



DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

PDG089 Understanding Educational Assessment, 7.5 credits

Bedömning av lärande, 7,5 högskolepoäng

First Cycle

Reading list for PDG089, to be valid from spring semester of 2021

Reading list was confirmed by Department of Education and Special Education on 2021-01-11 to be valid from 2021-03-25.

See appendix.



PDG089, Bedömning av lärande, 7,5 högskolepoäng

Understanding Educational Assessment, 7.5 credits

Grundnivå/First Cycle

Litteraturlista

Anderson, L., & Östlund, D. (2017). Assessments for Learning in Grades 1-9 In A Special School For Students With Intellectual Disability. *Sweden. Problems of Education in the 21st Century*, 75(6), 508-524. (16 p.).

SOU 2020:43. *Bygga, bedöma, betygssätta – betyg som bättre motsvarar elevernas kunskaper.*
<https://www.regeringen.se/rattsliga-dokument/statens-offentliga-utredningar/2020/08/sou-202043/> NB: English summary only (p. 33-42) (9 p.).

Birch, P., Batten, J., & Batey, J. (2016). The influence of student gender on the assessment of undergraduate student work. *Assessment & Evaluation in Higher Education*, 41(7), 1065-1080.
<https://doi.org/10.1080/02602938.2015.1064857>. (15 p.).

Black, P. (2010). Formative Assessment. In P. Peterson, E. Baker, B. McGaw (Eds.), *International Encyclopedia of Education* (p. 359-364). Elsevier. (5 p.)

Black, P., & William, D. (2011). Chapter 15: The reliability of assessments. In J. Gardner (Ed.), *Assessment and learning* (p. 243-263). Sage (20 p.).

Bohlinger, S. (2017). Comparing recognition of prior learning (RPL) across countries. In M. Mulder (Ed.), *Competence-based Vocational and Professional Education, Technical and Vocational Education and Training: Issues, Concerns and Prospects* (p. 589-606). Springer International Publishing. (19 p.).

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- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://doi.org/10.3102%2F003465430298487>. (31 p.).
- Hirsh, Å. (2020). When assessment is a constant companion: Students' experiences of instruction in an era of intensified assessment focus. *Nordic Journal of Studies In Educational Policy*, 6(2), 89-102. <https://doi.org/10.1080/20020317.2020.1756192>. (13 p.).
- Lundahl, C., & Serder, M. (2020). Is PISA more important to school reforms than educational research? The selective use of authoritative references in media and in parliamentary debates, *Nordic Journal of Studies In Educational Policy*, 6(3), 193-206. <https://doi.org/10.1080/20020317.2020.1831306>. (13 p.).
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