

## Reassessing Assessment in Postsecondary Education

### Call for Submissions: Special Issue of *Imagining SoTL*

We invite all participants from [2025 University of Calgary Conference on Postsecondary Learning and Teaching](#) to submit a contribution related to the theme of “Reassessing Assessment in Postsecondary Education.” The submission deadline is **July 27, 2025**, with an intended publication date of Spring 2026.

Submissions to this special issue of *Imagining SoTL (IS)* may be articles (maximum of 6,000 words, including empirical, scholarly, or theoretical pieces situated in relation to SoTL literature) or an essay length reflection on practice (2,000-4,000 words). All submissions should explore an aspect of assessment in postsecondary teaching and learning, be grounded in context and the literature, be methodologically and/or conceptually sound, and provide a new contribution to the SoTL conversation.

Submission topics for the special issue may include:

- How might we encourage, design and enact more equitable, inclusive, and accessible assessment practices?
- Which assessment strategies are most effective in large enrolment classes? How can we provide meaningful and timely assessments? Is it possible to scale assessments to meet the needs of large enrolment classes?
- What role does new technology, particularly generative AI, play in assessment practices, and how can we ensure it is used ethically and supports equity and accessibility for all students?
- How can digital tools be used to enhance authentic assessment of learning? To help with instructor workload? To provide richer feedback?
- How is assessment changing alongside classroom demographics?
- How can we support and uphold academic integrity in a changing assessment landscape?
- What are we learning about assessment strategies and the mental health and wellness of both students and course instructors?
- What does meaningful assessment look like in experiential learning opportunities including labs, co-ops, research projects, etc.?
- In what ways can we involve students in the assessment process to foster a deeper understanding of their own learning and encourage self-reflection?
- How can we design more practical, sustainable authentic assessments given the constraints of our current systems?
- What is the relationship between course and program-level learning outcomes and grading processes.

IS aims for high quality and values methodological richness and variety from a diversity of perspectives and contributors. Articles and essays are anonymously peer-reviewed, while invited contributions are reviewed by the Guest Editors. For detailed author guidelines, please visit: <https://mrujs.mtroyal.ca/index.php/is/about/submissions>

For more information, please contact the special issue Guest Editors:

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