

# Call for Papers

## Special Issue on: Technology-enhanced formative assessment (TEFA)



Paphos, Cyprus

Follow up of the TEFA Workshop @ EC\_TEL 2013

### Description

Today, learning often occurs collaboratively in learner networks, formal learning is combined with informal learning, and learners use, for example, personalised and personal learning environments adapted to their needs and preferences. While in a general sense any assessment can be used for formative or summative purposes, more genuinely formative assessment needs to provide:

- (a) rich, detailed information about learning (feedback),
- (b) information that offers guidance on how to improve learning, and
- (c) opportunities to actively construct an understanding about how to regulate learning, and negotiate a successful outcome amongst the key stakeholders.

### IJTEL Special Issue

This special issue will focus on formative assessment as a support for learning in today's innovative technology enhanced learning (TEL) environments.

The issue will bring together contributions in TEL that deal with approaches and innovative assessment technologies that support the transition from current assessment scenarios towards the development of novel forms of e-assessment through which different types of

knowledge and skills are evaluated, continuous feedback is provided, and students are more engaged in the learning process. Contributions are expected in the area of TEL from different fields (technology-based assessment, educational measurement, IT&TEL, pedagogy, teacher education, educational psychology, etc.), which provide insights into how formative assessment could enhance motivation and learning in TEL environments.

### Subject coverage

- formative assessment in adaptive systems
- formative assessment for users with special needs
- formative assessment for 21st Century skills
- mobile assessment
- feedback technologies
- integrated e-assessment, embedded assessment
- location-based/context aware educational feedback
- (automated) item design and generation
- automated analysis of open answers
- alignment of formative and summative feedback
- peer-assessment
- learning analytics for assessment purposes
- standard-conform e-assessment, flexible e-assessment, interoperable e-assessment
- e-assessment in complex learning - i.e. collaborative learning, serious games, 3D worlds and digital stories, discussion forums
- learning analytics and assessment
- assessment rubrics

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#### Notes for Prospective authors:

Submitted papers should not have been previously published nor be currently under consideration for publication elsewhere. (N.B. Conference papers may only be submitted if the paper has been completely re-written and if appropriate written permissions have been obtained from any copyright holders of the original paper).

All papers are refereed through a peer review process

#### Submissions:

All papers **must** be submitted online via the Inderscience online system, by registering at:

<http://www.inderscience.com/ospeers/authorregister.php>

and following the onscreen instructions.

#### Important Dates:

Submissions deadline: 31 January, 2014

First review: 31 March, 2014

Revisions due (first round): 30 April, 2014

Final decision notification: 30 May, 2014