



Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4GN004 UVK-kurs: OSB III - Bedömning, betyg och kvalitetsarbete, grundlärare med inriktning förskoleklass och årskurs 1-6, 7,5 högskolepoäng

Assessment, Grading and Quality Activities, in Compulsory School, 7.5 credits

Main field of study

Educational Sciences

Subject Group

Educational Sciences/General Didactics

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved 2015-05-13

Revised 2017-10-26 by Faculty of Social Sciences.

The course syllabus is valid from spring semester 2018

Prerequisites

NO VALUE DEFINED

Objectives

The aim of the course is to deepen the knowledge and competence in assessment, grades and systematic quality activities for work within preschool as well as primary school years 1-6.

After completing the course, students shall be able to:

- critically review the policy documents of primary school with regard to assessment and grading
- construct and critically review different assessment situations and examinations with formative as well as summative purposes
- describe, analyse, assess and grade pupils' learning and development in writing as well as orally
- critically review and problematize assessment and grading on the basis of social and ethical aspects, such as in terms of diversity and gender aspects
- account for the importance, function and basis of evaluation and systematic quality work within the educational system and society
- on the basis of the principles of systematic quality work and disciplinary foundation, demonstrate the ability to independently plan, manage, evaluate, document and develop the educational activities

Content

The course discusses the educational system's assessment and grade criteria from a historical and societal point of view, in parallel with observing national regulations and guidelines with regard to IUP (individual development plans), written assessments, national tests and grading. The course includes practice in reviewing and constructing assessment situations and examinations on the basis of the current intended learning outcomes and knowledge requirements, and with regard to the ethical dilemmas that may occur at assessment and grading. Assessment situations and examinations are also put in relation 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 addresses the views on the importance and function of evaluation and development work within the educational system and in society, as well as the consequences of the educational system regulations in relation to evaluation and development work. Furthermore, the principles of systematic quality work in terms of follow-up, evaluation and development on scientific basis, as well as compilation, analysis and assessment of different bases are also discussed. Different evaluation approaches, development work and documentation are discussed on the basis of the individual, group, organisational and societal perspectives, as well as in terms of collegial cooperation and learning.

Professional Basis and Professional Progression

Assessment is considered a didactic core competence which is dependent on the teacher's subject knowledge, assessment abilities and communicative skills. Within the scope of the course, students develop their didactic competence and communicative skills. The course is also aimed at deepening the students' awareness and ability to critically review their own didactic perspective on the basis of subjectively supported quality views. Assessment and grading are two aspects associated with a great responsibility. The students are expected to develop their ability to use different assessment methods based on current research. They shall also develop their knowledge and skills in documenting, analysing and transforming the assessments into knowledge assessments, formative as well as summative.

Scientific Approach and Scientific Progression

The aim of the course is to deepen the scientific approach with special regard to the basis (quantitative as well as qualitative) and qualities of assessment (reliability and validity), as well as on the basis of reflection and critical review of research findings on assessment and quality work. Furthermore, the scientific views on professional development work is also deepened, particularly as regards collegial cooperation and learning, as well as being able to formulate relevant issues possible to analyse.

Type of Instruction

Teaching is conducted in the form of lectures, seminars, field studies (one day) and group assignments. The methods of instruction support for instance the development of professional communicative skills as a critical and democratic competence where students through descriptions, presentations, analyses and critical questions develop their ability to process the course content in relation to the activities and professional practice for which the education is intended.

Examination

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

Examination of the course is carried out through an individual written examination on 4 credits (objective 1-4), and an oral presentation on 3.5 credits (objective 5-6). In order to receive a grade of Pass, the course objectives must be fulfilled. In order to receive a grade of Pass with Distinction, the individual written examination must be graded as Pass with Distinction.

Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the course evaluation is presented to the students who have completed the course, as well as to the students at the following course date. The course evaluation is conducted anonymously. The results are reported to the departments in question and to the programme council concerned.

Other

This course is included in the Primary Teacher Programme

Required Reading and Additional Study Material

Alm, Johan. (latest ed.). *Lärandematriser. Att få eleven att förstå*. Göteborg: Gothia Fortbildning. (196 p.)

Björndal, Cato R. P. (2005). *Det värderande ögat. Observation, utvärdering och utveckling i undervisning och handledning*. Stockholm: Liber, (149 p.).

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

Harrison, Christine och Howard, Sally, (2014) *Bedömning för lärande i årskurs F-5 - inne i "the Primary Black Box"*, Stockholm: Liber, ISBN: 9789147111565 (56 p.)

Håkansson, Jan & Sundberg, Daniel. (2009). *Skolans inre arbete och skolans resultat. I: Skolverket. Vad påverkar resultaten i svensk grundskola? Kunskapsöversikt om betydelsen av olika faktorer*. Stockholm: Skolverket, Fritzes, (44 p.).

Håkansson, Jan (2013). *Systematiskt kvalitetsarbete i förskola, skola och fritidshem: strategier och metoder*. 1st ed. Lund: Studentlitteratur, (169 p.).

Klapp, Alli. (latest ed.). *Bedömning, betyg och lärande*. Lund: Studentlitteratur (153 p.). Skolverket.

Lundahl, Christian. (2014). *Bedömning för lärande*. Lund: Studentlitteratur, (208 p.).

Phoenix, Ann (2009). *De-colonising practices: negotiating narratives from racialised and gendered experiences of education*. *Race, ethnicity and Education*, 12 (1), 101-114.

Skolverket (2013). *Utvecklingssamtalet och den skriftliga individuella utvecklingsplanen*. Stockholm: Skolverket, Fritzes (32 p.).

Current policy documents for primary and lower secondary school and upper secondary school (www.skolverket.se).

Current material from Skolverket on assessment and grading, and systematic quality work, (ca. 150 p.).