



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN234 UVK-kurs: OSB III - Bedömning, betyg och kvalitetsarbete, grundlärare inriktning mot fritidshem/VI-profil, 7,5 högskolepoäng

1GN234 Assessment, Grading and Quality Activities, Primary Teacher in Extended School Education/Teaching Practic Profile, 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 2016-04-27

Revised 2017-11-02 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

## Objectives

The course aims at developing the knowledge and competence in assessment, grades and systematic quality activities for professional work in pre-school class, 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 problematize assessment and grading on the basis of various social factors as well as ethical aspects such as diversity and gender.
- account for the basis, importance and function of the quality work in extended schools, primary schools and in society.
- independently plan, document, follow up and evaluate educational work on the

basis of the principles of systematic quality work.

## Content

The course discusses the school system's assessment and grading system in a historical, societal and international perspective in parallel with observing national regulations and guidelines with regard to Individual Development Plans (IUP), written assessments, national tests and grading. The course includes practice in reviewing and constructing 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 put in relation to research on distinctions between formative and summative assessments. Research illustrating gender and diversity issues in connection with assessment and grading is also discussed.

The course discusses the principles of systematic quality work on a scientific basis. Terms in focus are for instance documentation, follow-up, evaluation, development, compilation and analysis, and assessment of different bases. The systematic quality work is seen from the individual, group, organisational and social perspective, as well as on the basis of collegial cooperation and learning. The link to the professional practice is strengthened through work-integrated learning.

### **Professional Basis and Professional Progression**

Students are trained in being able to assess the activities in extended schools. Students shall in addition acquire knowledge of how pupils' knowledge development is documented and graded in the practical aesthetic subject which the student will be qualified to teach. Systematic quality work is included in the extended school and school activities. Assessment as well as being able to carry out systematic quality work are considered important parts of teaching and these areas are thus considered significant elements of a teacher's professional competence. The link to the professional practice is strengthened through work-integrated learning.

### **Scientific Approach and Scientific Progression**

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

## Type of Instruction

Teaching is conducted in the form of lectures, seminars and workshops linked to the work-integrated learning elements. The forms of instruction support the development of professional communicative skills as well as critical and democratic competence. By the use of descriptions, presentations, analyses and critical questions, students are provided with the readiness to process the course content in relation to the activities and professional practices for which the education is intended. One day of field studies is included in the course, focused on assessment, grading and quality work.

## 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 as well as verbal communication. Knowledge, understanding, skills and abilities are continuously tested on the basis of the educational objectives. Examination is carried out through written examinations 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 study guide. In order to receive the grade of Pass, the course objectives must be fulfilled.

## Course Evaluation

Course evaluations are regularly carried out during the course, verbally as well as in writing. After completing the course, an evaluation is carried out in writing. The results are compiled and filed at the department in question and are then presented to the students who have completed the course. The results together with any measures taken are also presented to the students at the following course date.

## Required Reading and Additional Study Material

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.).

Bubb, Sara & Earley, Peter (2008). From selfevaluation to school improvement. I *Education Journal*. No. 113, (4 p.).

Hult, Agneta & Olofsson, Anders (eds.) (2011). *Utvärdering och bedömning i skolan: för vem och varför?*. Stockholm: Natur & kultur, (Selected parts, ca. 100 p.).

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

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

Lundahl, Christian. (latest ed.). *Bedömning för lärande*. Lund: Studentlitteratur, (ca. 100 p.).

Pihlgren, Ann. (latest ed.). *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). *Läroplan för det obligatoriska skolväsendet, förskoleklassen och fritidshemmet*, Stockholm: Skolverket, (20 p.).

Skolverket. *Systematiskt kvalitetsarbete: för skolväsendet*. (2012). Stockholm: Skolverket, (31 p.).

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

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