



## Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4PE605 Utredning, bedömning och utveckling, 15 högskolepoäng

Inquiry, assessment and professional development, 15 credits

### **Main field of study**

Education

### **Subject Group**

Education

### **Level of classification**

Second Level

### **Progression**

A1N

### **Date of Ratification**

Approved 2009-08-25

Revised 2019-06-05 by Faculty of Social Sciences. Revision of the course literature.

The course syllabus is valid from autumn semester 2019

### **Prerequisites**

General entry requirements for second-cycle studies and specific entry requirements:

- At least 90 credits within the main field of study Education or equivalent main field of study including an independent project comprising at least 15 credits, or a Bachelor or Master of Arts in Education, including a degree project comprising at least 15 credits and at least two years of professional experience as a teacher.
- Swedish B and English A, or the equivalent.

## Objectives

The aim of the course is to, from a scientific and social perspective, illustrate the relationship between evaluation and assessment in comparison with the development of individuals and organisations.

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

- in an advanced manner, account for the relation between different evaluation, assessment and development methods,
- in an advanced manner, account for and discuss the relation between evaluation, assessment and development from an individual, organisational and social perspective,
- demonstrate the ability to critically analyse the various purposes of evaluation and assessment,
- independently plan and carry out evaluation and assessment.

## Content

The course contains the following elements:

- evaluation (inquiry and assessment) and development from a pedagogical perspective
- methods and strategies for working with inquiry, assessment and development
- critical analysis of the relation between inquiry, assessment and development
- generic skills

## Type of Instruction

Lectures and seminars, independent work and supervision in groups. The extent of mandatory elements is specified in the study guidelines and schedule.

## Examination

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

Examination of the course takes place by means of written and oral examination assignments and active participation in seminars. Information about the detailed formats for the examination assignments and the grading criteria is given in the study guidelines.

## Course Evaluation

Oral and/or written course evaluations are carried out continuously during the course, followed by a final written evaluation after the course is completed. The course evaluation is compiled and filed by the department and the results are presented to the students at the following course date, together with any measures taken.

## Other

Any additional costs that may arise in connection with the course are paid for by the students themselves.

## Required Reading and Additional Study Material

Bradley, J. Cousins, Whitmore, Elizabeth (1998). Framing Participatory Evaluation. *New Directions for Evaluation*, Volume 1998, No. 80, Winter 1998, pp. 5-23.

Carlbaum, Sara et al. (2014). Skolinspektion som styrning. I *Utbildning & Demokrati. Tidskrift för didaktik och utbildningspolitik*. Vol. 23 Nr 1 2014, pp. 5-20.

Dahler-Larsen, Peter (2015). The Evaluation Society: Critique, Contestability and Skepticism. *SpazioFilosofico*, 1/2015, Numero 13, ISSN: 2038-6788, pp. 21-36.

Dahler-Larsen, Peter, Schwandt, A. Thomas (2012). Political Culture as Context for Evaluation. In D.J.Rog, J. L. Fritzpatrick, & R. F. Conner (Eds.), *Context: A framework for its influence on evaluation practice. New Directions for Evaluation*, No 135, Fall 2012, pp. 75-87.

Forssell, Anders & Ivarsson Westerberg, Anders (2014). *Administrationsamhället*. Lund: Studentlitteratur. Edition 1:1. ISBN 9789144094854, p. 267.

Gerrevall, Per (2008). Lärares professionalitet och betygsättning – om bedömningens och betygsättningens dubbla karaktär. I *Att tolka pedagogikens språk – perspektiv och diskurser*. Christer Fritzell (Ed.) Acta Wexionensia, Nr 143/2008. ISBN 9789176366035, pp. 93-114.

Hanberger, Anders (2006). Evaluation of and for Democracy. *Evaluation*, Vol.12(1): pp. 17-37.

Hirsh, Åsa & Lindberg, Viveca (2015). *Formativ bedömning på 2000-talet-en översikt av svensk och internationell forskning*. Vetenskapsrådets rapportserie. ISBN 9789173072694.

Hult, Agneta (2014). Granskningens verkningar – inspektörer om inspektionen. I *Utbildning & Demokrati. Tidskrift för didaktik och utbildningspolitik*. Vol. 23 Nr 1 2014, pp. 107-126.

Håkansson, Jan (2017) *Systematiskt kvalitetsarbete i förskola, skola och fritidshem. Strategier och metoder*. Lund: Studentlitteratur. Edition 2. ISBN 9789144121130.

Lindgren, Joakim (2014). Grund grund för bedömning? Dilemman i "inspektionsträsket". I *Utbildning & Demokrati. Tidskrift för didaktik och utbildningspolitik*. Vol. 23 Nr 1 2014, pp. 57-84.

Lundahl, Christian, Hultén, Magnus, Klapp, Alli & Mickwitz, Larissa (2015). *Betygens geografi. Forskning om betyg och summativa bedömningar i Sverige och internationellt*. Vetenskapsrådets rapportserie. ISBN 9789173072847.

Lundahl, Christian, Hultén, Magnus & Tveit, Sverre (2016). *Betygssystem i internationell belysning*. Vetenskapsrådets rapportserie. ISBN 9789175592657.

Novak, Judit (2014). Anpassningarnas för(e)ställning. Om Skolinspektionens tillsyn som en scen för förändring. I *Utbildning & Demokrati. Tidskrift för didaktik och utbildningspolitik*. Vol. 23 Nr 1 2014, pp. 127-143.

Petersén, Anna Charlotta, Olsson, Jan Ingvar (2014) An evaluation paradox in social work? An empirical study of evaluation use in connection with temporary programmes in Swedish social work, *European Journal of Social Work*, 17:2, pp. 175-191.

Rönnerberg, Linda (2014). Att ta inspektionen i egna händer – hur lokala aktörer använder Skolinspektionen. I *Utbildning & Demokrati. Tidskrift för didaktik och utbildningspolitik*. Vol. 23 Nr 1 2014, pp. 85-106.

Sandberg, Bo & Faugert, Sven (2013). *Perspektiv på utvärdering*. Lund: Studentlitteratur. Edition 2:2. ISBN 9789144075846, p. 168.

Segerholm, Christina (2014) Europa i Sverige och Sverige i Europa? Policyförmedling och -lärande genom skolinspektion. I *Utbildning & Demokrati. Tidskrift för didaktik och utbildningspolitik*. Vol. 23 Nr 1 2014, pp. 21-38.

Vedung, Evert (2010). *Four Waves of Evaluation Diffusion*. *Evaluation*. 2010, 16(3) pp. 263-277.

Vogt, Bettina (2017). *Just assessment in school – a context-sensitive comparative study of pupils' conceptions in Sweden and Germany*. Växjö: Linnaeus University Press.

Optional literature, approximately 100 pages.