

Hi, I'M SYBIL.  
I'M AN ENGLISH TEACHER  
AT A COMMUNITY &  
TECHNICAL COLLEGE IN  
RURAL NORTH DAKOTA.

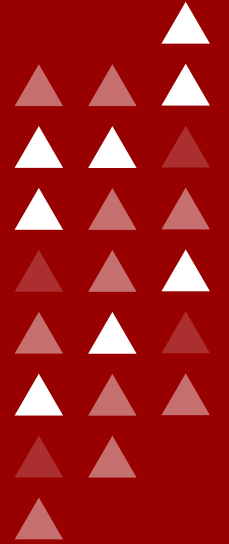
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**NDSCS acknowledges that we occupy the sacred ancestral lands of the First Nations cultures.**

**Without them, we would not have access to our gathering, dialogue, and learning spaces.**

# “OER & Ungrading: The Blasphemous Quest for Ultimate Student Control.”



[bit.ly/sybil-owi21](https://bit.ly/sybil-owi21)



## OPEN EDUCATIONAL RESOURCES (#OER):

Openly licensed materials that, if offered digitally, cost students nothing. OER can include the same public domain pieces publishing companies use while ALSO showcasing teachers' knowledge and voices. OER improves accessibility, inclusivity, and flexibility for all. [Click here for a folder of resources.](#)

## OPEN EDUCATIONAL PEDAGOGY (#OEP):

This is the pedagogy (or "P" might stand for Practices) of Open Education; OEP embraces student-centered teaching practices that "[enable students to shape the public knowledge commons of which they are a part.](#)" OEP might include remixing texts with your students or creating new ones. OEP might include students writing the outcomes for the course, etc. [Click here for a folder of resources.](#)

At some point in your college career, a teacher is going to throw a research project in your face. The teacher might assign the topic to be researched – “Your question is: Where did the electoral college come from?” – or it might be open-ended, and in that case, you almost have free reign as to what you dive into.

## Step 1: Why Does this Matter?

### A STORY<sup>63</sup>

Mateo and Isabella are two very different students, both of whom are taking first-year College Composition. When asked to write a research-based essay, Mateo copies text directly from internet sources and pastes it into his document as he stays up late and tries to meet the morning deadline for turning in his essay. Isabella, on the other hand, has been researching for the past four weeks, finding ideal resources, jotting down her own ideas and significant facts into a Google Doc or in her notebook, always recording exactly what page and paragraph number from which the information came. She was able to use the sources she found in a way that is ideal for college-level writing—to allow them to provide support for her own, original, unique ideas.

Isabella gave herself time to gain more knowledge and, therefore, more expertise regarding her topic so that all her studying and gained knowledge would help her become informed for this particular research-based assignment, as well as giving her practice for similar writing assignments that would come her way throughout her college career. Isabella had based her writing on her own ideas and then cited others’ appropriately, which she continued to do throughout the semester. Her professor praised Isabella for her creativity, thoroughness, and organization, along with her correctly citing her sources.

As Isabella continued to grow in confidence, she decided to apply for a position as a writing tutor through her college’s peer mentoring program. Once hired, she would not

<sup>63</sup> Contributed by Ann Inoshita, Karyl Garland, Kate Sims, Jeanne K. Tsutsui Keuma, and Tasha Williams: Professors at University of Hawaii. Sourced from *University of Hawaii OER*. This story has been licensed under CC-BY 2.0. Updated Sept 9, 2019.

### Control over voice, language, and names.

**BEFORE:** The textbook is full of white authors and their perspectives and their stories.

**NOW:** My OERs are less white-washed.

**FUTURE:** Student-created OER (the ultimate in OEP).

- Whose writing are they reading? Why?
- What does a textbook filled with student voices say to students who struggle with writing?
- What does a book about writing written by non-writers look like?

## Control over how they digest the information.











**BEFORE:** This textbook doesn't have an audio version.

**NOW:** I create audio versions and make sure my formats (Google doc, Word, PDF) are screen-reader friendly. They can listen, read it digitally for free, or buy a cheap Amazon copy.

- Accessibility like this doesn't just help those with disabilities, but it helps all students by giving them multiple ways to digest info.

My Drive > Eng 110 OPEN > CHAPTERS AND AUDIO

Name ↑

 ANNOTATED BIBLIOGRAPHY chapter.docx
 ANNOTATED BIBLIOGRAPHY chapter.mp3
 Argument - EthosPathosLogos.docx
 Argument - EthosPathosLogos.mp3
 BLOGS chapter.docx
 BLOGS chapter.mp3
 BUSINESS PLANS chapter.docx
 BUSINESS PLANS chapter.mp3
 COMMENTARIES and REVIEWS chapters.docx
 COMMENTARIES and REVIEWS chapters.mp3

## #UNGRADING:

Ungrading is the theory that grading causes harm and linking grades to feedback undermines the feedback. It asks teachers to undo any of the hurdles they put in front of student learning. Any use of the theory increases student learning and decreases student stress/anxiety. **Grades are arbitrary and subjective and do not reflect student learning.** [Click here for a folder of resources.](#)

## Preview Test: Click Here to Assess Your Group 1 Activities

### ★ Test Information

Description

Instructions

Multiple Attempts This test allows multiple attempts.

Force Completion This test can be saved and resumed later.

Your answers are saved automatically.

### ▽ Question Completion Status:

#### QUESTION 1

4 points

Save Answer

I fully completed one option from this group of activities.

- True
- False

*Click Save and Submit to save and submit. Click Save All Answers to save all answers.*

Save All Answers

Close Window

Save and Submit

Control over  
who populates  
the Gradebook.

**BEFORE:** I'm a grader. I'm sorting and ranking students. I'm the sage on the stage.

**NOW:** Students assess themselves with self-assessment/declaration quizzes. I'm the guide on the side. I give oodles of feedback.

- They have control over the points in the gradebook. I give feedback and mark the activity as complete or incomplete.

**FUTURE:** I'd like to ditch the LMS altogether, but then I realize that that can cause more anxiety for students when they don't know where they stand in the course. This is the reason I have kept the "overall" percentage in the gradebook - for their mental health.



## Grade Center : Group 0

The Full Grade Center displays all columns and rows in the Grade Center and is the default view of the Grade Center. [More Help](#)

Create Column

Create Calculated Column

Manage

Reports

Filter

Current View:

Group 0



Category:

All Categories

Status:



Show attempts that don't contribute to user's grade

Move To Top

Email

Sort Columns By:

Grade Information Bar

<input type="checkbox"/>	LAST NAME	FIRST NAME	UNGRADING FINAL GRADE ROUND UP	OVERALL	CLICK HERE TO ASSESS YOUR GROUP 0 ACTIVITIES	CLICK HERE TO COMPLETE THE GROUP 0: FEEDBACK BOOTCAMP	GROUP ZERO: WRITING SAMPLE	CLICK HERE TO COMPLETE THE BEGINNING OF SEMESTER REFLECTION
<input type="checkbox"/>	Priebe_PreviewUse	Sybil	A	95.00%(A)	5.00	Complete	Complete	Incomplete

Selected Rows: 0

Move To Top

Email

**BEFORE:** I'm a grader. I'm sorting and ranking students. I'm the sage on the stage.

**NOW:** Students assess themselves with self-assessment/declaration quizzes. I'm the guide on the side. I give oodles of feedback.

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**Control over where they learn, when they learn, what they learn, etc.**

**BEFORE:** Attendance policy.

**NOW:** I know they learn outside the classroom.

**BEFORE:** No late work allowed.

**NOW:** Flexible deadlines.

**BEFORE:** SafeAssign.

**NOW:** Trust.

**BEFORE:** No redos.

**NOW:** Unlimited redos.

**BEFORE:** One-attempt quizzes.

**NOW:** Multiple-attempt quizzes.

**BEFORE:** Some group work.

**NOW:** Optional group work.

**BEFORE:** Detailed instructions.

**NOW:** Open instructions (see example from the Creative Commons Certification course to the right).

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**Due** Jul 14 by 10:59pm      **Points** 10

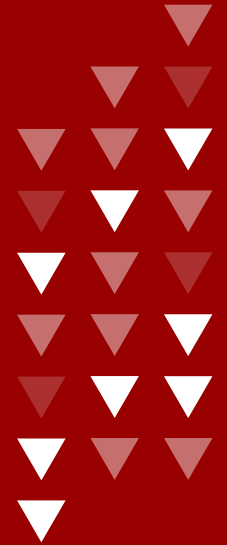
**Submitting** a text entry box, a website url, or a file upload

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Create a video, slide presentation, or infographic (or choose another medium) in which you describe the Creative Commons licenses as well as how and when they might be useful to your institutions' work. At a minimum, include a description of:

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**What does ALL THIS STUDENT CONTROL look like in Sybil's Classes?**

## ENGLISH 110 HYBRID.

- 7 Groups of Activities
  - Students self-assess each group.
  - Flexible deadlines.
- 3 Reflections
  - Beginning, Middle, End.
- 3 Large Projects
  - Choices.
  - Students self-assess.
  - Peer Workshops utilize a Feedback Bootcamp

## ENGLISH 120 FULLY ONLINE.

- Weekly Discussion Boards.
  - Choices & **students don't have to respond to classmates.**
- A few quizzes that are multiple-attempt.
- 5 Large Projects
- 3 Reflections, similar to English 110.

Links to these  
pieces are on  
[this handout.](#)

## RESOURCES:

- Web Site: [Open Pedagogy Notebook](#)
- Book: *Ungrading* edited by Susan Blum
- Book: *Hacking Assessment* by Starr Sackstein
- Hashtag: #ungrading on Twitter
- Hashtag: #OER or #OEP on Twitter
- The handout for this presentation - [click here](#).
- [Sybil's Slides of Student Reflection](#) on #OER and #Ungrading.



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# THANK YOU!

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This presentation was created using the  
Google Yearbook Template.