



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN414 Bedömning, betyg och kvalitetsarbete - inriktning fritidshem, 7,5 högskolepoäng

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

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

First Level

Progression

G1F

Date of Ratification

Approved by Faculty of Social Sciences 2019-06-19

The course syllabus is valid from spring semester 2020

Prerequisites

1GN400 Perspectives on the Teacher Assignment and the School in Society - Extended School Education, 7.5 credits

1GN404 Didactics and Curriculum Theory - Extended School Education, 7.5 credits or the equivalent.

Objectives

The course aims at developing the knowledge of and competence in assessment, grading and systematic 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 problematize assessment and grading on the basis of different social factors as well as ethical aspects such as diversity and gender
- account for the basis, importance and function of systematic quality work in extended school education, primary school 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 exercises 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 exist 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 work on a scientific basis. Terms focused on are for instance documentation, follow-up, evaluation, development, compilation and analysis, and assessment of different bases. Systematic quality activities are looked into from an individual point of view as well as from a group, organisational and societal perspective, and on the basis of collegial cooperation and learning.

Professional Basis and Professional Progression

Students learn how to assess the activities in extended school. 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 shall 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 practice scientific analysis, evaluation, assessment and learn how 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 forms of instruction support the development of a professional communicative competence as well as critical and democratic competence. By the use of descriptions, presentations, analyses and critical questions, students learn how to manage 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).

Examination of the course component assessment/grading takes place by means of a written take-home exam and an oral presentation. The component quality work is examined by means of a group assignment to be presented orally including some written documentation.

In order to receive a grade of Pass with Distinction in the entire course, it is required that the written take-home exam is assessed as Pass with Distinction.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are presented to the students who have completed the course as well as to new students at the following course date. The course evaluation is conducted anonymously.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 1GN214, 7.5 credits.

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*. 1st ed. Lund: Studentlitteratur, (169 p.)

Klapp, Alli (Latest edition). *Bedömning, betyg och lärande*. Lund: Studentlitteratur (195 p.)

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

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

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

Statutory material (ca. 200 pages) and scientific publications are also included (ca. 100 pages).