

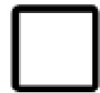
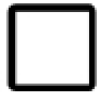
Mastery grading: Respecting student's values through autonomy

Liz Schlemer

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Industrial and Manufacturing Engineering

Courses



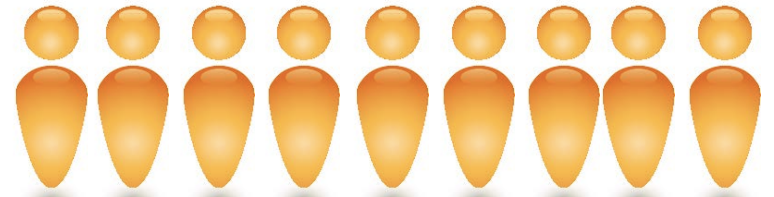
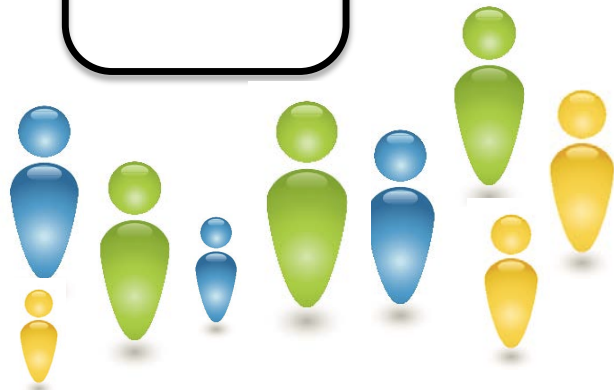
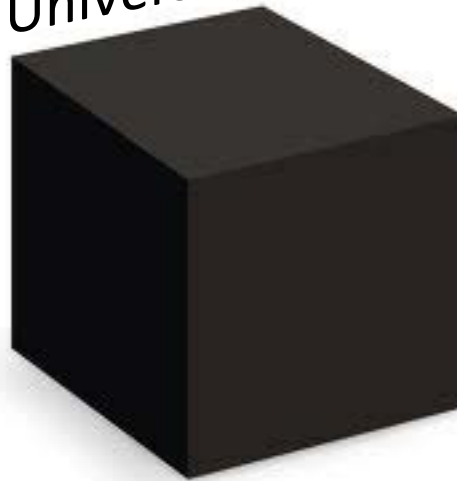
Produced to specifications

Independent

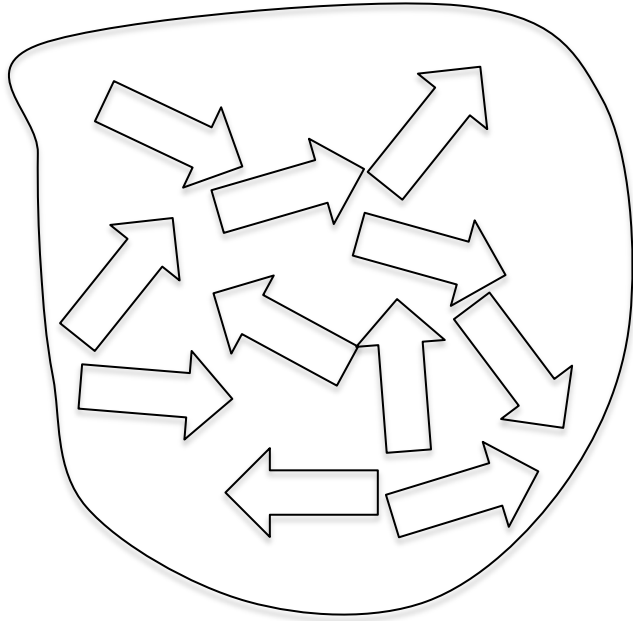
Profit oriented

Competitive

University



Individualized Learning



Variety of outcomes

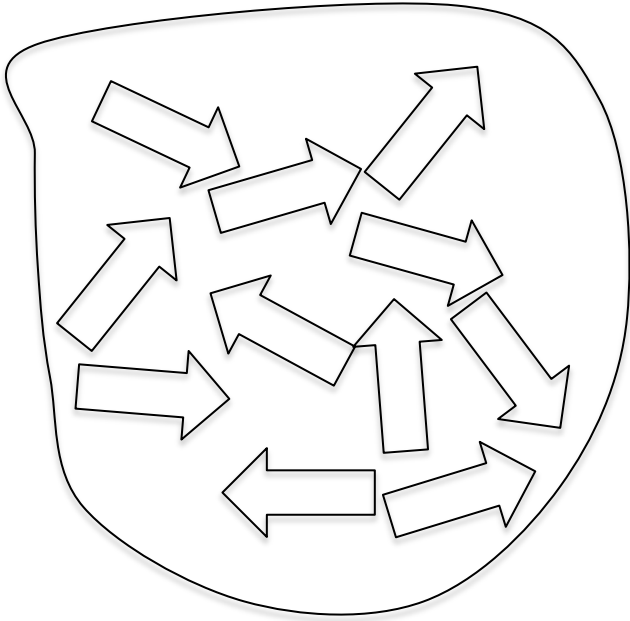
Innovative
Social Good
Collaborative



University



Individualized Learning



Mastery Grading

Motivation theory

Learning theory

Example in a course

Result

University



Motivation Theory

Self-Determination Theory

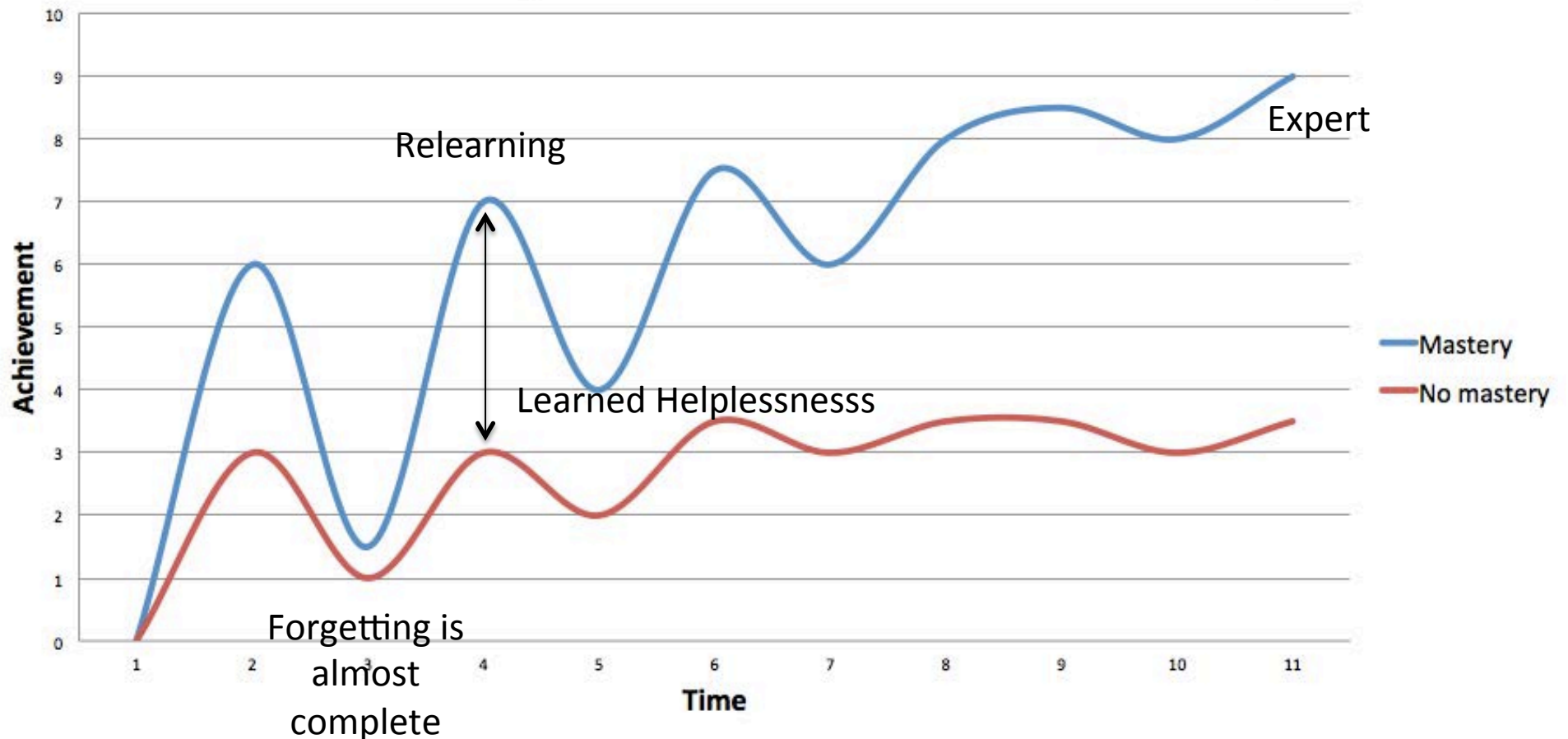
(Deci and Ryan, Popularized by Daniel Pink)



RSA Animate - Drive: The surprising truth about what motivates us
<http://www.youtube.com/watch?v=u6XAPnuFjJc>

Learning Theory

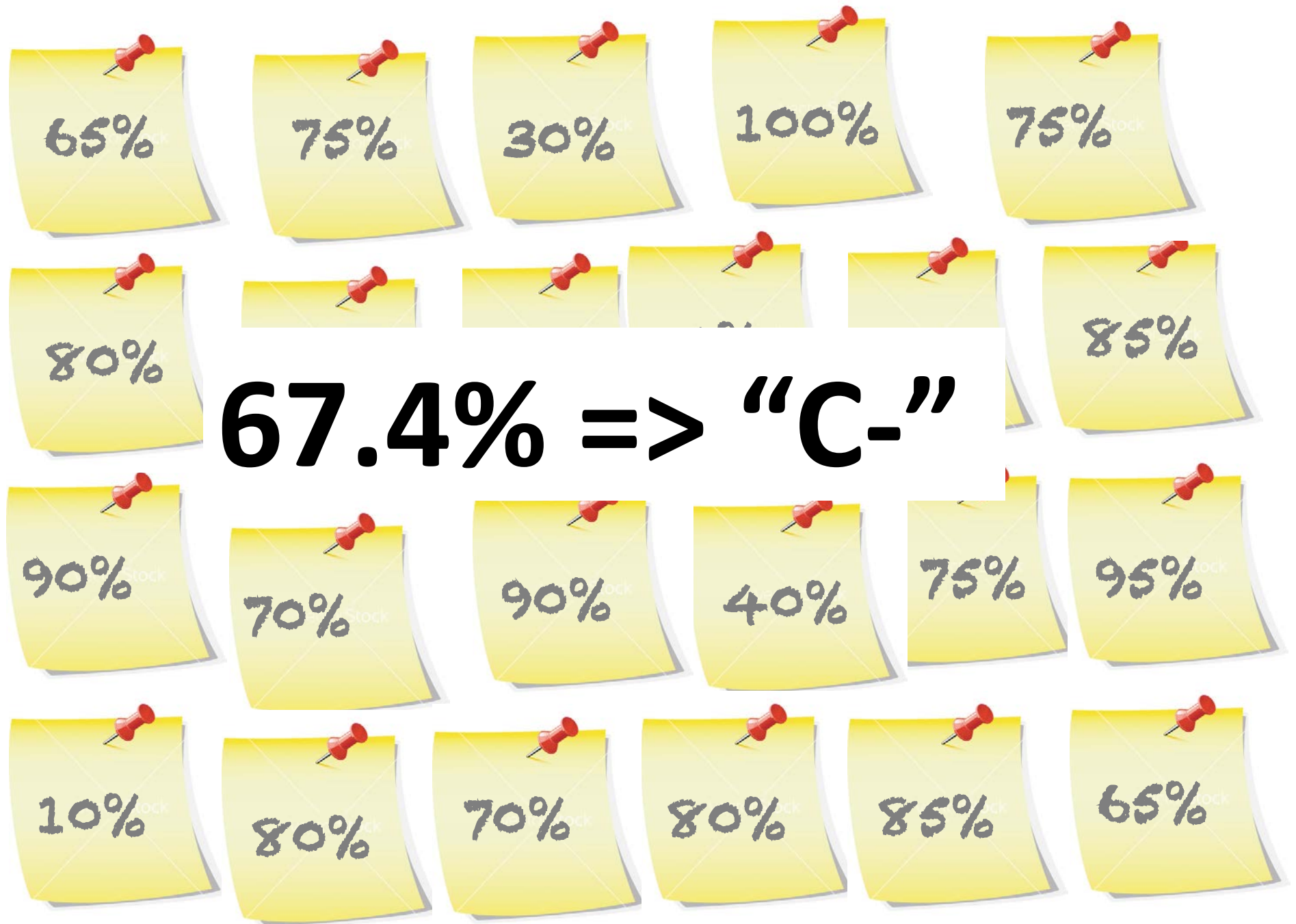
Relearning is easier with initial mastery

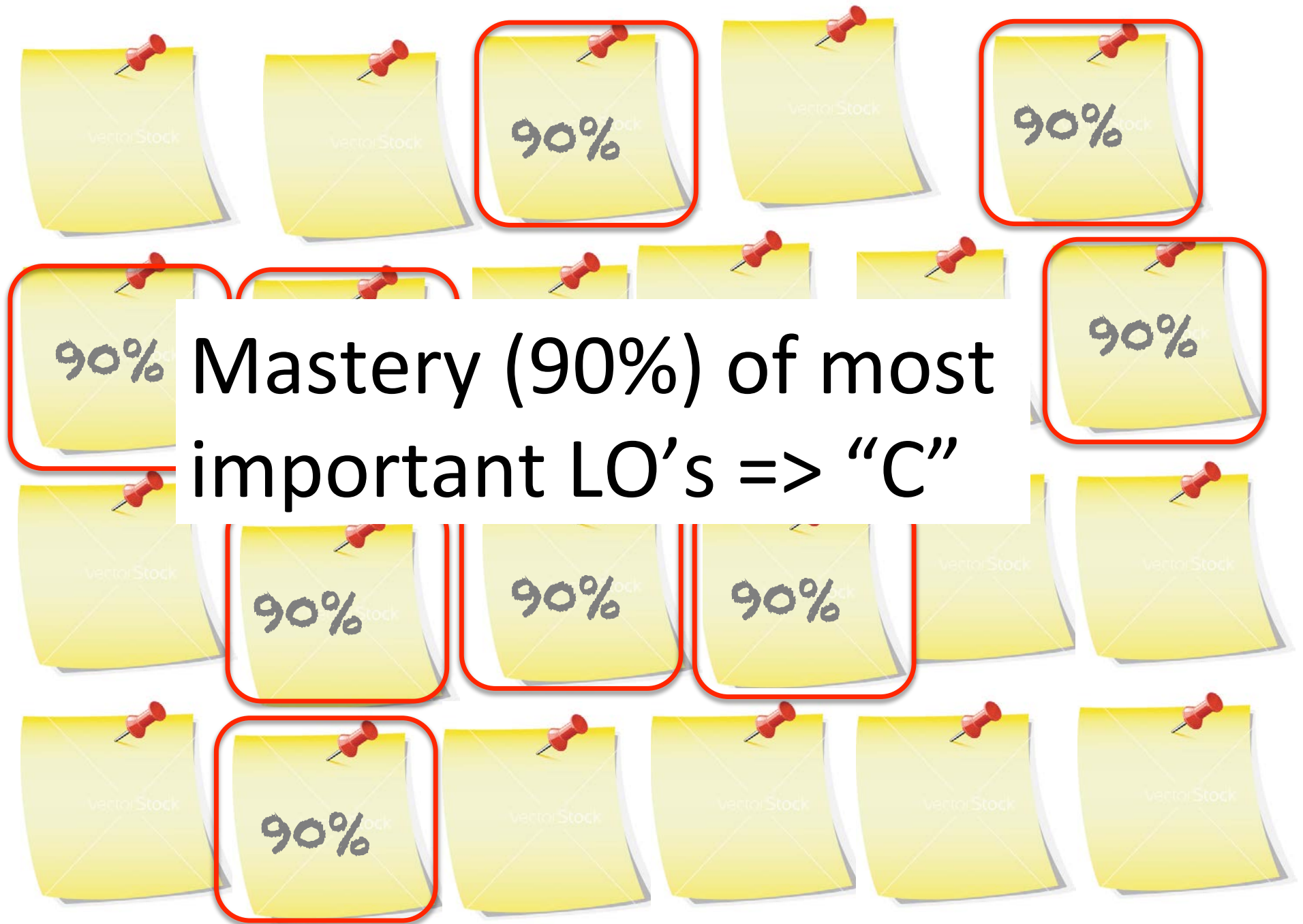


Lalley, J. P., & Gentile, J. R. (2009). Classroom Assessment and Grading to Assure Mastery. *Theory Into Practice*, 48(1), 28–35.








Learning Objectives for the course

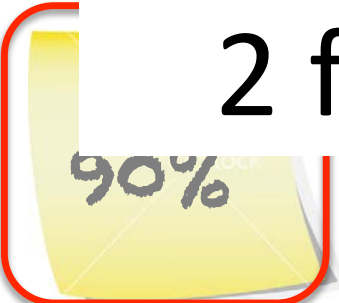





**Mastery (90%) of most
important LO's => "C"**



Mastery (90%) of most
important LO's => "C"



Learn Something new
1 focus area = "B"
2 focus areas = "A"

Autonomy

BITCOIN: CRYPTO CURRENCY

Currency of the



DIFFERENT TYPES OF
QUALITY INSPECTIONS IN
AGRICULTURE

Omero Salinas



Figure 3: Tray with Nectarines Sample

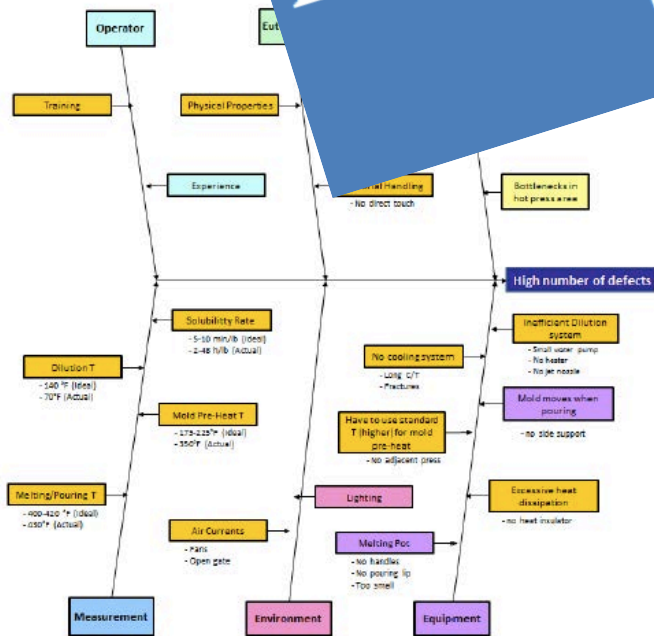


Figure 11 – Fishbone



Nuts and bolts

- Students can retake exams as many times as necessary to achieve mastery grade (more test creation)
- Students need all the resources available to relearn topics (Flipped classroom is helpful, Polylearn)
- Extension learning is reviewed by instructor and can be resubmitted

Observations

- Remove me from power position
- Must hand over learning to student accept that they may not put effort into your class
- Low grade on a exam leads to continued desire to learn
- Some students prefer a “C”

I really enjoyed the grading structure. I loved getting to choose the subjects I would do reports on, because it didn't narrow my possibilities and I was able to tap into my interests instead of conforming my interests to a specific assigned task. I appreciated the retakes for the midterms because I'm not a very good test-taker, so having the ability to take a test two times took a lot of the anxiety off my shoulders about not passing the first time. I really feel empowered in my education as a result of this class because I have finally got an A in a meaningful course, and I no longer feel like I'm wasting my time and efforts by getting B's and C's in classes that are "important." I really love the way Liz helps educate us.

I thoroughly enjoyed the grading scheme, it gave me a reachable goal from the beginning of the course and left the responsibility to me whether I wanted to earn an A-F

I learned more about myself and how I would be in the "real world" on staying current with topics, etc.

I feel like I took advantage of the opportunities offered by the course and by Liz, but some (maybe most) students did not. It takes a real "go-getter" to be able to control one's own learning and, in my experience, a great amount of students are not used to that. My openness for other ideas really bloomed in this class, and I am very excited about 430 with Liz!

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