



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN214 UVK-kurs, OSB III - Bedömning, betyg och kvalitetsarbete, grundlärare inriktning mot fritidshem, 7,5 högskolepoäng

1GN214 Assessment, Grading and Quality Activities, Primary Teacher with a Specialisation in Extended School Education, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved 2014-03-12

Revised 2017-10-26 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

Objectives

The course aims at developing the knowledge and competence on assessment, grading and quality activities for professional work in preschool, extended school and primary school years 1-6.

After completing the course, students shall be able to:

- construct and critically review learning situations, assessment situations and examinations with formative as well as summative purposes
- describe, analyse, assess and grade pupils' learning and development
- critically review and critically discuss assessment and grading on the basis of different social factors as well as aspects such as diversity and gender
- account for the basis, importance and function of systematic quality work in extended schools, primary schools and in society.
- independently plan, document, follow up and evaluate educational activities on

the basis of principles of systematic quality work.

Content

The course discusses the national school system's assessment and grading system on the basis of a historical, societal and international perspective in parallel with observing national regulations and guidelines regarding Individual Development Plans (IUP), written assessments, national tests and grading. The course includes practices in how to review and construct learning situations, assessment situations and examinations on the basis of current intended learning outcomes and knowledge requirements with respect to the ethical dilemmas that may appear at assessment and grading. Assessment situations and examinations are also related to research on distinctions between formative and summative assessment. Research illustrating gender and diversity issues in connection with assessment and grading is also discussed.

The course discusses the principles of systematic quality activities on a scientific basis. Terms in focus are for instance documentation, follow-up, evaluation, development, compilation and analysis, and assessment of different bases. Systematic quality activities are seen from an individual point of view and from group, organisational and societal perspectives, as well as on the basis of collegial cooperation and learning.

Professional Basis and Professional Progression

Students are trained in order to be able to assess the activities in the extended schools. Students shall acquire knowledge on how pupils' development of knowledge is documented and graded in the practical aesthetic subject which the student will be qualified to teach. Systematic quality activities are included in the extended schools and school activities. Assessment as well as being able to perform systematic quality activities are considered important parts of teaching, and these areas are thus considered significant elements of a teacher's professional competence.

Scientific Approach and Scientific Progression

The course is intended to provide the students with a basic knowledge of scientific methods, qualitative as well as quantitative, for acquisition of data. Students develop their knowledge of and ability to choose the relevant method for data acquisition and an understanding of how the choice of documentation method and theoretical perspective affects what is emphasized. Students are trained in scientific analysis, valuation, assessment and in being able to systematically document, process, communicate and critically review observations made. The course also includes critical reviews of research on grades, assessment, evaluation and systematic quality activities.

Type of Instruction

Teaching is conducted in the form of lectures, seminars and workshops. The methods of teaching support the development of professional communication skills as well as critical and democratic competence. By the use of descriptions, presentations, analyses and critical questions, students are trained in handling the course content in relation to the activities and professional practices for which the education is intended. One day of field studies is also included, focused on assessment, grading and quality activities.

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Students' development of knowledge and learning is expressed through written and verbal communication. Knowledge, understanding, skills and abilities are continuously tested on the basis of the educational objectives. Examinations are carried out through written exams and oral presentations. Irrespective of examination method, it is the

individual student's performances that are assessed and graded. A more detailed specification of the examination methods and the assessment criteria is given in the course study guide. In order to receive a grade of Pass, the course objectives must be fulfilled.

Course Evaluation

A course evaluation is carried out either during the course or at the end of a course. The results and analysis of the course evaluation are presented to the students who have completed the course, as well as to the students who are to attend the following course date. The course evaluation is carried out anonymously. The results are presented to the departments in question and to the programme council concerned.

Required Reading and Additional Study Material

Required reading

Alm, Johan. (latest edition). *Lärandematriser. Att få eleven att förstå*. Göteborg: Gothia Fortbildning. (196 p.)

Andersson, Birgit (2013). *Nya fritidspedagoger - i spänningsfältet mellan tradition och nya styrformer*. Diss. Umeå: Umeå universitet, (Selected parts, ca. 100 p.).

Håkansson, Jan (2013). *Systematiskt kvalitetsarbete i förskola, skola och fritidshem: strategier och metoder*. 1. uppl. Lund: Studentlitteratur, (169 p.).

Lager, Karin (2015). *I spänningsfältet mellan kontroll och utveckling: en policystudie av systematiskt kvalitetsarbete i kommunen, förskolan och fritidshemmet* (128 p.). Diss. Göteborg: Göteborgs universitet

Lindgren, Lena. (2006) *Utvärderingsmonstret*. Lund: Studentlitteratur, (ca. 100 p.).

Lundahl, Christian. (2011). *Bedömning för lärande*. Stockholm: Norstedts, (ca. 100 p.).

Lundgren, Ulf P., Säljö, Roger & Liberg, Caroline (eds.) (latest edition). *Lärande, skola, bildning: grundbok för lärare*. Stockholm: Natur & kultur, (769 p.), (ch. 15, 16, 17, ca. 105 p.).

Pihlgren, Ann. (latest edition). *Fritidshemmets mål och resultat. Att planera och utvärdera*. Lund: Studentlitteratur. (182 p.)

Skolverket (2007). *Kvalitet i fritidshem: allmänna råd och kommentarer*. Stockholm: Skolverket, (37 p.).

Skolverket (2011). *Kunskapsbedömning i skolan - praxis, begrepp, problem och möjligheter* (p. 20- 25, 41-53, 59-63), Stockholm: Skolverket

Skolverket. (Latest edition). *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*. Stockholm: Skolverket.

Skolverket. (2011). *Planering och genomförande av undervisningen: för grundskolan, grundsärskolan, specialsko/an och sameskolan*. (p. 8-20) Stockholm: Skolverket

Skolverket. (2014). *Skolverkets allmänna råd med kommentarer. Fritidshem*. Stockholm: Fritzes, (65 p.). ISBN 9789175591155.

Skolverket. (Latest edition). *Systematiskt kvalitetsarbete - för skolväsendet*. Stockholm:

Skolverket

Trost, Jan (2012). *Enkätboken*. 4., [revised and extended] ed. Lund: Studentlitteratur, (ca. 50 p.).

Scientific articles may be added in consultation with the teacher concerned.