

Assessment and Evaluation in Higher Education – The Case of Greek University Students

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Abstract

Assessment, in the context of the educational process, is a necessary condition, since through it improvement of the educational work is achieved, with the aim of improving the education provided and, ultimately, students' progress. In this paper, postgraduate students' opinions regarding their assessment during their undergraduate studies are explored. From their answers, it can be concluded that assessment is a complex and multifactorial process for them since the elements that influence its application are many and varied. Postgraduate students consider the application of assessment beneficial because it contributes to the development and cultivation of their personal skills, but they emphasize that specific conditions, techniques, and methods should be applied for its results to be objective and impartial.

Keywords: Assessment, assessment and feedback in the university, academic achievement, learning and teaching, types of assessment, alternative forms of assessment.

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INTRODUCTION

Students' assessment is an integral part of the educational process and at the same time scope of discussion and commentary on the educational policy of a country for all levels of education. For this reason, the goal of the research approaches that deal with this topic is to highlight effective ways and forms of its application so that emerging results are the desired and intended. But beyond this targeting, all the emerging findings and conclusions of this research should be the subject of study and reflection by the actors and agencies involved in education to determine a series of decisions and actions aimed at improving the education policy of a country and the educational work provided.

The assessment of learning has an educational and social character because it is based on the belief that the assessment of a learner's performance can motivate the individual to improve his/her learning level, cultivate personal skills, strengthen his/her self-awareness, and strengthen personal encouragement as well as his/her self-esteem (Arvaniti, 2009). But beyond this dimension, assessment also "carries" a strong emotional load for those to whom is applied. It is, therefore, very important

to examine, in line with the above, the opinions or perceptions of the recipients of the assessment process, to study what this human potential expects from its application.

The effectiveness and objectivity of an assessment process are a function of many factors. Both assessors and assessee, with the latter giving extra weight to the psychological factor that affects them during its application, support this finding. However, few studies bring to light how those assessed perceive assessment as well as their opinions regarding the desired way, process, character, and type of assessment they seek.

In the existing educational context, assessment is mainly identified with the examination and grading of students. But the twenty-first century looks forward to a learning society where education, including assessment, should aim more at the cultivation of skills on the part of the assessed and the ability to personally search, find, and evaluate the knowledge provided (Petropoulou, Kasimati, & Retalis, 2015). Within such a context, its implementation should shift its center of gravity to the

adoption of modern assessment ways and forms, leaving behind outdated and traditional means and systems.

In recent years, more and more efforts have been oriented toward the review of traditional assessment methods and have focused on the means and ways of its implementation by teaching staff. The guiding principle for all of this is the promotion of learning through the motivation of learners, the increase of the level of learning provided, and, finally, the development of the scientific and professional identity of the assessed.

THE STARTING POINT, AIM, AND METHODOLOGY OF THE STUDY

The starting point for this research was the endless discussions with students about assessment in general, and especially about their assessment during their university studies.

The main objective of the research was to explore postgraduate students' opinions regarding their assessment during their undergraduate studies.

The research sample consisted of 43 postgraduate students [¹], of the Department of Primary Education of the Democritus University of Thrace, who were asked during a teaching hour to anonymously write a spontaneous text production (at least 500 words) on the topic: "Assessment in the university during your undergraduate studies". For the needs of the research,

thus, written texts collected in the fall of 2023 were used as a research tool.

The content analysis method was used to analyze the research material (Taratori, Tsalkatidou, & Tsalkatidis, 2010). After the author studied the texts several times, all the references related to the topic were sorted out and categorized into different thematic categories, which resulted from the mention of the same words, phrases, or sentences by different students in the research sample (Cohen, Manion, & Morrison, 2008; Jaisingh, 2000). The word, phrase, or sentence was used as the units of analysis. All respondents' opinions, regardless of their frequency of occurrence, were considered important. The total number of references amounted to 445 and the resulting thematic categories were as follows:

- The factors influencing the implementation of assessment
- Assessment techniques and tools
- The characterizations for assessment
- The consequences of assessment
- The forms of assessment
- The necessary conditions for assessment
- The preferred way for assessment
- The objectives of the assessment

Findings: Here is the quantitative and qualitative analysis of the research data:

1) Quantitative Analysis

Table 1: Aggregate distribution of references in the thematic categories

Thematic categories	Number of references	Percentage %
1. The factors influencing the implementation of assessment	100	22.47
2. Assessment techniques and tools	97	21.80
3. The characterizations for assessment	77	17.30
4. The consequences of assessment	58	13.03
4.1. Positive	41	9.03
4.2. Negative	17	4
5. The forms of assessment	51	11.46
6. The necessary conditions for assessment	30	6.74
7. The preferred way for assessment	21	4.72
8. The objectives of the assessment	11	2.48
Total	445	100

From the aggregate Table 1. We find that the category "The factors influencing the implementation of assessment" was the first in a series of reports with a percentage of 22.47%. Then the categories about "Assessment techniques and means", "The characterizations for assessment", "The consequences of assessment", and "The forms of assessment" are identified, which accumulated percentages of 21.80%,

17.30%, 13.03%, and 11.46% respectively. What came after were the categories "The necessary conditions for assessment" as well as "The preferred way for assessment", with a percentage of 6.74% and 4.72% respectively. The last place is occupied by the category "The objectives of the assessment" with a percentage of 2.48%.

¹ We would like to offer our deepest thanks to the participants of our study, without whom it would have been impossible to carry out.

Table 2: The factors influencing the implementation of assessment

The factors influencing the implementation of assessment	Number of references	Percentage %
Professor	51	51
The subject/course of study	19	19
The discipline of Department	17	17
University (central/regional, small/large, Greek/foreign)	13	13
Total	100	100

Observing the first thematic category, regarding the factors that influence the implementation of assessment, we conclude that the postgraduate students who took part in the research stated that the most influential factor on how assessment would be implemented was the respective professor (51%). To a much lesser extent and with little difference between the

following categories, the research participants pointed out that how they were assessed during their undergraduate studies also depended on the academic subject of the course (19%), on the discipline of their Department (17%), as well as on the type of the university they attended (13%).

Table 3: Assessment techniques and tools

Assessment techniques and tools	Number of references	Percentage %
Written exams	37	38.14
Individual/group assignment	30	30.93
Oral exams	17	17.53
Laboratory course	8	8.25
Workshops	3	3.09
Micro-teaching	2	2.06
Total	97	100

Concerning the techniques and means of assessment (Table 3), the research participants stated that the assessment was mainly carried out through written examinations (38.14%) as well as the conduct of an individual or group assignment (30.93%), to a lesser

extent through oral exams (17.53%), and sometimes through their participation in laboratory courses and workshops (8.25%), through their internship (3.09%), or the implementation of micro-teaching exclusively in Departments of Primary Education (2.06%).

Table 4: The characterizations for assessment

The characterization for assessment	Number of references	Percentage%
Objective	16	20.78
Biased	8	10.39
Stressful	8	10.39
Impersonal	7	9.09
Subjective	7	9.09
Fair	7	9.09
Unfair	5	6.50
Reliable	4	5.19
Strict	4	5.19
Typical	4	5.19
Difficult	3	3.90
Random	2	2.60
Positive	2	2.60
Total	77	100

In the fourth thematic category, the postgraduate students attributed various characterizations to the assessment applied during their undergraduate studies (Table 4). More specifically, most of them described their assessment as objective (20.78%), but some considered that their assessment was biased (10.39%), stressful (10.39%), impersonal

(9.09%), subjective (9.09%) while according to others a fair process (9.09%). On the other hand, some attributed to their assessment the adjectives “unfair” (6.50%), “typical” (5.19%), “strict” (5.19%), “reliable” (5.19%), “difficult” (3.90%), “random” (2.60%), and “positive” (2.60%).

Table 5: The consequences of assessment

The consequences of assessment	Number of references	Percentage%
Positive		
Professional development and personal improvement	19	46.34
Gaining experience in scientific writing	8	19.51
The deepening and consolidation of the material	6	14.63
Cultivating skills (e.g. organization and time management)	4	9.76
The development of self-esteem and self-awareness	4	9.76
Total	41	100

In the thematic category of Table 5. The postgraduate students reported the positive consequences that arose from their assessment process in the university. In this case, the students mainly talked about their professional development and personal improvement, to which their assessment led (46.34%). Then, they emphasized the experience they gained in

scientific writing during the preparation of their assignments (19.51%), the deepening and consolidating of the taught material (14.63%), the cultivation of various skills (for example, organizing and managing their time) (9.76%), as well as the development of their self-esteem and self-awareness (9.76%).

Table 6: The consequences of assessment

The consequences of assessment:	Number of references	Percentage%
Negative		
Anxiety and stress	10	58.82
The sterile memorization of information	3	17.66
The abort of the effort	2	11.76
The discouragement of further studies	2	11.76
Total	17	100

Anxiety and stress were reported as the most negative consequence accompanying the assessment process (58.82%). Some postgraduate students also stated that assessment in university led to simple and

sterile memorization of information (17.66%) and the abort of their effort to study (11.76%), while some were discouraged from continuing further their studies at a postgraduate level (11.76%).

Table 7: The forms of assessment

The forms of assessment	Number of references	Percentage%
Summative assessment	34	66.67
Formative assessment	17	33.33
Total	51	100

Regarding the forms of the assessment applied in the university Departments of the research participants during their studies as undergraduate students, Table 7 shows that formative assessment was mostly applied

(66.67%), while to a certain extent, the students were being assessed throughout the academic semester with formative assessment (33.33%).

Table 8: The necessary conditions for assessment

The necessary conditions for assessment	Number of references	Percentage%
The provision of feedback	13	43.33
The attendance of courses	8	26.67
Proper students' preparation	7	23.33
Concrete questions for exams	2	6.67
Total	30	100

Table 8 shows what conditions the postgraduate students who took part in the research expressed as necessary for their assessment in the university to have been met. According to them, it is deemed essential for teaching staff to provide feedback to the assessed regarding their performance, progress, and mistakes (43.33%) after the assessment process. Also, students

need to have been well prepared beforehand by studying to achieve a good grade and meet the assessment requirements (23.33%), as well as they need to have attended the courses previously held in auditoria throughout an academic semester (26.67%). Finally, individual participants emphasized the importance of

examination subjects being clear and understandable to assesseees (6.67%).

Table 9: The preferred way of assessment

The preferred way of assessment	Number of references	Percentage%
Individual-group assignment	10	47.61
Project or research in the discipline field	3	14.29
In a variety of ways (mid-term exams, assignments, presentations, other tasks etc.)	3	14.29
Rubric assessment	3	14.29
Combination of formative and summative assessment	2	9.52
Total	21	100

Table 9 depicts how the participants prefer to be assessed at the university. Most of them favor their assessment through individual or group work (47.61%). Some mention the application of various ways for their assessment (14.29%), the use of a rubric assessment in

which the criteria of their assessment are predetermined (14.29%), the conduct of projects or small scope research in the scientific field of the course (14.29%), and, finally, the combination of summative and formative assessment (9.52%).

Table 10: The objectives of the assessment

The objectives of the assessment	Number of references	Percentage%
Students' grading	4	36.37
The ascertainment of knowledge consolidation	3	27.27
Professor's feedback	2	18.18
Students' feedback	2	18.18
Total	11	100

Last but not least, regarding the assessment objectives, the views of the postgraduate students were almost divided on the subcategories that emerged. Thus, the participants reported almost equally that assessment during their undergraduate studies aimed at grading and subsequently classifying students (36.37%), ascertaining that the object of learning has been mastered and consolidated (27.27%), at the teacher's feedback and information about the students' progress and development (18.18%), but also the students' own feedback and information about their progress (18.18%).

2) Qualitative Analysis

The way students are assessed in university seems to be a multifactorial issue, as it is influenced by several factors, such as the science of the university Department in which students study, the particular characteristics of a university, i.e. whether it is located and operates in the capital/ co-capital or the region of Greece, or if it is large or small; while it is also influenced by the academic discipline and subject of the course. However, the most decisive role is played by the professor since he/she chooses the forms, techniques, and means of assessment, the criteria according to which he/she will assess students, and how he/she will assign the score, making thus the assessment, for the research students, sometimes a fair and objective and sometimes an unfair and biased process. In the texts of the participants, we read specifically: "Each professor has his/her way of evaluating and his/her observations", "there were courses and professors [...] who were completely objective in the assessment", "The way of

assessment in the Department of Mathematics [...] was strict while students didn't have a chance to think about a good grade, which in the Department was below 6.5... The strictness of professors troubled all of us... but some professors assessed by mid-term exam and final exam". Other students reported on this: "In laboratory-based courses, the tasks were a creation of a work or a project, not an assignment", "The assessment in large university Departments is formal, impersonal, and only based on the written text delivered by a student. There is usually no personal contact between a professor and a student. It also varies according to the subject of studies... In small and regional Departments there is a greater possibility that a professor knows an assessee and therefore this will influence his/her final judgment. The work experience of a professor in both cases plays an important role in the assessment", "There were also professors who were only interested in a student's presence in his/her course and assessed this based on some mid-term exam they put during semester", "My experience with the way the professors assessed me was mixed and in some cases, I think that both I and my former fellow students were wronged in our grades... Many professors routinely graded both our written exams and our assignments", "The assessment during my basic studies was mostly carried out so that professors could check our knowledge and grade us accordingly and with their criteria, which were often not objective", "The assessment and examination abroad from professors were very difficult and different from the system in Greece". Another student also mentioned: "Taking it as a given that assessment is also carried out

for the feedback of a university professor's teaching, I think that in practice it also depends on the human-professor factor".

Assessment is nowadays considered a process inextricably linked to learning and teaching. By the assessment, not only professors' feedback to improve their teaching and to determine whether teaching goals were accomplished is achieved, but also students' feedback regarding the progress, development, strengths, and weaknesses of their effort. Assessment is completed with the attribution of a quantitative educational characterization that captures the performance of the assessed. This opinion is echoed in the participants' texts: "With assessment, a professor has a complete picture of his/her students' level", "The recognition of strong points as well as limitations, which are important for a complete assessment, I think it was successfully carried out by my professors", "The assessment is important to be carried out to provide feedback to students regarding their progress so that they can take the appropriate actions for their self-improvement. Of course, feedback does not only help students in their academic progress but also professors to design their teaching effectively", "Assessment in the university is an important means of ascertaining the academic progress of a student", "Students' assessment at an undergraduate and postgraduate level is necessary because it will be established whether students have mastered new knowledge and if they have not understood something, they will be able to study it more extensively and thus they will understand it". "Assessment was continuous and integrated into the learning process. Through assessment, I recognized the value of feedback, and it encouraged me to develop systematic methods of personal assessment", "Assessment is necessary for both students and teachers, not always in the formal form we have today, but to allow everyone to receive feedback. Students need to know if they learn. Professors can improve their teaching work", "With the assessment professors can adapt their lectures to the needs and abilities of their students. Through feedback students can be improved, as they can understand where they fall short as well as professors can identify what cognitive deficiencies students have, becoming as a consequence more effective in their instruction", "This primarily helps students themselves because with the assessment they can understand how well they have understood the material course. It therefore helps them improve and work on any shortcomings".

It is noteworthy that the research participants recognized and pointed out the beneficial effects of assessment. The assessment of students with techniques and means that fall under modern assessment, such as the preparation of written assignments, contributes to their personal and professional improvement and development, to acquire experience and skills in the preparation and writing of scientific papers that obey the

rules of scientific writing, as well as to cultivate many other skills, such as task planning and organization or time management, decision making, collaboration, development of critical thinking, or problem-solving. In this way of assessment, students better consolidate the content of the course and go deeper into it, while at the same time, they get to know themselves better and develop their self-esteem. In the written texts of the students, we read about: "With assessment, through the preparation of assignments we learn to write scientific texts with great ease and to distinguish valid and reliable information from the volume of information that exists in our society", "The experience of assessment in the university has empowered me towards organization, planning, and the ability to work in group projects. These skills were important for my later career path. Another positive aspect is the self-awareness gained during the studies. Many times, we discover our potential, but also the points we need to improve. This self-awareness is valuable for our personal and professional future as the university environment provides opportunities for different ways of thinking and interpersonal contact. The exchange of ideas and collaboration with fellow students in group work has enhanced my creativity by broadening my horizons", "Assessment is a way of development and progress in all areas", "The process of assessment becomes necessary to check the satisfaction of intended objectives or not". And elsewhere: "Assessment contributes us to have a more comprehensive picture of our writing style and generally to improve academic writing", "Students' assessment is considered essential for their development, since students both at the undergraduate and at the postgraduate level, they will be equipped with a variety of knowledge and skills that will help them develop professionally". Another student added: "Objective assessment is not only an assessment of performance but also a tool for highlighting opportunities for growth and improvement, making it essential to personal and professional development. The objective assessment helped me to recognize and highlight my abilities and potential, and it encouraged me in self-esteem and self-improvement", "The assessment is useful and contributes to the improvement of each student".

Summative assessment using techniques that fall under traditional assessment, i.e. through written or oral examinations with open-ended/elaborative questions, which leads to simple and sterile memorization of information, was a particularly stressful situation for students who felt too pressured to cope with. In the spontaneous production of their texts, the research participants reported: "The assessment followed by Greek universities is more related to a more sterile and dry assessment through final written exams that promote more the grade-grubbing way of values and creates stress and often despair in students", "Assessment is a stressful factor, which can act as a deterrent for some people. There are people whose psyche cannot cope with

this kind of assessment, written exam”, “The transmission and assessment of sterile knowledge seemed to be a concern of the educational staff and the application of modern pedagogical methods was absent”, “When each semester ended, examination period followed, which lasted for about a month and was for me a very stressful period. In each lesson, assessment material was given on time by our professors and the preparation for the written test of the semester began. When the exam day approached, anxiety became more intense”, “The oral exam created additional anxiety. The mandatory oral exam was the hardest part of the assessment”. A strict assessment process combined with low scores led to the frustration of the students’ effort. One student pointed out: “Our assessment was quite strict and with criteria that affected the psychology of students, and thus the feeling of failure prevailed in most of the courses. The low rating scale was like an obstacle”. Another said: “Grading was part of a formal process. This resulted in me not wanting to try for the course”, and “The fact that some courses required memorization, resulted in not being consolidated and easily forgotten”. Some described how their negative experience of the assessment process in the university, which was mainly attributed to the assessor and the very strict assessment process that followed, accompanied by a very low grade, deterred them from pursuing further studies at a postgraduate level: “... After three torturous years, the professor of the courses changed, because of which I succeeded in exams together with many more of my fellow students, and in fact with a high score for our Department's standards. The whole experience left me with a huge bitterness towards my science, I didn't want to deal with my reading and studies again for too long and I changed my plans for further studies in physics abroad”.

A dichotomy prevailed in the opinions of the participating students as to whether their assessment was based on objective criteria or the subjective criteria of the assessor, with the result assessment to be fair or unfair, which is due to the students’ different experiences of their assessors, while it can also be justified by the finding that the most decisive factor in the implementation of the assessment is professor. In the postgraduate students’ written texts we read: *“The assessment of our professors was often different for us depending on our gender”, “There were cases where there were biases on the part of the professors”, “I consider that the assessment was not always fair”, “My assessment was objective, reliable, fair and responsive to my performance”, “I believe that both I and my former fellow students were wronged in our grades”, “The assessment by my professors was objective and fair”.* Regarding the other characterizations attributed by the students who took part in the research to the assessment, we also read the following: *“The way of assessment in the Department of Mathematics [...] was strict”, “The assessment of undergraduate studies is a matter of*

extreme interest. Specifically, in terms of my own experience, it was something very impersonal and stressful. Due to the large influx of students in the first year, without a measure or even an upper limit, we were too many people to be judged and assessed. Professors can't develop relationships with everyone in this mess”, “Assessment and examination by professors were very difficult”, and “Assessment in the university was quite strict”.

A necessary condition for the assessment to achieve its goals and be effective is the provision of feedback to assesseees regarding their performance, progress, weaknesses, and shortcomings. For a successful assessment test, it is also necessary for examination questions to be characterized by clarity. On the other hand, for the assessed students to perform successfully in the assessment tests in university and achieve a high score, it is necessary for them to have been sufficiently prepared and attended the courses to be examined during the academic semester. In the written texts collected, we read: *“Another necessary element is to provide feedback to students regarding their progress, so that they can take the appropriate actions for their self-improvement”, “The exams at the end of the semester were demanding and to achieve a satisfactory grade you had to have attended lectures regularly. In addition, you had to dedicate time to study during the semester and not at the end of exams because otherwise, it would have been difficult to get a good grade”, “I think that assessment is barren of feedback to the assessed regularly”, “I consider the element of feedback very important to effectively assess a person in any field. I consider feedback as a factor of utmost importance for student assessment”, and “examination questions must be characterized by clarity”.*

The most common form of assessment in university was found to be summative assessment using techniques that fall within traditional assessment, i.e. written and oral examinations mainly, with open-ended/elaborative questions. However, there were also several times when summative and formative assessment were combined with the conduct of individual or group assignments. The choice of one or the other form was emphasized as depending on each course and professor, nevertheless, formative assessment gathers more benefits, such as the cultivation of multiple skills, a greater understanding of the course content, the acquisition of experience in research and academic writing, etc. For several students who took part in the research, the combination of these formats, although more difficult and demanding, was also fairer and more representative of a student's true level, while exams (summative assessment) was a more stressful process: *“Each professor has his/her way of assessment”, “During my undergraduate studies in university the dominant type of assessment was a final exam at the end of the semester with exceptions of course, where there*

was a combination of assignments during semester and mid-term assignments that were limited in the time of an hour. In courses such as internship or didactic mathematics, other methods were used... Although "harder" for students, I can say that the assessment that uses a combination of assessment forms during the semester with hourly mid-term exams and semester-long assignments is a fairer form of assessment. Also, from the perspective of the person who participated in the procedures, I can say that it helped me to understand the lesson taught and I noticed that those lessons that used a combination and I participated, I have imprinted them in my memory better than those that focused mainly on the summative assessment of the examination at the end of the semester... The use of assignments and mid-term exams as a means of assessment or other types of activities is an opportunity for a student to engage with the subject of course and gain experience in collecting data and writing a text based on them". Another student says: "Basically, grading and assessment in courses were performed with final exams at the end of each semester. This fact turned out to be a very stressful process, because, within a few hours, we had to prove that we knew very well the topics that a professor had chosen for the course he/she was teaching. In some other courses of course, apart from the final written assessment, there were the so-called workshops that took place throughout the semester and in essence what they did was to monitor the overall performance of a student with some tasks, either written or oral, and be included in the final grade. In the specific assessment process, a student had more opportunities to prove his/her value and the mastery of the knowledge field of the respective course".

Recognizing the benefits of formative assessment, the postgraduate students who took part in the research favor this format for student assessment in university. They also want their assessment to be carried out with a variety of techniques and means of modern assessment, which contribute to greater learning, development, and improvement on their part. They do wish to be assessed by conducting individual or group assignments within a course or by carrying out projects and research in the scientific field of a course, while they favor their assessment with predetermined criteria, which can be reflected in a rubric assessment. In some texts, the following can be found: "In some courses we handed in assignments to our professors. Dealing with the topic that was assigned to us, our knowledge was assessed in a way, and, of course, we expanded our intellectual horizons. I think that with this kind of assessment, we became better trained and overall improved, learning through both our professors' comments and our mistakes". "I believe that student assessment should be carried out in a variety of ways so that as many students as possible can perform", "It should not be limited to one exam, but it should be multi-

faceted, consisting of assignments, written and oral exams".

DISCUSSION AND CONCLUSIONS

Student assessment, as an integral part of the educational process, has a broad character, since it is a composite of many factors (Stravakou, 2019), with prominent ones being the territorial position and the potential of a university, the subject of the studies provided, as well as the personality of teaching staff (Stravakou, 2015). Each of these factors works in combination and interactively with the others, since, at an individual level, assessment cannot function (Gray & Wilcox, 1995; Mavrogiorgos, 1984). Given this constant, any findings and interventions should be implemented with a view to the wider context that encloses them.

The main objective of an assessment process is the grading of the assessed (Athanasidou, 2000; Taratori-Tsalkatidou, 2015). However, beyond this persistence, which could also be characterized as the dominant result of this activity because it reflects the consolidation and conquest of knowledge on the part of the examinees (Kassotakis, 2013; Valsamaki-Ralli, 1979), it offers the possibility of feedback for both assessors and assesseees (Zavlanos, 2003). Through this, the effective practices and actions of students are strengthened, goals, efforts, and motivations are redefined, and negative factors that affect their performance are eliminated (Konstantinou, 2007). Of course, the resulting benefits are not unilateral (Baroudi, 2007), as they enable both assessors and the assessed to think, reflect, and change -if necessary- means and practices (Tsagarli-Diamanti, 2003). Thus, criticism is treated as an opportunity for improvement, constructive reflection, and personal reflection.

However, despite the advantages it has, the assessment does not cease to be a process that just listening to it creates a strong psychological burden on assesseees (Konstantopoulou, Skarvelaki, Makrygiannaki, Steletou, Tzamali, & Andreadakis, 2016). As a consequence, many of the students assessed adopt a tactic of sterile memorization of knowledge, without any effort to develop their critical thinking. This fact is due to the excessive pursuit of some of them to get rid of this stressful and psychologically oppressive process as soon as possible, even if their pursuit does not bring about the desired learning results. Some assesseees give assessment an intensely pressing character (Vasilaki & Vamvoukas, 1997), which prompts them to refuse to put themselves into this process and thus leads to postponement, cancellation, or even dropping out of their studies (Black, 1993).

For the objective and intended purpose of an assessment process to be effective in the context of a university (Rekalidou, 2011; Stravakou, 2019), the assessed should possess a series of characteristics

(Charisis, 2019), such as those of consistency, responsibility, and goal setting. These elements are reflected through actions carried out throughout their studies and consist of the systematic monitoring of lectures, their active participation in them, as well as the adequate study of the course material (Gkotovos, 2002). The existence of these characteristics provides assesses with the conditions for creating a safe and supportive field during the assessment, ensuring that this process will have an objective and fair character (Dimitropoulos, 2010; Konstantinou & Konstantinou, 2017). Of course, this cannot be considered non-negotiable and always absolute, since the characterizations that can be attributed to an assessment process, even if the conditions are present, move in a range that includes gradations of the order positive and reliable to subjective and unfair.

The main forms of assessment applied in a university institution are formative (Newton, 2007; Taras, 2008) and summative, which are carried out with written or oral exams, individual or laboratory exercises, small lessons (Chatzidimou, 2015), project implementation (Taratori - Tsalkatidou, 2015), and performance of an internship. The answer to the question "Which of the above forms is considered more appropriate" is, firmly, the conduct of an individual or group assignment (Chatzidimou, 2019), since through this the cognitive level of an assessee is better reflected and the result of their effort and work is more objectively mirrored.

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