In general, since different approaches to learning, teaching and assessment tend to form or enhance different generic competences, Tuning members underlined the requirement that each student experience a variety of methods. Data collected from students showed that they attached great importance to this competence as it enabled them to relate theory and practice, evaluate findings logically and use instruments to find out alternative ways; they perceived it as being highly pertinent to their future professional career. In all subject areas there are specific teaching-learning activities devoted to learning library skills. The pre-service teachers who are educated in mathematics and science departments have more teachers centered teaching conception and adopt less student centered strategy in comparison with the pre-service teachers who are educated in social sciences. Method: Preservice teachers completed a scale on approaches to teaching and answered open-ended questions on teaching before and after an initial teacher training programme. Data of the study was collected through the “Teaching-Learning Conceptions Scale” and “Attitudes towards Teaching Profession Scale”. Descriptive statistics, t-test, ANOVA and correlation analyses were used to analyze the data. In order to analyze the data, descriptive statistics, t-test, ANOVA and correlation analyses were used. Center for Teaching. Student Assessment in Teaching and Learning. By Michael R. Fisher, Jr. Much scholarship has focused on the importance of student assessment in teaching and learning in higher education. They argue that assessment provides the evidence needed to document and validate that meaningful learning has occurred in the classroom. Assessment is so vital in their pedagogical design that their approach “encourages teachers and curriculum planners to first ‘think like an assessor’ before designing specific units and lessons, and thus to consider up front how they will determine if students have attained the desired understandings.” In self-assessment students are expected to assess both process and product of their learning.