

DASERA

Danish Science Education Research Association

Invitation to a seminar

Possibilities for establishing a coherent assessment culture in science education

9 November 2022, at 9.15-13.00, including lunch, a central location in Copenhagen

with Professor Mark Wilson, Berkeley School of Education, University of California.

In this seminar, participants will be invited to discuss issues related to assessment of science competences at different levels. Starting from methodological challenges of classroom assessment (particularly how to assess competences in younger students) to how assessment links to curriculum goals at a national level, we will discuss how we might go about establishing a more coherent assessment culture. An assessment culture, where teachers, managers and officials have access to valid and actionable information to support student learning.

The seminar will include several presentations followed by open discussions. Among presentation will be the following:

Associate professor Jan Sølberg, Department of Science Education, University of Copenhagen, will address the theme from a Danish context, drawing upon experiences from recent years and ideas for an up-coming project.

Professor Mark Wilson, Berkeley School of Education, University of California will describe how assessment data from classroom level can be interpreted and linked to data on school and national levels.

Professor emeritus, Jens Dolin, Department of Science Education, University of Copenhagen, will present different aspects related to assessment of competences vs literacy/Bildung.

Participants are encouraged to bring examples from their own research or practices to the seminar.

You are welcome to distribute this invitation to relevant persons.

Register: <https://forms.gle/x3Ca1rEYgur6mdoB6>

Deadline: **Oktober 26.**

Contact person: Jens Dolin dolin@ind.ku.dk

The seminar is arranged by DASERA (Danish Science Education Research Association) and Department of Science Education and sponsored by the Novo Nordisk Foundation.