



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Language and Literature

4UV901 UVK-kurs: Ämnesdidaktik samt bedömning och betygsättning för ämneslärare (KPU), 7,5 högskolepoäng
Subject didactics and assessment and grading for secondary school teachers, 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 the Board of the School of Language and Literature 2012-11-16

The course syllabus is valid from spring semester 2013

Prerequisites

General entry requirements for second cycle courses as well as the courses 2UV900, 2UV901 and 2UV902.

Objectives

After completing the course, the student should be able to:

- identify and formulate subject didactic questions in relation to didactic research and the area of teaching for which the education is relevant,
- discern, give an account of and reflect on basic subject didactic qualities in the teaching profession in relation to the steering documents for schools and basic questions within subject didactics,
- independently plan lessons from a starting point in formative assessment practices,
- choose, design, critically review and problemize different ways of working, forms of assessment, assessment situations and examinations in relation to the area of teaching for which the education is relevant,
- formulate and use assessment aids in order to document, analyse, assess and

grade pupils' development in the subject in relation to relevant steering documents and expected learning outcomes.

Content

The course has its starting point in subject didactic questions that are introduced and then discussed, and the students practice their subject didactic skills.

In addition, the course introduces assessment and grading. Formative as well as summative forms of assessment will be addressed during the course. Teachers' authoritative tasks regarding assessment and grading is problemized from, among others, a diversity perspective. The students are expected to develop the ability to perform assessment and grading in the area of teaching for which the education is relevant.

Basis of the profession and professional progression

During the course, students will practice their subject didactic skills through the tying in of their studies in previous subjects to subject didactical questions, research and scholastic activities. The growing digitalization of society and schools require that teachers' jobs are changing to a certain extent, which will be addressed during the course. This is valid both in relation to the subject didactical questions regarding selection of subject matter as well as in relation to the practical questions regarding choice of teaching material and teaching forms. Part of the course will thus deal with being able to adopt an attitude to and give an account of how digital technology can be used as in aid in assessment, documentation and subject didactic studies.

Scholarly attitude and scholastic progression

During the course, the teacher's authoritative tasks of assessment and grading will be emphasized, reviewed and problemized. Through the students giving accounts of, and critically reviewing (subject) didactic research and assessment models as well as reflecting on how research can contribute to the development of professional activities, their scholastic and professional progression will be assisted. Included here is the critical review of various scholastic studies with content relevant for the course.

Module 1. Subject didactics, 4 credits, examination is based on written assignments and oral presentation.

Module 2. Assessment and grading, 3.5 credits, examination is based on written assignments and oral presentation.

Type of Instruction

Teaching is in the form of lectures, seminars, practical sessions and group exercises. During the course, particular emphasis is placed on the development of a communicative, scholastic and professional attitude where the development of skills and judgement strengthens the students' professional ability to reflect on, and act in an appropriate manner in relation to pupil learning and the tasks of schools.

Examination

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

The students' development of knowledge and learning should be expressed in oral and written communication, where knowledge, comprehension, skills and abilities are continually tested based on the expected learning outcomes and in relation to the activities and practical experience relevant for the course.

In order to receive the grade of Pass, the expected learning outcomes must be achieved.

Course Evaluation

At the end of the course, a written course evaluation is performed and compiled into a report. The evaluation report is available to students and is filed and stored according to departmental regulations.

Other

The student must pay any eventual extra costs in conjunction with tasks or other activities.

Required Reading and Additional Study Material

Reference works

Black, Paul, Harrison, Christine; Lee, Clare; Marshall, Bethan & Wiliam, Dylan (2003). *Assessment for Learning: Putting it into Practice*. 146 pages. Available as an e-resource via the University Library.

Broadfoot, Patricia & Black, Paul (2004). Redefining assessment? The first ten years of Assessment in Education. *Assessment in Education* 11, 7 – 27 (22 pages).

Gustavsson, Anders, Måhl, Per & Sundblad, Bo (2012) *Betygssättning – en handbok*. Stockholm: Liber, 312 pages. ISBN: 9789147099498

Jönsson, Anders (2011). *Lärande bedömning*. Malmö: Gleerups Utbildning AB. 180 pages. ISBN: 9789140676023.

Lindström, Lars, Lindberg, Viveca & Pettersson, Astrid (red.) (2011): *Pedagogisk bedömning: Om att dokumentera, bedöma och utveckla kunskap*. Stockholm: Stockholms universitets förlag, pp. 9 – 126; 189 – 216; 235 – 262 (60 pages). ISBN: 9789176566756.

Lundahl, Christian & Folke-Fichtelius Maria (red.) (2010): *Bedömning i och av skolan – praktik, principer, politik*. Lund: Studentlitteratur, pp. 31 – 46; 129 – 159; 223 – 240; 299 – 314 (97 pages). ISBN: 9789144056814.

Odenstad, Christina, Samuelsson, Johan & Nordgren, Kenneth (2012): *Betyg i teori och praktik. 2:a uppl: ämnesdidaktiska perspektiv på bedömning i grundskola och gymnasium*. Malmö: Gleerups. 180 pages. ISBN: 9789140676047.

Skolverket (2011a). *Kunskapsbedömning i skolan – praxis, begrepp, problem och möjligheter*. Available on the Internet (www.skolverket.se). 70 pages.

Skolverket (2011b): *Kunskapsbedömning – vad, hur och varför?* Stockholm: Fritzes, 133 pages. Available on the Internet (www.skolverket.se).

Sundin, Maria (2010) *Klarspråk i skriftliga omdömen*. Stockholm: SKL Kommentus. 103 pages. ISBN: 9173452298.

Subject-specific literature

Subject-specific literature will be assigned at the start of the semester.

Subject specific literature

Subject specific literature is published at the beginning of term.