



Ungrading a first-year biology lab course

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Abstract

How many times have you felt students attend lab, write up their report or assignment, never read your feedback or consider ways to improve, and then repeat the same mistakes? Ungrading in the biology lab puts less emphasis on the grade and more on the student, their learning and growth. In this poster, ungrading in a first-year university biology lab course is explained with an overview of how students are assessed, the role of the lab instructor, the focus on student growth and improvement, and the development of lab and communication skills. Regular self-evaluation of lab skills post-lab is a critical component to ensure students are considering learning expectations and creates a record of their progress. Written work, which includes formal lab reports and weekly assignments that emphasize all parts of the scientific method. Is regularly submitted for feedback from the lab instructor. Final grades are determined jointly by both student and lab instructor through discussion and guided by expectation rubrics and the student's progress throughout the semester.

Keywords: ungrading, evaluation, student learning

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