

Grading Professionalism: Motivating Student Participation by Flipping the Script

Michael J. Berntsen, michael.berntsen@uncp.edu, University of North Carolina at Pembroke

Why Professionalism?

- Tactic from Culinary Arts schools and Music Departments.
- It matches how most instructors grade participation.
- It parallels expectations of most instructors.

The Scope

- I switched from grading Participation to grading Professionalism since Fall 2016.
- I have applied it to composition courses (all levels), general education classes (sophomores to seniors), and major courses (sophomores to seniors).
- I have adapted to it to Service Learning courses, as well.

Grading Professionalism

Each Student Starts Out with 100

- Most students felt more confident.
- Fewer to zero students felt anxious about forgetting their books.
- They felt their grade was more organic: the days they felt excited and participated highly would help them on days they felt tired.

Each Student Starts Out with 0

- Students feel they have to work harder:
 - Pro: It can motivate more.
 - Some students checked each week to see their grade.
 - Pro: It makes them see where they lack.
 - Some students noticed how they never bring in Peer Review drafts.
 - Con: It can add to their feelings of being overwhelmed.
 - Some students felt more anxious to make sure they never forgot the book.
- Creates a chore-like dynamic and check-list approach.
 - Some students felt that as long as they accomplished one aspect, they would earn enough points.



Student Reactions

“I didn’t realize participation would be graded so much in college. When I saw professionalism on the syllabus, I was confused, but after [Dr. Berntsen] explained it, I felt much better. I like the options.”

“I never forget to bring in my books!”

“I don’t think I participate more, but I like that I don’t have to if I don’t feel like it.”

“I show my coach how much I do a week. Thanks, Dr. B.”

“It’s cool. Professors judge us on all that stuff anyway, so why not grade me on it[?]”

“As a shy student, I appreciate it.”

DISCUSSION

aining evaluations consisted of pre test items. Multiple respondents transitioned from a general notion of equality to more specific positions that highlighted various elements of racial equity including: (a) judgement, (b) self-awareness, (c) of bias, (d) the element of in, and (e) knowledge of

responses showed evidence of knowledge about racial equity. While, pre test responses primarily stated about viewpoint and seeing test responses showed an understanding of influential affect perceptions and impact. Further, post test showed increased self-awareness of relation to leadership and racial equity. Respondents their needs in order to al equity in schools as lining on data collection and techniques.

CONCLUSION

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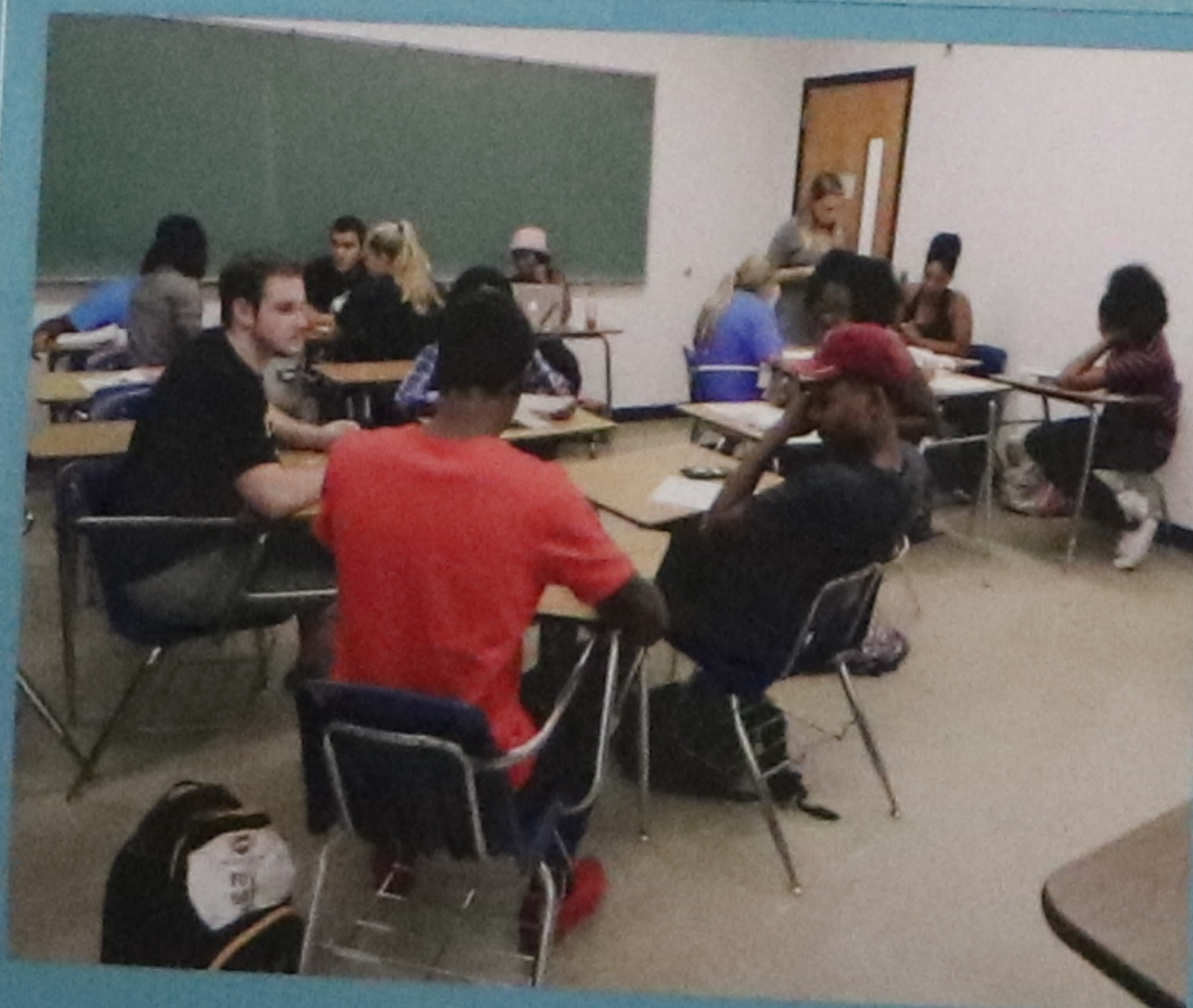
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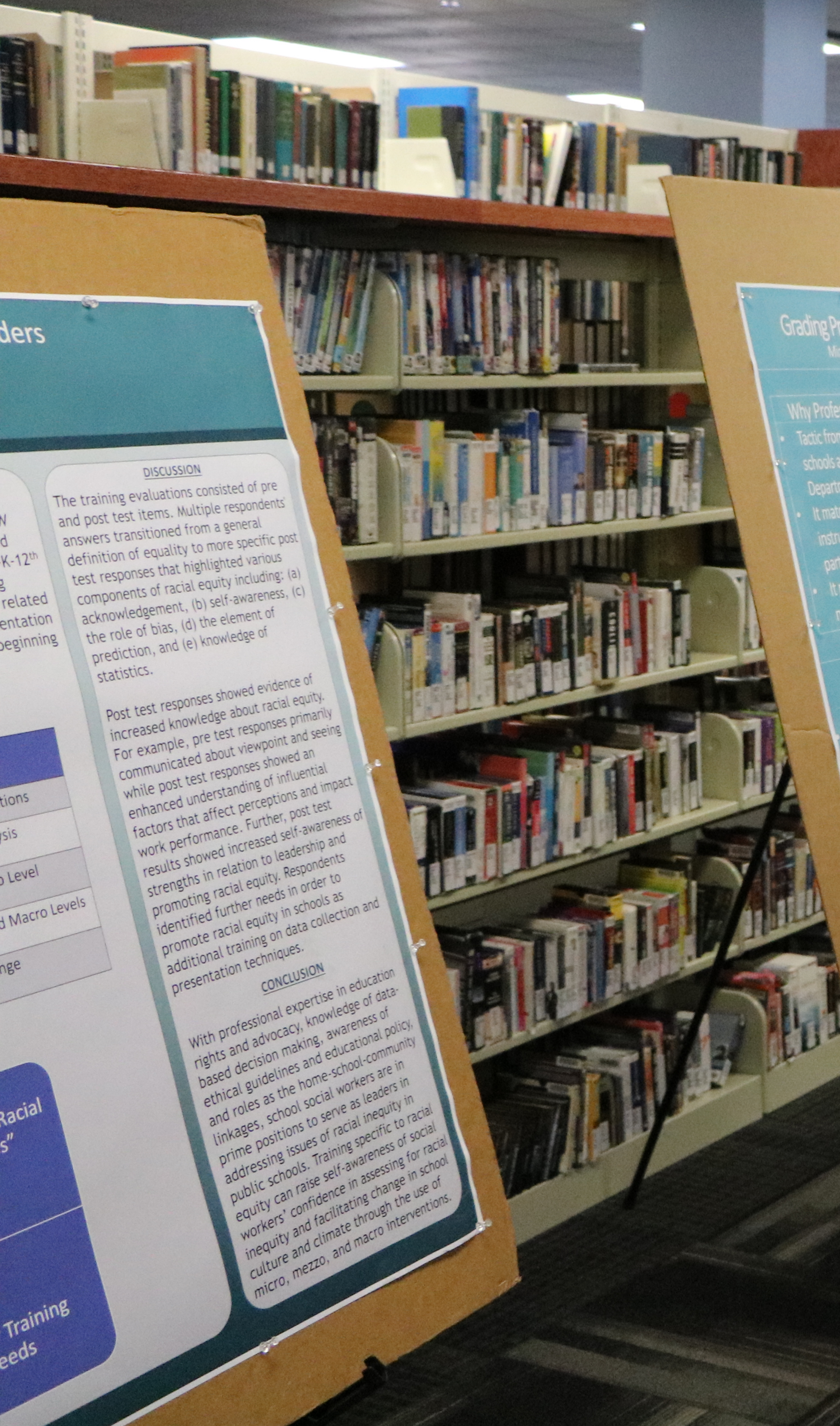
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Discussions

The training evaluations consisted of pre and post test items. Multiple respondents' answers transitioned from a general definition of equality to more specific post test responses that highlighted various components of racial equity including: (a) acknowledgement, (b) self-awareness, (c) the role of bias, (d) the element of prediction, and (e) knowledge of statistics.

Post test responses showed evidence of increased knowledge about racial equity. For example, pre test responses primarily communicated about viewpoint and seeing while post test responses showed an enhanced understanding of influential factors that affect perceptions and impact work performance. Further, post test results showed increased self-awareness of strengths in relation to leadership and promoting racial equity. Respondents identified further needs in order to promote racial equity in schools as additional training on data collection and presentation techniques.

CONCLUSION

With professional expertise in education rights and advocacy, knowledge of data-based decision making, awareness of ethical guidelines and educational policy, and roles as the home-school-community linkages, school social workers are in prime positions to serve as leaders in addressing issues of racial inequity in public schools. Training specific to racial equity can raise self-awareness of social workers' confidence in assessing for racial inequity and facilitating change in school culture and climate through the use of micro, mezzo, and macro interventions.

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