Special issue title: **Technology-mediated New Assessment**

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The influence of assessment practices on how and what students learn was already clear since the early 90's. Many scholars have since shown the extent to which assessment approaches and techniques impact on students' behaviour with respect to their commitment and motivation, focus on the topics of learning, and skills developed in relation to a course. As Sambell, McDowell and Montgomery (2013) stress –, a good assessment can have a much more positive effect on learning, if it is deeply aligned with (Biggs & Tang, 2011), and integrated into the teaching-learning process, so to fully engage students (Sambell et al., 2019). Being able to effectively assess their own learning is not a state they will achieve at a particular point in time, but one which will need to be continually reworked throughout their lives as new and anticipated challenges present themselves. Students thus equipped will be able to contribute to their own learning and that of others.

This vision of the assessment is strictly linked to the need to innovate the whole educational paradigm – and vice versa -, that is by embracing active and participatory learning practices in which to encourage students' agency, responsibility, and creativity (Grion et al., 2020; Ritella & Sansone, 2020). Thus, a shift is needed from a positivist evaluation aimed at quantitatively certifying the learning outcome at the end of the course, towards a constructivist assessment that becomes itself part of the didactic strategies in the form of observational activities, authentic tasks, and experiencing of critical skills (Sansone & Grion, 2022).

This shift is accompanied and encouraged by the rapid and continuous technological advancement. Digital technologies, in fact, have been calling researchers and practitioners to rethink assessment models and are simultaneously pioneering new perspectives, approaches and environments for assessment. Nevertheless, as pointed out by Grion, Serbati and Nicol (2018), few research address the relationship between technology and assessment – particularly in Italy.

Connecting and intertwining learning and assessment can be effectively enabled by a thoughtful use of the modern digital technologies (Tonelli, Grion, Serbati, 2018): from tools for synchronous and asynchronous mutual feedback to environments to build and apply peer-assessment rubrics, from modules to administer periodic self-monitoring questionnaire, to virtual blackboard to host reflective brainstorming taking place during classroom activities, to the use of platform quantitative learning analytics (i.e.Moodle reports). Similarly, a reflection is required on these technological innovations that we have seen flourish or establish themselves in the last year, in the desire to increase the teaching and learning experience. Not to mention the new developments in Artificial Intelligence-related educational assessment, with the large volumes of data being captured and its use in formative and summative assessment.

The primary interest of this Special Issue is, therefore, aimed at discovering the great potential hidden in a Technology-mediated New Assessment, from a research and practices point of view.

In particular, but not only, articles are welcome related to:

New theoretical perspectives on technology-mediated assessment:
- New Assessment
- Sustainable Assessment
- Assessment and Lifelong Learning
- Trialogical Learning & Assessment Approach
- Assessment design

New technology-mediated assessment practices:
- Peer-Assessment
- Self-Assessment
- Rubrics
- Feedback, peer and self-feedback

Assessment tools and environment:
- Learning Analytics
- Educational data mining
- IA and Assessment
- Online Assessment
- Automatic feedback

All the manuscripts received will undergo to the standard double-blind review process.

Manuscripts should be submitted following the Journal System, as reported here

Important dates and submission process
Deadline for first manuscripts submissions: October 30th, 2023
First decision from the review process: December 20th, 2023
Final copy from authors to guest editors: February 31st, 2024
Publication / accepted papers available online: June 2024

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