



Application of New Technologies for Assessment in Higher Education

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Deadline for manuscript
submissions:

31 July 2024

Message from the Guest Editors

The goal of this Special Issue is to consider the implications of applying new technological approaches to the assessment process. The issue will relate to much of the recent literature on the educational impacts of the pandemic, to the potential of emerging technologies for assessment, and to the institutional challenges of universities operating in an increasingly global market. We welcome the submission of research papers which focus on technical, pedagogical, or administrative views of that process. Possible topics include but are not limited to the following:

- Evaluation of the effectiveness of particular approaches;
- Incorporation of new computer science techniques, such as learning analytics, artificial intelligence, and machine learning;
- Student perceptions of the assessment process;
- Implications for pedagogic theory;
- Incorporation of assessment technologies into existing learning environments.
- - assessment
 - HE
 - higher education
 - university
 - technology
 - learning analytics





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Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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