

Suggestions for Assessing Students' Knowledge and Abilities in Higher Education in the EU and Africa

Fazel Ebrihiam FREEKS

North-West University, Potchefstroom Campus, South Africa

Lavinia NĂDRAG

Ovidius University of Constanta, Romania

Abstract: *This paper aims to provide guidance on crucial assessment issues, such as ways of assessing knowledge and aptitudes/practice, innovative tools for conceiving and incorporating computing and information technology in teaching, learning and especially assessment, encouraging reflexive practice and self-evaluation, how to develop group learning and learner autonomy through assessment, how to address culturally diverse student populations' learning needs and strategies by using culturally responsive assessment tools, how both students and teachers can benefit from these assessment methods, strategies and techniques, some challenges and contradictions, etc. Besides the literature review, the paper will show how this extremely complex process of assessment can be applied in classes covering theological subjects. However, similar assessment plans can be applied in English for Specific Purposes (ESP) classes as well, or when assessing multicultural education subjects. In this respect, several assessment criteria will be discussed.*

Key words: *formative; summative; assessment; strategies; tools.*