

Preface

Assessment is widely recognized as an important process that can either optimize or inhibit learning, depending on how it is applied. Within this space, there has been much discussion on the concept of **Assessment for Learning**. While assessment has traditionally been thought of as occurring at the end of a learning cycle, many educational institutions have re-examined the way they think about assessment to better emphasize its role in supporting the next stages of learning. In principle, Assessment for Learning promotes the idea that students will improve most if they understand their learning target, where they are in relation to this target and how they may close their gap in their knowledge. Educators, in the process, must then use assessment information to not only provide students valuable feedback for their learning, but also adjust their teaching strategies accordingly and consider more carefully how they use learning activities in their classrooms.

This year, the Taylor's 8th Teaching and Learning 2015 (TTLC2015) has chosen to focus on "Assessment for Learning: Within and Beyond the Classroom" in recognition of the power of assessment for learning as a way of raising student achievements. By placing this topic at the heart of the conference, TTLC2015 aims to explore in breadth, depth, and quality the best models and practices, strategies, lessons learnt, and success stories from implementation of assessment within the classroom to beyond its borders and up to the virtual space. Additionally, the conference aims to provide fertile ground to stimulate and compare responsive assessment approaches and practices on relatively new areas of assessment such as graduate capability assessment in view of the need of educational institutions to evidence graduate employability. The manuscripts focus on the subthemes related to accessing extracurricular learning practices, innovative assessment approaches, e-learning assessment, assessment related to graduate capabilities and professional competencies, and other elements related to assessment for learning.

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Classroom

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