



## COURSE SYLLABUS

# Examination and assessment - Academic Teaching and Learning 5, 1.5 credits

*Examination och bedömning - Högskolepedagogik 5, 1,5 högskolepoäng*

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<b>Course Code:</b> LEAR23	<b>Education Cycle:</b> Second-cycle level
<b>Confirmed by:</b> Director of Education May 22, 2023	<b>Disciplinary domain:</b> Education
<b>Valid From:</b> Autumn 2023	<b>Subject group:</b> PE1
<b>Version:</b> 1	<b>Specialised in:</b> A1N
	<b>Main field of study:</b> Education

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### Intended Learning Outcomes (ILO)

On completion of the course, the student should be able to:

Knowledge and understanding

- explain how frameworks, steering documents, learning outcomes, teaching practices, different forms of assessment and examinations can be interpreted, matched and aligned
- explain the different purposes and functions of distinct forms of assessment

Skills and abilities

- design learning processes and learner progression, as well as assessments and examinations based on the concept of constructive alignment

Judgement and approach

- analyse validity in assessment
- evaluate their own practices based on perspectives presented in the course
- reflect on their own need for deepened knowledge and improvement of competences
- constructively carry out peer reflection

### Contents

- The relation between frameworks, steering documents and learning outcomes
- The relation between learning outcomes, teaching practices, learning processes and assessment
- The relation between assessment and examination, including summative and formative assessment
- Legal aspects of examination and grading, as well as assessment and examination in relation to validity and reliability
- Tools for examination and assessment, including digital tools
- Feedback, transparency and documentation: grading criteria and rubrics

### Type of instruction

The teaching consists of lectures, seminars and exercises performed individually or in groups.

A learning management system is used.

Students who have been admitted to and registered for a course have the right to receive instruction/supervision for the duration of the time period specified for the particular course instance to which they were accepted. After that, the right to receive instruction/supervision expires.

The teaching is conducted in English.  
Swedish may be used.

### **Prerequisites**

Employment as university teacher, doctoral student or equivalent. English proficiency corresponding to at least English 5 or the equivalent is required.

### **Examination and grades**

The course is graded Fail (U) or Pass (G).

The examination is based on the intended learning outcomes.

The course is examined through an individual written assignment and oral presentation.

The examination must allow for students to be assessed on an individual basis. Further information concerning assessment of specific intended learning outcomes and grading criteria is provided at the beginning of the course.

The final grade of the course is issued only when all elements of examination have been completed.

Students are guaranteed a minimum of three attempts to pass an examination, including the regular attempt.

If a student has failed the same examination three times, the student can request that the next attempt be graded by a new examiner. The decision to accept or reject such a request is made by the director of Educate.

In case a course is terminated or significantly altered, examination according to the earlier syllabus shall be offered on at least two occasions in the course of one year after the termination/alteration.

Registration of examination:

Name of the Test	Value	Grading
Individual written assignment and oral presentation	1.5 credits	U/G

### Course evaluation

The instruction is followed up throughout the course. A course evaluation is conducted at the end of the course. A summary and comments are published in the learning management system. The evaluation constitutes a basis for future improvements to the course.

### Course literature

Alquraan, Mahmoud. F., Bsharah, Mwafag. S., & Al-Bustanji, Murad. A. (2010). Oral and written feedback and their relationship with using different assessment methods in higher education. *International Journal of Applied Educational Studies*, 7(1), 43–58. 15 pp.

Akimov Alexandr, & Malin, Mirela (2020). When old becomes new: a case study of oral examination as an online assessment tool. *Assessment & Evaluation in Higher Education*, 45(8), 1205–1221. <http://www.doi.org/10.1080/02602938.2020.1730301> 16 pp.

Boud, David & Soler, Rebeca (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education*, 41 (3), 400–413. <http://www.doi.org/10.1080/02602938.2015.1018133> 13 pp.

Evans, Carol (2013). Making sense of assessment feedback in higher education. *Review of Educational Research*, 83(1), pp. 70–120. <http://www.doi.org/10.3102/0034654312474350> 50 pp.

Lau, Alice Man Sze (2016). ‘Formative good, summative bad?’ – A review of the dichotomy in assessment literature. *Journal of Further and Higher Education*, 40(4), 509–525. <http://www.doi.org/10.1080/0309877X.2014.984600> 16 pp.

Sadler, Royce (2010). Beyond Feedback: Developing Student Capability in Complex Appraisal. *Assessment and Evaluation in Higher Education*, 35(5), 535–550. <http://www.doi.org/10.1080/02602930903541015> 15 pp.

Singh, Satya Vir, & Hiran, Kamal Kant (2022). The Impact of AI on Teaching and Learning in Higher Education Technology. *Journal of Higher Education Theory and Practice*, 22(13), 135–148. <http://www.doi.org/10.33423/jhetp.v22i13.5514> 13 pp.

Swedish Higher Education Authority. *Fair examination. Summary*. [www.uka.se/swedish-higher-education-authority](http://www.uka.se/swedish-higher-education-authority) 5 pp.

60 pages of applicable frameworks, regulations and steering documents for course design will be added.

### Reference literature

Universitetskanslersämbetet (2020). *Rättssäker examination*. <http://www.uka.se/> [In Swedish]

Please note that changes may be made to the reading list up until eight weeks before the start of the course.

**Citing Sources – How to Create Literature References**

<http://ju.se/library/search--write/citing-sources---how-to-create-literature-references.html>

**The Interactive Anti-Plagiarism Guide – Jönköping University**

Information about plagiarism at higher education institutions

Available in the learning management system.