

## CALL FOR PAPERS

### European Journal of Engineering Education

#### *Special Issue on Assessment*

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Assessment is arguably the action that has the greatest impact on our students. Ramsden (2003) tells us that assessment tasks drive a student's experience of our courses and Biggs (2003) advises us to constructively align our assessment tasks with the course learning outcomes. Boud and his associates (2010) argue that the assessment process should also develop skills that students need for continuing learning in the workplace. While validation of learning is still a reason for much of the assessment that we do, Torrance (2007) concludes that our students get more value from our assessment tasks if they are designed "for" learning. Rust, O'Donovan, & Price (2005) argue that we should create a community of practice of assessment amongst our colleagues and engage in an assessment discourse with our students as well.

While project based learning and collaborative learning have been shown to have many advantages for students, how do we reliably assess what an individual student can do in an academic climate of increasing class sizes and shrinking resources allocated to teaching and learning? How do we provide feedback that actually feeds forward into the next assessment task? And how do you translate the personalised assessment practices possible with tens of students to classes with hundreds of students?

What of the final examination? Can it be assessment "for" learning as well as assessment "of" learning? Do our assessment tasks encourage development of higher order thinking skills, or reward students for rote learning? How do we know? How do you assess critical thinking, reflection or professional judgement in the context of a single engineering course? Do faculty have the skills to assess these skills anyway?

So from summative to formative, "of" learning to "for" learning, for individuals and groups, and for short and long term learning there is a broad range of assessment issues to explore in the context of engineering education.

In this special edition of the EJEE we are seeking papers on any aspect of the assessment process. Authors are invited to submit research papers or works of scholarship showing an application of research on any aspect of the assessment process. We particularly welcome papers describing an innovation in some aspect of assessment, grounded in theory and appropriately evaluated. These can be on individual assessment tasks or whole programs which aim to progressively develop competencies.

## References

- Boud, D. and Associates (2010). *Assessment 2020: Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.
- Biggs, J. (2003) *Teaching for Quality Learning at University*, 2nd edn, Buckingham: SRHE and the Open University Press.
- Ramsden P., (2003) *Learning to Teach in Higher Education*, 2nd ed. London: Routledge,
- Torrance H. (2007) Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning. *Assessment in Education Vol. 14, No. 3, November*, pp. 281–294
- Rust, C., O'Donovan B. & Price M. ( 2005) "A social constructivist assessment process model: how the research literature shows us this could be best practice" *Assessment & Evaluation in Higher Education Vol. 30, No. 3*, pp. 231-240.

## Timeline

Publication of Call for Papers	Dec. 2010 / Jan. 2011
Submissions close & manuscripts allocated to reviewers	31 June 2011
Manuscripts reviewed & accept/reject decisions by	31 August 2011
Authors respond to reviewers' comments & resubmit by	31 October 2011
Special edition published	Spring 2012

## Submission Instructions:

Please *prepare your paper* following the "Instructions for Authors" available from the European Journal of Engineering Education website (<http://www.informaworld.com/smpp/title~content=t713415994~db=all>).

Please *submit your paper* directly to the journal at: <http://mc.manuscriptcentral.com/ceee>