



# KURSLITTERATUR

## PIL303, Breddad lärarkompetens: Bedömning och examination

### Litteratur

- Alarcón López C, Decuyper M, Dey J, et al (2021). Dancing with Covid: Choreographing examinations in pandemic times. *European Educational Research Journal*, 20(4), 403-422.
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- Carless, D. & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy, *Teaching in Higher Education*. 14 sidor
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- Crooks, T. J., Kane, M. T. & Cohen, A. S. (1996). Threats to the Valid Use of Assessments. *Assessment in Education: Principles, Policy & Practice*, 3(3), 265-286. 20 sidor
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- Winstone, N.E. & Boud, D. (2020). The need to disentangle assessment and feedback in higher education, *Studies in Higher Education*. 13 sidor

*Till det självständiga arbetet inom ramen för PIL303 genomför varje kursdeltagare litteratursökning i högskolepedagogiska sökkällor/databaser för att finna högskolepedagogisk vetenskaplig litteratur som knyter an till den valda frågeställningen i det självständiga arbetet.*

### **Exempel på ytterligare litteratur:**

- Bennett, R. E. (2011). Formative assessment: a critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25.
- Bergqvist, J. (2015). Att sätta praxis på pränt. En handbok i att skriva betygskriterier. Lunds universitet 84 sidor
- Cronbach, L. J. & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52(4), 281-302.
- Dahl, B., Lien, E., & Lindberg-Sand, Å. (2009). Conformity or confusion? Changing higher education grading scales as a part of the Bologna Process: the cases of Denmark, Norway and Sweden. *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, 2(1), 39-79.
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- Härnqvist, K. (1999). En akademisk fråga: en ESO-rapport om ranking av C-uppsatser: rapport till Expertgruppen för studier i offentlig ekonomi (Ds 1999:65) (kap. 1: Sammanfattning och slutsatser, s. 13–25). Tillgänglig via <http://eso.expertgrupp.se/rapporter/ds-199965-en-akademisk-fraga-en-eso-rapport-om-ranking-av-c-uppsatser/>
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- Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning. *Assessment in education*, 14(3), 281-294.
- Willingham, W.W. & Cole, N.S. (2013). *Gender and Fair Assessment*. New York: Routledge.

### **Multiple choice-frågor – exempel på referenser**

- Downing, S. M. (2006). Selected-Response Item Formats in Test Development. I S. M. Downing & T. M. Haladyna (Red.), *Handbook of Test Development* (s. 287-301). Mahwah: Lawrence Erlbaum Associates, Inc.
- Haladyna, T. M. (2004). *Developing and Validating Multiple-Choice Test Items*. New York: Routledge Taylor & Francis Group.
- Morrison, S. & Free, K. (2001). Writing multiple-choice test items that promote and measure critical thinking. *Journal of Nursing Education*, 40, 17-24.
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<https://testing.byu.edu/handbooks/betteritems.pdf>

### **Webbresurser:**

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