

Pushing Back Against AI: *Using Ungrading to Promote Critical Thinking and Intrinsic Motivation*



PURPOSE

The purpose of this pilot study was to assess the feasibility and impact of ungrading in gerontology education. Ungrading is an innovative pedagogical practice which prioritizes giving students detailed feedback, rather than grades, on their work in order to deepen their motivation to learn and support their self-efficacy.

FINDINGS

Many students reported that ungrading removed stress and allowed for a better learning environment in which learning and understanding were prioritized over memorizing information. Some students preferred the structure provided by traditional grading. **The instructors' overall experience was that ungrading deepened students' motivation and sense of autonomy over their learning.**

KEY TAKEAWAYS

1. Ungrading places the student in charge of their own learning and therefore helps to increase intrinsic motivation to learn
2. There is a learning curve for both students and instructors in implementing ungrading and therefore its implementation should be done with care.
3. Providing detailed feedback to students rather than grades for individual assignments is not more work than grading, just a different kind of work and one that is potentially more fulfilling for all involved.

ABOUT

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