



Conversations With Course Designers: Inequitable Grading

Beverly Bondad-Brown, PhD; Director of Academic Technology; Center for Effective Teaching and Learning; California State University, Los Angeles [00:00:16] I would say to rethink about curving the class. I mean, just a straight bell curve assumes, again, your students have this nice population sample, that you're just making a lot of assumptions about students when you're forcing grades into a curve.

Catherine Haras, MLIS; Executive Director; Center for Effective Teaching and Learning; California State University, Los Angeles [00:00:32] So, if I hear you correctly, you're saying that we're always assuming that somebody should fail with the bell curve.

Beverly Bondad-Brown, PhD [00:00:38] Yeah. I mean, if you're saying, you know, this percent of the class is gonna get As, this percent Bs, I mean...

Catherine Haras, MLIS [00:00:44] That would be a terrible disincentive if I was in that class.

Beverly Bondad-Brown, PhD [00:00:46] You know, the other challenge with that is if folks or faculty are really interested in team-based learning or group projects, they're really setting up the course to have students work against one another because—

Catherine Haras, MLIS [00:00:57] That's interesting.

Beverly Bondad-Brown, PhD [00:00:58] Right? They're, they're competing against each other for those grades.

Catherine Haras, MLIS [00:01:01] That's good. So you have to structure that so that there is room for agency and different behaviors.

Beverly Bondad-Brown, PhD [00:01:07] Yeah, and you can't have both. You can't say I'm forcing my grades into a curve, and I also want students to work in teams. It's just, they're sort of opposite ends of the spectrum.