

Ects User Guide 2009

This book weighs up the consequences of introducing Quality Enhancement and Risk Management as new dimensions in Higher Education quality control on a global scale. The authors include Chief Executive Officers of Quality Agencies, policy analysts and leading scholars in Quality Evaluation and Comparative Higher Education policy analysis.

The Tuning Russia project is a result of the effort and dedication of many people with a commitment to higher education. From the outset it has been clear that the Tuning Russia project is both a project and an experience. It is a project that has brought together leading representatives of higher education institutions in Russia and Europe to discuss the most significant aspects of university systems with the ultimate aim of bringing about improvements through the sharing of good practices.

Video games are part of the growing digital entertainment industry for which game localization has become pivotal in serving international markets. As well as addressing the practical needs of the industry to facilitate translator and localizer training, this book seeks to conceptualize game localization in an attempt to locate it in Translation Studies in the context of the technologization of contemporary translation practices. Designed to provide a comprehensive introduction to the topic of game localization the book draws on the literature in Game Studies as well as Translation Studies. The book's readership is intended to be translation scholars, game localization practitioners and those in Game Studies developing research interest in the international dimensions of the digital entertainment industry. The book aims to provide a road map for the dynamic professional practices of game localization and to help readers visualize

the expanding role of translation in one of the 21st century's key global industries.

This volume brings together all the successful peer-reviewed papers submitted for the proceedings of the 43rd conference on Computer Applications and Quantitative Methods in Archaeology that took place in Siena (Italy) from March 31st to April 2nd 2015.

This exclusive travel guide guides the visitor through the most incredible activities to be found in Shanghai: savour the food of world-class chefs in Asia's most romantic two-seater salon; eat at the best holes-in-the-walls and discover local street food haunts; find the best tailors and quality cashmere, satins and brocades by the yard; expert

“There is something fascinating about science. One gets such wholesale returns of conjecture out of such a trifling investment of fact.” Mark Twain, *Life on the Mississippi*

The challenges in succeeding with computational science are numerous and deeply affect all disciplines. NSF's 2006 Blue Ribbon Panel of Simulation-Based 1 Engineering Science (SBES) states 'researchers and educators [agree]: computational and simulation engineering sciences are fundamental to the security and welfare of the United States. . . We must overcome difficulties inherent in multiscale modeling, the development of next-generation algorithms, and the design. . . of dynamic data-driven application systems. . . We must determine better ways to integrate data-intensive computing, visualization, and simulation. - portantly, we must overhaul our educational system to foster the interdisciplinary study. . . The payoff for meeting these challenges are profound. 'The International Conference on Computational Science 2009 (ICCS 2009) explored how computational sciences are not only advancing the traditional hard science disciplines, but also stretching beyond, with applications in the arts, humanities, media and all aspects of research. This

interdisciplinary conference drew academic and industry leaders from a variety of fields, including physics, astronomy, mathematics, music, digital media, biology and engineering. The conference also hosted computer and computational scientists who are designing and building the infrastructure necessary for next-generation computing. Discussions focused on innovative ways to collaborate and how computational science is changing the future of research. ICCS 2009: 'Compute. Discover. Innovate.' was hosted by the Center for Computation and Technology at Louisiana State University in Baton Rouge.

A European Politics of Education proposes a sociology of education establishing connections between empirical data coming from European-scale comparative surveys, normative assumptions structuring actors' representations and interpretative judgements, and a specific focus on Lifelong Learning policy areas. It invites readers to think about the place of standards, expertise and calculations in the European space from a common perspective, supported by a tradition of critical sociology and European political studies. The book: Addresses an important agenda: how the policies and politics of supranational Europe are making a European educational space Contains a response to the emergence of new epistemic governance and instruments at European level Contains contributions from the EU and the UK which give a comprehensive selection of perspectives and analysis of the field as it concerns Europe The complexity of the contemporary European education policy space is addressed here with new lines of inquiry as well as a reflexive outlook, on standardization, policy-making and actor engagement. Students and researchers of European policy studies, education policy analysts and theorists will all be particularly interested readers.

Evaluation has become an important instrument for rational

governance and is used in an increasing number of countries and policy fields. Recent developments at the global, national and local level are changing the conditions and functions of evaluation worldwide. This book examines current global development trends and changing demands for evaluation. It addresses issues surrounding professionalisation and globalisation, examining the need to strengthen accountability for social development in various different policy fields, regions and countries to improve governance and its impacts on social betterment. It also considers issues of quality, utility and further education and the upgrading of evaluation in a broad variety of different organisations, such as multilateral donor organisations, national public administrations, private consultancies, civil-society organisations, universities, and research institutes. With contributions from 30 different countries, this book combines a broad variety of viewpoints to examine the global future of evaluation.

This book presents research on the effects and effectiveness of ICT applications in lifelong learning in relation to digital competences of educators. It sketches recent and future evolutions in higher education, explores whether universities have adjusted policies and business models in line with the rapid development of ICT technologies, and analyses whether the adjustments made are merely cosmetic or truly future-proof. The book specifically deals with such topics as digital competencies of teaching staff, the development and implementation of MOOCs and other E-learning tools, virtual classrooms, online tutoring, and collaborative learning. It presents case studies of innovative master's programmes, projects and methods, and processes of standardization and validation used in various countries

as illustrations. The book explains the rapid transition of the knowledge society to the "society of global competence" and shows the necessity of an active implementation of innovative forms and effective methods of education, and above all, distance learning at all levels of education.

This book shows that the introduction of the European Credit Transfer System (ECTS) of credit points as a new accounting unit at universities has led to increased bureaucracy and the schoolmaster-style regimentation of Bachelor's and Master's courses. It explains how, due to the pressure of having to plan every single working hour of studying in advance, a 'Sudoku Effect' is created by the necessity to combine courses, exams and modules in such a way that the points 'add up'. An unintentional side effect of the introduction of the ECTS, the Sudoku Effect has led to more classroom style teaching, an inflation of exams and fewer choices available to students. It has resulted in such complex and contradictory guidelines for the planning of the curriculum that the values attributed to the higher education reform can often only be realised if the rules for Bachelor's and Master's programmes are ignored, or at least stretched, in practice. The book describes how the reaction to this situation is the continuous further refinement of the complicated rules rather than their abolishment.

Romania hosts the 2012 Bologna / European Higher Education Area Ministerial Conference and the Third Bologna Policy Forum. In preparation for these meetings, The Executive Agency for Higher Education, Research,

Development and Innovation Funding (UEFISCDI) organised the Future of Higher Education - Bologna Process Researchers' Conference (FOHE-BPRC) in Bucharest on 17-19 October 2011, with the support of the European University Association (EUA) and the Romanian National Committee for UNESCO. The conference brought the voices of researchers into international-level policy making in higher education. The results of the conference are presented in this book. Until now, empirical evidence supporting policies and reforms in higher education has often been a matter of local or regional focus. The development of a pan-European process in higher education policy drives a need to explore wider research topics on which to base policies. This book offers an unprecedented opportunity for higher education researchers to interact and contribute to the political process shaping the European Higher Education Area (EHEA), and to national policy agendas in more than 100 participant countries for the 2012 ministerial events. The book collects more than 50 articles focusing on vital issues in European higher education. These are arranged in sections addressing the European Higher Education Area (EHEA) Principles; Teaching and Learning; Quality Assurance; Mobility; Higher Education Governance in the EHEA; Funding of Higher Education; Diversification of Higher Education Missions; Higher Education Futures and Foresight.

Spanning the divide between the theory and praxis of competency-based teaching in tertiary language education, this volume contains invaluable practical guidance for the post-secondary sector on how to

approach, teach, and assess competencies in Bologna-adapted systems of study. It presents the latest results of prominent European research projects, programs of pedagogical innovation, and thematically linked academic networks. Responding to a profound need for a volume addressing the practical aspects of the newly designed language degrees now being rolled out across Europe, this essential contribution pools the insights of a prestigious set of scholars, practitioners, and policy makers from diverse parts of Europe and the US. It will inform crucial decisions about instituting and evaluating competencies in a new generation of language studies programmes. ?

Handbook of College and University Teaching: A Global Perspective presents international perspectives on critical issues impacting teaching and learning in diverse higher education environments, all with a unique global view. The need to understand learning and teaching from multiple cultural perspectives has become critically important in educating the next generation of college students. Education experts from around the world share their perspectives on college and university teaching, illuminating international differences and similarities. The chapters are organized around a model developed by James Groccia, which focuses on seven interrelated variables, including teacher, learner, learning process, learning context, course content, instructional processes, and learning outcomes. Using this logical model as the organizational structure of the book provides a guide for systemic thinking about what actions one should take, or suggest others take, when planning activities to improve

teaching and learning, curriculum development, and assessment.

Situated at the interface between study abroad and second language acquisition research, this book adopts a threefold thematic focus to study abroad and the language learner, investigating learner beliefs about study abroad, learner experiences of study abroad in relation to a range of individual, cultural and social factors, and the nature of learner development while abroad at an intercultural, personal and linguistic level. Chapters present studies of learners in different geographical contexts, with different first and second language combinations. The studies draw on different methodologies, incorporating quantitative, qualitative and mixed-method approaches. Presenting findings with implications for learner preparation, expectations and support during study abroad, and highlighting developmental issues within second language acquisition, *Study Abroad and the Second Language Learner* will be of interest to all study abroad and second language acquisition researchers, as well as programme organisers, language instructors and other stake holders.

Process engineering emerged at the beginning of the 20th Century and has become an essential scientific discipline for the matter and energy processing industries. Its success is incontrovertible, with the exponential increase in techniques and innovations. Rapid advances in new technologies such as artificial intelligence, as well as current societal needs – sustainable development, climate change, renewable energy, the environment – are developments that must

be taken into account in industrial renewal. Process Engineering Renewal 1 – the first volume of three – focuses on training, demonstrating the need for innovation in order for the field to have a framework that is sustainable, in a highly changeable world.

Through an in-depth examination of higher education actors and policy instruments in the case of the implementation of Bologna in Ukraine, this book aims to analyse the process of the Bologna reform in Ukraine and investigate Bologna as a case of Europeanisation in the post-Soviet context.

Grading is one of the most hotly debated topics in education, and grading practices themselves are largely based on tradition, instinct, or personal history or philosophy. But to be effective, grading policies and practices must be based on trustworthy research evidence. Enter this book: a review of 100-plus years of grading research that presents the broadest and most comprehensive summary of research on grading and reporting available to date, with clear takeaways for learning and teaching.

Edited by Thomas R. Guskey and Susan M. Brookhart, this indispensable guide features thoughtful, thorough dives into the research from a distinguished team of scholars, geared to a broad range of stakeholders, including teachers, school leaders, policymakers, and researchers. Each chapter addresses a different area of grading research and describes how the major findings in

that area might be leveraged to improve grading policy and practice. Ultimately, Guskey and Brookhart identify four themes emerging from the research that can guide these efforts: - Start with clear learning goals, - Focus on the feedback function of grades, - Limit the number of grade categories, and - Provide multiple grades that reflect product, process, and progress criteria. By distilling the vast body of research evidence into meaningful, actionable findings and strategies, this book is the jump-start all stakeholders need to build a better understanding of what works—and where to go from here.

Reconfigurable computing (RC) systems have generated considerable interest in the embedded and high-performance computing communities over the past two decades, with field programmable gate arrays (FPGAs) as the leading technology at the helm of innovation in this discipline. Achieving orders of magnitude performance and power improvements using FPGAs over traditional microprocessors is not uncommon for well-suited applications. But even with two decades of research and technological advances, FPGA design still presents a substantial challenge and often necessitates hardware design expertise to exploit its true potential. Although the challenges to address the design productivity issues are steep, the promise and the potential of the RC technology in terms of performance, power, size,

and versatility continue to attract application design engineers and RC researchers alike. The International Symposium on Applied Reconfigurable Computing (ARC) aims to bring together researchers and practitioners of RC systems with an emphasis on practical applications and design methodologies of this promising technology. This year's ARC symposium (The sixth ARC symposium) was held in Bangkok, Thailand during March 17–19, 2010, and attracted papers in three primary focus areas: RC applications, RC architectures, and RC design methodologies.

This edited book first consolidates the results of the EU-funded EDISON project (Education for Data Intensive Science to Open New science frontiers), which developed training material and information to assist educators, trainers, employers, and research infrastructure managers in identifying, recruiting and inspiring the data science professionals of the future. It then deepens the presentation of the information and knowledge gained to allow for easier assimilation by the reader. The contributed chapters are presented in sequence, each chapter picking up from the end point of the previous one. After the initial book and project overview, the chapters present the relevant data science competencies and body of knowledge, the model curriculum required to teach the required foundations, profiles of professionals in this domain, and use cases and

applications. The text is supported with appendices on related process models. The book can be used to develop new courses in data science, evaluate existing modules and courses, draft job descriptions, and plan and design efficient data-intensive research teams across scientific disciplines.

One of the central features in current educational reforms is a focus on learning outcomes. Many countries have established or revised standards to describe what teachers are supposed to teach and students are expected to learn. More recently, the emphasis has shifted to considerations of how standards can be operationalized in order to make the outcomes of educational efforts more tangible. This book is the result of a symposium held in Kiel, that was arranged by two science education groups, one at the IPN (Leibniz-Institute for Science and Mathematics Education at the University of Kiel) in Germany and the other at the University of York, UK. The seminar brought together renowned experts from 12 countries with different notions of the nature and quality of learning outcomes. The aim was to clarify central conceptions and approaches for a better understanding among the international science education community. The book is divided into five parts. In Part A, the organizers set the scene, describing the rationale for arranging the symposium. Part B provides a broad overview about different approaches, challenges, and pitfalls on the

road to the clarification of meaningful and fruitful learning outcomes. The set of papers in Part C provides deep insights into different, although comparable approaches which aim to frame, to assess, and to promote learning and learning outcomes in science education. Smaller projects are presented as well as broad, coordinated national programs. The papers in Part D outline the individual historical development from different national perspectives, reflecting the deficits and problems that led to current reforms. Finally, a summary of the organizers analyses the conclusions from different vantage points.

This book is a printed edition of the Special Issue "Competence Training for Pharmacy" that was published in Pharmacy

This volume provides an introduction to aviation management covering all major actors and processes, the fundamental structures, and the economic and regulatory background of the industry. It comprises contributions from experienced practitioners of the aviation industry and from scholars in that field.

This report takes a partial look at the emerging European Higher Education Area (EHEA). It is partial in two ways: the selection of topics for consideration, and the type of information gathered for analysis. The Lisbon Recognition Convention, developed by the Council of Europe and UNESCO, is the main

international legal text on the international recognition of qualifications and has been ratified by more than 50 countries. Few Council of Europe conventions have achieved a greater number of ratifications, and the political importance of the Lisbon Recognition Convention is very considerable. The recognition of qualifications is a necessary, if not sufficient, condition for both student and labour mobility. To mark the 15th anniversary of the convention, this book examines some of the challenges to the international recognition of qualifications. The convention is an essential legal text, but it needs to be put into better practice. How can learners use their degrees and qualifications in a new country, without losing the real value of those qualifications? The authors, who come from a variety of backgrounds, review the policies and practice of recognition, link recognition to the broader higher education policy debate and consider the role of recognition in enabling individuals to move freely across borders.

This book documents and disseminates experiences from a wide range of universities, across the five continents, which showcase how the principles of sustainable development may be incorporated as part of university programmes, and present transformatory projects and programmes, showing how sustainability can be implemented across disciplines. Sustainability in a higher education

context is a fast growing field. Thousands of universities across the world have signed declarations or have committed themselves to integrate the principles of sustainable development in their activities: teaching, research and extension, and many more will follow.

This work analyses how political economic shifts contribute to competition within higher education systems in the US, EU, and Canada. The authors highlight competition for prestige and public and private subsidies, exploring the consequences of these processes through theoretical and empirical analyses. Accordingly, the work highlights topics that will be of interest to a wide range of audiences.

Concepts addressed include stratification, privatization of formerly public subsidies, preference for “high tech” academic fields, and the vocationalization of the curriculum (i.e., Science, Technology, Engineering and Mathematics: [STEM] fields, selected professions, and business) rather than the liberal arts or the Humboldtian vision of the university. Across national contexts and analytic methods, authors analyze the growth of national policies that see universities as a sub set of economic development, casting universities as corporate research laboratories and education as central to job creation. Throughout the volume, the authors make the case that national and regional approaches to politics and markets result in different

experiences of consequences of academic capitalism. While these shifts serve the interests of some institutions, others find themselves struggling to meet ever-greater expectations with stagnant or shrinking resource bases.

The present Conference is the 4th of similar conferences with the same subject, which are organised of the Department of Business Administration. The Technological Educational Institution of Athens, is a Tertiary Educational Institution of Excellence with an impressive record in teaching and research and is sponsoring the present Conference. The purpose of our Conference is to present and publish the research output of, not only TEI of Athens, but all the Universities and Technological Institutions of Greece and the different Nations of the World. Another important purpose is to facilitate the interaction between two worlds: the world of Business and the world of Academic Community. The organizers of this Conference have the ambition to establish a forum for discussions on the theory and applications of the Quantitative and Qualitative Methods in the different business sectors such as Small to Medium Enterprises or large Companies in Industry, Commerce, Tourism, Health, Public Sector, Shipping Industry and financial services. The Conference has a Scientific Committee and all the papers have been examined by two anonymous referees. Selected papers will be

published in internationally recognized journals. The Proceedings of the Conference have ISBN, ISSN numbers and they will appear, after the Conference in Google.

Having the ability to measure and explore the geographic space that surrounds us provides endless opportunities for us to utilize and interact with the world. As a broad field of study, geospatial research has applications in a variety of fields including military science, environmental science, civil engineering, and space exploration. *Geospatial Research: Concepts, Methodologies, Tools, and Applications* is a multi-volume publication highlighting critical topics related to geospatial analysis, geographic information systems, and geospatial technologies. Exploring multidisciplinary applications of geographic information systems and technologies in addition to the latest trends and developments in the field, this publication is ideal for academic and government library inclusion, as well as for reference by data scientists, engineers, government agencies, researchers, and graduate-level students in GIS programs.

This e-book discusses contemporary understandings of the nature of work and its enduring value as a central aspect of human life.

Romania is an active player in various international higher education areas, while undergoing a series of higher education reforms within its national

framework. The Higher Education Evidence Based Policy Making: a necessary premise for progress in Romania project was implemented by the Executive Agency for Higher Education, Research, Development and Innovation Funding (UEFISCDI) in the timeframe February 2012 – February 2014, being co-financed by the European Social Fund through the Operational Programme “Administrative Capacity Development”. The project aimed to increase the capacity of public administration for evidence-based policy making in the field of higher education, while focusing on good practices at international level and impact assessment. With the contribution of the national and international experts, the project has generated a number of analysis and studies on the existing higher education public policies (quality assurance, internationalisation, equity, data collection, the Bologna Process, financing of higher education). Based on the results of the project, the book will reunite a number of policy research articles which would tap into the innovative aspects of the project's activities and provide a concise overview of what good practices can be drawn from the empirical research conducted in this project. The book will therefore aim to improve the information on Romanian higher education reforms, as well as on the concrete evidence-based policy proposals which could be transformed into future policy solutions in the Romanian higher

education system.

This volume provides approaches and solutions to challenges occurring at the interface of research fields such as data analysis, computer science, operations research, and statistics. It includes theoretically oriented contributions as well as papers from various application areas, where knowledge from different research directions is needed to find the best possible interpretation of data for the underlying problem situations. Beside traditional classification research, the book focuses on current interests in fields such as the analysis of social relationships as well as statistical musicology.

With Brexit looming, a major issue facing UK Higher Education is whether the UK will be able to stay in the Erasmus Programme. This book sits at the intersection of three main interrelated themes - EU citizenship, the current state of the university in Europe, and student mobility - as they play out in the context of an EU funded programme established not least to promote European identity, European consciousness and European citizenship. Exploring through interviews with students from many countries, this book weaves together the themes of citizenship creation as a device for building a nation and a polity, the university as a public space in the era of the marketization of higher education, and communicative interaction as the mechanism by which citizenship is created. Ultimately it asks if the

building bricks of national citizenship can be transposed to the transnational scale, and assist in creating the transnational, EU citizenship. It finds, surprisingly, that far from encouraging and facilitating the communicative interaction on which the development of EU citizenship was postulated, central features of the Erasmus Programme inadvertently work against this outcome. This book will be of key interest to scholars and students of EU law and European and EU studies, Citizenship Studies, sociology, and more broadly to higher education in general.

The report describes the state of implementation of the Bologna Process in 2012 from various perspectives and with data ranging from 2010 to 2011 as well as with earlier trends data for some statistical figures. --Ed.

The integration of technology in education has provided tremendous opportunity for learners of all ages. In today's technology-focused society, the traditional classroom setting is being transformed through online learning platforms, collaborative and experimental methods, and digital educational resources that go hand-in-hand with non-digital learning devices. The Handbook of Research on Applied E-Learning in Engineering and Architecture Education reviews the latest research available on the implementation of digital tools and platforms within the framework of technical education,

specifically in the subjects of architecture and engineering. Taking a global approach to the topic of online learning environments for technical education at all grade levels, this comprehensive reference work is ideally designed for use by educators, instructional designers, and researchers from around the world. This handbook contains pertinent research on a variety of educational topics including online learning platforms, mobile and blended learning, collaborative learning environments, gaming in education, informal learning, and educational assessment.

Engineering education methods and standards are important features of engineering programs that should be carefully designed both to provide students and stakeholders with valuable, active, integrated learning experiences, and to provide a vehicle for assessing program outcomes. With the driving force of the globalization of the engineering profession, standards should be developed for mutual recognition of engineering education across the world, but it is proving difficult to achieve. The Handbook of Research on Engineering Education in a Global Context provides innovative insights into the importance of quality training and preparation for engineering students. It explores the common and current problems encountered in areas such as quality and standards, management information systems, innovation and enhanced learning

technologies in education, as well as the challenges of employability, entrepreneurship, and diversity.

This publication is vital reference source for science and engineering educators, engineering professionals, and educational administrators interested in topics centered on the education of students in the field of engineering.

Technological evolutions have changed the field of architecture exponentially, leading to more stable and energy-efficient building structures. Architects and engineers must be prepared to further enhance their knowledge in the field in order to effectively meet new and advancing standards. *Architecture and Design: Breakthroughs in Research and Practice* is an authoritative resource for the latest research on the application of new technologies and digital tools that revolutionize the work of architects globally, aiding in architectural design, planning, implementation, and restoration. Highlighting a range of pertinent topics such as design anthropology, digital preservation, and 3D modeling, this publication is an ideal reference source for researchers, scholars, IT professionals, engineers, architects, contractors, and academicians seeking current research on the development and creation of architectural design.

As new concepts such as virtualization, cloud computing, and web applications continue to emerge, XML has begun to assume the role as the

universal language for communication among contrasting systems that grow throughout the internet. Innovations in XML Applications and Metadata Management: Advancing Technologies addresses the functionality between XML and its related technologies towards application development based on previous concepts. This book aims to highlight the variety of purposes for XML applications and how the technology development brings together advancements in the virtual world. This book contributes to debates on current sustainability practices, with a focus on assessment tools as applied in higher education institutions. These institutions are challenged to carry out management, research, and teaching, and to create settings that allow developing new competencies to address the complex global environmental, social, cultural, and economic pressures with which current and future generations are confronted. The first chapters discuss issues of sustainability in higher education, namely the role of universities in promoting sustainability and the emergent fields of sustainability science and education for sustainable development and how to integrate and motivate sustainability into the university. Subsequent chapters present examples of sustainability assessment tools specifically developed for higher education institutions, such as the AISHE – Auditing Instrument for Sustainability in Higher Education, the

GASU – Graphical Assessment of Sustainability in Universities too, the STAUNCH – Sustainability tool for Auditing Universities Curricula in Higher Education. The use of other integrated tools are also presented. The papers have adopted a pragmatic approach, characterized by conceptual descriptions, including sustainability assessment and reorienting the curricula, on the one hand, and practical experiences on the other, with good practices from different edges of the world. Sustainability Assessment Tools in Higher Education Institutions will be of interest to graduate student, lecturers, researchers, and those setting university policy. The First International Symposium on the Education in Mechanism and Machine Science (ISEMMS 2013) aimed to create a stable platform for the interchange of experience among researches of mechanism and machine science. Topics treated include contributions on subjects such as new trends and experiences in mechanical engineering education; mechanism and machine science in mechanical engineering curricula; MMS in engineering programs, such as, for example, methodology, virtual labs and new laws. All papers have been rigorously reviewed and represent the state of the art in their field.

The contributions to this volume aim to stimulate discussion about the role of assessment in the learning experiences of students in music and other

creative and performing arts settings. The articles offer insights on how assessment can be employed in the learning setting to enhance outcomes for students both during their studies at higher education institutions and after graduation. An international group of leading researchers offers an exciting array of papers that focus on the practice of assessment in music, particularly in higher education settings. Contributions reflect on self-, peer- and alternative assessment practices in this environment. There is a particular emphasis on the alignment between assessment, curriculum structure and pedagogy.

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