



## Foreword to special issue

Dear Colleagues and Dear Readers,

In this special issue, we are excited and honored to address the topic of "**Technology-Assisted Formative Assessment**". This special issue, which focuses on the importance of technology-assisted formative assessment in the fields of education and psychology in order to evaluate and guide students' learning processes, will play an important role in shaping the learning methods of the future.

Today, with the rapid development of technology, education and training processes are undergoing a major transformation. Technology-supported formative assessment tools and methods, which are used to monitor and support students' learning more effectively, have attracted great interest among educators and researchers. In this special issue, seven articles are included to address different aspects of this interesting topic. These articles provide important insights into how formative assessment is supported and enhanced by technology.

The first article is titled "**The Effect of Using E-Portfolios on The Self-Regulation Skills of Students: A Meta-Analysis Study**", investigates the effect of e-portfolio applications on students' self-regulation skills. This study provides important information in terms of understanding how students develop their self-regulation skills using e-portfolios.

The second article is titled "**The Role of E-portfolios in Formative Assessment: A Systematic Literature Review**". This literature review analyses the role and use of e-portfolios in formative assessment in depth.

The third article is titled "**Examining Students' Formative Test-Taking Behaviours Using Learning Analytics**". This study analyses students' formative test-taking behaviours using learning analytics in detail.

The fourth article is titled "**Design and Development of an Interactive Video Player for Supporting Formative Assessment in Online Learning**", aims to design and develop an interactive video player to support formative assessment in online learning environments.

The fifth article is titled "**Investigation of the Effect of Online (Web-Based) Formative Assessment Applications on Students' Academic Achievement**", investigates the effect





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of web-based formative assessment applications on students' academic achievement. This study evaluates the contribution of technology-supported formative assessment to learning outcomes.

The sixth article is titled, "**Raising 21st Century English Language Teachers in Turkish Context: Development of a Technology-Enhanced Measurement Curriculum**". This study explains how a technology-enhanced assessment curriculum was developed for the training of English language teachers with 21st-century skills in the Turkish education system.

The seventh article is titled "**Learning Analytics in Formative Assessment: A Systematic Literature Review**" discusses how learning analytics contributes to formative assessment and analyses the existing research in depth.

The articles in this special issue provide valuable information about technology-supported methods and tools of formative assessment. We recommend that you read these articles with interest, which will contribute to a better understanding of the impact of technology-supported formative assessment on student learning processes and outcomes.

We would like to thank the authors, reviewers, and editorial board members who contributed to the preparation of this special issue. We are grateful for your support for these studies to shape the future of technology-supported formative assessment.

Best wishes,

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