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Nota di contenuto	Chapter 1: An Ecological Perspective on Online Language Assessment -- Chapter 2:Technology-mediated Feedback in Writing Classes: Towards a Learning-oriented Approach -- Chapter:3 Designing Task-based Language Assessments in VLEs -- Chapter 4:Assessing Collaboration Using Peer interactions in Blended Process Writing Tasks -- Chapter: 5 A Constructivist Perspective on the Use of Online AI-based Adaptive Learning and Feedback to Support L2 Writing Development -- Chapter: 6 Online Assessment of Translation Skills: The Extent and Quality of Learner Interactions with Google Translate -- Chapter 7 E-portfolio Assessment in Language Classrooms: Its Impact on Learners' Writing Performance and Autonomy -- Chapter 8: Authentic Online Language Assessment: ePortfolio Development Process underpinned by Ecological Constructivism -- Chapter 09: Language Assessment Online in a "Post-Pandemic" World: Looking at the Big Picture.
Sommario/riassunto	This volume presents the various aspects of the constructivist-

informed practice to online language assessment and illustrates its principles with real classroom examples and research. It informs language educators about how to understand, design, and apply online language assessment within the realms of socio-constructivism and its related theories and approaches, such as socio-cultural theory (SCT) and ecological constructivism. The book showcases diverse constructivist assessment perspectives and illustrates how their designs vary depending on the unique characteristics and requirements of individual learning contexts. With chapter authors representing a range of countries and cultures, this book underscores the importance of respecting diverse educational and technological needs and circumstances. This volume appeals to a wide audience, including language teachers, academics, researchers, and instructional designers in online and blended education, as well as across various industries. It is also of great value to school administrators, technology personnel, directors of teaching and learning centers, and other stakeholders.
