



Reimagining Classroom Assessment and Student Learning in the New Normal

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Message from the Guest Editors

Classroom assessment plays an important role not only in eliciting and providing evidence of student learning, but also in enhancing the student learning experience through high-cognitive-demand authentic tasks and formative feedback.

This Special Issue calls for both conceptual and empirical research papers that address any one of the following:

- Educators' design and modification of classroom assessments in response to learners' needs amid the COVID-19 pandemic;
- Educators' leveraging of e-Assessments to engage learners in virtual learning environments;
- Online assessment tools and resources for facilitating authentic and formative assessments;
- Challenges and opportunities of embedding e-Assessments into face-to-face, online, and blended learning environments;
- The role of initial teacher preparation and/or in-service teacher professional development programs in building teachers' capacity in the design, selection, modification, and implementation of e-Assessments;
- Faculty development for helping and supporting university instructors in the design, modification, selection, and use of e-Assessments.





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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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