

**Call for Submissions: Special Issue, *Cultural and Pedagogical Inquiry (CPI)*
Summer 2023**

**All that Glitters is not Gold: Culturally Responsive Online Assessment and
Pedagogy in Uncertain Times**

**Guest Editors: Kim Koh (University of Calgary), Kadriye Ercikan (Educational Testing
Service/The University of British Columbia), Jennifer Lock (University of Calgary), and
Cecille DePass (University of Calgary)**

In a world plagued by the uncertainty of the COVID-19 pandemic, the intense racial tensions, and other social injustice issues, Pre K-12 teachers' capacity to design, modify, select, and use online assessment methods or tasks that are culturally sensitive and responsive to the learning needs of students who come from disadvantage socioeconomic backgrounds has become increasingly imperative.

Over the last decade, culturally responsive pedagogy and assessment has been an important theme while researchers address the issues of equality, social justice, inclusion, and diversity facing the Pre K-12 schools. The unprecedented COVID-19 pandemic has resulted in school closures in 186 countries around the world. More than 1.2 billion students and their teachers are forced to learn, teach, and assess remotely using technologies (UNESCO, 2020). Yet, not every student can have access to the latest digital tools and the fastest internet connectivity. This is a significant equity and social justice issue. The unplanned and rapid move to digital learning environments has widened inequalities between students from low- and high-socioeconomic status (SES) backgrounds. For example, according to OECD's Program for International Student Assessment (PISA) data (Schleicher, 2020), 95% of students in economically, developed countries (e.g., Switzerland, Norway, Austria) have a computer to use for their schoolwork while only 34% of students in developing countries (e.g., Indonesia) have access to a computer at home.

Similarly, there is a significant gap between US students who are from socially and economically advantaged and disadvantaged backgrounds. All students from advantaged family backgrounds reported that they had a computer to work on, as compared to 25% of those from disadvantaged backgrounds who said that they did not have a computer at home. Taken together, these data suggest that a shift to online learning, teaching, and assessment during and after the COVID-19 pandemic could escalate the existing challenges for closing the achievement gaps between students who come from advantaged and disadvantaged sociocultural and economic backgrounds.

Even though governments and schools are hard-pressed to provide every student with a computer, students' adaptability to a digital learning environment can add another layer of complexity to the provision of equitable learning opportunities for every student. The use of digital tools as an alternative modality in assessing students' learning progress and outcomes has become a reality and will become even more prominent in the foreseeable future. Online assessments can offer affordances (e.g., timely feedback, learning at your own pace, game-based learning) that face-to-face assessments cannot provide. However, little is known about how well Pre K-12 teachers are

prepared to leverage on educational technologies to make online assessments more culturally responsive to their students' learning needs.

In this Special Issue, we would like to address the following important questions:

- How can educators design, modify, select, and use culturally responsive online assessment methods or tasks to promote students' learning amid the COVID-19 pandemic?
- How best can students who come from a disadvantaged sociocultural background be supported with access to digital tools for online assessment?
- How can initial teacher preparation and in-service teacher professional development programs support preservice and in-service teachers to improve their capacity to design, modify, select, and use culturally responsive online assessment methods?

References

- Schleicher, A. (2020). Education disrupted – education rebuilt: Some insights from PISA on the availability and use of digital tools for learning. *OECD education and skills today*. Retrieved from: <https://oecdeditoday.com/coronavirus-education-digital-tools-for-learning/>
- UNESCO. (2020). *Education: From disruption to recovery*. Retrieved from: <https://en.unesco.org/covid19/educationresponse>

The Invitation

The Guest Editors would like to invite potential authors to submit a proposal that addresses one of the following **themes**:

1. Taking Context into Account in Designing, Interpreting, and Using Assessment.
2. Adopting Culturally Responsive Assessment and Tasks to Promote Student Learning.
3. Supporting Students from Disadvantaged Backgrounds to Access and Use Digital Tools for Online Assessments.
4. Implementing Social Culturally Responsive Teaching to Support Digital and Hybrid Learning.
5. Designing and Providing High-Quality Professional Development for Preservice and In-service Teachers in Creating Technology-Enhanced Learning Environments.

The format of your proposed article can be in one of these formats:

- a. Theoretical paper (4000-5000 words)
- b. Empirical research paper (5000-6500 words)
- c. Long essay (3000-4000 words)
- d. Short essay (1500-3000 words)
- e. Poems (500-1000 words)
- f. A video and/or rap with narration or story telling (3-5 minutes)

At this point, authors who are interested in contributing an article, essay, poem, video and/or rap to the Special Issue, **please submit your proposal in either a single Word or PDF file to Dr. Kim Koh at khkoh@ucalgary.ca by May 30, 2022.**

Your proposal should include:

- a) A title (up to 150 characters)
- b) An abstract (100-150 words)
- c) A description of paper (300 words)

If your proposal is accepted, the completed work is to be submitted for peer-review **by August 31, 2022**. Planned publication date for the Special Issue: **Summer 2023**.

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