JÖNKÖPING UNIVERSITY
School of Education and Communication

KURSPLAN
Documentation, Assessment and Leadership in Swedish Preschool Provision, 10 högskolepoäng

Documentation, Assessment and Leadership in Swedish Preschool Provision, 10 credits

Kurskod:	LDAS29	**Utbildningsnivå:**	Avancerad nivå
Fastställd av:	Utbildningschef 2019-03-20	**Utbildningsområde:**	Samhällsvetenskapliga området
Gäller fr.o.m.:	Hösten 2019	**Ämnesgrupp:**	PE1
Version:	1	**Fördjupning:**	A1F
		Huvudområde:	Pedagogik

Lärandemål

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

Kunskap och förståelse
- explain preschool assessment and evaluation methods from Nordic and Anglo- American perspectives, with a special focus on Swedish approaches
- describe the relationship between assessment models and different preschool pedagogical/didactical perspectives and approaches
- explain the role of preschool leadership in preschool assessment and evaluation practices
- explain the political, socio-cultural, philosophical and pedagogical perspectives related to early childhood education assessment and evaluation
- explain preschool and pedagogical documentation as practiced in the Swedish preschool context

Färdighet och förmåga
- analyze approaches for preschool assessment and evaluations surveyed in the course.
- critically evaluate the quality and validity of preschool assessment and evaluation approaches, including analyzing pedagogical documentation.
- communicate - using written, oral, and multimedia texts – the basic purpose and methods that make up the preschool assessment and evaluation approaches surveyed in the course.
- contextualize the assessment and evaluation methods surveyed in the course in current political, pedagogical, philosophical and scholarly debates

Värderingsförmåga och förhållningssätt
- critically and systematically evaluate assessment techniques

Innehåll

• Nordic and Anglo-American perspectives on assessment and evaluation in early childhood education
• Critical examination of the concept of quality in early childhood education

• The Swedish system for assessment, evaluation and systematic quality work in preschool
• Formative and summative assessment
• Perspectives and models for documentation and assessment in preschool
• Pedagogical documentation
• Roles and strategies of preschool teachers and leaders in assessment, evaluation, and documentation

Undervisningsformer

The course combines classroom-based seminars, lectures, workshops and group work. An online learning management platform is used for course communication and assignment distribution and evaluation.

Students who have been admitted to and enrolled in the course have the right to receive instruction/supervision for the duration of the course. Right to instruction expires once the course has ended.

Undervisningen bedrivs på engelska.

Förkunskapskrav

General entry requirements and a bachelor's degree (i.e. the equivalent of 180 ECTS credits at an accredited university) within behavioral science, social work, educational sciences, or related field, including independent, theoretical-based work, i.e. a thesis or equivalent. Student must also have completed or submitted for evaluation all of the course work for the course History and Policy of Swedish Preschool Provision, 10 credits.

English proficiency is required. Exemption is granted from requirement in Swedish.

Examination och betyg

Kursen bedöms med betygen A, B, C, D, E, FX eller F.

The grades A, B, C, D and E are all passing grades. For courses with more than one examination, students are given a final grade based on an overall assessment of all examinations included in the course. The final grade of the course is issued only when all course units have been passed.

The examination is based on instruction and course literature.
The examination must allow for students to be assessed on an individual basis. Students may not make a second attempt at any examination (or element of examination) already passed in order to receive a higher grade. Further information concerning assessment and grading criteria is provided in a study guide distributed at the beginning of the course.

Students are given three opportunities for examination per course assignment, including the initial opportunity. If a student has failed the same examination three times, the student may request that the examination be assessed and graded by a new examiner. The decision to accept or reject such a request is made by the vice dean of education.

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

Poängregistrering av examinationen för kursen sker enligt följande system:

Examinationsmoment	Omfattning	Betyg
Individual presentation	2,5 hp	A/B/C/D/E/FX/F
Individual written assignment[I]	2 hp	U/G
Individual written assignment[I]	2 hp	U/G
Individual written assignment	3,5 hp	A/B/C/D/E/FX/F

[I] The examination is graded pass (G) or fail (U)

Kursvärdering

At the end of the course, a course evaluation is performed and commented on by the course coordinator and, if possible, a student/students (course developer/s).

The course evaluation, which is published on the relevant learning platform and submitted to the study administration, is to function as a basis for future improvements to the course.

Kurslitteratur

Alvestad, Torgeir., & Sheridan, Sonja. (2015). Preschool teachers' perspectives on planning and documentation in preschool. *Early Child Development and Care,* 185(3), 377–392. (15 p.)

Biesta, Gert. (2009). Good education in an age of measurement: on the need to reconnect with the question of purpose in education. *Educational Assessment, Evaluation and Accountability,* 21(1), 33–46. (13 p.)

Buldu, Mehmet. (2010). Making learning visible in kindergarten classrooms: Pedagogical documentation as a formative assessment technique. *Teaching and Teacher Education,* 26(7), 1439–1449. (10 p.)

Dahlberg, Gunilla., Moss, Peter., & Pence, Allan. R. (2007). *Beyond quality in early childhood education and care: postmodern perspectives, 2nd edition.* Philadelphia, PA: Falmer Press. (206 p.)

Edwards, Carolyn P., & Gandini, Lella. (2015). Teacher Research in Reggio Emilia: Essence of a Dynamic, Evolving Role. *Voices of Practitioners,* 10 (1): 89–103. (14 p.)

MacDonald, Margaret. (2007). *T*oward formative assessment: The use of pedagogical documentation in early elementary classrooms. *Early Childhood Research Quarterly*, 22(2), 232–242. (10 p.)

Pettersson, Katarina Elfström. (2015) Sticky Dots and Lion Adventures Playing a Part in Preschool Documentation Practices. *International Journal of Early Childhood,* 47 (3): 443–60. (17 p.)

Pettersson, Katarina Elfström. (2015) Children's Participation in Preschool Documentation Practices. *Childhood*, 22(2): 231–247. (15 p.)

Pettersson, Katarina Elfström (2017) "Teachers' Actions and Children's Interests. Quality Becomings in Preschool Documentation." *Tidsskrift for Nordisk Barnehageforskning,* 14 (1): 1 – 17. (17 p.)

Rintakorpi, Kati. (2016). Documenting with early childhood education teachers: pedagogical documentation as a tool for developing early childhood pedagogy and practises. *Early Years,* 36(4), 399–412. (13 p.)

Sheridan, Sonja., Williams, Pia, & Sandberg, Anette. (2013). *Systematic Quality Work in Preschool.* International Journal of Early Childhood, 45(1), 123–150. (27 p.)

Skolverket (2010). *Curriculum for the Preschool*, Lpfö 98. (20 p.)

Vallberg-Roth, Ann-Christine. (2012). *Different forms of assessment and documentation in Swedish preschools.* Nordisk Barnehageforskning, 5 (23), 1-18. (17 p.)

In addition to listed course texts there will be, in accordance with lecturers' recommendations, reports, articles and internet resources.

Total pages- Course literature: 545

Reference Literature

Citing Sources – How to Create Literature References. http://ju.se/library/search-write/citingsources---how-to-create-literature-references.html

Information Material about Anti-Plagiarism at Universities. *The Interactive Anti-Plagiarism Guide – Jönköping University.* http://pingpong.ju.se/public/courseId/10565/publicPage.do