

# Preface

The objective of the International Technology-Enhanced Assessment Conference (TEA) is to bring together researchers and practitioners with great ideas and research on this important topic. This volume of conference proceedings provides an opportunity for readers to engage with refereed research papers that were presented during the 19th edition of this conference, which took place in Tallinn, Estonia, at Tallinn University. Each paper was reviewed by at least three experts and the authors revised their papers based on these comments and discussions during the conference.

In total, 16 submissions of 40 authors were selected to be published in this volume. These publications show interesting examples of current developments in technology-enhanced assessment research. The increasing use of technology takes place in summative and formative assessment contexts in all different domains. We see a progression in research in the measurement of higher-order skills, such as collaborative problem-solving or presentation skills, but also in the development of tools for assessors. Additionally, research that provides guidelines for policy on e-assessment, for example, guidelines for authentication control or guidelines for assessment on personal devices is presented. As massive open online courses (MOOCs) offer a good opportunity for ongoing learning, the role of self-assessment becomes more important. Research on self-assessment in MOOCs is therefore also increasing. The papers will be of interest for educational scientists and practitioners who want to be informed about recent innovations and obtain insights into technology-enhanced assessment. We thank all reviewers, contributing authors, and the sponsoring institutions for their support.

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