**Design Clinic Notes**

Date of Design Clinic: April 26, 2023

Name: Jeremiah Allen

Affiliation(s): Bellevue College First Year Seminar

Email: [j.allen@bellevuecollege.edu](mailto:j.allen@bellevuecollege.edu)

**Question**

How do you get yourself to do something when you don’t want to? (specifically grading)

**Notes**

***Share more about...***

*Can you give examples of what you don’t want to do?* Grading. Highly repetitive work; 32 students with many assignments due each week; these require feedback, outcome measurements; not a fan of canned responses

*What is your grading process?* Assignments are in Canvas; I don’t keep to a schedule; need a big chunk of time to get it done

*What makes it hard?* Finding that chunk of time; getting myself in the zone; Inbox and Teams messaging; little emotional energy; gotten worse at managing time

*Do you use grading rubrics?* No required rubrics for this work – I have my own set of expectations that students have to meet

***This makes me think of...***

I take all of my folders to Starbucks to get it done

Hard to set aside large blocks of time, often doesn’t work

Much easier to talk than reply to email; explore other forms of communication

I get into a rhythm when I’m working – being given more work disrupts those rhythms

Realized that I don’t have to give feedback on every assignment

Students just want to know that you’ve graded their work

Does the assignment even need a grade? Sometimes, completing the work is enough

Responding to emails as soon as they arrive gives people the impression that you are always available (can lead to being “scolded” when you don’t!)

Struggle between doing a task now, while I’m thinking about it, vs. making time for it

I’ve chosen not to take on certain roles because they would take up more of my time; learning to say “no”

***You might try...***

Think about which assignments need feedback, which ones could just have a grade

Set up certain days every week for grading, for meetings, for planning

Pair grading with something you enjoy doing, like watching TV

Reduce the number of assignments given to a more reasonable amount

Explore grading through active assessments like PBL

Outlook has lesser-known features for organizing and processing emails (can auto-reply, can also auto-deny meetings)

Publish a schedule for responding to email – always on certain days or certain hours

Turn rubrics into checklists – did they get the outcome, Yes/No

“Ungrading”; let students grade themselves (Luke Rawlins, BC Mathematics dept.)

Doesn’t ALL have to get done right now!

Organize to-do lists not by priority, but when you will do them (today, tomorrow, next week, etc.)

Labor-based contracts with students (“If you want an A, do this many assignments….”)

Set a timer for just 15 minutes; get yourself started with small blocks of time

Remind yourself why this is important

***What struck me...***

Contract-based grading works with many students, but not all

Some just fixate on the grade

Pairing work with something fun makes me *not* want to do the other thing

As an undergrad, I did have TV on in the background

**Bonus: Good resources**

[Remind | Communication Platform for Education](https://www.remind.com/)

[The Visual Collaboration Platform for Every Team | Miro](https://miro.com/)