FROM CHAOS TO PERSONAL TRANSFORMATION

LIVED EXPERIENCES OF **UN-GRADED** STUDENTS

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Content: teaching nontraditional and underachieving learners

- Primacy of perception
- Being-in-the-world
- Launch students into world of course content
- Personal experience as lens into content
- Student autonomy

No Grading
Growing Trend

Grades Can Hinder Learning: What Should Professors Use Instead?

Supiano, Becky (July 19, 2019). The Chronical of Higher Education

https://www-chronicle-com.proxy.lib.utk.edu/interactives/20190719_ungrading#article
RESEARCH METHODS

- Phenomenological Analysis (Sohn et al., 2017)
- *In vivo* coding of participant post-course reflections (posted online)
- Independent coding followed by research team meetings
- Brought transcripts to interpretive research group (TPRG) for rigor, transparency
YOUR ROLE

1. In small groups of 2-4, read aloud from the transcripts provided
2. Discuss what stands out for you
3. Write 3 words in large print on poster paper that summarize the transcript/s
4. Place poster on wall
FINDINGS

Difference
Theme #1: In the beginning/As time went on
Subtheme #1.1: Feeling Adrift
SUBTHEME 1.2: THE VEIL LIFTED
THEME #2: UNTETHERED
SUBTHEME #2.1: AMAZING VULNERABILITY
SUBTHEME #2.2 TRUSTING THE PROCESS
THEME #3: WONDERFUL CLASSMATES
SUBTHEME #4: FAR BEYOND A TEST OR QUIZ

-- Professional & personal life application

-- Reflections on being a learner

-- Reflections on a different way to teach and to learn
REFLECTIONS ON TEACHING

In 3 minutes:

1. Reflect and record on small post-its:
   - Questions
   - Implications
   - Challenges
   - Ways you might move towards untethering your students

2. Stick to your groups’ poster, feel free to take pictures for future reference
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