



Accountability and Educational Improvement

Series Editors: M. Ehren, K. Maag Merki

This book series intends to bring together an array of theoretical and empirical research into accountability systems, external and internal evaluation, educational improvement, and their impact on teaching, learning and achievement of the students in a multilevel context. The series will address how different types of accountability and evaluation systems (e.g. school inspections, test-based accountability, merit pay, internal evaluations, peer review) have an impact (both intended and unintended) on educational improvement, particularly of education systems, schools, and teachers. The series addresses questions on the impact of different types of evaluation and accountability systems on equal opportunities in education, school improvement and teaching and learning in the classroom, and methods to study these questions.

Theoretical foundations of educational improvement, accountability and evaluation systems will specifically be addressed (e.g. principal-agent theory, rational choice theory, cybernetics, goal setting theory, institutionalisation) to enhance our understanding of the mechanisms and processes underlying improvement through different types of (both external and internal) evaluation and accountability systems, and the context in which different types of evaluation are effective. These topics will be relevant for researchers studying the effects of such systems as well as for both practitioners and policy-makers who are in charge of the design of evaluation systems.

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