



## Course syllabus

Faculty of Social Sciences

Department of Education and Teachers' Practice

4GN006 UVK-kurs: OSB III - Bedömning, betyg och kvalitetsarbete, grundlärare inriktning förskoleklass och åk 1-6/VI-profil, 7,5 högskolepoäng

Assessment, Grading and Quality Activities, in Compulsory School/Teaching Practic Profile, 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 by Faculty of Social Sciences 2016-04-27

The course syllabus is valid from spring semester 2017

### **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 in preschool and primary school years 1-6.

After completing the course, students shall be able to:

- demonstrate advanced knowledge of the policy documents with regard to assessment and grading
- construct and critically review different assessment situations and examinations, with formative as well as summative purposes
- demonstrate the ability to analyse, assess and grade pupils' learning and development
- critically review and problematize assessment and grading on the basis of social and ethical aspects, such as in terms of diversity and gender aspects
- demonstrate a deeper understanding of the basis, importance and function of evaluation and systematic quality work within the educational system and society
- demonstrate a deeper understanding of the management of the activities and in what ways this may be related to the educational system's evaluation and systematic quality work
- 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 grading system in a historical, societal and international perspective in parallel with observing the national regulations and guidelines with regard to individual development plans (IUP), written assessments, national tests and grading. The course also 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 the 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 discussed. Different kinds of evaluation approaches, development work and documentation are discussed in the course on the basis of the individual, group, organisational and societal perspectives, as well as in terms of collegial cooperation and learning. The link to the professional practice is strengthened through teaching practice.

### ***Professional Basis and Professional Progression***

Assessment is considered a core competence depending on the teacher's subject knowledge, assessment ability and communicative skills. Within the scope of the course, students develop their didactic competence, communicative skills and awareness of and ability to critically review their own didactic perspective with regard to preunderstanding and subjectively supported quality views. Assessment and grading are aspects associated with great responsibilities. Students are expected to develop their ability to use different assessment methods based on current research. They are also expected to develop their knowledge and skills with regard to documenting, analysing and transforming the assessments into knowledge assessments, formative as well as summative. The link to the professional practice is strengthened through teaching practice.

### ***Scientific Approach and Scientific Progression***

The aim 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 are also deepened, particularly as regards collegial cooperation and learning.

## Type of Instruction

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

## Examination

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

The students' knowledge development and learning are expressed through written and oral communication, and knowledge, understanding and skills are continuously tested on

the basis of the educational objectives. Examinations are carried out through an individual written examination and a creative element. Irrespective of examination method, it is the individual student's performances that are assessed and graded. 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 in writing after the course is completed. The evaluation is compiled and filed at the department. The results are presented to the students who have completed the course and to the students at the following course date, together with any measures taken.

### Other

This course is included in the Primary Teacher Programme.

### Required Reading and Additional Study Material

#### Required reading

Alm, Johan (2015) *Lärandematriser*, Stockholm: Gothia Fortbildning AB, ISBN: 9789172059801 (195 p.).

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

Hult, Agneta & Olofsson, Anders (eds.) (2011). *Utvärdering och bedömning i skolan: för vem och varför?* Stockholm: Natur & Kultur, (selected parts, ca. 100 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*. Skolverket, Fritzes, (44 p.).

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

Lundahl, Christian & Folke-Fichtelius, Maria (eds.) (2010). *Bedömning i och av skolan - praktik, principer, politik*. Studentlitteratur, ch. 1, ch. 4, ch. 6, ch. 8, ch. 11 and ch. 13 (78 p.).

Lundahl, Christian. (2011) *Bedömning för lärande*. Norstedts, (208 p.).

William, Dylan. (2010). The role of formative assessment in effective learning environments. I: Dumont, Hanna et al. *The Nature of Learning. Using research to inspire practice*. OECD/CERI, (20 p.).

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

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*.

Current policy documents for primary and lower secondary school and upper secondary school (se [www.skolverket.se](http://www.skolverket.se)).

Current material from Skolverket on assessment and grading and systematic quality work, ca 150 pages.

**Works of reference**

Blossing, Ulf. (2008). *Kompetens för samspelande skolor. Om skolorganisationer och skolförbättring*. Studentlitteratur, (160 p.).

Nihlfors, Elisabeth & Wingård, Britta. (2005). *Våga värdera. En handbok om utvärdering och kvalitet i förskola och skola*. Ekelunds förlag, (117 p.).

Vestman, Ove och Andersson, Inger M. (2007). *Pedagogisk utvärdering som styrning – En historia från präster till PISA*. Myndigheten för skolutveckling, Forskning i fokus nr 35, (168 p.).

Wahlström, Ninni. (2009). *Mellan leverans och utbildning. Om lärande i en mål- och resultatstyrd skola*. Daidalos, (249 p.).