

Special Issue

Assessment and Feedback in Higher Education

Message from the Guest Editor

A growing body of literature in higher education emphasizes the pivotal role of feedback within the assessment process, contributing significantly to enhancing the quality of students' learning. In today's rapidly evolving educational landscape, technology is fundamentally reshaping the way we teach and learn. To harness the full potential of these innovations, it is crucial to re-evaluate and adapt our approaches to assessment and feedback. As a result, educational institutions are faced with the challenge of modernizing their assessment and feedback strategies to meet the needs of learners. The objective of this Special Issue is to promote scientific discourse on the integration of technology in the educational process, particularly concerning assessment and feedback in higher education. We are interested in the exploration of several topics related to educational technologies for formative assessment; assessment and feedback in blended learning environments; formative feedback in real time; challenges and ethical considerations associated with educational technologies; and faculty development for technology-enhanced assessment and equity in assessment.

Guest Editor

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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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