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Type: **Poster**

Assessing the Impact of Ungrading in a First-Year Mechanics Course at a Japanese Engineering College

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The effect of not giving grades for assignments was investigated in calculus-based introductory mechanics courses at a Japanese engineering college. In the class that was treated as a control group, assignments were graded. In the experimental group class, assignments were given submission points regardless of content, and only feedback was provided. Final exam scores were higher in the experimental group where assignments were not graded. Significant differences were found, especially in the group of students who had lower scores on the pretest.

How would you like to present your contribution?

Live in Kraków (time slot to be allotted based on the programme)

Target education level

University

Category

Formal Education

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