



Comparison between teacher grading and student self-grading in different modules of agronomy

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The adaptation of the Universities to European Higher Education Area (EHEA) involves changes in the learning system. Students must obtain specific capabilities in the different degrees or masters. For example, in the degree of Agronomy at the Universidad Politécnica de Madrid (Spain), they must command mathematics, English informatics or crop production. Moreover, students must attain personal skills such as leadership, team work, a critical spirit and a social, environmental and ethical commitment with the environment and the society. A way to evaluate the critical spirit of the students is to compare the grade obtained in a specific module with the grade that the students think he should get.

The aim of this work is to evaluate the differences between teacher and student grading in different subjects related to soil science in different degrees and masters courses at the Universidad Politécnica de Madrid.