



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

1GN434 Bedömning, betyg och kvalitetsarbete - inriktning fritidshem/VI-profil, 7,5 högskolepoäng

Assessment, Grading and Quality Activities, Primary Teacher in Extended School Education/Teaching Practic Profile, 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

1GN424 Perspectives on the Teacher Assignment and the School in Society - Extended School Education/Teaching Practice Profile, 7.5 credits,

1GN429 Didactics and Curriculum Theory - Extended School Education/Teaching Practice Profile, 7.5 credits.

Objectives

The aim of the course is that students shall develop knowledge and competence in assessment, grades and systematic quality work for professional practice 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 school, primary school 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 exist 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 focused on are for instance documentation, follow-up, evaluation, development, processing 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 learn how 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 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 impacts 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 a 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).

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

In order to receive the grade of Pass, the course objectives must be fulfilled. To be awarded a grade of Pass with Distinction in the course, the written take-home exam

must be 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. The results are presented to the departmental bodies concerned.

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: 1GN234 Assessment, Grading and Quality Activities, Primary Teacher in Extended School Education/Teaching Practice Profile, 7.5 credits.

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.)

Håkansson, Jan (Latest edition). *Systematiskt kvalitetsarbete i förskola, skola och fritidshem: strategier och metoder*. 1st ed. Lund: Studentlitteratur, (173 p.)

Klapp, Ali. (Latest edition). *Bedömning, betyg och lärande*. Lund: Studentlitteratur (ca. 196 p.)

Lager, Karin. (2015). *I spänningsfältet mellan kontroll och utveckling: en polycystudie av systematiskt kvalitetsarbete i kommunen, förskolan och fritidshemmet*. Diss. Göteborg: Göteborgs universitet (selected parts, ca. 100 p.)

Lundahl, Christian. (Latest edition). *Bedömning för lärande*. Lund: Studentlitteratur, (208 p.)

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

Statutory material in force on assessment, grades and quality work also included, approximately 200 pages.

Scientific publications also included, approximately 100 pages.