

## SYLLABUS

**1. Course title:**

School docimology

**2. Code:****3. Cycle of study:****4. ECTS credits:****5. Type of course:** Mandatory  Elective**6. Prerequisites:**

no

**7. Class restrictions:**

no

**8. Duration / semester:****9. Weekly contact hours:**

9.1. Lectures:

9.2. Seminars:

9.3. Laboratory/Practice classes:

**10. Faculty:**

Humanities and social sciences

**11. Department/study program:**

Pedagogy

**12. Lecturer:****13. Lecturer's e-mail:**

**14. Web site:**

www.untz.ba

**15. Course aims:**

The aim of the course is to acquaint students with the basic docimological concepts, the specifics of the evaluation process in teaching and learning, the most important knowledge in the field of school assessment. Also, the aim is to train students to develop objective instruments for monitoring and evaluating student progress.

**16. Learning outcomes:**

After successfully mastering this course students will be able to:

- distinguish and define the terms evaluation, verification, monitoring and assessment
- identify evaluation processes in teaching and learning as a specific type of educational process
- distinguish the basic components and stages of the evaluation process
- develop and apply various objective instruments for monitoring and evaluating student progress (tests, tasks of objective type, assessment scales, court scales)
- describe the process of student self-evaluation
- apply good evaluation practices from other countries

**17. Course content:**

Basic terminology in the field of docimology (evaluation, verification, monitoring and assessment)  
 Evaluation processes in teaching and learning  
 The aim of evaluation processes in teaching and learning  
 The purpose of evaluation processes in teaching and learning  
 Basic components of evaluation processes  
 Specifics of educational phenomena and the nature of measurement in education  
 Subjective approaches to evaluation in teaching and learning  
 Objectification of evaluation processes in teaching and learning (tests, tasks of objective type, assessment scales, court scales ...)  
 Docimological approaches in the study of school assessment  
 Weaknesses in assessment and suggestions for improving assessment practice  
 Evaluation of teaching work  
 Evaluation FOR learning and evaluation AS learning  
 Student self-evaluation  
 Docimological peculiarities in some subjects  
 Docimological experiences from the world and Europe

**18. Learning methods:**

In the lectures and exercises will be used didactic methods:

- Method of oral presentation
- Method of demonstration and illustration
- Method of conversation
- Method of written paper works
- Method of reading and working on the text

**19. Assessment methods:**

In the seventh week of the semester, students in writing form, in the form of a series of objective-type tasks take the first partial exam, which includes previously treated topics from lectures and exercises. The maximum number of points that students can achieve into test is 15 points. In the last week of the semester, students in writing form take the second partial exam that includes learning material from lectures and exercises from the second part of the semester. The maximum number of points for the second partial test is again 15 points. All students take the both tests in the course at the same time, which is important for achieving the uniformity of the level of knowledge that is being tested, as well as the conditions under which the student takes the exam. As part of the pre-exam activities students are obligated to develop individual seminar paper that will cover specific topics from the content of the subject. Student delivers seminar paper in written form to the subject teacher for review and evaluation, and then student orally present his work during the exercises. For done and presented seminar paper student can achieve from 0 to 10 points. During the semester student is obliged to come to the teaching lessons (L), and exercises (AV). The teacher and the subject assistant will trough the semester, on a specially designed form, monitor the presence of students. For the presence in the lectures, student achieves 3 points, and for the presence at the exercises, also can achieve 3 points. For continuous activity in lectures and exercises trough the semester, the student can achieve form 0 to 4 points. The final exam is in oral form. The right to access to the final exam is given to students who accomplished 50% of the total number of points on first and second partial exam, who continuously executed their obligations and tasks provided for the curriculum, and who created and presented a seminar paper. The maximum number of points a student can achieve at the oral exam is 50. Examinations for all forms of knowledge are recognized as the cumulative exam if the achieved result is positive after every individual examination and if it is at least 50% of the scheduled and/or required knowledge and skills. In order to pass the subject, student must achieve a minimum 54 cumulative points which includes a minimum of 25 points at the final oral exam.

**20. Assessment components:**

The whole exam contains a maximum of 100 points, and the final grade is determined according to the following scale:

Presence in lectures	3
Presence at the exercises	3
Student activity	4
Seminar paper	10
Partial exam	30
The final exam	25-50

Calculating grades:

94 – 100 = 10, 84 – 93 = 9, 74 – 83 = 8, 64 – 73 = 7, 54 – 63 = 6; under 53 = 5

**21. Required reading list:**

Grgin, T. (1989). Školska dokimologija. Zagreb: Školska knjiga.

Matijević, M. (2004). Ocjenjivanje u osnovnoj školi. Zagreb: Tipex.

Vrcelj, S. (1996). Kontinuitet u vrednovanju učenikova uspjeha. Rijeka: Pedagoški fakultet u Rijeci.

Vrgoč, H. (ur.) (2002). Praćenje i ocjenjivanje školskog uspjeha. Zagreb: HPKZ

**22. Web sources:****23. Applicable starting from the academic year:**

2022/23.

**24. Adopted in the Faculty/Academy session:**