Five +2 (feasible) ways to beat the grading grind

Duke University Pandemic Pedagogy Research Symposium
Dr. Sharon Lauricella
Professor, Teaching Scholar in Residence
Ontario Tech University (Canada)
On a scale of Drake to Drake, how are you feeling today? Pin on the image
Today

- Motivation
- Why grades and assessment?
- Strategies
- Alternative strategies (SEVEN)!
- How to have more fun with assessment
What is the worst grade you ever got?
What motivates you (to do anything - exercise, academic work, housework, etc.)?
What motivates students in university?

- Grades
- GPA
- Grades
- GPA
- gradesjobs
- Career
- learning
- Family obligation
- most are pursuing pre-career training

This is an example of the several slides of attendee responses.
Extrinsic vs Intrinsic Motivation

Grades vs. Learning
When I look over the notes after I take an exam...

Assessment
Why are grades important?

- for feedback
- Something to compare
- Status quo
- ranking
- Comparative measure
- They are quantitative and can be easily compared
- Feedback
- They're a scam
- competitive professions--med school

This is an example of the several slides of attendee responses
Why do we need to (re)think about assessment and grades?

→ Equity
→ Diversity
→ Inclusion
WHAT ARE WE SUPPOSED TO DO NOW?
What happens when you get a revise and resubmit on a paper?

- I Cry
- Celebrate
- Cry
- Have a beer
- I cry also
- Oh man!
- Voodoo doll
- get annoyed
- A lot more work

This is an example of the several slides of attendee responses.
1. Feedback is KEY

- Beyond the rubric
- Early
- Often
- Challenges
What work do you do that you don't get paid for?
2. Low-stakes or No-stakes

→ 100% if you do it
→ No points at all
→ Nominal points out of the whole
I like to choose:

- What I eat: 4.5
- What I wear: 4.4
- What I read: 4.5
- Where I go on vacation: 4.4
3. Student CHOICE

→ Construct the rubric together
→ Decide the due date together
I have served as a peer reviewer for a journal/publication/conference/tenure & promotion.
4. Peer assessment

- Pair
- For grades or not?
- Specific questions
- Feedback is key
- Self-reflexive
For what have you signed a contract?
5. Contract grading

→ For an A, do this
→ For a B, do this
→ For a C, do this
→ Opportunities to redo/revise
Imposter syndrome

I have struggled/ I do struggle with imposter syndrome

4.1

Strongly disagree

Strongly agree
6. Self-assessment

- Reflexive
- Summative
- Specific questions
- What grade?
How does your Chair/Dean know what you did this AY when you have your annual review?

- Annual performance review
- I write a report
- I write a report
- Annual review narrative
- A narrative self evaluation
- annual review
- Self report
- Self evaluation
- I tell them

This is an example of the several slides of attendee responses.
7. Checkout

- Meetings
- Summative assessment
- Class format
- I haven't been able to do this
Student comments

→ The process of "ungrading" has given me a sense of academic freedom that I have never had the opportunity to utilize before this course.

→ I believe that the "ungrading" method is much more accurate and better reflects what students will face post-graduation in the "real-world"

→ The [benefit] that truly meant the most to me was the sense of pride in my work that came with receiving feedback as opposed to receiving just a grade

→ [It is] hard to not have the external validation of grades
BONUS (8): Criteria for assignments

→ Align with learning objectives
→ Will this make my students more interesting at parties?
"I ENJOY GRADING ESSAYS"

SAID NO TEACHER EVER
Sharon Lauricella, Ph.D.
Professor (Full)
Ontario Tech University

www.sharonlauricella.com
Twitter: @AcademicBatgirl

Dr Academic Batgirl
@AcademicBatgirl

Promoting scholarly peace and academic love. Associate Prof, Overall Badass. Students first. #AcWri #AcademicTwitter #SoTL #EdTech Dr/she/her

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