CUNY
Adventures in Ungrading:
The Community College Experience
Wednesday, April 27, 2022

Christina Katopodis: Welcome, everyone. Thank you for joining us. We really appreciate you sharing your day with us. This is a TLH sponsored event organized by TLH faculty fellows in the spring semester in *Adventures in Ungrading.* Thank you for being here.

Jennifer Corby: Hi, everyone. Let me share my screen.

While I do that, thank you to TLH and Christina and ALS and CART. Thank you to everyone who is coming. Thank you to my cohort. This has been a really interesting and fun semester. We're going to talk to you about our experiences with Ungrading.

We've each decided to incorporate this in our class in some ways.

First, I thought we could have a conversation about Ungrading. In the chat, what are your thoughts about Ungrading? What do you think of when you hear that word? Has anyone tried it before? Successfully? Unsuccessfully? What are your off-the-cuff thoughts about the concept of Ungrading?

Grace Pai: Go ahead and drop that in the chat. Now the responses are a waterfall! [Laughter]

You like to implement it next term. I'm Ungrading curious. No experience. That's great. We're going to talk about what Ungrading is and how we've went from having no experience to having some experience.

Awesome. Big fan. Not sure what I do technically counts. I'd love to talk about that in the Q&A at the end. Jeffrey has done Ungrading. It's quite liberating. Exactly how I feel, too. Conceptually love it. Seems like a paradox at CUNY. Absolutely.

Gradually incorporating it into teaching. I also see it as a gradual process. Curious but anxious. Working through bumps this year but will never go back. I hope so, as well.

Trying to decenter grades. Interested in implementing it in economics. My student, first time trying it. Implementing it at both classes at Baruch. Definitely want to hear your experiences towards the end.

Have taught Ungrading in literacy and essential skills courses. Tried Ungrading in various forms throughout teaching career. I also see it as pushing the boundaries. There are a lot of responses.

Jennifer Corby: I'm so excited by all of these responses.

Grace Pai: Love the concept. Has been using some version. We should all read her chapter in Ungrading. I've been Ungrading in some form since 2014. Definitely a gamut of experience.

Jennifer Corby: That's really exciting. I'm looking forward to the Q&A.

Here's the agenda. We'll introduce ourselves. We'll talk about the concept of Ungrading and share about what each of us has done in our classes. Then we have wrangled our students. Each of us has some students to talk about how it is from their perspective.

Then we'll leave a chunk of time for Q&A at the end. I'm excited to hear your thoughts.

Brief introductions. I'm Jennifer Corby at Kingsborough Community College. The class I Ungraded this semester was Standard Introduction to US Government and Politics.

Midori Yamamura: I am from Kingsborough Community College. I am an art teacher. I did an Ungrading concept in one of my classes working with the homeless in New York City.

Grace Pai: I'm from Guttman Community College. Later on I'll speak about Ungrading in my first-year experience course.

Nicole Kras: I'm a human service faculty at Guttman Community College. I'll talk about how I incorporated Ungrading in our field work class.

Dusⴰana Podlucká: I'm from LaGuardia Community College. I teach psychology. For the first time, I tried to implement Ungrading in my social psychology class.

Jennifer Corby: Awesome. Here are our fantastic students. When we get to their portion, they'll introduce themselves. We have a variety from throughout the community colleges at CUNY.

First, we can start with what is Ungrading. If you ask professors what their least favorite part of teaching is, a lot of them will say grading. At the same time, if you were to ask faculty what if we just got rid of grades, the reaction is a bit of fear.

If we don't have grades, how will we evaluate students? What's really great about the book we've read, *Ungrading*, and thinking about the concept, we've intertwined the idea of learning with grading.

But we actually see that's not necessarily true. I think maybe you all know that intuitively. We're skeptical about things like teaching to the test. Standardized tests are not a good indication of learning. On some level, we recognize grading is not necessarily the best proxy for learning.

We've tried to not approach things through the lens of grades but through the lens of learning and thinking about the process of learning and how people best learn.

But we still acknowledge that the term Ungrading is maybe not necessarily problematic but some of us don't necessarily like it. You can call it Degrading, going gradeless, or empowered teaching and learning. Throughout this process, I really learn a lot, too. That's my favorite part so far.

Speaker: Here are some of the key things and concepts of Ungrading. It's really emphasizing the learning process over the outcome. Not being so concerned with the final grade, the final score, but really the importance of learning and that process of learning in your classrooms. This is a student-driven initiative which will give you many examples on how this integrates in our classrooms in different ways.

And some commonly challenged practices are looking at learning outcomes, rubrics, grading on a curve, participation grades, mastery, etc. These are things we're all familiar with. But this

Ungrading perspective looks at these through a different lens.

It's an interesting concept that we're all learning more about. Our students are learning more about it. There are a lot of different reactions and thoughts about it which we'll hear more about.

Midori Yamamura: In short, grading harms students and causes teachers unnecessary stress. Research shows that grading does not help learning and distracts from other feedback.

Grades tend to diminish students' interest in what they are learning. Grades create a preference for the easiest possible task. Trades tend to reduce the quality of students' thinking.

And just from my own experience, I believe using Ungrading really made me look forward to reading students' papers because their thoughts are constantly developing. I thought it was an amazing experience.

Grace Pai: We also discuss in our TLH workshops how Ungrading is a shift in mindset as well as language. In traditional grading vocabulary we use terms like grades and scores. In an ungraded approach, we focus on assessing and students' learning.

Rather than students focusing on the score they got, have them ask themselves what did I learn? What did I learn in this process?

Instead of thinking of things as right or wrong, let's have them think about trying it a different way.

Rather than seeing things as problems, let's try to see things as a challenge and see the opportunity behind those challenges.

And rather than focusing on judging or critiquing students' work, an ungraded approach has us focusing on providing students with feedback.

Thank you, Jeffrey, I find the language difficult, too. We're so inculcated to say things like scores. I'm always slapping myself on the wrist.

We also wanted to hear from our students about Ungrading. We included this in our reflection to our students. In a word or a short phrase, we asked our students how to define Ungrading. This word cloud is what came out of that.

You'll see things like students defining Ungrading as free gardes, relief, destress, deconstruction, no numbers, not harsh, freedom. Non judgmental. Unevaluated.

Realistically, there are also some words like perplexing. There was another one that caught my eye. Also pressure.

Good to keep both things in mind. Dusana is going to share a few more reflections from students.

Dus‿ana Podlucká: These are some of the reflections from our students. We created the whole booklet and a collection of students' statements and goals about Ungrading. Here are just three to represent this collection.

One student said Ungrading is an open approach where student work is not just subjected or limited to number and grading. It gives the learner an opportunity to reach success within their work without

the critical boundaries that grading can bring.

Being ungraded makes me feel interested. It also keeps me motivated. I also feel no pressure. It allows me to go back and reflect on my work. It holds me accountable.

Another student said I'm doing more than I would if we were graded traditionally. I have to get creative and think outside of the box, which I enjoy.

What we really saw as some of the themes that you saw in the word cloud, but we saw the theme of increased motivation and interest. We saw a lot of students saying there is less stress and pressure.

When we look at the shift in language, it was interesting to see that we saw this shift in language as students wrote about learning in their language and what they focus on. We also saw the evidence of how students relate to learning. They understand it is a process. It requires revisions and reflections.

It was really interesting for us to reflect on what the students said.

It needs to be mentioned that this is not without challenges. For me personally, this is still a challenge to figure out that we are Ungrading but we still give students grades. Cathy Davidson reminded us how important it is to talk to students and be open about what it means and try to figure it out together. That was also an important lesson for me personally.

Jennifer Corby: Thanks. In case you missed it, Grace dropped in the chat a booklet we made with responses to the survey we gave our students.

Jennifer: It was helpful for me to get a sense of what their worries were. So good job on putting that together.

I've adopted a list of activities, sort of like choose your own adventure. Students are told here are all the things you can do up to 100 points, choose the ones you want and afterwards you submit a self assessment. I reserve the right to disagree but normally I think they should grade themselves higher.

They have to annotate weekly, they can read one anothers annotations and they have commented that this is helpful. If you haven't used Hypothesis, I recommend. Then they have to reply to two blog posts per week, it could be about the learning process. I enjoy those posts as well, how their learning is changing.

Another thing we can do is make an introduction slide.

I was going to briefly show you, but maybe after, the slideshow students created for the class. One example is from a student Caroline, she chose to do the First Amendment and taught via Zoom. It got whittled down to freedom of speech and her takeaway which was about learning to use a new program, learning to take question and answer, skills there are great beyond the classroom. It's been a joy to see students come into their own and decide what they want to work on.

I look forward to taking more questions but that's the experience so far, the self assessments are interesting and so far nothing to disagree with.

Midori Yamamura: So this is my class, Art2400. I am an art

historian and curator and I curated this exhibition together with my students and colleagues for the Kingsborough Art Museum. The intention was that artists tend to do large surveys in colleges but I wanted to focus on contemporary issues and a similar type of class. The topic picked up was homeless issues and housing insecurity. It's pretty much connected to our contemporary issues.

I'm grading in an experimental way, I wasn't sure how it would work. I started with students, a series of reflection papers on asynchronous events where I invited community activists, artists, politicians and they were able to listen to these talks and look at the film and think through the housing insecurity issue and every week they attended.

By the way, I put my students into small groups so they can also discuss among themselves. Each week, they sent me their reflection papers and their thoughts became deeper and deeper. In the final two weeks we discussed what they came up with and different research.

The next slide shows . . . some of the things we discussed. There were eight asynchronous events we needed to attend and students were put in groups to attend and brought one reflection paper per group. It really connected to students very well and I think the participation was so much higher. Many students in other classes sometimes don't engage but this class is very engaged.

Each student forwards their report and we'll be hearing from two of them today. They are going to expand what they learned from this ungrading exercise in their final papers.

Grace Pai: I am going to talk about my ungrading experience in

Civic Engagement in a Civil Society. I've been trying to have students peer grade, my three major assignments are group assignments so they grade each other as well as themselves. They also create learning journal entries which they bring at the end of the semester to a conference with me. During the final exam, I hold ten minute conferences with them where they share what they learned and the grade they think they deserve in the course.

Finally, what resonated with me the most was the critique of rubrics, which I have used for years without questioning. They are these cells with levels of mastery and proficiency but are they? I took that to heart when I read that part. For this semester for all three assignments, students are creating their own rubrics.

My first major assignment was students creating a social change game. On the next slide, I would have typically given them the rubric at the beginning. But we took twenty minutes for students to write out if you are creating a social change game, what do you think sets apart a good game from a poor game? Together we put all these Post-its together on the board and categorized them by things like clarity, creativity and effort. They were able to define each of these categories and what they mean to them.

Finally, we adopted a traditional approach of adopting scores. We do still have to give them a grade that goes into CunyFirst so it's finding that balance.

Later on you will hear from some of my students, thank you.

Nicole Kras: I focused on my fieldwork class. Human services are required to complete an internship and one of the components are weekly reflections worth ten points each where they talk about their

internship. There are topics like professionalism, challenging client interactions, the idea is self reflection. This is one of the journal reflections, please reflect on how you define who you are. Very brief overview. Students are required to submit a written reflection, video or audio or can create some visual art for their reflection.

Usually this is something I have graded from 1-10 in the past with a rubric. I talked with the students a bit about ungrading and had students create their own criteria. We talked about what the assignments are, the purpose of them, connected to ethical standards, professional standards, professional development. This is what they thought would be important in the weekly reflections, giving a range.

After the first reflection, students used the criteria and then we reassessed to see if there was anything they would change or add. They completed five so far, working on the six. At the midpoint, if there was anything they wanted to change or not as important, overall this has gone really well.

Some students I would have graded higher than what they gave themself. I ask them to describe and explain why they give themselves that score. Sometimes it's something like "this really resonates with me," "I went above and beyond." Other times it's like "I know I can do better, so I give myself an 8." So they have been very honest with themselves. Overall, so far we have only had 5 but it's going really well.

Dusana Podlucka: I tried this in my psychology class, coming from a critical approach, critical of more traditional perspectives coming from cognitive psychology. The text we use sets the tone encouraging researchers to explore how these are often used to

subordinate. The focus is on social justice.

And social injustices. Also how psychologists are part of creating those injustices. What I really did for Ungrading is I just changed the language. I don't use numeric grades. And I use more broader terms for assessment.

I'm trying to use in my pedagogy understanding learning as collaborative, as a social activity, as students being collaborators and authors of scientific knowledge. This traditional grading in terms of numeric grades didn't match that pedagogy.

I felt like that was using behavior as an approach of awards and punishment. So I liked what Ungrading provided me with and students. The focus really shifted more on feedback and learning rather than numeric grades.

For me, it was also the way to make learning more accessible. This is also making it more accessible.

Jennifer, could you change the slide?

Just for illustration, this presents a few things we are doing in class. The main topic is to understand the self as socially constructed in interactions with social institutions, within social practices rather than just this static entity.

Everything that we do in a class aims to this project including weekly reading responses. Instead of numeric grades, I started to use assessments in terms of excellent, satisfactory, unsatisfactory, providing feedback, and students can revise and resubmit.

There is an assignment. For the project, we do the first part that is sharing a personal narrative. It's evaluated in terms of submitted or not submitted. Students get feedback on how to continue with the project.

Then we do collaborative in-class workshops where we practice the type of analysis that is expected to be demonstrated in the final paper. The presentations are not presentations of the final project. They're more of works in progress.

I've done this before. It's usually a celebration of students' work. What is important is that they get feedback from each other. It's always amazing to see what happens in the class in terms of learning.

They get really intensive feedback but not just from me but predominantly from each other. The final paper is graded in the traditional way then.

What I realized and noticed is that I haven't really changed anything in terms of assignments. I've been giving students an opportunity to revise before. But I'm just taking away those numeric grades so students focus more on the feedback and the reflections. Students seem to find that useful and work towards what I'm learning, how can I figure this out, how can I write, how can I improve, and how can I grow?

I also saw students saying this is less stressful and there is less pressure. This type of evaluation is also so much less stressful for me. There is maybe a little more time invested in providing feedback to students and then reading their revised work again.

But it's much less stressful for me and more enjoyable work. Those are just a few things. It's wonderful to see many students talking about a renewed interest in learning and motivation to actually learn.

Jennifer Corby: Thanks, Dusana. I'll piggyback on what you said. I've noticed the same thing. Students are actually interested in feedback that I give them for the first time in a long time. Now students are actually asking for feedback now. It's a less contentious relationship.

Dus‿ana Podlucká: What I'm surprised to hear from students is that they're getting more feedback than before. I realized I'm not giving more feedback. I'm doing the same thing I usually do, but somehow they experience it differently. They focus on the feedback rather than the number.

Jennifer Corby: We've all given summaries of our classes. We can now turn to the students and their experience. Part of the survey we gave our students asked them to agree or disagree with these three questions on the screen.

[Reading from the screen]

You can see that it's not 100% strongly agree. But across the board, students are agreeing to strongly disagreeing with each of these metrics.

Now we'd like to turn the tables and let our students speak a bit. I'll go back to our student introduction slide. Maybe we can just go in that order if that works for everyone.

The first student we have on the list is Nabeela Hashim from Kingsborough Community College.

Speaker: Hi, everyone.

Jennifer Corby: Hi. I think we have a question here, too.

Midori Yamamura: Hi! Good to see you!

Speaker: Hi, professor. Same here. I have written so many notes about the Ungrading system.

Midori Yamamura: These are the questions for you. By the way, this is my student. She has been doing research about the school's system toward transcription and the tuition which students have been owed to the school.

Should I ask the questions?

Speaker: I can read them.

My experience with the Ungrading system is very positive. It's something new because this is my first semester after reentering the college education system. This is a very different approach. I really liked it because this was something like an open space or our own learning space.

If we are judging ourselves to see what we are able to do. This was based on self-evaluation and reflecting on my own learning. I jotted down a few points. In my view, this was the most effective way of grading.

It was a direct way. I was an expert grading my own work. It gave me more knowledge about how I am doing instead of trying to look for what my teacher or professor wants from me. I was totally fair with this because I kept getting the feedback from my professor.

Where I was wrong, I knew what I needed to add. And it was stress-free. My work was based on wanting to learn rather than wanting to get a good grade. I really liked the system. That was my first answer to the first question.

For the second question, so far I do not dislike anything about it. But what I liked is how we get to speak about this with the professor during her office hours. It was such a good feedback experience.

We could talk about our assignments. We could talk about what we are doing right, which way is the right way, which way is the wrong way. That was a new way of learning.

The grading system, when you get a good grade, you don't exactly know why. When you don't get a good grade, we still can't ask why. We just know we didn't do good and that's it.

In this, we literally had a step-by-step guide from the professor where we are going wrong and what we have to do. It was less pressure for both the professor and the students. Learning was fun with this system.

And the third question is asking if it made my approach to the assignment different. Yes, absolutely. My assignment was more like a self-reflection. I was more confident as I kept getting feedback. I wasn't worried about the grade. That was the best part.

I wasn't worried about any mistakes because I knew I would be corrected eventually rather than just taking points off of my assignment. This made me focus on my work more than the grading system.

And the last question, how did being ungraded help? Being ungraded helped me learn more clearly. Grades frustrate our motivation. I would have been working toward the grade rather than working on learning the assignment and the subject.

Usually the work for the grade is done according to what the professor wants. But this Ungrading system is what we want. It's not what we want. It's what we want to learn. This was a wonderful approach of assessment. I really felt so comfortable. I felt like I'm doing a great job when I was getting feedback rather than just waiting for my grade to go from 100 to zero. These were the answers for the questions.

Midori Yamamura: Thank you. I think the next student is also my student. Elias?

Speaker: Hi. Do you hear me?

Midori Yamamura: We can hear you.

Speaker: You can hear me?

Midori Yamamura: We can hear you just fine.

Jennifer Corby: I'm sorry to interrupt. Can you pick one question to respond so we have time for everyone?

Speaker: No problem. I could respond to the first question.

Basically, as the professor said, the class was invited to attend events with artists and activists and urban planners. We were asked to write reflections, which was untraditional compared to what I'm used to doing in other classes.

The first event was hosted by an artist named Willy Baronet [sp?] He showed us a film where homeless people across the country were interviewed. It was about them feeling invisible and stuff like that.

There was another event about an Anti-Eviction mapping project in San Francisco. I was learning about all of these things that I wouldn't have been able to otherwise. It helped me have a deeper understanding of these issues. It expanded my knowledge on these issues about housing insecurity.

I got to hear the perspectives of people who don't usually get a voice. Overall, it was a really good experience. I was challenged in a positive way by the professor. She gave me room for interpretation. Being ungraded was really beneficial.

Even though the class was remote, being ungraded was conducive to learning. Overall, it was a really good experience. I hope I take more courses in the future with a similar learning process.

Jennifer Corby: That's awesome. Thank you. I think my students are next. My students are Joey and Caroline. Would one of you like to pick a question and just give us a riff on how it's going for you?

Speaker: I can go.

Jennifer Corby: Thanks, Caroline.

Speaker: I'll try to keep it brief. I'll do #2. What did I like and dislike?

I was horrified at first. [Laughter]

I saw that I couldn't just take tests and earn my grade. I'm sure it probably came through in my emails and billions of questions. I really enjoyed that I was able to do something that I didn't know how to do because it was an option. It was because it was something that I wanted to learn.

I'm coming back to school. I'm in my late 30s now. I had never made a PowerPoint. I never finished college.

Speaker: I have to admit, I have learned more in this class and stretched more in this class than I have in many others and I think that's because of the engagement in the writing. Not only annotating the text, you have to pay attention because you have to respond. The videos after are really helpful. I get to write about the text or write about something that it made me think of, and I like that too.

What do I dislike about it? I would say that given so many options of what I could have done, I would have liked . . . there was an option to do a book report or watch a movie. I would have done that but I didn't know what would have been acceptable. Maybe if it was within this range of topics or something I could make more focused, that would help me. Even with the grading rubric, I dissect the

questions, to me that's what works for me.

I also don't really like grading myself because I feel as though there's always room for improvement. I feel like who do you think you are?

Jennifer Corby: Thank you for sharing, you have warmed my little professor heart. Is Joey here? I forget, would you like to speak to your experience? If you want to speak later that's great, otherwise would anyone like to speak next?

Grace Pai: I think Holliday is next. Leshawn also. If you guys want to come on and introduce yourselves, college and major. If you could keep your response to two minutes max. I think there's also a lot of audience interest in the last question, how did it hinder your learning process? Feel free to be honest and critical also.

Holliday: Hi, I apologize for the background noise. I wanted to answer the last question. I would say it helped my learning process because it enabled me to reconsider power dynamics in the classroom. Something to consider in grading is like why is the professor doing the grading, why doesn't my input matter? I feel like ungrading tackled that and empowered me to seek out feedback, using it more effectively, prioritizing it so I can learn from it and improve.

So that's one of the biggest outcomes I've retained and I'm really thankful for it.

Grace Pai: Great. LeSean?

Leasean: Hi, my major is liberal arts. My response is mixed

between questions 2 and 4 so I won't drag on. What I did enjoy about ungrading learning is that it's different, I'm used to the traditional grading system where I feel like it hinders and limits students' creative thinking and learning process. You can get the answer right but I think it's more important to focus on what was learned. I feel like this system gives us more freedom to express and showcase our thinking process rather than the end result. It takes off the pressure of that. I think it offers students the opportunity to communicate not just with peers but also with professors and teachers, something I'm not really used to. I think it's cool that we can get constructive feedback and positive comments from other classmates as well as our professors.

It allowed me to approach my way of thinking and become more open minded. Not only that, it allowed me to discover my creativity, which I didn't know I had until I did the game project mentioned. I feel like it's helped my learning process and outcome. I don't have to be afraid of my end result, just have to focus more on my creativity, my thinking process. This is a great learning system, I would definitely encourage this in the future. Definitely more CUNY students should try this out.

Grace Pai: Great, thank you LeSean.   Did one more person want to share?

Student: I'm a liberal arts major in Professor Pai's class as well. It's a mix of three and four. When you look at high school, it's very power dynamic-y, the teachers have all the say, you don't matter. In college, we are paying money to be in these classes and choosing to be in them. College isn't mandatory so we should find a way to engage in a way that works. When it comes to ungrading, I guess it lets us have a say in what we're learning. We've done projects

before like based in math which isn't my strong suit, but when it comes to ungrading, we actually made the rubric for it. We could say my strong suit is this, may not be this but I need to put effort towards it. It was a give and take relationship where we could say what we wanted to put effort in, what we thought was important.

They might seem small in the eyes of a teacher but whatever you think is important, you can say I want this to reflect in my project. You don't really see that in my other classes. It's invigorating. Maybe you spent hours on one small thing and you are finally getting recognition for it. And that's my two minutes!

Grace Pai: Thanks!

Nicole Kras: I have Deborah here, would you like to answer quickly?

Deborah: I was going to answer the last question about how being ungraded helped or hindered me. I think it helped me because, when you guys were talking I didn't realize I was being ungraded in the class. You know with assignments, I didn't realize that. I'm sorry, I'm out of breath; I was walking. Can I go next, Professor Kras?

Nicole Kras: Sure, we can come back.

Speaker: I can invite one of my students.

Student: I'll go. Hi, I'm going to keep this short. I'm going to be doing a mix of one and three. My experience was relief. I felt like I was no longer crammed into a space of passing or failing. I felt like it offered me open range to improve and succeed in my work. I was

no longer hindered by having a low grade, but an option to improve and revise. That's my experience. I definitely approached my assignments differently, I became really eager to do my next assignment and show what I learned from the feedback. I felt like this is a very engaging way to learn and it's a really non-judgemental way for a student. Yea, that's it.

Student: I can go next, I'm a psychology major and I have been writing psychology papers for a long time and APA being the format. My last year, I've been corrected by professors a lot. Now I get a comment on my mistakes instead of a letter or number. Because of that I'm researching how to write in APA better. That's my experience.

Dusana Podlucka: Deborah, would you like to go now?

Deborah: Yes, I'm going to focus on my experience in high school. I feel like that's my definition of being ungraded. I look at being ungraded as getting free grades. When I was in high school we were mainly graded on effort, I did absolutely nothing and I would get to pass and I don't like that. I wasn't able to learn as much as I would have if my teachers had pushed me. That was on me because I should have tried, but I wish I had gotten that from my teachers as well. What I was trying to say before was that I didn't realize that in professor Kras class we were being ungraded, we're not. Technically, we're grading ourselves. I didn't realize it connected with this until you guys were presented it. I'm saying this because in a way, I can see that it has helped me because I'm more eager to look at the readings because I'm interested in it and I want to apply it in my future. So I see that it has helped me but overall, I'm trying to say that ungrading has helped me but it also has hindered me. I hope we can find a balance of ungrading students

but also pushing them to do their best

Jennifer Corby: That's such good feedback. Thanks to all of our students. Did we get everyone? I think we did. If not, just yell at me. That's fine.

This was awesome. In the future, we should just have students talk because I learned a lot more in the last 15 minutes than I did from hearing myself talk.

I know we ran right up to time. We can take a quick question if someone has something really pressing to ask. We're happy to field one of those.

I guess I can look in the chat. If not, this chat has been super lively. If you want to save the chat for the future, you can do that by clicking on the three little buttons. We will also be posting this on the website.

This is really wonderful. Thank you to our students, the attendees, and my cohort.

Speaker: I do have one quick question. Are any of you doing Ungrading in a 7- or 8-week course?

Jennifer Corby: I'm not, but I don't know if I would be opposed to it. I just don't know how I would change it.

Speaker: Just curious. Thank you.

Jennifer Corby: No problem. That's it from us. I'll stop sharing my screen.

Speaker: Thank you, everyone.

Speaker: Thank you so much for joining. Thank you, TLH!

Speaker: It's Shelly. Can you hear me? Are you still there? It was amazing. Thank you.

Speaker: It was really great.

Speaker: Really, really awesome. Hi, Jessica. I see you and everyone. Cathy had to skip out at 4:30. She had another one to go to. She was great. Thank you, translators and transcribers.

See you all later.

[End of event.]