Video Transcript

Impact of Currenting Grading Video

Slide 1: Ungrading, the student perspective.

Slide 2: In this video we will discuss three things, grading in school, consequences of grading and the game of school.

Slide 3: Grading in school. The process involves the instructor lecturing and the students are tested to earn a grade. The result is the students focus on the grade, not on the learning.

Slide 4: Consequences of grading. Two main points, it creates a stressful and frustrating environment, and no focus on the learning aspect of education.

Slide 5: Consequences of Grading. "Grades play to extrinsic (not intrinsic) motivation, decrease enjoyment of learning and increase fears of failure. More than that, grades aren't necessarily a good measure of student learning."

Slide 6: The game of school. Students adapt to the grading system, and this does not begin in University. There is a focus on winning, not on learning.

Slide 7: Rules of the game. The instructor for the class sets the rules, the goal for the student is to earn a grade with limited effort, and do not get caught.

Slide 8: This presentation was created by students from the University of Windsor's Office of Open Learning.

Slide 9: N/A

Grading Versus Ungrading Video

Slide 1: Ungrading, the student perspective.

Slide 2: In this video we will discuss three things, what is 'ungrading?', considerations for faculty, and the student perspective.

Slide 3: What is ungrading? It involves grading less and grading differently but is not no grading.

Slide 4: To grade differently, we suggest four ways. Self-assessment grading, peer review, mastery learning, and backwards grading.

Slide 5: To grade less there are two main points, do not grade everything and engagement is the key.

Slide 6: Considerations for faculty: how many students are in the class, how to explain ungrading to students, how will it work in your class, and how much time to put in for student feedback.

Slide 7: From the student perspective this helps create intrinsic motivation, while also increasing the enjoyment of learning, while being a better measurement of the learning. It creates students that are more engaged and less stressed and frustrated.

Slide 8: Also, from the student perspective, this does however create a larger time commitment, unfamiliar way of learning, and less structure to the class. Where students ask, "Will somebody tell me why I should do this?"

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Examples of Ungrading Video

Slide 1: Ungrading, the student perspective.

Slide 2: In this video we will discuss two examples of ungrading. Clarissa Sorensen-Unruh, a Chemistry & Statistics Professor, and Jesse Stommel, Digital Studies Professor.

Slide 3: Clarissa Sorensen-Unruh, what does she do? She has her students do exam reflections, and collaborative exam corrections. These are part of the grading scheme.

Slide 4: What are us as students concerned about? The long time commitment to complete all these activities, comparing ourselves to others, and the unfamiliar learning process.

Slide 5: What us as students are encouraged with is the help with answering questions, having time to reflect on our strategies, and building a professional student teacher relationship.

Slide 6: Jesse Stommel has his students do two to three self-reflections per semester, and also has his students grade themselves.

Slide 7: What we as students are concerned about with this is the time to prepare a self reflection, difficulty with grading ourselves, and the unfamiliar grading process.

Slide 8: What we as students are encouraged with are the other factors determining our grade, more say in the classroom dynamic, and less stressed about getting the grade.

Slide 9: This presentation was created by students from the University of Windsor's Office of Open Learning.

Slide 10: N/A

Asynchronous versus Synchronous Video

Slide 1: Asynchronous vs. Synchronous. The student perspective.

Slide 2: In this video we will discuss three things. We will first define the terms, offer our perspective as students, and give considerations for faculty.

Slide 3: Asynchronous, what is it? It is when the instructor and the students of the course are engaged with the content at different times.

Slide 4: The student perspective on asynchronous classes. Some do not like it, they find it difficult to connect to the class and tend to fall behind.

Slide 5: Other students do enjoy asynchronous classes. They can do their work at any time of the day and at their own pace.

Slide 6: Synchronous, what is it? It is when the instructor and the students of the course are engaged in the content and each other at the same time.

Slide 7: The student perspective on synchronous classes. Some again do not like it, they find the pace to be too fast and become less engaged when they don't see the course as relevant to their future work.

Slide 8: Other students do enjoy synchronous classes. It helps them keep a structured schedule and they get to interact with their fellow students and the professor.

Slide 9: Considerations for faculty. As students, we prefer different teaching tools depending on the way the course is offered. If the course is asynchronous, consider including question boards or live office hours. If synchronous, consider student feedback or interactive activities.

Slide 10: This presentation was created by students from the University of Windsor's Office of Open Learning.

Flipped Classrooms Video

Slide 1: Common Problems in flipped classrooms: Pre-recorded lectured & pre-readings

Slide 2: Removal of social aspect. The guys say "I miss my friends"

Slide 3: Additional time spent in front of screens and preparing for class

Slide 4: Increased digital divide

Slide 5: "re-lecturing" of previously covered material

Slide 6: Technical difficulties

Slide 7: How can we encourage students to enjoy flipped classrooms? Pre-recorded lectures & Pre-readings

Slide 8: Tips for pre-readings or pre-recorded lectures

1. Include tools to assist those with disabilities (Physical or Mental)
2. Only include the necessary amount reading
3. Explanation of how and why the reading need to be done

Slide 9: Tips for in-class sessions:

1. Offer incentives of students to still attend class, even if they do not have questions
2. Cover additional examples on previously discussed material
3. Be considerate and understanding of students' circumstances.

Communication Video

Slide 1: Engagement: A student perspective on relevance and context

Slide 2: Business Class Example: Part 1

Slide 3: Welcome to Business Class

Slide 4: This is important in the field because I said so. HOW is this important to my field?

Slide 5: This homework will help you. What does success look like? What should I be looking for in this article?

Slide 6: I am doing the work to get a grade, not to learn the information. I want to learn how to apply the material in the field not only for the test

Slide 7: Business Class Example: Part 1

Slide 8: Welcome to Business Class

Slide 9: You need finance to know how profitable your business is. You need entrepreneurship to make your idea into a business. You need marketing to grow your business. Oh, you need these to have a successful business.

Slide 10: You can see how the class material is used by real businesses. I can use this article as a guide when I start my own company! This example will help me understand the concepts better!

Slide 11: I am more engaged in the class since I know the relevance to why I am doing this work. I know how this information is more useful now!

Slide 12: In part 1: Limited context is given on why and how to do assignments. Students don't pay attention and don't understand why they are expected to learn the material. Students are engaged in getting a grade and not engaged in learning. In part 2: Relevance and context is given on why and how to do assignments. Students pay attention, can relate to the material, and understand why and how the material is important to them. Students are engaged in the learning for more than getting a grade.

Slide 13: Relevance plus context equals engagement