

Special Issue

Assessment in Medical Education during and after COVID-19

Message from the Guest Editor

Assessment is integral to the learning process. There has been a significant shift in assessment over the last decade in the field of medical education. This shift includes more emphasis on formative assessment and greater involvement of learners in assessment processes. Multiple factors have impacted assessment processes, including the transition to a competency-based model and, more recently, the COVID-19 pandemic. While the pandemic has been disruptive in more ways than one, several innovations have emerged as a result. This Special Issue provides an opportunity for medical education scholars to learn about innovations and advances specific to assessment during the COVID-19 pandemic. We welcome original research and scholarly reviews. Topics may include (but are not limited to) the following:

- Exploring tensions between assessments used for multiple purposes;
- Learner involvement in assessment processes;
- Collecting validity evidence for new assessment tools;
- Gaps in programs of assessment;
- Novel assessment approaches piloted or designed during the COVID-19 pandemic.

I look forward to receiving your contributions.

Guest Editor

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About the Journal

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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