

Special Issue of the Assessment and Evaluation in Higher Education
Journal

CALL FOR PAPERS

Approaches to assessment that enhance learning

Editors:

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With a commentary by Paul Black (King's College London) and Bob McCormick (The Open University)

Approaches to assessment that enhance learning address the need to diversify mainstream forms of assessment currently used in Higher Education. Research underlines that the primary beneficiary of assessment should be the student. To facilitate this, the student and tutor must engage in a process of dialogue and feedback; assessment succeeds when the learner monitors, identifies and then is able to 'bridge' the gap between current learning achievements and agreed goals. The learner is at the centre of this model and an active participant in closing what has been termed 'the loop'.

The proposed issue will explore assessment types (diagnostic and formative) that address significant learning processes: (a) diagnostic tools to assess students' prior knowledge and predict performance (b) formative assessment practices to change traditional power relationships between learners and tutors, (c) finally, e-assessment tools to promote a dialogue in relation to feedback, peer and self assessment activities.

We are particularly interested in papers that address the following issues:

- Diagnostic assessment tools
- Forms of assessment that put the student at the centre of the learning experience
- Assessment and student empowerment
- Student involvement in goal setting and criteria for assessment
- Assessment measuring metacognitive and collaborative skills
- Formative assessment
- Assessment and feedback as dialogue
- Formative e-assessment

If you are planning to submit a paper please contact the guest editors, providing a title and short abstract for your paper, indicating that your submission is for the special issue on alternative forms of assessment.

Important dates:

As soon as possible	Notification of intent to submit
16 th March 2009	Paper submission
15 th June 2009	Notification of acceptance
17 th August 2009	Final version
14 th September 2009	Publication

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