Title: Effects of frequent in-between assessment on learning and teaching in higher education.

Duration: 4 years
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Abstract:
The focus of this research is the effects of in-between tests on learning and teaching processes and learning outcomes in higher education. On the Technical University of Eindhoven, in-between tests have become mandatory since three years, and are intended to stimulate appropriate study behavior in students. Whether this approach is working well is not known, nor what other effects these in-between tests have on the learning process. The implementation of these tests can also widely vary, and it is not known how these tests can be implemented in an appropriate manner. Some questions that we want to answer are: how do teachers go about designing these in-between tests, on what basis do they make decisions regarding the design? How does the design of these tests influence students’ learning processes? How do students perceive these in-between tests, and how do these perceptions affect them? How do teacher and student handle results and feedback of these tests, and how does this effect the learning and teaching process?

By answering these questions we hope to improve current understanding on (in-between) assessment in higher education, and be able to make practical recommendations for the improvement of the current assessment system.