

Assessment for Quality Learning

Given that what and how students learn depends largely on how they think they will be assessed, Prof. Biggs emphasises that assessment practices must therefore signal that high level qualitative learning is required. He outlines a model in which teaching and assessment practices are aligned to address the student learning activities most likely to bring about the desired learning outcomes.



This keynote is from the 2001 annual [Learning Matters Symposium](#) organised by Victoria University, Australia.