

## Teaching Reflection

2018

My first year as an instructor at the University level was informative. Unfortunately, due to the circumstances, I was forced to play catch up and often was developing the materials as I went along. I've found that having access to all the resources, like iCollege and Turn-It-In, helped immensely. However, when I did not have use of the technology, the use of alternative methods became essential. I developed a page on my website devoted to hosting materials for the class to use until iCollege was up-and-running. The expectations I had going in were relative to my experience at teaching High School. I was under the impression my students would more easily make the transition between the High School environment and the standards expected at GSU. I quickly learned that despite my consistent warnings, some students did not take the first half of the semester seriously. Their grades suffered as a result. The drop in their in-class writing assignment grade was specifically concerning.

To accommodate the students' transition from a High School mindset to that of a college one, I made sure to have as many in-class writing assignments as possible to give those students a chance to positively affect their grade going forward. I also used a shifting series of rubrics for each assignment. For the first assignment, I used a very analytic rubric that is more reflective of what would be found in a High School classroom. By the time we reached the final paper, we transitioned to a holistic rubric that is more reflective of essay grading at the university level. My takeaway was that students were somewhat unhappy with the grading system. The students that liked the rigid structure of the analytic rubric were displeased to

have to deal with the somewhat more subjective nature of the holistic rubric. The students who liked the freedom allowed by the holistic rubric complained that the analytic rubric was not effective at offering any leniency between a bad paper that met the points being focused on in the rubric and a great paper that failed certain aspects of the rubric.

I can certainly see that could be problematic for students. One of my colleagues lets the students generate the rubric. By extending ownership over the grading process, I might be able to let the students feel more invested in the outcome of these assignments.