



Modern methods of assessment for young learners: research perspectives

Isaak Papadopoulos¹ | Shpresa Delija²

European University Cyprus, Cyprus¹

University of Tirana, Albania²

Received:

Accepted:

Abstract

It is with great pleasure that we invite you to submit papers to be included in a special issue titled “Modern Methods of Assessment for Young Learners: research perspectives”. Assessment has been placed at the center of the research and teaching activity over the last decades highlighting the need for employing tools of alternative and authentic assessment in the classrooms. According to Moon (2000), “assessment seems to be something that most teachers spend a lot of time doing. So it is important to consider what it is, why we do it, what kinds of information it provides, and the decisions that might be taken based on that information.”(p. 148). Thus, this special issue aspires to provide a collection of original research-papers which will facilitate an understanding of the multidimensional context of assessment, focusing on assessment methods implemented within young learners’ (4-11 years old) classrooms in the 21st century.

Keywords: assessment, young learners

Correspondence concerning this article should be addressed to:

Isaak Papadopoulos

European University Cyprus, Cyprus

E-mail: I.Papadopoulos@external.euc.ac.cy

CALL FOR PAPERS FOR SPECIAL ISSUE

Modern Methods of Assessment for Young Learners: research perspectives

GUEST EDITORS

Dr. Isaak Papadopoulos, *European University Cyprus, Cyprus*

Prof. Dr. Shpresa Delija, *University of Tirana, Albania*

SHORT DESCRIPTION

Assessment has been placed at the center of the research and teaching activity over the last decades highlighting the need for employing tools of alternative and authentic assessment in the classrooms. According to Moon (2000), “assessment seems to be something that most teachers spend a lot of time doing. So it is important to consider what it is, why we do it, what kinds of information it provides, and the decisions that might be taken based on that information.”(p. 148). Thus, this special issue aspires to provide a collection of original research-papers which will facilitate an understanding of the multidimensional context of assessment, focusing on assessment methods implemented within young learners’ (4-11 years old) classrooms in the 21st century.

Authors are invited to submit their papers related to modern assessment methods within young learners’ classrooms focusing on topics such as the following but not limited to:

- Journal/Diary keeping with young learners
- Project-based assessment for young learners
- Portfolios, as an alternative tool of assessment
- Conversation/Free Discussion for assessing young learners
- Specifically designed and implemented activities of assessment
- Think-aloud protocols for assessing young learners
- Observation-based assessment for young learners
- Descriptive assessment for young learners

SUBMISSION SCHEDULE

15 th June 2020	Paper Submission
15 th July 2020	Review Completion & Letters to Authors
15 th August 2020	Re-Submission of Revised Papers
20 th – 30 th August 2020	Publication

SUBMISSION GUIDELINE

The length of each manuscript has to be between 5.000 to 7.000 words (including references)
The manuscript should be submitted based on APA 6th Edition.

Contact:

Editorial@EUROKD.com

LTIFSubmissions@gmail.com