



Course syllabus

Faculty of Social Sciences

Department of Pedagogy and Learning

4UVÄ16 Utvärdering och utvecklingsarbete för ämneslärare –
inriktning gymnasieskolan, 7,5 högskolepoäng

Evaluation and development work for upper secondary school
teachers, 7.5 credits

Main field of study

Didactics

Subject Group

Educational Sciences/General Didactics

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by Faculty of Social Sciences 2021-10-20

The course syllabus is valid from autumn semester 2022

Prerequisites

Subject studies comprising 150 credits, general education studies comprising 22.5 credits,
and placement studies comprising 15 credits.

Objectives

After completing the course, students shall be able to:

- problematize the role and function of evaluation in the school system in relation to national and international research,
- reflect on the significance of entrepreneurial learning as a pedagogical approach,
- review the governance and development of educational activities based on the effects of measuring quality and performance,
- demonstrate the ability to plan, evaluate and document independently and scientifically a school activity using various evaluation strategies,
- examine and evaluate critically and systematically evaluation efforts and development activities from a scientific and professional perspective.

Content

The course provides knowledge of and problematizes the role and function of evaluation in the school system. The consequences of the governance, by the use of performance measurement and quality control, are looked into. Knowledge of various evaluation strategies is discussed from a scientific as well as a professional perspective. The course also provides preparation for planning, evaluation and documentation of teaching and school activities using scientific methods.

During the course, students are given the opportunity to carry out empirical studies of school evaluation and development activities.

The content of the course is related to national and international research on entrepreneurial learning, evaluation and development activities at the individual, organisational and societal levels.

Professional Basis and Professional Progression

The didactic competence is enhanced by giving the students the opportunity to independently plan evaluations. The course also aims at developing an understanding of teachers' professional development by critically and systematically examining evaluation efforts and development activities from a scientific and professional perspective.

Scientific Approach and Scientific Progression

The course discusses the scientific basis for monitoring and evaluation. Scientific perspectives on professional development activities are applied through various research methods. The course is intended to deepen a scientific approach through the critical reflection and review of national and international research on evaluation and development activities.

Type of Instruction

Teaching consists of lectures, seminars, supervision and group assignments.

Examination

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

Examination of the course takes place by means of one individual written assignment (3 credits), one group assignment (3 credits) and one oral seminar (1.5 credits).

In order to receive a grade of Pass, the course objectives must be attained.

For a grade of Pass with Distinction, it is required that the student receives the grade of Pass with Distinction for the individual written assignment.

A retake of the examination is provided in accordance with the Local Regulations for First-Cycle and Second-Cycle Courses and Examination at Linnaeus University.

Should the university determine that a student is entitled to special educational support due to impairment, the examiner may provide the student with an adapted test or the student may carry out the examination in an alternative way.

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.

Credit Overlap

The course cannot be included in a degree along with the following courses of which the content fully, or partly, corresponds to the content of this course: 4UVÄ06 Evaluation and development work for upper secondary school teachers, 7.5 credits.

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

Adolfsson, Carl-Henric & Håkansson, Jan (2018). Evaluating School Improvement Efforts Pupils as Silent Result Suppliers , or Audible Improvement Resources? *International Journal of Learning, Teaching and Educational Research*. Vol. 17, No. 6, pp. 34-50. (17 p.)

Bergh, A. (2011): Why Quality in Education and what Quality? A Linguistic Analysis of the Concept of Quality in Swedish Government Texts. *Education Inquiry* 2(4), pp. 709-723. (14 p.)

Edwards Groves, C., & Rönnerman, K. (2013). Generating leading practices through professional learning. *Professional Development in Education*, 39(1), pp. 122-140. (18 p.)

Eklund, Solweig (Ed.) (2011). Lärare som praktiker och forskare om Praxinära forskningsmodeller. *Forskning om undervisning och lärande* nr. 5, Stockholm: Stiftelsen SAF, (selected parts, ca. 30 p.)

Håkansson, Jan (2013). *Systematiskt kvalitetsarbete i förskola, skola och fritidshem: strategier och metoder*. 2nd ed. Lund: Studentlitteratur, (173 p.) ISBN: 9789144121130.

Jarl, Maria & Blossing, Ulf & Andersson, Klas. (2017). *Att organisera för skolframgång. Strategier för en likvärdig skola*. Stockholm: Natur & Kultur, (173 p.) ISBN 9789127818798.

Krogstrup, Hanne Kathrine (2017). *Utvärderingsmodeller*. Lund: Studentlitteratur. (220 p.) ISBN 9789144117140

Lackéus, Martin (2017). Does entrepreneurial education trigger more or less neoliberalism in education? *Education+ Training*, 59, 635-650. (Ca. 15 p.)

Lindgren, Lena (2014). *Nya utvärderingsmonstret. Kvalitetsmätning i den offentliga sektorn*. 2nd ed. Lund: Studentlitteratur, (152 p.) ISBN: 9144088949.

Timperley, Helen (2013). *Det professionella lärandets inneboende kraft*. Lund: Studentlitteratur, (179 p.) ISBN: 9789144088853.

In addition, the students shall independently find and select scientific publications in consultation with the instructor of the course, and optional literature (150 pages).

Works of Reference

Current policy documents for compulsory school (See www.skolverket.se)

Current material from Skolverket (Swedish National Agency for Education) on systematic quality work (ca. 150 p.)

Denscombe, Martyn (2009). *Forskningshandboken*. 2nd ed. Lund: Studentlitteratur, (250 p.) ISBN: 9789144050041

Rienecker, Lotte. (2003). *Problemformulering*. Malmö: Liber, (59 p.) ISBN:9147072644.

Skolinspektionen. *Råd och vägledning*. Available on the Internet.

