

Det kontrollera(n)de klassrummet

Bedömningsprocessen i svensk grundskolepraktik i relation till införandet av nationella skolreformer

Tord Göran Olovsson

Akademisk avhandling

som med vederbörligt tillstånd av Rektor vid Umeå universitet för
avläggande av filosofie doktorsexamen framläggs till offentligt försvar i
Hörsal 1031, Norra Beteendevetarhuset,
onsdagen den 3 juni, kl. 10:00.
Avhandlingen kommer att försvaras på svenska.

Fakultetsopponent: Professor, Christian Lundahl,
Institutionen för humaniora, utbildnings- och samhällsvetenskap,
Örebro universitet, Sverige.



Pedagogiska institutionen
Umeå universitet
Umeå 2015

Organization
Umeå University
Department of Education

Document type
Doctoral thesis

Date of publication
13 May 2015

Author
Tord Göran Olovsson

Title
The controlled/controlling classroom - The assessment process in Swedish compulsory school practice in relation to the introduction of national school reforms

Abstract
The aim of this thesis is to investigate the assessment process in Swedish compulsory school practice, and the changes that occur in relation to the introduction of national school reforms. The fieldwork forming the basis of the thesis was conducted in year five and year six classrooms between 2011-2013, a period during which new national syllabuses with knowledge requirements, grades in year six and extended national tests were introduced. The thesis consists of four articles, the first of which explores how the assessment process is put into practice in a year five classroom and how it is understood by the students and one of their teachers. The fieldwork on which the first article is based was conducted prior to the introduction of the above-mentioned reforms. The second article investigates the assessment process in two different year five classrooms in two schools, after the introduction of the new syllabuses but prior to the introduction of grades in year six and extended national tests. The third article investigates changes in the assessment process in the same two schools. The fieldwork was conducted in year five and year six, in relation to the introduction of grades in year six and extended national tests. The fourth article addresses how changes in the assessment process have affected students' learner identities. The empirical material was collected during four fieldwork periods in three schools, chiefly through classroom observations, interviews and student essays. The analysis in the thesis is based primarily on Basil Bernstein's (e.g. 2000) theoretical framework but also on the theoretical concepts of Torrance and Pryor (1998). The study shows that the reforms are exerting a significant influence on the assessment process in the investigated classroom practices. Teachers monitor their students' performance more closely and students strive to acquaint themselves with what is expected of them. It also appears that the focus is increasingly on students' performance in relation to the steering documents, that the more regulated practices restrict teachers' and students' autonomy and that the assessment process in the two schools investigated in both year five and year six are becoming increasingly similar. Furthermore, the study shows that students tend to pay more attention to their school work, while at the same time experiencing more negative pressure to perform. In the concluding analysis and discussion sections, connections are drawn between prevailing education policy and the reforms, as well as their influence on classroom practice, students and teachers.

Keywords: assessment process, classroom practice, school reforms, classification, framing

Language
Swedish

ISBN
978-91-7601-265-9

ISSN
0281-6768

Number of pages
81 + 4 papers