



UPPSALA  
UNIVERSITET

## Course information

# ASSESSMENT, GRADING AND FEEDBACK

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Some of the most highly respected international researchers in higher education propose to teachers who want to develop their teaching to start by changing the examination. There is a lot of good arguments for this idea; if teachers start working with what, how and when they assess students' knowledge then the rest of the course's various elements, both forms of teaching, course goals and objectives, etc., have to be changed.

The course will analyze different forms of assessment/examination; when, how and what we are examining. Summative (end of course) and formative (during the course) methods will be described and discussed, the course highlights the advantages and disadvantages of different forms of assessment. The course participants are going to work with their own examples and experiences, the aim being to develop forms of assessments and together with other course participants analyze them. The course provides opportunities to work with tailoring the assessment to suit the participants own courses. The course will describe the various forms of assessment methods used at Uppsala University and what the outcome was.

An important aspect of students' learning is feedback. It will both act as "feedback" and "feed forward", aiming at that the student should be able to use the feedback to develop their skills during the given assignment and in the future. In recent literature regarding examination and feedback there are plenty of suggestions on using peer-feedback as a strong mechanism for students to be aware of their own knowledge gaps and simultaneously feel the desire to develop their own learning. The course describes and provides discussions on various forms of formative practices that give students the opportunity using feedback as a tool to develop various skills and knowledge during their studies.

The feedback from the students is an important mean for teachers to develop their teaching. During the course, examples of formative practices will be presented. The results from such feedback give the teachers opportunities to find out the effect of their teaching and develop it during the course.

Assessment and grading is regulated by guidelines based on principles of fairness and legal practice. What does the link between course objectives, teaching methods and assessment in those courses where you teach and might assess students? Grading criteria is an essential part of the principle of developing communication with the students about what is required of them to receive the grade they aspire. Teachers and students develop teaching and support learning effectively when students themselves are invited to become involved in the assessment, linking and grading criteria. This course describes various good examples of criteria for different forms of knowledge and skills. The course participants will be trained in formulating grading criteria for their own courses.

## **Targetgroup**

University teachers and staff in teaching at Uppsala university that are or will be involved in assessment, and that has completed the Academic teacher training course, or equivalent, comprising at least five weeks. The course is given for maximum 22 participants. First come first served.

## **Prerequisites**

To be accepted you have to have completed the Academic teacher training course, or equivalent, comprising at least five weeks.

## **Extent**

The course is all together one week, including four campus days and the rest as individual studies.

## **Course goals**

After completion of the course, the course participants will be able to

- choose, and argue for, an assessment form that is particularly well adapted to a given context and which allow assessment of knowledge, skills or abilities with high reliability and validity,
- formulate grade criteria for different course objectives so that they become obvious for a student in terms of requirements to receive at least a Pass for those objectives,
- provide written or oral feedback to a written text from the text triangle structure and provide verbal feedback to an oral presentation constructively, honestly and creatively,
- account for different forms of effective feedback and how a teacher works, time-effectively, in developing students' self-insight and achieve knowledge through feedback, as well as,
- evaluate and choose at least two different formative methods for each of the following: the students' knowledge, views and skills during a course.

## **Course dates**

For more information about dates see Medarbetarportalen.

The course will be held at Campus Blåsenhus.

## **Language**

The course is given in English and Swedish, in a mixed form. The presentations and lectures are given in English. The language used in team work, discussions in small groups and individual texts the participants can select either Swedish or English.

## **More information**

Division for Quality Enhancement

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