

Failure

An exploration

Agenda

- Introductions: Kelly Burton and Rupananda Misra
- Two personal teaching philosophies and how that gets reflected in grading/failure: Rupananda Misra (flexible) and Kelly Burton (rigid)
- Break-out groups: Audience feedback on grading/supporting/failing students

Your Presenters

Kelly Burton

ALM, Trinity CertTESOL, CASI (Canadian Association of Snowboard Instructors) Level 1

- Daughter of an academic
- High School drop-out
- Adult learner
- Instructor in many disciplines (Sport, ESL, HES - Sustainability)
- Open to multiple intelligences and learners from all backgrounds
- Personally abhors failure

Dr. Rupananda Misra, EdD

Columbia University - EdD - Communications, Media and Learning Technologies Design

Columbia University - NIH PostDoc - Consumer Health Informatics

- 25 years teaching experience
- Interdisciplinary background - Health Informatics, Technology, User Experience and Education
- Emphasis on creating a learning environment that is fun, flexible and exciting

**Developing students academic
courage to learn from failure**

Poll Time

Where do we place the courage?

Have you failed a student at
Harvard

- 1) Yes
- 2) No

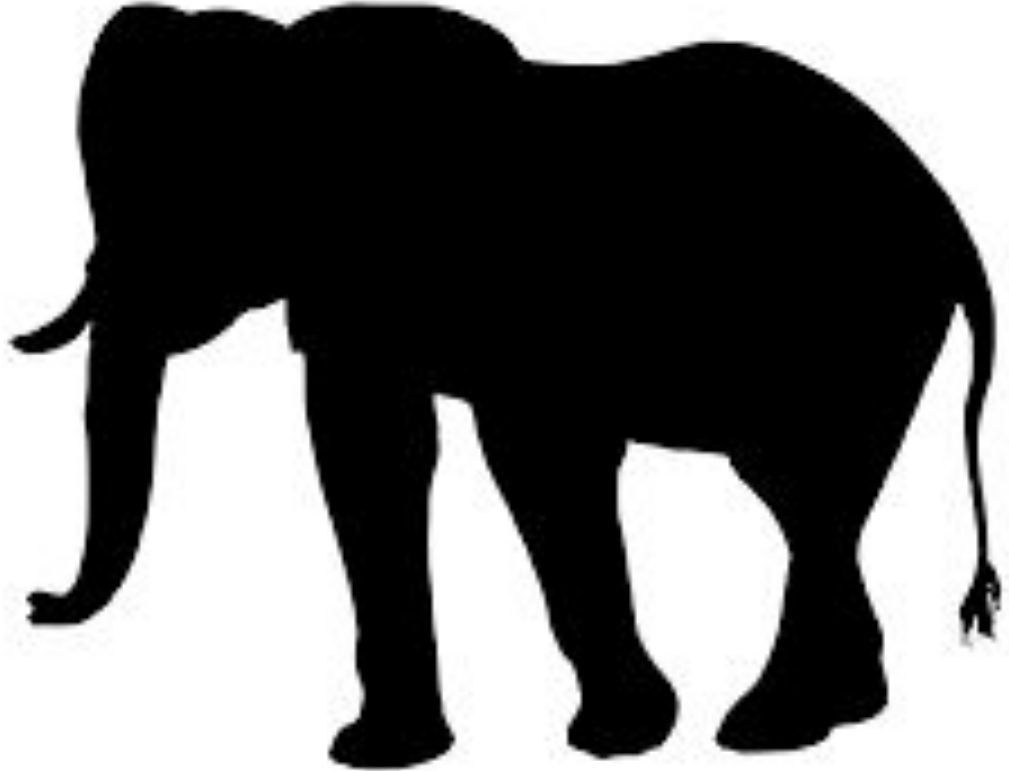
Have you wanted to fail a student at
Harvard but did not

- 1) Yes
 - 2) No
-

Failure at the academy

**Who needs the
courage?**

Student or Professor

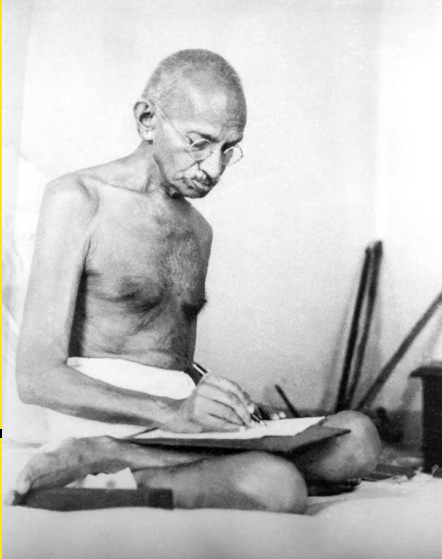


Rupa's Teaching Philosophy

Gandhi's view on Education

“By education I mean an all round drawing out of the best in child and man—body mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and women can be educated. Literacy in itself is no education.”

Harijan, 31-7-1937



Current educational system



- The system is too rigid
- The goal of education is unidirectional
- Students do not fully realize their potential
- Does not tailor to individual learning styles
- Not harnessing the potential of modern-day technology



Rethinking Education

- Student Centered Environment
- Help develop character and inner strength
- Apply the Costco + Disney Models in Education
- Experiential Learning



Student Centered

- **Caring + Compassionate**
 - Empathize with students' needs and concerns
 - Reply to emails as soon as possible
 - Patient
 - Provide alternative ways of instruction
 - Talk to student with kindness and respect
 - Listen to them with attention
- **Flexible**
 - Apply the Costco Model
 - More chances and more time to complete assignments
- **Make education fun**
 - Apply the Disney Model



Develop Character and Inner Strength

- Create a positive and supportive learning environment
- Provide opportunities for the students to realize their potential and goals
- Provide opportunities to self reflect and grow
- Emphasize on believing in themselves and realizing their potential



Caring for Environment

- Water Crisis
- Food Scarcity
- Global Warming
- Gender equality



Experiential Learning

- Emphasis on Project-based learning (PBL) – to solve real world problems
- Develop critical thinking and problem-solving skills
- Encourage collaboration and teamwork
- Invite industry experts to provide authentic feedback

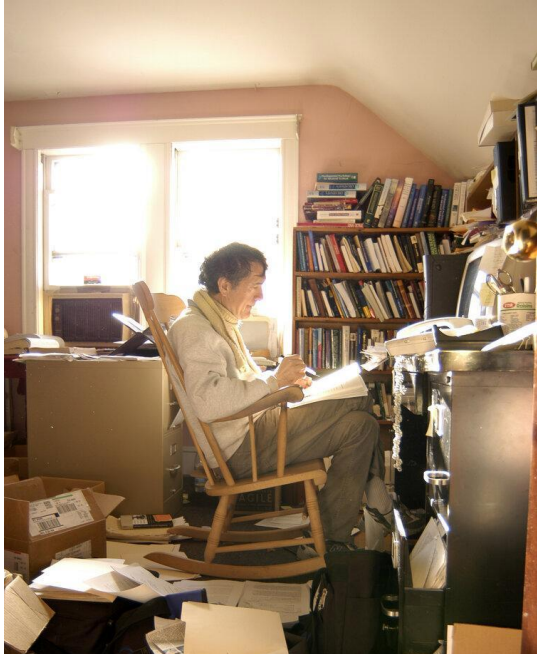


Passion for Teaching

- Empathize with Students
- Organize the course to facilitate student learning
- Create a flexible learning environment - grade assignments with openness, **flexibility** and on time
- Allow students to resubmit assignments to achieve desired grade
- Apply Costco + Disney Models
- Emphasis on solving real-world problems

Kelly's Teaching Philosophy

Neurodiversity / Multiple Intelligences



Howard Gardner in his office

<https://www.multipleintelligencesoasis.org/>

How do I create psychological safety in the classroom for students to tackle new information & new ideas and achieve the success *they* seek?

How can I create a template of deliverables where all students deliver (and are graded) on the same things?

Can grading be quantitative rather than objective?

Kelly's Approach

A mix of grade opportunities:

- 5% guaranteed - Paper Zero
- 20% non-academic (Yellowdig & attendance)
- 60% academic writing (3 papers)
- 15% presentation (powerpoint)

Students are provided detailed rubrics that measure deliverables

Sample Rubric

Assignment 2 (1)

You've already rated students with this rubric. Any major changes could affect their assessment results.



Criteria	Ratings			Pts
Essay Focus	2 pts Full Marks Significant portion of the essay focuses on describing the social or environmental impacts of a system within the textile and apparel industry, as required by the assignment. Maximum 1 page focuses on defining the system, describing the social or environmental impacts. No unrelated topics covered in the essay.	1 pts Adequate Some portion (1-2 pages) of essay are not focused on describing aspects of the textile and apparel as required by the assignment.	0 pts No Marks Significant portions of the essay are not focused on describing aspects of the textile and apparel as required by the assignment.	2 pts
Length Requirement	1 pts Full Marks Graduate students: at least 5 pages but no more than 8 pages; for undergraduate credit: at least 3 pages but no more than 5 pages. For both graduate and undergraduates, page limits do not including the title page, any diagrams/figures/table, or references. Note, if you can write concise and address all key issues with the minimum page limit you will receive full points.		0 pts No Marks Less or more than the required number of pages	1 pts
Reference Requirements	1 pts Full Marks References at least 3 additional sources discovered by the student (i.e. not provided in the course). All references from high-quality sources.		0 pts No Marks Less than the required number of references from quality sources.	1 pts
Writing (Style, Grammar, Citations)	2 pts Full Marks Clear, effortless to read. No spelling and/or grammar mistakes. Cites all data obtained from other sources. APA citation style is used in both text and bibliography.	1 pts Inadequate Unclear to read, noticeable spelling or grammar mistakes. Citation style is either inconsistent, incorrect, or missing.	0 pts No Marks Grammar, spelling or citation at a level not consistent with university-level requirements. Recommend visiting the writing center.	2 pts

Sample Rubric

System Purpose	<p>2 pts Full Marks</p> <p>Essay introduction defines the scope of the system as well as the primary purpose of the system as it connects to the textile and apparel industry.</p>	<p>1 pts Inadequate</p> <p>Essay introduction defines the scope of the system as well as the primary purpose of the system as it connects to the textile and apparel industry, but the description doesn't fully match the boundaries of the system described in the rest of the essay.</p>	<p>0 pts No Marks</p> <p>Essay fails to describe in the introduction either the scope of the system or the primary purpose of the system as it connects to the textile and apparel industry.</p>	2 pts		
System Analysis	<p>4 pts Full Marks</p> <p>Essay adequately describes one phase of the system. Essay provides numbers to support non-obvious statements (or explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find). Essay identifies new perspectives of the phase and the social or environmental impacts of the system.</p>	<p>3 pts Good</p> <p>Essay describes one phase of the system and provides numbers to support non-obvious statements (or explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find). Essay identifies new perspectives of the phase and the social or environmental impacts of this phase of this system.</p>	<p>2 pts Limited</p> <p>Essay describes one phase of the system but essay doesn't provide numbers to support non-obvious statements (nor explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find) or essay simply repeats phase description from lecture or class readings.</p>	<p>1 pts Inadequate</p> <p>Essay minimally addresses one phase of the system.</p>	<p>0 pts No Marks</p> <p>Essay does not address one phase of the system.</p>	4 pts

System Analysis	<p>4 pts Full Marks</p> <p>Essay adequately describes one phase of the system. Essay provides numbers to support non-obvious statements (or explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find). Essay identifies new perspectives of the phase and the social or environmental impacts of the system.</p>	<p>3 pts Good</p> <p>Essay describes one phase of the system and provides numbers to support non-obvious statements (or explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find). Essay identifies new perspectives of the phase and the social or environmental impacts of the system. However, essay fails to consider some of the key social or environmental impacts of this phase of this system.</p>	<p>2 pts Limited</p> <p>Essay describes one phase of the system but essay doesn't provide numbers to support non-obvious statements (nor explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find) or essay simply repeats phase description from lecture or class readings.</p>	<p>1 pts Inadequate</p> <p>Essay minimally addresses one phase of the system.</p>	<p>0 pts No Marks</p> <p>Essay does not address one phase of the system.</p>	4 pts
System Analysis	<p>4 pts Full Marks</p> <p>Essay adequately describes one phase of the system. Essay provides numbers to support non-obvious statements (or explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find). Essay identifies new perspectives of the phase and the social or environmental impacts of the system.</p>	<p>3 pts Good</p> <p>Essay describes one phase of the system and provides numbers to support non-obvious statements (or explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find). Essay identifies new perspectives of the phase and the social or environmental impacts of this phase of this system.</p>	<p>2 pts Limited</p> <p>Essay describes one phase of the system but essay doesn't provide numbers to support non-obvious statements (nor explicitly calls out failed efforts to find data - which the graders agree seem unlikely to easily find) or essay simply repeats phase description from lecture or class readings.</p>	<p>1 pts Inadequate</p> <p>Essay minimally addresses one phase of the system.</p>	<p>0 pts No Marks</p> <p>Essay does not address one phase of the system.</p>	4 pts
Total Points: 20						

Summary: Is student directed grading a solution?

Could we create an option for students to pick, based on their known/perceived understanding of how best they learn, a flexible grading option like Rupa's or a rigid grading option like Kelly's?

Would that create the space for students to explore their potential and give them the courage to stretch their capabilities?

Not to fail, but to thrive?

Workshop time

In your group, please introduce yourself and share either – your solution or tactics to support students in their efforts

Pick the solution you think works best for your school/class – flexible, rigid, student-selected, or something else from your discussion

Nominate a speaker to share with the broader audience (1-2 minutes)

Breakout room: 10 minutes