



LUNDS
UNIVERSITET

Institutionen för utbildningsvetenskap
Avdelningen för högskolepedagogisk utveckling

Course description Assessment for learning

3 weeks full time work

Details of approval

The course description was ratified by Division for Higher Education Development (AHU) in 2018 and is valid from 2018-10-02.

General information

The course is open for teachers and educational leaders, primarily those employed at Lund University. Applicants from other universities are welcome if space allows. Groups of colleagues who apply together are given priority.

The course aims to stimulate and support developmental work on assessment and evaluation in the teaching contexts of the participants. Unless all participants speak Swedish, the language of instruction will be English. Assessment tasks and project reports may be written in Swedish or English.

Learning outcomes

The overall purpose of the course is to support the participants in their professional development as academic teachers and educational leaders. Specifically, it aims to support the development of assessment practices in the participants' teaching contexts.

Upon successful completion, the participant should be able to

- reflect upon the foundation for assessment and how organisational structures and different types of material used for evaluation and grading affects how assessment is and can be carried out within one's own discipline,
- demonstrate an understanding of how teachers as well as students, can train and develop their assessment literacy
- using relevant theories and research, design a layout for assessment that aims to both stimulate student learning and learning awareness, and to generate a proper basis for evaluation and grading,

- plan for assessment in a sequence of courses or in a programme, demonstrating an understanding of how students' assessment literacy and awareness of their own learning processes and progress, can be trained and gradually increased in the course of their education
- demonstrate insight into how the assessment practices and grading systems specific to the participant's teaching environment relate to local and national rules and regulations as well as to international practice.

Content

In the course we address and problematize a number of central aspects concerning assessment, evaluation and grading, supported by scientific literature in the field. The course participants contribute with their own experiences and by sharing praxis and policy documents from their own teaching contexts. Theory and practice are connected, meta perspectives and practical application are integrated.

We start by discussing what assessment is about and why we assess. Other aspects that will be addressed are

- Assessment literacy
- Learning-oriented assessment
- Quality- and competency-based assessment
- Sustainable assessment
- Digital tools for assessment
- How to communicate to students what is assessed, how and why
- Assessment for inclusion and social justice
- Programmatic assessment and progression in assessment designs
- Swedish grading scales and systems in relation to international praxis

Course outline

The course equals 3 weeks of full time work stretching over one and a half year. During this period of time there will be 7 half day meetings during one (the first) semester, and 4 seminars (shorter for supervision, and full days for presentation of projects and evaluation) spread out over four semesters. The course meetings consist of presentations, workshops and discussions. The participants also write a project report (8-12 pages), preferably focusing on the development of a programme or a sequence of courses. The report should be based on scientific literature, both general and with specific relevance for the participant's discipline and teaching context.

All participants/collegial groups present their project at a seminar, workshop or similar activity in their own teaching environment, to share their results and experiences from the course with colleagues and to get feedback on their work.

Participants/groups also present their results to the other course participants at a whole-day seminar one year after course start, following a peer review process. Also, one and a half year after course start, a final full day seminar focuses on implementation and evaluation of the actual projects.

Assessment

In order to receive a course certificate, the participant is required to

- Design, implement and document (in written form) a pedagogical development project with specific focus on assessment in their own

discipline and teaching context. The report should demonstrate that the participant has achieved the learning outcomes of the course (for detailed criteria, see separate document).

- Present his/her project at a workshop/seminar or similar event for colleagues in his/her own department/teaching context.
- Attend and actively participate in *all* scheduled course meetings and seminars.

Entry requirements

The course requires no previous course work on teaching and learning. However, we strongly recommend that participants have completed 5 weeks of pedagogical course work, the minimum requirement for teachers at Lund University.

Other

The number of participants is limited. We recommend that participants apply as a group of colleagues from the same teaching context (discipline/thematic group/department), preferably joined also with a director of studies or other educational leader, in order for the course to have as much strategic impact as possible. Groups will therefore have priority over individual applicants in the application process.

For collegial groups, the projects that participants work with throughout the course should form a coherent whole (sequences of courses or a whole programme, e.g.). The course reports can be co-authored. Co-authorship should be reflected in the length of the report and the report should include a description of how the work has been divided between the participants in the group.

The length of the course is one and a half year, stretching over four semesters.

Literature

Course book:

Carless, D. (2015) *Excellence in University Assessment*. London & New York: Routledge.

Other course material consists of for example articles, films, etcetera, available open access.