



COURSE SYLLABUS

Systematic Documentation, Analysis, Evaluation and Leadership in Preschool, 10 credits

Systematic Documentation, Analysis, Evaluation and Leadership in Preschool, 10 högskolepoäng

Course Code: LSDS27	Education Cycle: Second-cycle level
Confirmed by: Director of Education Jun 21, 2017	Disciplinary domain: Social sciences
Valid From: Autumn 2017	Subject group: PE1
Version: 1	Specialised in: A1F
Reg number: HLK 2017/2647-313	Main field of study: Education

Intended Learning Outcomes (ILO)

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

Knowledge and understanding

- explain preschool assessment and evaluation methods from Nordic and Anglo-American perspectives, with a special focus on Swedish approaches i.e., “systematic quality work” in preschool, as formulated in the Swedish national curriculum
- 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 and ideas that shape the development and implementation of various assessment and evaluation perspectives (specific focus on the Swedish context, with added expertise in relevant international examples)
- explain pedagogical documentation as practiced in the Swedish preschool context

Skills and abilities

- 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

Judgement and approach

- critically and systematically consider and evaluate assessment techniques in order to select and implement those that are appropriate for the particular activity requiring assessment

Contents

- Nordic and Anglo-American perspectives on assessment
- The Swedish system for assessment 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 and documentation

Type of instruction

The course combines classroom-based seminars, lectures, workshops and group work. An online learning management platform (Ping Pong) 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.

The teaching is conducted in English.

Prerequisites

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. Applicants to the course who are registered in the 1-year EDUCARE master's program must have completed or submitted for evaluation all of the course work for the following course in the program: *The growth and development of the Swedish preschool: from social policy to educational policy, 10 credits*.

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

Examination and grades

The course is graded A, B, C, D, E, FX or F.

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Course examination is based on instruction and course literature, and 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 guaranteed a minimum of three examination occasions, including the regular occasion. If a student has failed the same examination three times, the student is entitled to request that the next examination is assessed and graded by a new examiner if possible. 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.

Registration of examination:

Name of the Test	Value	Grading
Course Assignment Portfolio ¹	7.5 credits	U/G
Individually Written Essay	2.5 credits	A/B/C/D/E/FX/F

¹ The examination is graded Fail (U) or Pass (G)

Course evaluation

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.

Course literature

Alvestad, T., & Sheridan, S. (2015). *Preschool teachers' perspectives on planning and documentation in preschool*. *Early Child Development and Care*, 185(3), 377–392. (15 p.)

Biesta, G. (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, M. (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, G., Moss, P., & Pence, A. R. (1999). *Beyond quality in early childhood education and care: postmodern perspectives*. Philadelphia, PA: Falmer Press. (206 p.)

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

Goldhaber, J. (2007). *The Development of an Early Childhood Teacher Research Collaborative*. *Theory Into Practice*, 46(1), 74–80. (6 p.)

Kaugars, A. S., & Russ, S. W. (2009). *Assessing Preschool Children's Pretend Play: Preliminary Validation of the Affect in Play Scale-Preschool Version*. *Early Education and Development*,

20(5), 733–755. (22 p.)

Leong, D. J., & Bodrova, E. (2012). *Assessing and scaffolding: Make-believe play*. *YC Young Children*, 67(1), 1-2. (2 p.)

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

Rintakorpi, K. (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, S., Williams, P., & Sandberg, A. (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.)

Soler, J., & Miller, L. (2003). *The Struggle for Early Childhood Curricula: A comparison of the English Foundation Stage Curriculum, Te Whāriki and Reggio Emilia*. *International Journal of Early Years Education*, 11(1), 57–68. (11 p.)

Vallberg Roth, A.-C. (2014). *Nordic comparative analysis of guidelines for quality and content in early childhood education*. *Nordisk Barnehageforskning*, 8(1), 1-35. (34 p.)

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

Total pages- Course literature: 408

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

Optional Literature

Fleet, A., Patterson, C., & Robertson, J. (2006). *An Overview of the Terrain: Roadmaps for possible Journeys*. In A. Fleet, C. Patterson, & J. Robertson (Eds.) *Insights: Behind early childhood pedagogical documentation* (pp. 1- 22). Castle hill, New South Wales: Pademelon Press.

Kocher, L. M. (2008). *The disposition to document: The lived experience of teachers who practice pedagogical documentation - a case study*. (Doctor of Philosophy Doktorsavhandling), The University of Southern Queensland, Victoria.

Rinaldi, C. (2006). *In dialogue with Reggio Emilia listening, researching and learning*. London; New York: Routledge.

Snow, C. E., Van Hemel, S. B., & Committee on Developmental Outcomes and Assessments for

Young Children (Eds.). (2008). *Early childhood assessment: why, what, and how*. Washington, D.C: National Academies Press.

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>