

Abstract

The Bachelor's thesis, *Social Reflexivity and Education: the case of marking*, is a quantitative research study that examines social reflexivity in first stage primary school teachers, specifically focusing on assessment. The main goal of the thesis is to map teachers' decision-making processes regarding changes in their practice and the extent to which they use marking, or verbal assessment, using social reflexivity theory. First, the author focuses on the changes that teachers make in their general practice. In what ways they make changes and how they think about them. Next, he reflects on the incentives that make teachers' changes happen. The author also focuses on several dimensions that enter the decision-making process of deciding the extent to which the aforementioned types of evaluation are used. The first is the progressiveness of teachers, their relationship to tradition and continuity in education. Next, their relationship to marking and verbal assessment and their perception of their individual characteristics. The author also discusses the structures that teachers perceive as limiting in reducing the use of grades in teaching. Finally, the author reflects on distance learning during the covid-19 pandemic and its impact on the use of verbal assessment and on structure.