



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 2016-04-27

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 Programme with a Specialisation in Preschool and 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 assessment and grading criteria within the educational system 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. The link to the professional practice is strengthened through work-integrated 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. The link to the professional practice is strengthened through work-integrated learning.

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 learning.

Type of Instruction

Teaching is conducted in the form of lectures, seminars and group assignments related to the teaching practice.

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 in writing at the end of the course. The evaluation is compiled and filed at the department. The results are presented to the students who have completed the course and to new students at the following course date, together with any measures taken

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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)