Advancing Equity in Education
Embracing Ungrading Practices in an MBA Social Entrepreneurship Course

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Issue?

Why do we assess student's work?

Who are the intended audience for our assessments beyond the students themselves?

Should students spend their time trying to find a way to game the system to maintain a certain GPA ?

Should they spend the time acquiring knowledge and skills related to them being experts in their field?

Background and Issue

Grade Anxiety

Student Fixation on Grade

- "…*what do I need to do in the class to get a B+*"
- Less on understanding and mastering content

Mainstream grading

Test-taking inexperience

Inadequate test-taking training for students from underrepresented minority groups

Project Aims

Student voices

- ✓ Amplify student voices by involving them in the co-creation of assessment criteria and processes

Collaborative Culture

- ✓ Fostering a culture of collaboration and feedback
- ✓ Inclusive environment

Ungrading Practices

Key Objectives

- Move beyond numerical scores and embrace an alternative approach to assessment.

- Involve students in the assessment process, prioritizing feedback, and fostering a collaborative learning environment

- Disrupt these inequalities by empowering students to actively participate in their assessment and learning journey.

- Shift the balance of power in the classroom, recognizing and honoring the diverse backgrounds, experiences, and perspectives of all students.

- Challenge the dominant narratives of success and meritocracy

Ungrading Practices

Examples

a) **Contract Grading**: Collaboratively develop contracts outlining learning outcomes and evaluation criteria, allowing students to negotiate their assessment based on their individual strengths and goals.

b) **Narrative Feedback**: Provide descriptive feedback that focuses on students' strengths, areas for growth, and progress over time, rather than assigning numerical scores.

c) **Peer and Self-Assessment**: Incorporate peer and self-assessment activities where students evaluate their own work and provide feedback to their peers, fostering a culture of mutual support and accountability.
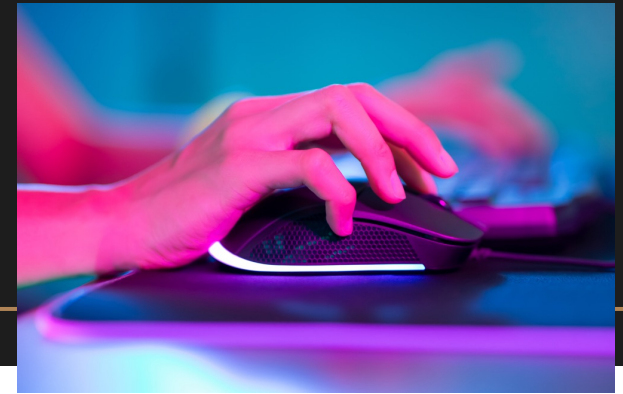
Potential Partners at Leeds

Leeds Office of Diversity Affairs

- Aligned with broader institutional efforts to promote equity and inclusivity in education.

Classroom Inclusion Team

- Expertise in pedagogy and curriculum design

Educational Technology Providers

- Help develop digital tools and platforms that facilitate the implementation of ungrading practices

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Projected Timeline

May 2024

Review of literature on ungrading practices

June 2024

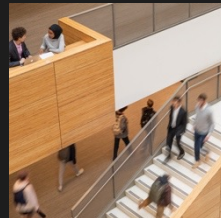Assessment Redesign

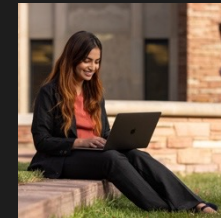**July 2024**

Interviews with stakeholders

August 2024

Analysis of Data

September 2024

Draft Assessments

Pilot to peers

October 2024

Final assessments added to Spring syllabus

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Thank You!!!