



## 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 2021-04-20 by Faculty of Social Sciences. Revision of course literature.

The course syllabus is valid from autumn semester 2021

### **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**

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

- account for the relation between different evaluation, assessment and development methods,
- 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 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.

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 project and supervision in groups.

## 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.

## Course Evaluation

A course evaluation is carried out either during or at the end of the course. Results and analysis of the evaluation are 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.

## 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

Biesta, Gert (2009). 'Good education in an age of measurement: on the need to reconnect with the question of purpose in education', *Educational Assessment, Evaluation and Accountability* 21(1), 33–46. (14 p.) ISBN 9781594517914.

Carlbaum, Sara et al. (2014). Skolinspektion som styrning. I *Utbildning & Demokrati. Tidskrift för didaktik och utbildningspolitik*. Vol. 23 Nr 1 2014, pp. 5-20 (16 p.) ISSN 1102-6472. DOI: 10.48059/uod.v23i1.1007.

Dahler-Larsen, Peter (2015). The Evaluation Society: Critique, Contestability and Skepticism. *SpazioFilosofico*, 13 (1), 21-36. (16 p.) ISBN 9780804776929.

Hanberger, Anders. (2006). Evaluation of and for Democracy. *Evaluation (London, England. 1995)*, 12(1), 17-37, (21 p.) ISSN: 1356-3890, DOI: 10.1177/1356389006064194.

Hirsh, Åsa. (2020). When assessment is a constant companion: Students' experiences of instruction in an era of intensified assessment focus. *Nordic Journal of Studies in Educational Policy*, 6(2), 89-102. (14 p.) ISSN: 2002-0317, DOI: 10.1080/20020317.2020.1756192.

Håkansson, Jan (2017) *Systematiskt kvalitetsarbete i förskola, skola och fritidshem. Strategier och metoder*. Lund: Studentlitteratur. (160 p.) ISBN 9789144121130.

Klapp, Alli. (2015). *Bedömning, betyg och lärande* (1st ed.). Lund: Studentlitteratur. (172 p.) ISBN: 9789144091600.

Klenowski, Val (2011). *Assessment for learning in the accountability era*. Queensland

NIEHOWSKI, Val (2011). Assessment for learning in the accountability era. Queensland, Australia. *Studies in Educational Evaluation*, 37(1), 78–83. (6 p.) ISSN: 0191-491X, DOI: 10.1016/j.stueduc.2011.03.003.

Krogstrup, Hanne, & Johansson, Staffan. (2017). *Utvärderingsmodeller* (Edition 1). Lund: Studentlitteratur. (205 p.) ISBN: 9789144117140.

Lundahl, Christian, & Tveit, Sverre. (2014). Att legitimera nationella prov i Sverige och i Norge – en fråga om profession och tradition. *Pedagogisk Forskning i Sverige*, 19(4-5), 297-323. (27 p.) ISSN: 1401-6788.

Lundahl, Christian, Hultén, Magnus & Tveit, Sverre (2016). *Betygssystem i internationell belysning*. Stockholm: Skolverket. (168 p.) ISBN: 9789175592657.

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 (16 p.) ISSN: 1369-1457, DOI: 10.1080/13691457.2013.802226.

Sandberg, Bo & Faugert, Sven (2020). *Perspektiv på utvärdering*. (Fourth edition) Lund: Studentlitteratur. (168 p.) ISBN 9789144135991.

Vedung, Evert (2010). Four Waves of Evaluation Diffusion. *Evaluation*. 2010, 16(3) pp. 263-277 (15 p.) ISSN: 1356-3890, DOI: 10.1177/1356389010372452.

Vogt, Bettina (2017). *Just assessment in school – a context-sensitive comparative study of pupils' conceptions in Sweden and Germany*. Doctoral dissertation, Linneaus University. Växjö/Kalmar: Linneaus University press. Selected parts. (315 p.) ISBN: 9789188357922.