



## 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 2019-01-28 by Faculty of Social Sciences. Editorial changes under Objectives. The course syllabus is valid from autumn semester 2019

### **Prerequisites**

1GN219 - Educational Sciences: OSB II - Didactics and Curriculum Theory, Primary Teacher with a Specialisation in Preschool Class/Years 1-6, or the equivalent.

## 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, on the basis of policy documents and research, be able to:

- analyse and critically discuss assessment methods applied by teachers
- problematize assessment and grading in terms of sociohistorical and cultural phenomena
- critically review the aims and implications of assessment and grading at the individual, group and social level
- explain the function and basis of evaluation and systematic quality work within society and in particular within the educational system
- on the basis of the principles of systematic quality work, demonstrate the ability to critically examine methods of evaluation within the educational system

## Content

The course discusses the educational system's assessment and grading 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 examination and problematization of the various functions of assessment, the assessment methods applied by teachers based on current objectives and knowledge requirements with regard to the rule of law, equivalence and ethical dilemmas. Such examinations are also put in relation to national as well as international research. The importance and function of evaluation and development work within the educational system and society are also put into perspective, as well as the implications of the governance of the educational system in relation to evaluation and development work. The principles of systematic quality activities in terms of follow-up, evaluation and development on the basis of a disciplinary foundation are discussed, as well as compilation, analysis and assessment of various documents. This is also discussed from a problematization perspective, at the individual, group, organisational and societal level as well as in terms of collegial 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 communication skills. Within the scope of the course, students develop an understanding of the methods of assessment applied by teachers and how assessment is performed in various situations. The course is also aimed at deepening the students' awareness and ability to critically review these methods of assessment including documentation, analysis and converting the assessments into knowledge assessments, formative as well as summative. Students are also expected to develop an understanding of the teachers' possibilities and limitations in their assignment involving evaluation and development of their teaching and the school activities. The methods of teaching promote for instance the development of professional communication skills in terms of a critical and democratic competence, where students through descriptions, presentations, analyses and critical questions are given the opportunity to discuss the course content in relation to the activities and professional practices for which the education is intended.

### ***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 examination of research findings on assessment and quality work. Furthermore, the scientific views on professional development work is also deepened, particularly as regards collegial learning.

## Type of Instruction

Teaching is conducted in the form of lectures, seminars, field studies (one day) and group assignments.

## Examination

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

Examination of the course is carried out by means of an individual written take-home exam comprising 4 credits (objective 1-3), and an oral presentation comprising 3.5 credits (objective 4-5). 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 new students at the following course date. The course evaluation is conducted anonymously. The results are reported to the departments and the programme council concerned

## Other

This course is included in the Primary Teacher Programme

## Required Reading and Additional Study Material

### Required reading

Hirsh, Å. (2017). *Formativ undervisning: Utveckla klassrumspraktiker med lärandet i fokus*. Stockholm: Natur & kultur. (152 pages)

Håkansson, Jan (2013). *Systematiskt kvalitetsarbete i förskola, skola och fritidshem: strategier och metoder*. Lund: Studentlitteratur (173 pages)

Klapp, Alli (2015). *Bedömning, betyg och lärande*. Lund: Studentlitteratur (190 pages)

Lindberg, V., Eriksson, I. & Pettersson, A. (Eds.) (2018). *Lärares bedömningsarbete: förutsättningar, villkor, agens*. Stockholm: Natur & kultur. (210 pages)

Lundahl, Christian (2014). *Bedömning för lärande*. Lund: Studentlitteratur (206 pages)

Scientific articles (approx. 60 pages) and current policy documents (approx. 200 pages) also included.

### Works of Reference

Alm, Johan. (Latest edition). *Lärandematriser. Att få eleven att förstå*. Göteborg: Gothia Fortbildning. (196 pages)

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

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

Pérez Prieto, Héctor & Löfgren, Håkan (Eds.) (2017). *Att ständigt bli bedömd. Elevers berättelser om betyg och nationella prov*. Lund: Studentlitteratur. (200 pages)