

SPECIAL ISSUE – CALL FOR PAPERS

INNOVATION IN HIGHER EDUCATION ASSESSMENT: EFFECTS OF THE COVID-19 PANDEMIC

For publication into the [Journal of University Teaching and Learning Practice](#)

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Background

COVID-19 has made significant and, to a great extent, irreversible changes to how curriculum is designed and delivered. There is a plethora of articles and special issues devoted to the impacts of COVID-19 (Crawford et al., 2020; Pokhrel & Chhetri, 2021) on teaching and learning in a university context. Indeed, while online and more flexible teaching practices were already gradually increasing globally before the pandemic began, the crisis prompted immediate innovation in the ways learning happened at university. As a result, it is unlikely that any higher education research can be conducted without acknowledging the pandemic as a significant contextual factor in teaching and learning practice from 2020 onwards (Crawford, 2021). Some studies, for instance, suggested COVID-19 was a 'there is no alternative' moment, meaning that there could never be a full return to normal assessment practice once the pandemic subsided (Fuller et al., 2020).

The crisis necessarily prompted new forms of assessment because traditional types—such as on-campus exams—were no longer possible due to mandatory government social distancing requirements. Most notably, assessments conducted in online environments increased exponentially in a range of different formats (García-Peñalvo et al., 2020; Guimarães & Lima, 2021). While much has been published already about what happened in higher education assessment during 2020, there is still a need for further literature that explores and reflects upon the broader trends, impact, and rigour of new forms of assessment brought about originally by COVID-19.

Before the pandemic, there was innovation in assessment (see Boud & Falchikov, 2007; Knight, 2002; York, 2003). COVID-19, notwithstanding the challenges faced, provides a unique opportunity to innovate in online assessment, and assessment in a post-pandemic world. This Special Issue actively encourages bold thinking and evidence-based practice of new and creative approaches to using assessment as a practice as, for, and of learning.

The focus of this Special Issue is the longer-term impact on higher education assessment due to COVID-19. It moves beyond an analysis of alternative assessments and practices during 2020 and considers the broader seismic shifts in how students are assessed at university and how this may develop over time. More specifically, in the COVID-19 context, we are interested in papers that include topics such as:

- Comparative empirical analyses of tertiary assessment before, during and after the pandemic
- The relationship between employability and assessment in a post-pandemic world
- Critical reflections on academic development in assessment design and moderation
- Technology enhanced learning and assessment integrity in online environments
- Student support for completing assessments
- Innovative assessment design

We are especially interested in global and interdisciplinary perspectives and encourage prospective authors to work collaboratively with colleagues in different contexts in preparing an abstract.

Types of publications accepted into this Special Issue

We are seeking to publish 5,000 to 7,000 word research papers (empirical or theoretical). Systematic reviews, critical reflections, and practice-based papers will also be accepted, but must be grounded in the scholarly literature and adopt a clear theoretical framework where appropriate. All submissions must also align with [JUTLP's author guidelines](#).

Abstract submission

If you would like to submit an abstract, please use a Microsoft Word document that contains the following:

- Proposed article title
- Proposed authors names and affiliations
- A clear evidence-based rationale for the line of inquiry proposed
- Research question(s)
- Proposed method (for both theoretical and empirical manuscripts)
- Practice-based implications of the proposed research

The word limit for the proposal is 250 words (not including references) and is designed to give the Editorial Team a sense of the rigour of the manuscript proposed and the possible implications of such research. The Editorial Team may return with an invitation to combine similar manuscripts. Acceptance of proposals does not guarantee acceptance of final manuscripts.

For further information, or to submit an abstract, please email Dr Andrew Kelly, andrew.kelly@ecu.edu.au.

Timeline

- Proposals due: 1 November 2021
- Acceptance notifications: 1 December 2021
- Full articles due: 1 May 2022
- Final revised articles due: 1 July 2022
- Final publication: 1 August 2022

References

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