

**Theme: Managing End-of-Semester Grading**

**Tip 1: Recorded Feedback for More Efficient Grading**

Grading papers and other digitally submitted assignments can be time-consuming. One way to evaluate these assignments more efficiently is to use video or screen capture programs to give recorded feedback to students on their work. You can show the student's work on the screen and scroll through it to give specific comments along the way or mark relevant areas of the assignment. The feedback can be [corrective, directive, interactive, or evaluative](#). Video feedback is beneficial to both student and instructor because it saves time and makes it easier for students to interpret the instructor's ideas because they hear the natural tone of voice (see [How Giving Students Feedback through Video Instead of Text Can Foster Better Understanding](#)). To learn more about providing video feedback to students, review this [tutorial](#) (created by MC Instructional Designer Tom Cantu) for steps to embed video feedback in Blackboard or watch this [video](#) for a demo using Screencast-o-matic to give feedback on assignments.

**Tip 2: The Power of Grading Breaks**

Grading for long periods can lead to burnout. Taking breaks, in general, is positively associated with preventing decision fatigue, restoring motivation to work toward goals, and increasing creativity and productivity (see [How Do Work Breaks Help Your Brain? 5 Surprising Answers](#)). These breaks are beneficial when they do not interrupt the natural flow of work. If grading a test, [consider grading the same question for all students before moving to the next question](#). This practice will give you a natural stopping point to take a break and help you notice any patterns in responses to specific questions. Setting a timer and adding small rewards (a walk, a favorite treat, listening to a favorite song, etc.) with each break can keep you motivated.

**More Info on Teaching Tips**

"Teaching Tips of the Month" began as a project of Program for Active Learning in STEM (PALS) and Teaching to Increase Diversity and Equity in STEM (TIDES) grants. Many thanks to Ray Gonzales and Alla Webb, who served as Principal Investigators of the TIDES grants. You can view archived Teaching Tips of the Month on [The Hub](#). We welcome feedback and invite you to submit ideas for this publication to Angela Lanier, [angela.lanier@montgomerycollege.edu](mailto:angela.lanier@montgomerycollege.edu)

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