Linnæus University

Jnr: 2019/2167-3.1.2.2

# Course syllabus

Faculty of Arts and Humanities
Department of Music and Art

## 2KP215 Bedömning och betygsättning för ämneslärare i musik (KPU), 4,5 högskolepoäng

## Assesment and grading for secondary and upper secondary school teachers of music, 4.5 credits

**Main field of study**
Educational Sciences

**Subject Group**
Music

**Level of classification**
First Level

**Progression**
G2F

**Date of Ratification**
Approved by Faculty of Arts and Humanities 2019-06-18
The course syllabus is valid from spring semester 2020

**Prerequisites**
2KP001 Perspectives on School and Teaching Conditions – For Subject Teachers (KPU), or the equivalent.

Specific entry requirements as follows:
*For teaching in school years 7–9:* Subject knowledge in at least one subject of teaching in school years 7–9 equivalent to subject studies of at least 90 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 240 or 270 credits, the subject studies must include an independent project of at least 15 credits.

*For teaching in upper secondary school:* Subject knowledge in at least one subject of teaching in upper secondary school equivalent to subject studies of at least 120 credits, in accordance with entry requirements decided by the Board of Teacher Education. For a degree of 300 or 330 credits, the subject studies must include an independent project of at least 15 credits.

## Objectives

After completing the course, the student should be able to:

- account for various forms of assessment and different assessment situations and examinations on the basis of relevant theories and current research,
- formulate assessment guidelines in order to document, analyse, assess and grade pupils' development in the subject in relation to current policy documents,
- justify and defend decisions of grades,

- explain the teacher's responsibility for the exercise of public authority in grading, in relation to academic, societal and ethical aspects.

## Content

This course introduces assessment and grading. Both formative and summative forms of assessment are discussed. Teachers' responsibility for the exercise of public authority in assessment and grading is problematised, for example from the perspective of diversity. The students are expected to develop their abilities to work with assessment and grading in their future teaching careers. The teaching focuses on the student's development of a communicative, scientific and professional approach in which the development of knowledge and judgement strengthens the student's professional ability to reflect and act professionally in relation to pupils' learning and teachers' commission.

*Professional basis and professional progression*
The students develop their communicative skills in listening, speaking and writing, as support in their educational work. The students practise observing, documenting, analysing, assessing and grading pupils' learning. In terms of assessment, ethical and societal aspects are considered and the students develop an awareness of aspects of equality in the assessment of pupils' performance.

*Scientific approach and scientific progression*
The students make justified assessments of pupils' learning on the basis of didactic and subject-didactic theories.

## Type of Instruction

Teaching is delivered in the form of lectures, seminars, laboratory sessions and group assignments. Parts of the teaching are delivered online.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).
The course is examined through written assignments and group assignments. The course includes compulsory parts necessary in order to participate in the examination. In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of Pass with Distinction will be specified when the course starts.

If the university has decided that a student has the right to special educational support due to a disability, the examiner may offer an adapted test or allow the student to conduct the test in an alternative form. For students who do not pass their first examinations, retake examinations are provided in accordance with Local regulations for courses and examinations at the first and second levels at Linnaeus University.

## Course Evaluation

At the end of the course, a course evaluation is conducted. Results and analysis of the course evaluation are communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

## Required Reading and Additional Study Material

Gustavsson, Anders, Måhl, Per & Sundblad, Bo (2012). *Betygssättning – en handbok*.Stockholm: Liber. (312 p). ISBN: 9789147099498

Lindström, Lars, Lindberg, Viveca & Pettersson, Astrid (eds.) (2011). *Pedagogisk bedömning: Om att dokumentera, bedöma och utveckla kunskap*. Stockholm: Stockholms universitets förlag, pp. 9–126; 189–216; 235–262 (60 p). ISBN: 9789176566756.

Lindström, Lars. *Fyra estetiska lärandeformer: lärande om, i, med och genom. Bilaga IV. In: handbok för kulturprojekt i skolan* (pp. 34–37). Konst och

kulturutveckling Västra Götalandsregionen. Available at: http://www.kulturivast.se/sites/default/files/konst_i_skolan_handbok_kulturprojekt_i_skolan.pdf

Sundin, Maria (2010). *Klarspråk i skriftliga omdömen*. Stockholm: SKL Kommentus. (103 p). ISBN: 9173452298.

Skolverket (2012). *Bedömningsstöd i musik. Ensemblemusicerande*. (24 p.). Available at:http://www.skolverket.se/polopoly_fs/1.174371!/Menu/article/attachment/Bedomningsstod_Ense

Skolverket (2012). *Bedömningsstöd i musik. Erfarenhet från forskning*. (19 p). Available at: https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik/forskning 1.171613

Skolverket (2012). *Bedömningsstöd i musik. Musikskapande*. (23 p). Available at: https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik/musikskapande/bedomnin av musikskapande 1.171612

Skolverket (2011). *Kunskapsbedömning i skolan: Praxis, begrepp, problem och möjligheter*. (73 p.) Available at: http://www.skolverket.se/publikationer?id=2660

Skolverket (2011b). *Kunskapsbedömning – vad, hur och varför?* Stockholm: Fritzes. (133 p). Available online (www.skolverket.se).

Skolverket. *Läroplan för grundskolan, förskoleklassen och fritidshemmet 2011*, (ca 30 p.). The latest edition.

Skolverket. *Läroplan, examensmål och gymnasiegemensamma ämnen för gymnasieskola 2011*, (ca 30 p.) The latest edition.

Skolverket. 2018. *Betyg och betygssättning*. Stockholm: Skolverket. Available at: https://www.skolverket.se/portletresource/4.6bfaca41169863e6a65d9f5/12.6bfaca41169863e6a65 file=4000

Skolverket. *Bedömningsstöd i musik för årskurs 9: internetresurs + videoexempel på DVD*, (60 p.) the latest edition. Available at: https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik

Skolverket. *Bedömningsstöd i musik för årskurs 6: internetresurs*, (60 p), the latest edition. Available at: https://www.skolverket.se/bedomning/bedomning/bedomningsstod/musik

Skolverket. *Kommentarmaterial till kursplanen i musik*, (20 p.). Revised 2017, the latest edition.