



Course syllabus

Faculty of Social Sciences

Department of Social Studies

2KP240 Bedömning och betygsättning för ämneslärare i sociologi (KPU), 4,5 högskolepoäng

Assessment and grading for secondary- and upper secondary school teachers of sociology, 4.5 credits

Main field of study

Didactics

Subject Group

Sociology

Level of classification

First Level

Progression

G2F

Date of Ratification

Approved 2019-08-21

Revised 2019-11-14 by Faculty of Social Sciences. Revision of the course literature.

The course syllabus is valid from spring semester 2020

Prerequisites

2KP001 Perspectives on School and Teaching Conditions - for Subject Teachers, or the equivalent.

Objectives

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

- account for various forms of assessment and assessment situations and examinations based on relevant theories and current research
- formulate assessment guidelines in order to document, analyse, assess and grade pupils' development in the subject in relation to policy documents in force
- give the reasons for and defend decisions on grades
- explain the teacher's responsibility for the exercise of public authority in grading, in relation to academic, social and ethical aspects.

Content

The aim of the course is for students to gain theoretical and practical knowledge of grading and assessment in sociology. The course provides a general introduction to assessment and grading, and formative as well as summative forms of assessment are discussed and problematized in for instance the view of a diversity perspective. Students are expected to enhance their ability to perform assessment and grading in their future teaching profession for which the course is intended.

Professional Basis and Professional Progression

In this course, students enhance their communication skills in listening, speaking and writing in support of the educational setting. The students learn how to observe, document and analyse pupils' learning, and how to assess and grade pupils. Within the field of assessment, ethical and social aspects are taken into consideration and the students are made aware of the diversity aspects in relation to assessment of pupils.

Scientific Approach and Scientific Progression

Students perform scientifically based assessments of pupils' learning, on the basis of subject-specific didactic and general didactic theories.

Type of Instruction

Teaching takes place in the form of lectures and seminars.

Examination

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

Examination of the course takes place by means of an oral and digital presentation (comprising 1.5 credits) and a written assignment (comprising 3 credits).

In order to receive a grade of Pass in the course, the course objectives must be attained. For a grade of Pass with Distinction in the course, it is required that the student receives a grade of Pass with Distinction for the written assignment.

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 has the right 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.

Required Reading and Additional Study Material

Black, Paul, & Wiliam, Dylan. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5-31.

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

Gustavsson, Anders, Måhl, Per, & Sundblad, Bo. (2012). *Prov och arbetsuppgifter: en handbok*. Stockholm: Liber, (195 p.) ISBN: 9789147105571.

Jönsson, Anders. Latest edition. *Lärande bedömning*. Malmö: Gleerups. 206 p.

Lindström, Lars, Lindberg, Viveca, & Pettersson, Astrid. (Eds.). (2011). *Pedagogisk bedömning: om att dokumentera, bedöma och utveckla kunskap*. Stockholm: Stockholms universitets förlag, (selected parts, ca. 160 p.) ISBN: 9789176566756.

Lundahl, Christian & Folke Fichtelius, Maria (Eds.). Latest edition. *Bedömning i och av skolan – praktik, principer, politik*. Lund: Studentlitteratur. 360 p.

Skolverket. 2018. *Betyg och betygssättning*. Stockholm: Skolverket.

Skolverket. (2011). *Kunskapsbedömning i skolan –praxis, begrepp, problem och möjligheter*. (77 p.) Available on the på Internet.

Skolverket. (2011). *Kunskapsbedömning –vad, hur och varför?* Stockholm: Fritzes, (133 p.) Available on the på Internet.

Additional scientific articles, (ca. 50 p.)