



Aalborg Universitet

AALBORG UNIVERSITY
DENMARK

Changing grading scales in higher education as part of the Bologna Process: The case of Denmark, Norway and Sweden

Sondergaard, Bettina Dahl; Lien, Eirik; Lindberg-Sand, Åsa

Published in:

Abstract Book: NERA's 36th Congress: The School of Education - University of Aarhus Copenhagen, March 6-8 2008

Publication date:
2008

[Link to publication from Aalborg University](#)

Citation for published version (APA):

Sondergaard, B. D., Lien, E., & Lindberg-Sand, Å. (2008). Changing grading scales in higher education as part of the Bologna Process: The case of Denmark, Norway and Sweden. In *Abstract Book: NERA's 36th Congress: The School of Education - University of Aarhus Copenhagen, March 6-8 2008* (pp. 67). Nordic Educational Research Association, NERA.

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

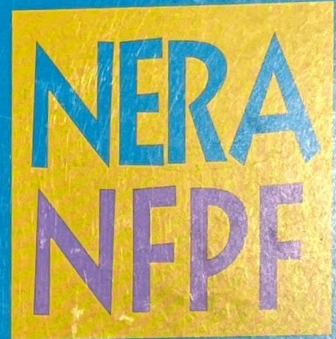
- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal -

Take down policy

If you believe that this document breaches copyright please contact us at vbn@aub.aau.dk providing details, and we will remove access to the work immediately and investigate your claim.



2008



Abstract Book

NERA's 36st Congress
The School of Education – University of Aarhus
Copenhagen
March 6-8, 2008

**The new goal-orientation
of research strategies**

Is educational research in the Nordic countries being swallowed up by transnational target-setting and market thinking economic rationalities?

Nordic Educational Research Association

Abstract: Findings from research on teachers' conceptions of teaching and learning suggest that there is some kind of (casual) relationship between conceptions and teachers' actual teaching practices. There are, however, competing theses in this field of research arguing for; (a) that several studies only examines what teachers say about their practice, which makes their claims unsupported, (b) an inconsistency in this relationship caused by contextual factors, and (c) that conceptions might be outcomes from reflection on past experience, rather than being mental representations underpinning practice. This paper addresses the assumed link between teachers' conceptions and their teaching practices from a phenomenological perspective. The theoretical framework of van Manen and Merleau-Ponty rejects the dualistic approach to body and mind and illustrates several problems when something internal (conceptions) is presumed to control something external (teaching practice). An alternative perspective concerning the relationship between teachers' reflective knowledge and their actual teaching practices is discussed in the end of this paper. The presentation will be hold in Swedish. (473)

Sessioncode: 3-11-D165

Title:

The Swedish higher education reform: curriculum perspectives on new regimes of knowledge
Contributor/s: Daniel Sundberg

Abstract: The political pressure on higher education is increasing. Even if there are several different motives for reforms there is a salient international movement towards uniformity, harmonisation and standardisation. The measurement and comparison of knowledge is more and more a strategic area for the governance and reforms of education in an emerging knowledge economy. The political governing is changing towards post-active steering by way of results. The production of data on how education systems perform has consequently expanded and is used as incitements for new reforms in higher education, particularly teacher education. In the presentation a curriculum perspective will be used to analyse how new steering media (as knowledge measurement and testing) and the type of knowledge regime it represent are used in the ongoing Swedish higher education reform (the national implementation of the Bologna reform). The paper will also deal with some theoretical/conceptual elaborations in order to outline empirical investigations exploring policy trajectories in different institutional settings. (133)

Sessioncode: 3-11-D165

Title: Changing grading-scales in higher education as a part of the Bologna Process - the case of Denmark, Norway and Sweden

Contributor/s: Bettina Dahl Sondergaard, Eirik Lien, Åsa Lindberg-Sand

Abstract: The Bologna process includes social, structural, and curricular reforms in the 46 countries included in the European Higher Education Area. The curricular aspect of the process focuses on a shift to outcome-based and student-centred programmes. Syllabi should now be based on intended learning outcomes (ILOs), estimated student work-load and adjusted to general level descriptors for qualifications. According to ENQA (2005) student assessment should examine the achievement of the ILOs, but the Bologna documents have no explicit recommendations of use of grading scales. In Denmark, Norway and Sweden, the reforms of higher education induced by the Bologna process also included a change of grading scales. Through three case-studies, we describe and analyse the political and educational process and argumentation underpinning the decisions to change the grading scales in each country. This includes the perceived problems with the old grading scales and a description of the various national assessment traditions. The purpose of the change was not the same in each country, but the ongoing adaptation to a seven-step grading scale might ease the translation of the national grades making mobility easier. The grading scales are not completely alike, so there are still problems to be solved. (110)

Sessioncode: 3-11-D165

Title: Stakeholders and the development of Finnish and Danish non-university institutions

Contributor/s: Gyda Jóhannsdóttir