



UPPSALA
UNIVERSITET

Certificate of completion

Name	<i>Marc Tang</i>
Course	Assessment, grading and feedback, spring 2018
Scope	One week on a full-time basis
Course leader	Svante Axelsson
Content	<p>The course analyzes different forms of assessment/examination; when, how and what we are examining. Summative (end of course) and formative (during the course) methods are described and discussed, the course highlights the advantages and disadvantages of different forms of assessment. The course participants are working with their own examples and experiences, the aim being to develop forms of assessments and together with other course participants analyze them. The course will describe the various forms of assessment methods used at Uppsala University and what the outcome was.</p> <p>An important aspect of students' learning is feedback. 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. 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.</p> <p>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. The course describes various good examples of criteria for different forms of knowledge and skills.</p> <p>After completion of the course, the course participants will be able to</p> <ul style="list-style-type: none">• 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.

Eva Lide