Clip #1 - Evaluating class participation (1:14) Frei

PROFESSOR FREI: Participation is evaluated based on willingness, courage, ability to learn, ability to let other people sort of build off of what you've said. So oftentimes, students will have made assumptions, and we'll get into class and we'll use assumptions other than the assumptions they've made. Are you gracious about letting us use different assumptions, or are you going to be adamant in class that we use the assumptions you made? It's that sort of thing that we grade the participation on.

Then it's on whether you have made insightful comments based on what other people have said. What I tell students is, I never want to hear anything you learned the night before, ever. I want to know what came to you during the class. You have a higher chance of having things come to you during the class if you've prepared the night before.

Now, that is completely different from how all the students probably got into your university. They got into your university by learning something the night before, coming to class, and telling everybody what they did. But I'm uninterested in that, because that's not a discussion. That's how I do it, and that's how a lot of people I know do it.

Clip #2 - Negative/positive grading (1:46) Frei

PROFESSOR FREI: It's a five-point scale that I can never hold myself to, so then it becomes with halves in between. But I use a five-point scale. Importantly, you can get negative points if you detract from the learning. And I'm very open with the students about how I do this. [There are] a couple of ways of detracting from the learning, because detracting from the learning is death. So detracting from the learning is, we're here, we're all together, we're all participating, and somebody gets up and leaves. We all are going to watch that person. That person will have drawn attention away from the discussion. Negative points.

So there are a lot of ways. And in a lecture, if I were lecturing, I would not care if somebody left, because they're just leaving me. But if Victor leaves while Gustavo is talking, Victor just did something to Gustavo. It's my obligation to do something about that.

There's also, when the class is going on, and let's say Mario really wanted to get in, and he finally gets in, and he brings up a point back here—negative points. He would have been selfish at the expense of the group learning. So it's a five-point scale, but one of them is negative.

It's hard-core, but I have to tell you, it's not that hard to do, and the environment you create—and I do it here. I did this when I taught at Wharton and no one else was teaching like this at Wharton, and I did it, and the students loved it. Because they want to be challenged; the world wants to be challenged, frankly. They want to be challenged in a fair way, and it's a magical thing if you're transparent about how you do it. The transparency is the key.

Clip #3 - Risks of Ambiguous Behavior (1:36) DeLong

PROFESSOR DELONG: All ambiguous behavior is interpreted negatively. Let me say it again: All ambiguous behavior is interpreted negatively. And when I'm running from one class to the next and I have ten minutes between classes, and I'm running up this stairway, and I've just finished a case, Jorge says to Tom, his professor, "Tom, great lecture, great class." And I look at him, and I run past him, because I'm going to the next class—how does he interpret that interaction? "What did I do wrong?" That interaction took less than a second. He's thinking, number one, "Boy, Professor DeLong's arrogant. Professor DeLong teaches the advanced course on human behavior and this is the way he treats me?" Then he says, "You know, I made a comment in class today. I thought it was good, but maybe it wasn't." And then he says, "I thought I was going to get a good grade. Maybe I'm not doing well." I've just ruined his day!

Clip #4 - Helping students succeed (0:52) Piper

PROFESSOR PIPER: They come in fearful that they're going to fail. They've left positions; they're high achievers; they haven't failed before, often. And I think it's important to redefine it away from how to evaluate students and toward how to help them succeed, and then to carry through on that. A lot of what you're doing in the first fifteen minutes before a class begins, when you haven't heard from a student, is you're trying to understand how you can be helpful to that student. That's the warm cold calls. That's saying, "Why don't you know you're going to start tomorrow?" It's talking with the person. So a lot of it is, I think, changing away from evaluation towards, "How can we help people succeed in here?"