

CALL FOR PAPERS

3<sup>rd</sup> Special Track on  
Computer-based Knowledge & Skill Assessment  
and Feedback in Learning Settings (CAF 2010)

Hasselt University, Belgium, September 15 - 17, 2010  
<http://www.iicm.edu/CAF2010>

In conjunction with  
13th International Conference on  
Interactive Computer aided Learning (ICL 2010)

<http://www.icl-conference.org>

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**CAF 2010 - 15. - 17. September 2010 - Hasselt University, Belgium.**

**3rd Special Track on**  
*Computer-based Knowledge & Skill Assessment and Feedback in Learning Settings (CAF)*

Online Information: <http://www.iicm.edu/CAF2010>

This special track will take place during ICL 2010 in Hasselt, Belgium (15 - 17 September 2010) as a special track.

*The Special Track CAF 2010* provides an interdisciplinary forum for international scientists and practitioners to discuss various aspects of computer-based knowledge & skill assessment in learning settings and based on that feedback provision for students and teachers.

The *International Conference on Interactive Computer aided Learning (ICL)* is an interdisciplinary conference which aims to focus on the exchange of relevant trends and research results as well as the presentation of practical experiences in interactive computer aided learning.

**Background**

Our modern life at the beginning of the 21st century is strongly influenced by effects such as rapidly changing and developing information, technology-enhanced communication and information access, and new forms of production and services in a globalized world. This situation requires individuals to adapt their skills and competencies. Consequently, educational objectives and societal expectations have changed significantly in recent years. Modern learning settings must consider learning community aspects as well as learner-centered, knowledge-centered and assessment-centered aspects.

By focusing on the assessment, this concept can be further distinguished in (1) summative assessment, performed at the end of a set of learning activities, and (2) formative assessment, which is intended to give continuous feedback to students and teachers. The latter mentioned formative assessment gives information about the current state of knowledge and/or the degree of knowledge acquisition within learning activities.

Assessment is an important component of modern teaching and learning processes in face-to-face courses as well as in e-learning environments; it provides valuable feedback to teachers and students which allows the revision and adaptation of teaching and learning activities. Furthermore, assessment activities and results can also be utilized for building and strengthening metacognitive skills. However, continuous and frequent assessment in learning processes may cause excessive efforts and costs. Therefore, computer-assisted assessment systems (CaAS) and computer-based assessment systems (CbAS) have become of increasing interest over the years. Assessment systems may support parts or the entire chain of the assessment lifecycle. This lifecycle includes authoring and management of assessment items, compilation of specific tests, performance of assessments, and compilation and management results. Additionally, emerging interest in the sharing and re-use of assessment items or compiled assessment tests and the exchangeability of assessment outcomes has resulted in standardization efforts, such as the IMS Question & Test Interoperability Specification (IMS QTI).

The special track will bring together international researchers as well as practitioners from different organisations who will have plenty of time for networking and real-world knowledge sharing.

We invite submissions that deal with issues including, but not limited to:

- Aspects of formative and summative assessment
- History and challenges of e-assessment
- Computer-supported assessment rubric
- Computer-based knowledge & skill assessment for individuals and groups
- Computer-supported peer assessment for individuals and groups
- Computer-supported self-assessment and group assessment
- Computer-based student and teacher feedback about knowledge state and acquisition
- Computer-based assessment in adaptive e-learning
- Web 2.0 and assessment & feedback for individual and group learning
- Automated essay grading
- Natural short answer assessment
- Assessment and feedback in computer-based simulations
- Assessment and feedback in game-based learning settings
- Test & training data and evaluation procedures
- Reuse, Interoperability and Standardization
- Security and Privacy

### **Important Dates**

- 7 July 2010: Submission of full papers (8 pages)
- 31 July 2010: Notification of acceptance
- 25 Aug. 2010: Camera ready version (8 pages)
- 15.-17. Sept. 2010: ICL 2010 Conference

### **Submission Procedure**

File Types: Word for Windows

Language: English (British or US)

Style Guides & Template: <http://www.icl-conference.org/icl2010/documents/template.doc>

Paper Submission System: Please use the Electronic Submission Page <http://www.conftool.com/icl-conference/>

In case of problems or questions concerning the submission of papers, please contact the track chairs at [CAF2010@icm.edu](mailto:CAF2010@icm.edu).

### **Notification of Acceptance and Publishing**

Accepted papers will be published within the ICL conference proceedings. At least one author has to register within 2 weeks after the notification of acceptance to be included into the conference programme (15. Aug. 2010). Authors fee is applicable only once per paper!

Some authors will be invited to submit extended versions of their paper for publication in the "European Journal of Open and Distance Learning" (EURODL) or the "International Journal of Emerging Technologies in Learning" (iJET).

### **CAF 2010 Chair**

Christian Gütl, Graz University of Technology, Austria

### **CAF 2010 Organization team**

Alexander Nussbaumer, University of Graz, Austria

Mohammad Smadi, Graz University of Technology, Austria

### **CAF 2010 Program Committee (preliminary, invited)**

- Dietrich Albert, University of Graz, Austria
- Abdallah Al-Zoubi, Princess Sumaya University for Technology, Jordan
- Manuel Castro, Universidad Nacional de Educación a Distancia, Spain
- Vanessa Chang, Curtin University of Technology, Australia
- Matjaz Debevc, University of Maribor, Slovenia
- Peter Dolog, Aalborg University, Denmark
- Heinz Dreher, Curtin University of Technology, Australia
- Samir A. El-Seoud, Princess Sumaya University for Technology, Jordan
- Baltasar Fernández-Manjón, Complutense University of Madrid, Spain
- Catherine P. Fulford, University of Hawaii, USA
- Michael Granitzer, Know-Center Graz, Austria
- Ralf Klammer, RWTH Aachen University, Germany
- Narayanan Kulathuramaiyer, University Malaysia Sarawak, Malaysia
- Stephanie Linek, Universität Graz, Austria
- Bhaskar Mehta, Google, Switzerland
- Sven Meyer zu Eissen, Bayer Business Services, Germany
- Peter Reimann, University of Sydney, Australia
- Diane Salter, University of Hong Kong, China
- Sandra Schaffert, Salzburg Research Forschungsgesellschaft, Austria
- Dirk Schneckenberg, ESC Rennes School of Business, France
- Markus Specht, Open University of the Netherlands, Netherlands
- Benno Stein, Bauhaus-Universität Weimar, Germany

- Daniela Tuparov, South Western University, Bulgarian
- Sandra Helen Williams, Open University UK, UK
- SylviaWong, Aston University, UK

**Further Information:**

- Information about ICL 2010: <http://www.icl-conference.org/>
- Travel Information: <http://www.icl-conference.org/icl2010/accommodation.htm>
- Tourist Informaton: [www.hasselt.be](http://www.hasselt.be)

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