The fifth and final conclusion, but by no means the least important, is that the assessment of an ethics and citizenship education seems to be one of the teachers’ Achilles’ heels. Most of the teachers report that they do not evaluate their students on such matters, either because of a lack of training, the difficulty in identifying evidence in this field or because of the little academic weight attached to it. Yet, any form of education that goes unevaluated is at the very least an incomplete form of education, as argued in the third of the versions presented in the theoretical framework. To ensure that the subject is afforded the importance it deserves we believe that it is necessary to further our understanding of the assessment tools available for the ethics and citizenship education at university, and above all, that its results are given proper academic weighting.

The above discussion should be borne in mind, if what is sought is the creation of a genuine European university area, as opposed to the juxtaposition of different university institutions and systems. However, unlike their SEU counterparts, the teachers at the NEUs feel in receipt of greater support from their institutions, and also more optimistic as regards what their students expect of university, a fact, as we have pointed out, that results in the implementation of ethics and citizenship education. This situation that prevails among the NEUs favors the combination of the second and third versions outlined in the theoretical framework, a situation that, to my way of thinking, should be considered by the SEUs, so that we might create the EHEA that Europe in the twenty-first century requires.

References


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