

The Learning Curve

Episode 15: Alternative Grading with Dr. Julian Harris

[00;00;00;02 - 00;00;13;25] **Leah Miller**

Welcome to the Learning Curve, an audio series presented by the Academic Commons.

[00;00;13;28 - 00;00;28;15] **Leah Miller**

Your hosts for today's episode are me, Leah and Demi Our mission is to illuminate higher education, teaching and learning through the power of shared experiences and research. Informed practices.

[00;00;28;15 - 00;00;50;01] **Demi Harte**

On this episode of The Learning Curve, we'll be discussing alternative grading methods with Julian Harris, Ph.D.. Stick around this episode to learn how these methods support positive student growth, acknowledge effort, reduce anxiety, and reshape student attitudes towards learning. If you've ever been frustrated with grading and wondered if there was a better way. This is the episode for you.

[00;00;50;04 - 00;01;09;28] **Demi Harte**

Doctor Harris is an assistant professor of biochemistry in Thomas Jefferson University's College of Life Sciences. He has been teaching here since 2023, and his practice centers on how alternative grading systems shape students attitudes and beliefs about learning, intelligence, resilience, and self efficiency. Welcome, Julian.

[00;01;10;02 - 00;01;25;02] **Julian Harris**

Thank you so much for having me. I'm looking forward to the conversation. Yeah, I've been using alternative grading practices for about the last two academic years. I'm looking forward to kind of talking about some of the motivations for for why I use them and kind of what I think it gives to students.

[00;01;25;09 - 00;01;33;21] **Demi Harte**

We're looking forward to really diving into alternative grading methods. But before we do that, could you, describe your teaching practice in three words?

[00;01;33;27 - 00;02;02;15] **Julian Harris**

Yeah. So I think the three words that I feel best represent kind of how I teach are supportive. Is a big one for me, making sure the students feel like they have support, even in hard classes. Reflective is another one. And that one is both for me and for students. So me, reflecting on what I'm doing, what's working, what's not working, as well as students doing hopefully the same kind of metacognitive reflection.

[00;02;02;17 - 00;02;19;04] **Julian Harris**

And then the last one that I would say is active. I think that's a really important piece of my own teaching philosophy is using active learning, making the classroom a more active environment. And so those three are kind of how I would summarize my, my teaching philosophy.

[00;02;19;04 - 00;02;30;06] **Leah Miller**

Wonderful. So now we're going to dive into the topic for today. What really led you to explore alternative grading methods?

[00;02;30;08 - 00;03;01;24] **Julian Harris**

Yeah, it's a it's a great question. So I first became interested in alternative grading at the end of my first year as a professor. So I went to a conference in Philadelphia, the Mid-Atlantic Teaching Faculty Alliance conference, and I saw a presentation from this math professor at Rutgers University, Camden. Her name is Sarah Leshen, and she was presenting on her use of standards based grading, which is alternative grading practice in her calculus classes.

[00;03;01;27 - 00;03;27;06] **Julian Harris**

And the presentation was very influential for me because she echoed a lot of the same concerns that I had coming out of my first year of being a full time professor. I had these, experiences where I had conversations with students about their learning and about their grades in the course, and we were kind of experiencing, you know, some frustrations, some disconnects.

[00;03;27;06 - 00;03;52;13] **Julian Harris**

And I remember this one conversation in particular I had with the student where she mentioned, that she felt like the grade that she had in my course was not actually reflective of what she had learned. And I, at some points, kind of understood where she was coming from. She was a very reflective student. She showed a lot of improvement throughout the semester.

[00;03;52;18 - 00;04;14;15] **Julian Harris**

She ended the semester in a much better place than she started the semester, and the eventual grade she received in the course didn't really reflect any of that, like positive growth. And so it was kind of a million little interactions like this where I realized that the way that I was grading didn't really make room for this level of growth over time.

[00;04;14;17 - 00;04;33;20] **Julian Harris**

And in some ways, it was slightly demotivating, because here we have like a really motivated student who wants to do better, is doing better, but isn't really being rewarded for that. And so I would say that those were some of the things that kind of got me interested in alternative grading, because they kind of solve a lot of those issues.

[00;04;33;20 - 00;04;49;16] **Julian Harris**

They allow us to reward growth over time. They allow us to remove some of the stress and anxiety from grading and traditional assessments. And, I've been really happy about how it's impacted students. And so that's why I keep doing it. But yeah, that's a little bit about kind of what got me started.

[00;04;49;20 - 00;05;09;28] **Demi Harte**

I love that you kind of just jumped into this pretty quickly, you know, after hearing some conversations. I think sometimes professors might just kind of wait and try and do their thing and then realize that things are not working after a while and that's really that's really awesome. So what are the benefits or advantages of alternative grading methods over traditional.

[00;05;10;01 - 00;05;34;26] **Julian Harris**

I think the benefits of alternative grading. I kind of already touched on in my previous answer, but just to kind of like emphasize what I think is there's a couple of things that I think are really important. So one that I haven't talked about yet is like transparency. And so this is something that like when your incoming as a new professor and you're writing an exam, you're like, what am I putting on this exam?

[00;05;34;27 - 00;05;56;10] **Julian Harris**

What's going to be demonstrative of student learning? What are the learning outcomes in this class that I'm trying to assess. And sometimes, you know, students come into an exam and they have a bunch of PowerPoint slides, but they're not exactly sure what's going to be on the exam itself. And so something that I felt like was really important in alternative grading was this very clear expectations.

[00;05;56;10 - 00;06;20;25] **Julian Harris**

And so something that's innate to my course structure is very clearly defined standards or skills that students have to perform to demonstrate proficiency. And so that increases transparency. For me, as someone who's designing an assessment, increases transparency for students, as someone who's taking an assessment and so that I think is really cool. The other thing that I think is really neat about alternative grading is that it does provide for positive growth.

[00;06;20;27 - 00;06;54;24] **Julian Harris**

And so something that, especially as a Stem professor, something that we encounter a lot, is what happens after a student gets a grade on an exam that they're not exactly happy with. Right. So maybe that's B minus or a C or C plus. And they get this exam back. There's a bunch of feedback from the professor. There's this idea that, like, in a perfect world, this student will take this exam feedback, go back to the slides, figure out what they got wrong, come to office hours, fix every question and learn the material better a second time.

[00;06;54;26 - 00;07;21;05] **Julian Harris**

And I say, in a perfect world, because students have lives, they're busy. They're trying to keep up with the material. They have things going on outside of class. And so that feedback loop oftentimes in a contemporary traditional grading system, is lost because there's not motivation to do any of that feedback. There's not motivation for a student to come back to an exam that they didn't do a super well on, because they're trying to keep up with the material for the next exam.

[00;07;21;05 - 00;07;39;13] **Julian Harris**

And so I think one thing that's really cool about alternative grading for the students is it gives them that motivation, that opportunity to actually go back and correct their work and be rewarded for that. Right at the end of the day, all we really care about as instructors is when they leave our class for that last time, have they learn the material?

[00;07;39;13 - 00;07;59;01] **Julian Harris**

And so here I'm giving them an opportunity to show that they have. And as an instructor, I also get to kind of hold a higher standard. Right? Because I'm not just going to leave the grade at a C-minus, or I'm not just going to leave the greater the C, I'm going to ask that student to go back and try again and learn the material for a second time.

[00;07;59;03 - 00;08;24;10] **Julian Harris**

And so I think it actually moves us in a direction of holding higher standards as instructors, which is great for sort of academic rigor while also creating supportive structures that, supplement student learning and so those are some of the major advantages that I've observed in alternative grading, both like kind of philosophically like if you read a book on grading, these are the things they talk about.

[00;08;24;17 - 00;08;28;18] **Julian Harris**

But also in my real day to day practice as a professor as well.

[00;08;28;19 - 00;08;51;09] **Leah Miller**

That sounds incredible. And it also sounds inherently like very student centered, which is so important. So that's wonderful. So I'm curious, did you kind of start out with one alternative grading framework and switch to something else, or what alternative grading frameworks have you tried?

[00;08;51;11 - 00;09;21;12] **Julian Harris**

Yeah. Great question. So I, I started with an alternative grading practice that's called standards based grading. Historically. It's also been called competency based grading or mastery based grading. So those are other sort of terms, that have been used in the past. The field primarily now uses standards based grading. That was the first one I tried. I talked a little bit about like my Genesis and alternative grading with, you know, listening to Doctor Leshen present, on her work in calculus.

[00;09;21;14 - 00;09;44;21] **Julian Harris**

And that was the practice that she was using. So it was the one I was most immediately familiar with. But it also is a, in my opinion, the one that kind of works the best for a traditional lecture based environment where you can kind of distill a semester's worth of material into a set number of actions or skills that a student should be able to perform by the end of the semester.

[00;09;44;21 - 00;10;05;14] **Julian Harris**

And so that's been the only one I've tried thus far. And it's worked well. There have definitely been some moments of learning for me and the students along the way, but it is overall, I think worked well and there's definitely been some elements of it that I've had to, to change to fit both my class and my students.

[00;10;05;14 - 00;10;07;00] **Julian Harris**

But that's my major focus.

[00;10;07;02 - 00;10;16;20] **Demi Harte**

And could you tell us a little bit more about what standards based grading is? For anyone you know who is very unfamiliar and just how it works, specifically in your class.

[00;10;16;21 - 00;10;42;09] **Julian Harris**

Sure. Yeah. So it, I think, is helpful to contrast standards based grading with traditional grading. So especially in a science class, when we think about traditional grading, kind of that, you know, quote unquote, like what am I referring to? Generally we think of like a weighted average system where our students final grade is the sort of mathematical sum of different categories.

[00;10;42;09 - 00;11;05;21] **Julian Harris**

And so you have, you know, 20% of the grade comes from homework and 50% of the grade comes from exams, and 10% of the grade is final exams. And, you know, I just threw out a bunch of numbers and I don't want to do arithmetic live. But you can imagine that, like throw a final in there and you have like a weighted average system to kind of describe how a traditional grade gets assigned.

[00;11;05;23 - 00;11;38;03] **Julian Harris**

And so standards based grading kind of blows all of that up. And basically it gets rid of that entire mathematical calculation. And it says that really the only thing that we care about is, can you demonstrate that you've learned the material and in standards based grading, we kind of redesigned the syllabus so that instead of it being really focused on sort of week by week content progression, things are focused around a set number of observable skills or actions that a student can take.

[00;11;38;05 - 00;11;55;27] **Julian Harris**

And so these skills and actions, I write them in student centered ways. So I write them as like I can statements so that students can kind of, you know, read the statement and be like, okay, to demonstrate proficiency on this exam, these are the four things that I need to be able to do. Like, I can define a glycosidic bond.

[00;11;55;27 - 00;12;18;05] **Julian Harris**

I can name disaccharides, etc., etc. those are biochemistry specific references. But you can kind of imagine replacing that with whatever you're interested in and and assessing. And so every time I build an exam I have a certain number of skills, usually 3 to 4, that students are trying to demonstrate proficiency in all of the exam questions target those skills directly.

[00;12;18;07 - 00;12;36;10] **Julian Harris**

And so at the end of the semester, the way that I assign grades is not a weighted average. It's just how many skills have you demonstrated proficiency in. That's all that matters to me. And the course is built around reassessments. So, you know, unlike a traditional course where you take an exam, once you get a grade, you move on.

[00;12;36;12 - 00;13;01;05] **Julian Harris**

In my class, you take an exam. Once you get a grade, that grade gives you some idea of of how you're doing. So either you're proficient, you're not proficient. There are sometimes more categories like I have sort of a higher tier of proficiency that I call exemplary proficiency. And so you get kind of narrative feedback on how you're doing on each skill, and then you're given an opportunity to reassess that for a better understanding of the material on a future assessment.

[00;13;01;05 - 00;13;11;15] **Julian Harris**

And so those are, I would say, the major ways that standards with grading differs from traditional grading, kind of trying to give a definition of what standards based grading looks like in practice. Along the.

[00;13;11;15 - 00;13;23;14] **Leah Miller**

Way. Wonderful. Can you talk a little bit more about how you manage the workload of reassessment and feedback without experiencing burnout, or putting too much on your students?

[00;13;23;16 - 00;13;51;14] **Julian Harris**

Yeah, yeah, it's a tough one. I think of it as like a moving target in the same way that I think probably all of us think about work life balance is a moving target. I think that something that, you know, when we learn about alternative grading practices, I mean, you study them in, let's say, like a book or you read about them in the literature we're kind of describing what I would say is like the platonic ideal of an alternative grading.

[00;13;51;14 - 00;14;18;03] **Julian Harris**

And so the, the platonic ideal of standards based grading is reassessment without limit, no penalty. And when you put all of those things together, that is a lot. If you offer 3 to 4 reassessments on every single scale, you have 15 skills over the course of a semester that's, you know, 60 separate potential, like 2 to 3 pages of exams.

[00;14;18;03 - 00;14;52;23] **Julian Harris**

And you're grading for each skill. And I have about 100 students each year. Like you can kind of start to see exponentially what can happen. And same thing with the students, right? Like if you make the reassessment schedule too intense, that's going to decrease their engagement with the system. And so I think something that has been hard for me to find the balance of is building a structure that still genuinely feels supportive to students, but is also reasonable.

[00;14;52;23 - 00;15;14;22] **Julian Harris**

And so something that, like I currently do in my class, which, you know, some alternative graders would, would not be happy with me about, is that not every skill is re-assessable. And it's not that there are certain skills that can't be reassessed. It's just that for me, this semester, I have 15 skills, and I'm saying that of those 15 skills, ten of them are of your choosing.

[00;15;14;22 - 00;15;43;25] **Julian Harris**

Whichever ten you want, ten over the course of the semester can be reassessed. And that has been something that has worked much better for me this semester in terms of grading load, in terms of student cognitive load. And so those are those are some things that I've discovered over time, have helped me both, like take care of myself and prevent burnout, as well as helping students still have that supportive structure when they need it.

[00;15;43;26 - 00;16;01;18] **Leah Miller**

That sounds great, and I love the like ten skills can be reassessed, and I feel like that gives an important element of like student choice as well, which we know is also motivating. So that's awesome.

[00;16;01;20 - 00;16;27;05] **Demi Miller**

Yeah, we want to ask more about the students point of view here. With experiencing this type of grading system. And I think for me as a student, you know, it would have been a really cool type of grading system

to experience, but it is something that could be so new and different. And so we're curious, how do you explain this grading system to students who are completely new to it?

[00;16;27;07 - 00;17;05;22] **Julian Harris**

I think there is a level of tolerance that I have to have at the beginning of this semester that it might be students, might be a little anxious at the beginning, and it's not something I like to, you know, walk into a course and you obviously want to put students at ease. You want to create an environment where they're not anxious about learning, but by changing so much, it's kind of inevitable that there's going to be some anxiety about like, well, I've been graded this same way for the past, you know, three years in college and all of a sudden this guy, this professor, is doing something really weird, like, is my grade going

[00;17;05;22 - 00;17;38;23] **Julian Harris**

to be fair? Am I going to understand how the assessments are graded? Totally legitimate concerns too. And so I take a day at the beginning of every semester just to kind of explain the grading system and not just explain the grading system, but explain why. Right. Kind of coming back to that central why at the beginning, I tell students that it is my philosophy that you should be rewarded for growth and that a single assessment is not demonstrative of your understanding of a material.

[00;17;38;23 - 00;18;02;26] **Julian Harris**

It's not indicative of how well you're going to do in medical school. It's not the end all be all, and there should be opportunities to learn over time and reward growth over time, because that's how all of us now outside of school navigate our careers, right? If we make one mistake, it doesn't mean that we're going to get a bad performance evaluation at the end of the year.

[00;18;02;26 - 00;18;28;24] **Julian Harris**

It means that that becomes a valuable learning experience, and we can use that to do better over the next 11 months, so that when we get to that performance evaluation, we can show positive growth. And so I like to remind students that after after the classroom, they're going to be graded more similarly to how I grade them, which is there might be high expectations, but you're going to have opportunities to grow from those potential early missteps.

[00;18;28;26 - 00;18;52;18] **Julian Harris**

And then the other thing that I kind of do, like I said at the beginning, is I just have tolerance in terms of waiting because something that I find, and this is actually something that's kind of well documented in the alternative grading literature, is that students, if you measure their feelings of anxiety at the beginning of the semester, students have higher anxiety and alternative grading courses, which makes sense.

[00;18;52;18 - 00;19;19;06] **Julian Harris**

It's something completely new, but by the end of the semester, they actually have lower anxiety and alternative grading courses because they realize the supportive nature of them. They realize how they're working in their favor. And so that's a level of tolerance that I have to just remind myself that, like, students might feel anxious at the beginning here, the things that I can do to kind of lessen their anxiety, but also knowing that by the end of the semester they'll actually feel less anxious about the system than traditional grading.

[00;19;19;09 - 00;19;45;09] **Julian Harris**

And so that helps me, you know, build the confidence myself to keep doing it as well as it helps me kind of give students the perspective that like, yes, this might feel weird right now, but like, give it some time, see how the first exam goes, see how the first assessment goes, and you'll probably feel a lot better about what's going on.

[00;19;45;12 - 00;20;09;11] **Leah Miller**

That sounds really, really positive for everyone. And I know you kind of mentioned this a little bit that you're collecting data about this and that you do notice like changes. We just talked about the changes, but can you kind of specify or talk a little more about the specific changes you've noticed about student attitudes toward grades and failure in your classroom?

[00;20;09;11 - 00;20;12;19] **Leah Miller**

Like by the end of the semester?

[00;20;12;22 - 00;20;33;09] **Julian Harris**

Yeah, I have like so many things to say that I'm trying to, in my brain, organize what I want to say first. So I guess I'll go first with because I just presented this data recently. It's kind of fresh in my brain. Something that was really that was really cool is at the end of last year, I used this validated survey instrument called the Perceptions of of Grading Schemes.

[00;20;33;11 - 00;21;14;05] **Julian Harris**

And this survey instrument was put out by Brandon Yik's lab. And so he is a education researcher that looks at the impact of alternative grading and kind of the implementation of alternative grading. And so his research lab put out this validated survey on kind of how students feel. Quite qualitatively, though, the data that I collected is quantitative, how students feel in terms of, their perception of grading systems and sort of creating a binary where students are kind of asked to read statements and decide whether that statement resembles more of traditional grading or whether that statement resembles more alternative grading.

[00;21;14;05 - 00;21;35;03] **Julian Harris**

And so using the survey instrument, you know, originally in their survey and their publication where they validated this, they looked at the implementation of this in specifications based grading and general chemistry classes. But, when we used it for standards based grading in my bio chemistry class, and what we found is that students had greater motivation to learn.

[00;21;35;05 - 00;21;52;22] **Julian Harris**

So this is a self-report, a greater motivation to learn. And they felt like their grades are more reflective of what they actually learned in the course. And they experienced, less anxiety in the class. And so those are three of the five outcomes that we saw. But those are some that, I think are kind of important to highlight.

[00;21;52;22 - 00;22;19;05] **Julian Harris**

And as a student or as an instructor, I wasn't necessarily expecting the greater motivation to learn one. That one was really, really cool that by kind of giving students the opportunity to revisit information that they actually exhibit a higher motivation to then go back and and learn the material better a second time. And so that was cool. So that's the the kind of quantitative data that I've collected in terms of like more qualitative, just kind of what students tell me.

[00;22;19;07 - 00;22;55;25] **Julian Harris**

And so those things that I've heard from students, sort of more anecdotal stuff at this point in time, you know, it can really change, like students perception of themselves and as students, as individuals, I've had really cool conversations where people feel like basically tell me that, you know, they've never had this chance before. And they've they feel seen by the grading system that it helps them think about

learning and growth mindset from the more sort of malleable perspective where they really do view the mistakes as opportunities to get better.

[00;22;55;25 - 00;23;16;23] **Julian Harris**

And, you know, I have students who do really well, my course that might not have done well in organic chemistry or general chemistry, not because my course is easy, but because my course gives them those opportunities to kind of come back to material and try again. And so kind of self-reporting to me, you know, obviously there's some caveats around self-reporting to your professor.

[00;23;16;23 - 00;23;27;19] **Julian Harris**

Right. But self-reporting to me, they they seemed to really feel like it's useful for them, not just in the class, but to build these kind of lifelong skills.

[00;23;27;21 - 00;23;43;10] **Demi Harte**

I think it's really important that, you know, these type of methods are coming out and just changing the system, and changing how students kind of look at learning and, you know, are able to try again. And it's important because, you know, with many things, we fail at first and we try again and we get better at it.

[00;23;43;10 - 00;23;58;13] **Demi Harte**

So why can't schooling be the same? So with all this stuff that you've been listening and collecting, how do you get buy in from colleagues who teach maybe a different section of the same course?

[00;23;58;15 - 00;24;29;15] **Julian Harris**

It's a really good question, and I will have to and fortunately like punt on this one because I have been really, I have been really like lucky. And I'm also very grateful to have the position, that I currently do, which is I'm the the course director for biochemistry. And right now it won't be this way forever. But right now biochemistry is, a small and of course, that it can be taught by like the major instruction in biochemistry can be taught by one full time faculty member.

[00;24;29;15 - 00;24;56;20] **Julian Harris**

So right now we have four lecture sections. I teach three of them. We have one adjunct faculty member who helps out and teaches one lecture section. And so in the role of the course director, I kind of have the flexibility to to try stuff out like this and just see how it goes. I will say that, you know, in bringing

adjunct faculty into the conversation, I'm always interested to hear how they react to the alternative grading system because they, you know, are not me.

[00;24;56;22 - 00;25;24;29] **Julian Harris**

They have different motivations for teaching, they have different teaching philosophies, and they have different feelings about teaching. And so it's been cool to work with. I've worked with two adjunct faculty who have helped me with the alternative grading, and it's been interesting to hear their perspective on it. I think a lot of them express the same kind of feelings of like, oh, this is pretty neat in terms of how targeted the exams are to specific skills, right?

[00;25;24;29 - 00;25;55;21] **Julian Harris**

There's not these like extraneous questions where, you know, students like, but we only spent like 30s on that in lecture. And there was this huge exam question like there's none of that on my exams. The exams are really targeted. And I think professors, other professors come into the course have seen sort of the value in, in like not for lack of a better way of describing it through not leaving a static exam picture, not just handing back exams and not being the grade.

[00;25;55;21 - 00;26;22;14] **Julian Harris**

And everyone just kind of has to move on that there's, you know, growth and change over time and we can reward that. And students are going to do better in this course than they would otherwise because of all of that. So I haven't had to, you know, necessarily interact with other faculty members who might be, you know, not as supportive of the idea and trying to like, mediate that between different sections of the same course.

[00;26;22;16 - 00;26;44;05] **Julian Harris**

But I have found that, generally speaking, faculty are receptive to these ideas at their core, because we all mostly got into this because we want to just kind of teach as many students as much as possible. And this is one way to do that.

[00;26;44;08 - 00;27;16;00] **Leah Miller**

That is wonderful. And it makes sense. You have like a lot of control, right now over a small program. So I can see how that is definitely an advantage. And I'm actually going to kind of wrap things up with our final question. What 1 to 2 pieces of advice would you give to educators who want to explore alternative grading practices?

[00;27;16;02 - 00;27;44;29] **Julian Harris**

Yeah, it's I think a really important question to end on. And so I have, you know, practical advice and kind of theoretical advice. So I would say my, my best practical advice is to start slow. And I don't think that I'm an example of this. So learn from my mistakes here. Right. You know the whole conversation is built around making mistakes, growing from them, changing what we're going to do next time.

[00;27;44;29 - 00;28;09;15] **Julian Harris**

So I am no different in this situation. If you want to play around with, you know, a penalty free assessments, do it on one exam, right? Or even just offer an exam wrapper. Right. This idea that, like students can correct some of their questions on the exam for some credit back. So either take one exam in your course and make it retakeable, or start with an exam wrapper.

[00;28;09;15 - 00;28;28;18] **Julian Harris**

Give a couple of points back on an exam. Start really slow. See how students react to it. See how it makes you feel as an instructor. Right? Is this something that resonates with your personal teaching philosophy? Maybe. Maybe not, but start really slow. Course level transformations are hard. I've definitely experienced that and it takes time to get it right.

[00;28;28;18 - 00;28;52;19] **Julian Harris**

And so I would also say be kind to yourself. This is more of like kind of my my theoretical be kind to yourself as you experiment. And something that I think about is, is teaching is a lifelong skill in terms of that we're building and growing and it has to change over time. Right. And I think that that's something that's really important to my own teaching philosophy, is that the students I'm now are going to be different than the students I'm teaching in ten years.

[00;28;52;19 - 00;29;16;28] **Julian Harris**

And 20 years, you know, maybe 30 years, right? And so teaching philosophies have to change over time. You kind of always have to be taking in information, figuring out what's working, what's not working, changing, getting better. And if you're willing to give yourself that grace as a teacher with just general classroom stuff interactions with students, give that grace to yourself with grading systems, right?

[00;29;16;28 - 00;29;39;15] **Julian Harris**

If you try something new and it doesn't go well, that doesn't mean that you have to abandon that. Or if you try something new and it you know, doesn't spark joy, or there's parts of it that actually, you know, caused some stress and burnout, right? That's important information to to take in and like use that. And to both create a better system for yourself and students.

[00;29;39;15 - 00;30;00;01] **Julian Harris**

And so I would say practical advice start slow. And then more kind of philosophical advice, just really approach teaching, assessment, all of these things with the same growth mindset that you would like to see your students embrace. Remember that you're an individual who's growing, who's making mistakes, who's learning over time, and that's something that's never going to change.

[00;30;00;01 - 00;30;21;15] **Julian Harris**

And it's something that is like worth celebrating to engage in those feedback loops. So, good luck and feel free to reach out. Honestly, if you have any questions that this something that you want to talk more or if you want me to look at a syllabus or an assignment, I'm always open to that. So my email inbox is open and I'm happy to chat about alternative grading.

[00;30;21;18 - 00;30;34;14] **Demi Harte**

And on that wonderful note, that brings us to the end of our interview for today. Thank you, Julian, so much for taking time out of your day to be here with us and share your knowledge and expertise on alternative grading.

[00;30;34;16 - 00;30;45;10] **Julian Harris**

Yeah. Thank you guys so much for the opportunity. It's been a wonderful conversation and I really appreciate the thoughtful questions. Thank you so much.

[00;30;45;13 - 00;31;09;22] **Jacob Santos**

Thank you for joining us this month on The Learning Curve. You can find more information and resources related to this episode at academiccommons.jefferson.edu/thelearningcurve, and we hope to see you at some upcoming Academic Commons workshops. If you would like to be featured on a future episode of The Learning Curve, please contact us using the button on our show page.

[00;31;09;26 - 00;31;10;27] **Jacob Santos**

Thanks for tuning in.