



Course syllabus

Faculty of Social Sciences

Department of Pedagogy

1GN473 Att bedöma, granska och utveckla lärande, undervisning och utbildning del I, 7,5 högskolepoäng

Assessing, reviewing and developing learning, teaching and education part I, 7.5 credits

Main field of study

Didactics

Subject

Educational Sciences/General Didactics

Level

First cycle

Progression

G1F

Date of Ratification

Approved 2024-06-24.

Revised 2024-10-07. Revision due to the transfer of the course to the Department of Pedagogy.

The course syllabus is valid from spring semester 2025.

Prerequisites

1GN470 To be a Teacher in Extended School Education

1GN471 Teaching for learning and knowledge in School and School Age Educare, or the equivalent

Objectives

Upon completion of the course, students should be able to:

- account for assessment and grading as societal and historical phenomena,

- problematise assessment and grading based on a perspective of professional conduct, equality and sustainability,
- construct and critically review learning and assessment situations with formative as well as summative purposes,
- describe and justify how you in practice may assess, grade and communicate pupils' learning and development in accordance with the regulations in force, and in relation to relevant theories and current research.

Content

The course is focused on assessment and grading, mainly related to the course syllabuses in compulsory school in art, physical education and health, and music. The course is a continuation of primarily the course in general education studies *Teaching for learning and knowledge in School and School Age Educare* and functions as a bridge to the general education studies later on, *Assessing, reviewing and developing learning, teaching and education part II*.

In the course, assessment and grading are looked into at the international, national, local and classroom levels and the mutual correlation and impact of these different levels. The societal and normative conditions of assessment and grading as well as the historical emergence and change are discussed. The course looks into assessment, grading and summative knowledge assessment as part of the teacher's professional practice in the practical aesthetic subjects in compulsory school, preschool class to year 6 (F-6), and as a public remit. The course also includes formative assessment theory and how this may be implemented in the educational and didactic practice. Basic test theories and how to create reliable, valid and legally secure assessment basis for grading and individual development plans are discussed (IDP). Grading and the exercise of public authority are thematised as well as how current regulations and policy documents may be interpreted and applied. The conditions and consequences of assessment and grading are problematised based on the aspects of professional conduct, equality and sustainability and their importance to the teachers' professional assessment work.

Professional progression

Assessment and grading are main parts of the teacher's professional practice and can be considered a pedagogic and didactic core competence. The course is a broadening of and a specialisation in general didactics as well as subject specific didactics, knowledge and competence of pedagogy acquired through the previous courses, as well as assessment and grading in practical-aesthetic subjects in the years preschool class and 1-6. Special emphasis is placed on strengthening the students' professional reflective and communicative competence in relation to how assessments can be carried out and communicated in a legally secure, ethical and sustainable way. Professional reflective competence refers to the ability to reflect on their own professional practice in a critical and systematic way. This entails that the students regularly analyse and assess their own work to identify any strengths, weaknesses and possibilities for improvement in relation to the course content.

Practice-integrated assignments are a valuable authentic link to the practice and offer the students the opportunity to enhance their ability to develop a professional action competence. Practice-integrated learning also gives the students the possibility to reflect on and ask questions about teaching in practical-aesthetic subjects based on theories of pedagogy and didactics as well as practical elements, and to reflect on the importance of being familiar with the pupils' experiences, knowledge, conditions and diverse ways of learning. Fundamental core values given in the policy documents are put in relation

to the teaching and their own approach.

Scientific progression

The course builds upon the students' previous knowledge and competence acquired of the importance of a scientific informed approach for a professional practice. By studying, evaluating and discussing scientific texts related to the course content, the students' research literacy relevant to the profession is strengthened. Being able to in a critical manner highlight the importance and significance of scientific studies to the teacher's professional decision-making and the role that theories and theoretical concepts may have in relation to educational choices is of particular importance. Knowledge of basic psychometrics for teachers is addressed as well as concepts of operationalisation, validity and reliability which are discussed and concretised.

Global values

The course is aimed at implementing professional teaching taking into consideration professional conduct, equality and justice in relation to assessment and grading. Special emphasis is placed on considering the pupils' well-being in the assessment and grading and to construct ethical, pedagogical, sustainable assessment situations for all pupils.

Type of Instruction

Teaching consists of lectures, seminars and workshops, and practice-integrated learning.

Examination

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

Examination of the course objectives takes place by means of one oral presentation in groups and one individual written assignment.

In order to receive a grade of Pass, the course objectives shall be attained.

For a grade of Pass with Distinction in the course it is required that the individual written assignment 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.

In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

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, together with any improvements made.

Overlap

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

1GN414 Assessment, Grading and Quality Activities, Primary Teacher with a Specialisation in Extended School Education, 4.5 credits

1GN434 Assessment, Grading and Quality Activities, Primary Teacher in Extended

School Education/Teaching Practic Profile, 4.5 credits

Other Information

This course is included in the Primary Teacher Programme with a specialisation in extended school education (LGFRI) 180 credits.

Required Reading and Additional Study Material

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

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

Lindberg, Viveka, Eriksson, Inger & Pettersson, Astrid (2018). *Lärares bedömningsarbete. Förutsättningar, villkor, agens*. Stockholm: Natur & Kultur (selected parts, ca. 150 p.). ISBN: 9789127823020.

Policy documents (ca. 100 p.) and sections of scientific publications and dissertations (ca. 100 p.)