



CALL FOR PAPERS

RESEARCH UNIT : E-Education and Intercultural Communicative Competence

RESEARCH UNIT: Developing Metacognitive Skills in Web-based Learning environment

Organize a Virtual National Conference on

ASSESSMENT AND EVALUATION IN HIGHER EDUCATION: WHAT WORKS BEST?

What gets measured gets managed

Peter Drucker

Introduction

According to Einstein everyone is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing it is stupid¹. This irony makes it necessary to rethink the fairness, equity, reliability, validity, and appropriateness of assessment and evaluation systems in education. Assessment and evaluation are not a routine work that comes at the end of a session, term, or year. Rather, they define not only students' learning curve but also the whole educational system. A data-based informed decision making about best ways to implement useful assessment and evaluation methods is a matter of urgency in a new millennium defined by creativity-based competition.

Ebert and Culyer (2013, p.191) point out that assessment leads to instructional decisions while evaluation undertakes to target the academic value of education. For argumentation's sake, when a student receives a high mark, say in biology, does this mark reveal anything about his/ her in-class behavior or interpersonal skills? The answer is straightforward "No". Decision makers, be it politicians, head teachers, teachers, or parents, seem to need other information to assist them to take informed decisions. Evaluation comes into play as it provides information about students that which is not disclosed by a figure, i.e., mark or grade.

Assessment and evaluation are an integral part of being a teacher or student. Despite its centrality in the teaching-learning process, they come to be- to put it mildly- considered ancillary. It is against this backdrop, that this conference is organized with a quiet hope that it will draw attention to rethink higher education assessment and evaluation practices and procedures to fit the urgent requirements of the new millennium.

¹ Brainy Quotes

Rationale

All schools and higher education institutions systems seem to be quite fond of assessing and evaluating students; in many, assessment is a high-stake process. A daunting litany that is unfortunately recurrent in Algerian schools, and which is still pervasive and that can be translated in the following terms: *On the day of the examination, either you are glamorously honored or disgracefully disdained.* This disheartening phrase has occasioned counterproductive results: test anxiety and probably failure in many Algerian schools. Consequently, it did not only help the increase of dropouts but gave the impression that the Algerian education system is failing all stakeholders and on the verge of collapse.

The topic of assessment and evaluation in schools proves to be emotionally laden. On score of that, The organizers of this conference are motivated by a sense of urgency to establish remedial procedures to readdress the failing system of assessment and evaluation in Algerian educational institutions. It is hoped that contributions from across the spectrum of disciplines would target to address the following questions:

Do marks reveal anything about students uptake except that they have got past average or failed to do so?

Do teachers assess and evaluate right?

What innovative assessment and evaluation practices are required to attain teaching and learning optimal fulfillment?

What is the point of assessment and evaluation if they do nothing but establishing passing-fail benchmarks?

Do teachers assess learning or assess for learning?

What makes students mark-seekers instead of knowledge-seekers?

Would e-assessment be of any help?

These and many more are waiting for your answers.

Aims of the Conference

The conference aims to accomplish the following:

1. Encourage new perspectives to approach assessment and evaluation in higher education
2. Close knowledge and research gaps on assessment and evaluation.
3. Inform stakeholders (teachers, researchers, students parents, and decision makers, etc.)
4. Upgrade quality assessment and evaluation practices in higher education
5. Encourage both staff and students' engagements in the teaching-learning process by improving assessment and evaluation practices.
6. Identify and monitor students' learning curve
7. Engage staff and students in high-quality formal assessment and evaluation tasks

8. Bridge the gap between theory and practice

Tracks of the Conference:

The conference seeks and welcomes submissions related to the topics for this issue and they include but are not limited to:

Admission tests IELTS	Ipsative assessment and evaluation
Appropriateness of assessment and evaluation in higher education	Norm-referenced assessment and evaluation
Assessment and evaluation during pandemic outbreaks and geopolitical crises	Passing-fail benchmark
cheating on tests and other related malpractices (e.g., plagiarism)	Peer assessment and evaluation
Criterion-referenced assessment and evaluation	Portfolio assessment and evaluation
Diagnostic assessment and evaluation	Reliability of assessment and evaluation in higher education
E-assessment and e-evaluation	Standardized tests/ SAT/ ACT/ BAC
E-portfolio assessment	Summative assessment and evaluation
Equity in assessment and evaluation in higher education	Take-home examination
Feedback and corrective feedback	Test anxiety
Formative Assessment and evaluation	validity of assessment and evaluation in higher education
Submission Guidelines	washback / backwash effects

Submitted abstracts (and papers later) are to be evaluated by blind review by the members of the Reading Committee. In case an abstract comes to be accepted, the author need to accept to send a full-text paper that includes results, tables, figures and references. It is expected that submissions should report authentic and previously unpublished research.

_ Abstracts and papers are to be in line with APA 6th or 7th editions guidelines.

– Do please submit your abstracts via **the form posted with this call for papers and send to this email : ahmadbashar2012@hotmail.fr**

_ Presentations are accepted in the three languages of the Conference: Arabic, English, and French.

CONTACTS

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Conference Special Guests

Prof. Ahmed Bouterfaia, Rector of M. K. University of Biskra

Dr. Ibrahim Kithiri, Dean of the Faculty of Arabic Language Arts & Foreign Languages

Coordinator of the Conference

Dr. BACHER, A.

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TIMELINE

January 15th, 2023.	DEADLINE OF SUBMISSION OF ABSTRACTS
January 20TH, 2023.	NOTIFICATION OF ACCEPTANCE
January 31 , 9 TH, 2023.	FULL PAPER SUBMISSION
February, 1st-2nd, 2023.	CONFERENCE DATE

REFERENCES

Ebert E. S. and Culyer. R. C. (2013). *School: An introduction to education* (3rd ed.). Wadsworth Cengage Learning

