitat Autònoma de Barcelona, Spain

Chapter 17
Demonstrating Positive, Learner-Centred Assessment Practice in Professional Development Programmes
   Patrick Baughan, City University London, United Kingdom

Chapter 18
Assessing the non-cognitive domains, measuring what matters well
   James G M Crossley, University of Sheffield, United Kingdom

Chapter 19
Authentic Assessment: An Inquiry into the Assessment Process at Master’s Degree Level
   Simona Iftimescu, University of Bucharest, Romania
   Romita Iucu, University of Bucharest, Romania
   Elena Marin, University of Bucharest, Romania
   Mihaela Monica Stingu, University of Bucharest, Romania

Chapter 20
Beyond the walls: project-based learning and assessment in higher education
   Catalina Ulrich, University of Bucharest, Romania
   Lucian Ciolan, University of Bucharest, Romania

About the Contributors

Index