Instrumental and professional governing: Epistemological premises of instrumental and communicative use of assessment criteria and standards in education.

Open Seminar. Wednesday 27th January, 16:15 - 18:00, room HE595

In this seminar Dr. Sverre Tveit presents his paper "Instrumental and professional governing: Epistemological premises of instrumental and communicative use of assessment criteria and standards in education". The paper will be commented by Prof. Tone Kvernbekk.



ABSTRACT: The paper is part of the theory section of the extended abstract of the PhD study Assessment and Selection in the Scandinavian Education Systems (ASSESS). Through an explorative design the study investigates purposes of educational assessment in relation to policy legitimation. Three broad classifications of purposes of educational assessment - certifying, governing and supporting student learning - are identified, providing a framework for discussing national states' legitimation of national assessment instruments. Instrumental governing is proposed as a characteristic of educational governing relying on ulterior motives (external motivation) for implementation or amendment of educational assessment instruments. Professional governing, in contrast, characterizes the utilization of national assessment instruments as a communicative reference for developing professional and shared standards οf educational attainment.

The structure of the event is the following:

- 16.15 Short intro by Prof. Torill Strand, Department of Education
- 16.20 Dr. Sverre Tveit: "Instrumental and professional governing: Epistemological premises of instrumental and communicative use of assessment criteria and standards in education
- 17.00 Comments by Prof. Tone Kvernbekk, Department of Education
- 17.15-18.00 Debate

The seminar will be followed by a casual reception in which we share some wine, meze and friendly conversations.



Sverre Tveit is a PhD student at the Department of Education. His PhD project – "Assessment and Selection in the Scandinavian Education Systems (ASSESS)" – is a comparative study of Swedish and Norwegian ways of justifying the uses of grades and evaluation systems in primary schools. The analysis is based on policy documents and interviews with politicians and employees at the Educational Ministries in both countries.