

# AEA Europe Annual Conference 2026

Rome, Italy

25<sup>th</sup> – 28<sup>th</sup> November 2026

## Call and instructions for submissions

The submission of proposals for the 2026 Association for Educational Assessment Europe annual conference is now open. This document includes the conference theme and describes the different submission formats and how to make a submission. Submissions will be made through EasyAcademia at: <https://easyacademia.org/aea2026>

This link to the submission page can also be found on the AEA Europe website <https://aea-europe.net/> and conference website <https://2026.aea-europe.net/submission-guidelines/> or <https://2026.aea-europe.net/submission-guidelines/>

**Please read the guidelines carefully before uploading your proposal(s) to EasyAcademia.**

## Important dates

Main conference:	November 26-28, 2026
Pre-conference workshops:	November 25, 2026

Submission deadline for pre-conference workshops:	April 10, 2026
Submission deadline (other than workshops):	April 24, 2026
Acceptance notification:	June 30, 2026
Registration deadline for presenters:	August 31, 2026
Online registration closes:	October 26, 2026

**Please note that the conference will be held at the end of November unlike in previous years when it has traditionally been the beginning of November**

## **Conference Theme**

### **Assessment Literacy: Building Capacity for Quality Assessment Across Educational Systems and Assessment Providers**

The Association for Educational Assessment – Europe (AEA-Europe) invites proposals for its 27<sup>th</sup> Annual Conference to be held in Rome, Italy, from 25 to 28 November 2026. This conference will bring together researchers, practitioners, policymakers, students, and assessment professionals, and representatives of evaluation, accreditation, and quality assurance agencies from across Europe and beyond to engage with the critical and timely theme of assessment literacy.

Assessment literacy—defined as the knowledge, skills, beliefs, and practices that enable practitioners, professionals and stakeholders in education to design, implement, interpret, and utilise assessment effectively (Stiggins, 1991; Xu & Brown, 2016)—has emerged as a fundamental competency for improving educational quality and outcomes. As educational systems worldwide grapple with rapid technological advancement, growing concerns about equity and social justice, and evolving demands on learning and teaching, the capacity of educators, leaders, students, and policymakers to engage meaningfully with assessment has never been more essential.

The development of assessment literacy represents a multidimensional challenge that extends beyond technical knowledge to encompass professional judgement, ethical responsibility, and the ability to translate assessment evidence into meaningful action (Elwood, 2013; Pastore, 2023; Pastore & Andrade, 2019). Improving stakeholders' understanding of assessment can yield numerous advantages, according to experts in educational measurement and evaluation (Popham, 2009). For policy makers, examination boards and psychometricians, this includes a critical understanding of validity and reliability issues in assessment and certification processes, as well as awareness of how assessment results are used by institutions and evaluative agencies for accreditation, certification, and quality assurance purposes. It also requires keeping abreast of new developments in the discipline of educational assessment, such as

new theoretical and measurement paradigms, and an informed approach to the application of digital and A.I. methods in assessment. From a teacher's perspective, being assessment literate encourages them to employ a greater range of assessment techniques to gauge students' mastery of complex, cognitively demanding learning objectives. Furthermore, aligning assessment with learning objectives and teaching activities would enhance the internal coherence of instructional design, support greater conceptual specificity in the formulation of learning objectives, and facilitate the operationalisation of a systematic quality-assurance cycle (Biggs, 1996; Biggs & Tang, 2011). These same initiatives, however, may also lead to teachers becoming more adept at test preparation and restricting both instruction and classroom assessments to concentrate primarily on raising student performance on required, yearly high-stakes tests under the current framework of educational accountability in schools (Stobart, 2008). From classroom formative assessment practices (Black & Wiliam, 1998) to large-scale international evaluations, from the assessment of emergent AI literacy competencies to the promotion of equitable and inclusive assessment systems, contemporary educational contexts demand sophisticated understanding and application of assessment principles across diverse stakeholder groups.

This conference provides a platform to examine assessment literacy from multiple perspectives, to share research findings and innovative practices, to address persistent challenges, and to envision pathways towards enhanced assessment capacity that serves learning, equity, and educational improvement. Particular attention will be given to dialogue across sectors, including schools, higher education, policy contexts, and evaluative agencies, in order to foster shared understandings of assessment quality and responsibility.

The conference theme encompasses five interconnected focal points that reflect current priorities and emerging developments in the field of assessment literacy:

### ***1. Foundations of Assessment Literacy: Knowledge, Skills, and Beliefs***

Understanding what constitutes assessment literacy across different stakeholder groups forms the foundation for capacity building. This focal point invites contributions that examine theoretical frameworks, competency models, and empirical research on the knowledge, skills, and dispositional dimensions that are encompassed in assessment literacy (DeLuca et al., 2016; Willis et al., 2013). Topics may include conceptualisations of assessment literacy for teachers, school leaders, policymakers, students, and families; the relationship between assessment knowledge and assessment practice; measurement literacy, testing literacy, and data literacy as distinct yet interconnected domains; and cross-cultural perspectives on assessment literacy.

### ***2. Assessment Literacy in Practice: From Classroom to System***

Effective assessment literacy must translate into practice across educational contexts. This focal point

encourages submissions addressing the enactment of assessment literacy in classrooms, schools, and educational systems. Areas of interest include formative assessment practices and feedback processes (Black & Wiliam, 1998); design and implementation of classroom-based assessments; peer assessment, self-assessment, and student involvement in assessment (Andrade, 2019); the use of assessment evidence to inform teaching and learning; assessment practices in diverse disciplinary contexts; authentic assessment approaches aimed at capturing complex learning outcomes in real-world or meaningful contexts (Wiggins, 1990); and the role of assessment in curriculum design and instructional planning.

### ***3. Assessment Literacy, Equity, and Social Justice***

Assessment practices carry profound implications for equity, inclusion, and social justice in education (Correia, 2025; Elwood, 2013; Tai et al., 2023). This focal point seeks contributions examining how assessment literacy can advance or hinder equitable educational outcomes. Relevant topics include culturally responsive and culturally sustaining assessment practices; assessment for inclusion and accessibility; addressing bias and fairness in assessment design and interpretation (Stobart, 2008; Tierney, 2014); language considerations in assessment; assessment literacy as a tool for educational equity; and the ethical dimensions of assessment practice and policy (Reay & Wiliam, 1999).

### ***4. Assessment Literacy in the Digital Age: Technology, AI, and Innovation***

Digital technologies and artificial intelligence are fundamentally reshaping assessment landscapes, creating both opportunities and challenges for assessment literacy development (Educational Testing Service, 2024). This focal point welcomes research and practice addressing the intersection of assessment literacy and technological innovation. Topics may include AI literacy assessment and frameworks; the use of digital technologies in assessment design and delivery; assessment of digital competencies; process data and learning analytics; authentic assessment in technology-rich environments; ethical considerations in AI-enabled assessment; and the changing nature of assessment literacy in digital contexts.

### ***5. Developing Assessment Literacy: Professional Learning, Policy, and Systemic Capacity***

Enhancing assessment literacy requires deliberate investment in professional learning, supportive policies, and systemic capacity building (Andrade et al., 2019). This focal point invites contributions examining strategies, programmes, and policies for developing assessment literacy at individual, institutional, and system levels. Areas of interest include pre-service and in-service teacher education in assessment; professional learning models and communities of practice; leadership development for assessment; the role of policy in supporting assessment literacy; international large-scale assessments and their contribution to assessment capacity; approaches to balancing authenticity and reliability in assessment practices; assessment literacy standards and frameworks; the role of evaluative and accrediting agencies in shaping assessment practices and certification processes; and evaluation of

assessment literacy interventions.

## Bibliography

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For the Annual Conference of the Association for Educational Assessment Europe 2026, in Rome, Italy, we encourage submissions that delve into various aspects of assessment. We are excited to invite practitioners, researchers, students, and policymakers to submit research proposals in particular that relate to the conference theme.

### Sub-themes

In the conference programme papers are grouped by sub-theme. We encourage you to tick a sub-theme in the submission system indicating your sub-theme grouping preference. While we cannot guarantee grouping in a particular session/sub-theme, we will take your preferences into account. Possible sub-themes for the conference can include but are not limited to:

- *Artificial Intelligence and Assessment*
- *Assessment Cultures*
- *Assessment of Practical Skills*
- *Assessment that is reactive to unforeseen/disruptive circumstances (e.g. Covid 19, conflict, climate change)*
- *Comparative Judgement*
- *Educational Policy and Assessment in the era of decolonising curriculum*
- *E-assessment*
- *Fairness and Social Justice*
- *Formative Assessment*
- *Higher Education and Assessment*
- *Holistic Assessment*
- *Inclusive Assessment*
- *International Assessments*
- *Language Issues in Assessment*
- *National Tests and Examinations*
- *Perspectives of End-users and the General Public on Assessment*
- *Process data*
- *Psychometrics and Test Development (including Reliability, Validity)*
- *Summative Assessment*
- *Test Development*
- *Technical, Vocational and Applied Assessments*

- *Work-Related Assessments*
- *Other*

**If a submission is being made by or on behalf of one of the AEA Europe's Special Interest Groups (SIGs) please make that clear on the submission form by ticking the relevant check box in the Easy submission system - Easy Academia.**

### Submission Formats

The AEA Europe conference comprises keynote addresses, open paper presentations, symposia, discussion groups, and posters. We welcome submissions for all formats, except the keynote addresses, which are by invitation only.

All submissions are evaluated in accordance with criteria applied according to the relevant format.

This call also covers proposals to lead a pre-conference workshop. Normally several workshops are held on the day before the main conference – so submissions for these workshops are also welcome. Please note that the deadline for submission of workshops is **earlier** than for other submissions.

You might propose one or more of the following:

- Pre-conference workshop: Closing date 23:59 (GMT) 10<sup>th</sup> April (note that the submission date for pre-conference workshops is earlier than for other proposals).
- Paper presentation: Closing date for submissions 23:59 (GMT) 24<sup>th</sup> April.
- Discussion group: Closing date for submissions 23:59 (GMT) 24<sup>th</sup> April.
- Poster presentation: Closing date for submissions 23:59 (GMT) 24<sup>th</sup> April.
- Symposium: Closing date for submissions 23:59 (GMT) 24<sup>th</sup> April.

For each submission, please follow the instructions below. Please note that although you may submit several proposals:

- (i) your name can only appear a maximum of **four times** across the main conference programme;
- (ii) your name can only appear **once as lead presenter** for any given format – for example, you can only be lead author for one paper presentation.

### **Pre-conference workshops (submission deadline 10<sup>th</sup> April 2026)**

On the day preceding the conference a number of optional pre-conference workshops are run for conference delegates. A participation fee is payable.

The proposal should consist of a short abstract (maximum 200 words) and completion of Appendix A which is provided in the online submission system. The submission should include:

- a short presentation of the aim of the workshop,

- a description of required previous knowledge, and
- a description of the target audience.

The proposal should indicate a good balance of professional input from the workshop leaders and time for input and discussion by the participants.

The proposal should be written in Times New Roman 12pt with 1.5 line spacing. Use bold for headings and underline the name(s) of the main organiser(s).

Pre-conference workshop proposals are reviewed by the Scientific Programme Committee (SPC). A maximum of two organisers/presenters for each workshop can be reimbursed for one night of accommodation and, in addition, receive a deduction of 50 Euros on their conference fee.

The pre-conference workshop evaluation criteria have been reproduced in full here for your information.

Criterion	Description
Relevance	<ul style="list-style-type: none"> <li>• Offers a topic relevant to educational assessment, including a fresh perspective on an existing topic, important to assessment.</li> <li>• Displays scientific rigour and up-to-date insights.</li> </ul>
Appeal to delegates	<ul style="list-style-type: none"> <li>• Has appeal for delegates.</li> <li>• Can expect a 'reasonable' number of registrations.</li> </ul>
Quality of submission	<ul style="list-style-type: none"> <li>• Underlying rationale/argument is sound.</li> <li>• Proposal is clear and well-written.</li> </ul>
Adherence to submission instructions	<ul style="list-style-type: none"> <li>• Submission adheres to instructions described in the 'Call and instructions for submission'. <ul style="list-style-type: none"> <li>▪ submission consists of a short abstract (200-word max.) and</li> <li>▪ fully and accurately completed 'Appendix A'.</li> </ul> </li> </ul>
Balance (between presentation and participant interaction activities)	<ul style="list-style-type: none"> <li>• Participants have opportunities to engage in ample discussion and relevant activities throughout the workshop.</li> </ul>

## All Other Submissions

All other submissions (for open paper presentations, discussion groups, symposia, and posters) are considered through a blind peer review process and each proposal is reviewed by two

independent reviewers. Proposals are judged on their scientific quality.

**Non-anonymised submissions will be rejected immediately.**

Scores	Evaluation Criteria
0 - reject	Unacceptable scholarly/scientific quality.
1 - poor	The content, style, examples, and/or description of previous work, conceptual ideas or results need further development or represent a work in progress.
2 - fair	Borderline submission of uneven quality – in other words, some aspects are well-developed, and others not so well.
3 - good	A good submission that would benefit from some changes to strengthen its conceptual/theoretical, technical or presentation qualities.
4 - very good	A very good quality submission that would benefit from some minor changes in preparing the presentation.
5 - excellent	The submission represents excellent conceptual/theoretical and/or technical work.

### **Open papers (submission deadline 24<sup>th</sup> April 2026)**

There are a number of parallel paper sessions on each conference day. These sessions typically comprise three individual papers and are allocated to 90-minute themed slots to give us flexibility to schedule 2 or even 4 papers in a session. Speakers are asked to present their paper briefly and allow some time for questions, within the overall time allocation of 30 minutes for their paper in the conference programme. Please consider this when writing your proposal. Papers describing empirical studies as well as conceptual/theoretical accounts are welcomed. For unfinished research or research in the early stages, please consider the poster format.

The proposal should consist of a 'short' abstract (maximum 200 words) for the conference programme and a 'long' abstract (maximum 800 words including references) for reviewers. The short abstract should be written without references, while at least one reference should be given for the long abstract. The long abstract provides reviewers with more detailed information on which to base their evaluations. Both abstracts should be **anonymised**.

The proposal should be written in Times New Roman 12pt with 1.5 line spacing. Use bold for headings. The proposal itself should be anonymised but you will be asked to provide separately the name of the main presenter and any co-presenters with affiliations e.g. names of people involved in developing and submitting the proposal should not be included on either the short or long abstract or on the filename of any uploaded abstract. As part of registering your proposal on the EasyAcademia portal you will be asked to provide the name of the main

presenter and any co-presenters. Any documents (e.g. long abstract) uploaded to the submission system should be in **PDF format only**.

It is possible to submit several proposals **but you can only be the first presenter/author for ONE open paper during the conference**. You may be co-presenter of other open papers.

### **Discussion groups (submission deadline 24<sup>th</sup> April 2026)**

Discussion groups can offer opportunities to continue discussions begun at a previous conference on particular topics, or new topics can be introduced. Each discussion group will occupy a 60-minutes slot in the programme. The proposal should consist of a short abstract (maximum 200 words) and a long abstract (maximum 800 words including references). The short abstract should be written without references, while at least one reference should be given for the long abstract. The long abstract should also include details relating to:

- the focus of the discussion,
- the format of the discussion (e.g. 'crossing the line'; 'goldfish bowl'; panel discussion), and
- the questions to reflect on for the discussion.

The proposal should be written in Times New Roman 12pt with 1.5 line spacing. Use bold for headings. Please note that presentations should be kept short to allow most of the time to be spent on discussions. Please consider this when writing your proposal. Both abstracts should be anonymised.

### **Symposia (submission deadline 24<sup>th</sup> April 2026)**

Each symposium will normally consist of three linked individual papers and will occupy a 90-minutes slot (3 papers with 15 minutes each, a discussant for 15 minutes, and 30 minutes for discussion with the audience).

The symposium convenor must submit the symposium.

Please note that there is only one submission per symposium – the required **overview, uploaded as a single PDF document**. The overview must include:

- Symposium title, convenor/chair and discussant - with their affiliations
- Title, author(s) and affiliation(s) of each of the three papers in the symposium (maximum of 3 papers) marked as presenters.
- An 800-word overview of the symposium from the convenor/ chair (including at least one reference).
- A 200-word abstract from authors (but submitted by the convenor) for each of the three linked papers (no references).

The proposal should be written in Times New Roman 12pt with 1.5 line spacing. Use bold for headings.

## Posters (submission deadline 24<sup>th</sup> April 2026)

The proposal for a Poster should consist of a 200-word, anonymised abstract. It is possible to submit more than one proposal; however, you will only be able to be the main presenter for ONE poster during the conference. You are allowed to be a co-presenter of other posters. People early in their career are encouraged to send in a proposal for a poster, because of the nature of the Poster Award.

Note that the format of the Poster Session has changed in comparison with previous conferences. AEA-Europe Council came to this decision based on feedback from delegates who responded to the 2025 post-conference survey. Although the survey responses in general were quite positive about the plenary session where every presenter was allowed 60 seconds to present their oral presentations, respondents (including some poster presenters) were less satisfied with the time there was for in-depth conversations with individual poster presenters afterwards. Therefore, the time that was in previous years allotted to the plenary session will in the 2026 conference be made available for attendees to talk with poster presenters. This means that poster presenters do not have to make an oral presentation during the conference itself. Instead, they are required to prerecord their oral presentation. All recordings will be made available for attendees in advance of the conference. In addition, the maximal time for oral presentations is increased to 90 seconds to make it possible for presenters to give some more information on their work.

If your proposal is accepted, you will receive all necessary instructions at the appropriate time. Presenters are required to prepare a physical poster with size A0 and portrait orientation to display during the conference. This physical version of the poster will be mounted on boards at a central location at the conference venue where the poster session takes place. In addition to being beside their physical posters and prepared for discussions during the poster session, presenters are encouraged to spend time at their posters throughout the conference, including during dedicated coffee breaks when delegates will be invited to view the posters and interact with the poster presenters.

There is a Poster Award, sponsored by Cito, consisting of a one-day all expenses paid visit to Citolab, the research division of Cito, in which the winner can discuss her or his work with educational measurement specialists from this institute. Therefore, especially researchers that are early in their career are encouraged to send in a poster proposal, as they are likely to benefit greatly from their visit. Once the poster session is finished, voting for the Poster Award will be opened. Delegates can vote through the conference app, which allows each delegate a single voting opportunity during which up to three posters can be nominated for the award. The AEA Europe Professional Development Committee (PDC) will receive the results from the conference app after voting is closed. The poster with the highest number of nominations will be announced as the Poster Award winner by the PDC during the closing session of the conference.

The conference app can also be used by delegates to chat/ exchange messages with you or schedule time with you to get more information on your topic/research, as long as voting is still possible. Further information about the Poster Award can be found on the AEA Europe website. <https://2026.aea-europe.net>

## Review process

The review process will be managed by the Scientific Programme Committee (SPC).

- Francesco Agrusti (Università degli Studi Roma TRE - Dipartimento di Scienze della Formazione, Italy)
- Anthony Furlong (IB, Netherlands)
- Rebecca Hamer (IB, Netherlands)
- Doreen Said Pace (Ministry for Education, Sports, Youth, Research and Innovation, Malta)
- Dario Pirotta (University of Malta, Malta)
- Stuart Shaw - Chair of SPC (Institute of Education, University College London, UK)
- Angela Verschoor (CITO, Netherlands)
- Conny De Vincenzo (Università degli Studi Roma TRE - Dipartimento di Scienze della Formazione, Italy)

**Please note that we will not proof-read submissions so authors need to ensure that all submissions have been proof-read and are error free.**

## EasyAcademia System

To access EasyAcademia, please use the link provided on the conference website or the one below:

<https://easyacademia.org/aea2026>

The submission process has two parts:

1. Log in to EasyAcademia using an existing account or set up a new account and log in.

Note that if you previously submitted for an AEA-E conference you may use the same account details.

If you have not used EasyAcademia previously, you will need to set up an account. Please follow the instructions in Appendix B.

2. Submit your abstract(s)

Before you submit your abstract(s), please make certain you have the necessary information for co-authors: full name, affiliation, country of residence and email. You will need to provide a list of keywords for your submission. The keywords will be used in the programme.

You will be asked to indicate the submission category of your proposal (pre-conference workshop, open paper, discussion group, symposium or poster).

You will, in addition, be asked to choose a subtheme category from a list provided (e.g. assessment of practical skills, comparative judgement, educational policy and assessment, e-assessment).

We will use the subtheme category and the short abstract to allocate reviewers to your proposal. If more than one category fits your proposal, please select the most appropriate. If none fits, please select 'Other'. Proposals submitted as 'Other' will be reviewed following the same standards and guidelines as all other proposals.

Please use the instructions below to help you submit your abstract(s). The procedure is quite simple and we do not anticipate many problems, but if you do need help, please contact us at [support@easyconferences.org](mailto:support@easyconferences.org)

If you want to submit more than one proposal, you will need to submit each individually. Please note that EasyAcademia does not run effectively if you use Internet Explorer. We recommend using another browser, for instance Chrome, Opera or Firefox.

### **Step 1: Submission Format**

#### Select Format

Please choose one of the following submission formats as your preferred format. If your submission get accepted, the final decision on the format will be made by the chair.

- Pre-conference workshop
- Open Paper [ what is this? ]
- Discussion Group [ what is this? ]
- Poster [ what is this? ]
- Symposium [ what is this? ]

continue >

Select the format corresponding to your submission.

### **Step 2: Submission Title**

Please provide the title for your proposal.

## Submission Title

Please provide the title of your submission.

0 words

[continue >](#)

### ***Step 3: Short Abstract***

Please provide a short abstract for your proposal.

## Abstract

Please enter the abstract for your submission in the box below. Plain text should be given only, no html code is allowed.

0 / 200 words

[continue >](#)

### ***Step 4: Keywords***

Please provide a minimum of 3 keywords.

## Keywords

Please enter the keywords separated by a comma.

keyword1, keyword2, keyword3

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### **Step 5: Authors**

Please input details for each author and mark them with appropriate roles. Corresponding authors will receive updates and information regarding the submission. Authors not marked as presenter, convenor or corresponding, will only receive an initial notification of submission.

#### List Authors

**You will need to indicate the presenter and corresponding author.**

Please note that the same person can be listed as both corresponding and presenting.

**For Symposium Overview** Under Authors please input details of the convenor and each paper's presenter.

The rest of the co-authors can be listed without role.

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[+ add new author](#)

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[continue >](#)

### **Step 6: Subthemes**

Please select the most appropriate subtheme for your proposal. We will use the themes and the short abstract to allocate reviewers to your proposal. If more than one theme fits your proposal, please select the most appropriate one. If none fits, please select 'Other'.

Please select topics most applicable to your submission. If none of the topics below suit your submission, please choose the nearest applicable topic(s).

- 
- Artificial Intelligence and Assessment
  - Assessment Cultures
  - Assessment of Practical Skills
  - Assessment that is reactive to unforeseen/disruptive circumstances (e.g. Covid 19, conflict, climate change)
  - Comparative Judgement
  - Educational Policy and Assessment in the era of decolonising curriculum
  - E-assessment
  - Fairness and Social Justice
  - Formative Assessment
  - Higher Education and Assessment
  - Holistic Assessment
  - Inclusive Assessment
  - International Assessments
  - Language Issues in Assessment
  - National Tests and Examinations
  - Perspectives of End-users and the General Public on Assessment
  - Process data
  - Psychometrics and Test Development (including Reliability, Validity)
  - Summative Assessment
  - Test Development
  - Technical, Vocational and Applied Assessments
  - Work-Related Assessments
  - Other
- 

[continue >](#)

### **Step 7: Special Interest Groups**

Indicate if the submission is on behalf of one or more of the SIGs.

#### Groups

Indicate if the submission is on behalf of one or more of the SIGs

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- eAssesment SIG
  - Assessment Cultures SIG
  - Inclusive Assessment SIG
  - Postgraduate Student and Early Career Researcher Network
  - Holistic Assessment SIG
  - Work-Related Assessment SIG
  - Submission is NOT on behalf of a SIG
- 

continue >

### **Step 8: Upload**

Please ensure that the identity of a contributor/presenter is not included in the name of the uploaded file.

#### **FOR PRE-CONFERENCE WORKSHOPS**

Complete the form (Sample in Appendix A) <https://2026.aea-europe.net/wp-content/uploads/2026/01/APPENDIX-A-1.docx> and upload it as part of your submission. Once it is completed please upload it below as an attachment to your submission.

**FOR OPEN PAPER PRESENTATIONS & DISCUSSION GROUPS** please upload the extended abstract (800 words) **as a pdf**.

**FOR SYMPOSIA** please upload one document **as a pdf** that includes:

- Symposium Overview (800 words)
- Abstracts and Presenters of the 3 linked/symposium papers

## Upload Document

### FOR PRE-CONFERENCE WORKSHOPS

Please download the [Workshop Application](#) form document. Once it is completed please upload it below as an attachment to your submission.

FOR OPEN PAPER PRESENTATIONS & DISCUSSION GROUPS please upload the extended abstract (800 words)

FOR SYMPOSIA please upload one document that includes:

- Symposium Overview (800 words)
- Abstracts and Presenters of the 3 linked/symposium papers

no file uploaded yet

upload file

The following file format(s) can be uploaded: 

continue >

### **Step 9: Submit**

You will now be presented with a summary of your submission. If you are happy with this information please click on 'submit now' to finalise.

## Summary

A summary of your submission can be seen below. If all information is correct, please finalize the submission by selecting *submit now*.

Format	Open Paper
Submission Title	<i>submission title not set</i>
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## APPENDIX A: Template pre-conference workshop

**WORKSHOP TITLE:**

**Presenters:**

**Presenters' bios (500 words max per presenter):**

**Why AEA Europe members / conference delegates should attend this workshop:**

**Who this workshop is for:**

**Overview of workshop (500-600 words):**

**Preparation for the workshop:**

**Tentative Schedule**

Time	Session	Presenter
9.30- 12.00 (Inc. a 15 min break 10:30-11:00)	Block I	
12.00- 13.00	Lunch	
13.00- 14.30	Block II	
14.30- 14.45	Tea/coffee break	
14.45- 16.30	Block III	

## **APPENDIX B: Setting up an account with EasyAcademia.**

Go to [www.easyacademia.org](http://www.easyacademia.org) and click on the “Get Started” button.



This link will bring up a signup page:

The image shows the sign-up page of the EasyAcademia website. The page has a light gray background with the 'easyl' logo in the top left and a close button in the top right. The title 'SIGN UP' is centered in blue. Below the title is the instruction 'Please provide the details below to get started'. The form consists of several input fields: a dropdown menu for 'Prof.' with a downward arrow, 'first name', 'last name', 'email address', 'password', 'university / organization', and a dropdown menu for 'Serbia' with a downward arrow. Below the form is a blue 'Create Account' button. At the bottom, there is a blue arrow pointing left and the text 'Back to login'.

Follow the on-screen instructions and complete the form and click on “Create Account”.

Now, you will receive an email with the activation code. Use the link provided in the email to verify your account.

**Note:** Please check your Spam folder if you have not received the email within a few minutes.

**Note:** If your email appears taken, it is possible that you have signed up for EasyAcademia in the past for another conference. In this case, you simply need to ask the system to remind you of your password based on your email.