



KURSPLAN

Examination och bedömning - Högskolepedagogik 5, 1,5 högskolepoäng

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

Kurskod:	LEAR23	Utbildningsnivå:	Avancerad nivå
Fastställd av:	Utbildningschef 2023-05-22	Utbildningsområde:	Undervisningsområdet
Gäller fr.o.m.:	Hösten 2023	Ämnesgrupp:	PE1
Version:	1	Fördjupning:	A1N
		Huvudområde:	Pedagogik

Lärandemål

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

Kunskap och förståelse

- 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

Färdighet och förmåga

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

Värderingsförmåga och förhållningssätt

- 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

Innehåll

- 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

Undervisningsformer

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.

Undervisningen bedrivs på engelska.

Swedish may be used.

Förkunskapskrav

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

Examination och betyg

Kursen bedöms med betygen Underkänd eller Godkänd.

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.

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Individuell skriftlig uppgift och muntlig presentation	1,5 hp	U/G

Kursvärdering

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.

Kurslitteratur

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.dx.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. <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.