Today’s discussion

- Challenges of participation
- Strategies for encouraging participation
- Grading participation
- A tested (and testing) model for encouraging and assessing student participation
Assumptions

- Actively engaging students is good
  - Why?
  - Research confirms:
    - Student learning is better
    - Attitude toward class is better
- Our course design and delivery has an impact on class participation
  - How?
  - Intentionality is good
  - (Do students know what they are supposed to do?)

Challenges of participation

- What is the source of your biggest frustration when it comes to class discussion?
  - Mine:
    - Students generally demand class discussion
    - Students are generally reluctant to engage in discussion
    - It is difficult to find meaningful ways to grade it
- Solution (to some of the challenges):
  - Find ways to encourage it
  - Find a way to grade it
Strategies for encouraging participation

- What do you do in your class to encourage class participation?
  - Responsive
    - Reading
    - Writing
    - Talking
  - Collaborative
    - Problem sets
    - Case studies
    - Games
    - Debates
    - Role playing
- See Elizabeth Barkley *Student Engagement Techniques: A Handbook for College Faculty*

Grading participation

- Missing piece for me: grading something is how we encourage it
- Online discussion is easier to grade than live discussion
- Challenges:
  - Meaningful
  - Easy for me
- Creating a rubric
  - An additive model
  - The three point scale
  - Group work for you!!!
### Student-created rubric

- Students think about why participation matters
- Students understand what counts as “good” participation
- Good participation is adequately rewarded

### My Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td>The comment is accurate, original, and relevant. The comment adds substantial teaching content to the discussion, stimulates additional discussion, and references course material. The contribution will do all of the following: Reflective (summarizes discussion to that point) \nExpands and clarifies the discussion \nReferences evidence (relevant course material or other kinds of evidence) \nConnects ideas under consideration to other course content \nEnds in a question or other kind of prompt for further discussion \nAnswers a question with detailed analysis \nProvides insight into the topic of discussion</td>
</tr>
<tr>
<td>2 points</td>
<td>The comment is brief, but allows others to build on it. Examples include: Asking a provocative, multipart, and/or insightful question \nGives further evidence for a point already made \nGives an answer to a question already asked \nBrings a key point or related fact to the attention of the class</td>
</tr>
<tr>
<td>1 points</td>
<td>The comment asks a question or makes a comment intended to clarify the purpose of the discussion. This comment is typically only one or two sentences, but it demonstrates a basic understanding of the topic of the discussion. Examples include: “What do you mean by the term _____?” \n“How is this related to the reading we had last week on _____?” \n“This seems like it is related to the concept of _____.”</td>
</tr>
</tbody>
</table>
Student Rubric

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 points</td>
<td>Demonstrate knowledge</td>
</tr>
<tr>
<td></td>
<td>- Includes evidence</td>
</tr>
<tr>
<td></td>
<td>- Relevant</td>
</tr>
<tr>
<td></td>
<td>- Engaging</td>
</tr>
<tr>
<td></td>
<td>- Provocative</td>
</tr>
<tr>
<td></td>
<td>- Answers and raises questions</td>
</tr>
<tr>
<td>2 points</td>
<td>Relevant</td>
</tr>
<tr>
<td></td>
<td>- One of the following</td>
</tr>
<tr>
<td></td>
<td>- Asking question with connecting ideas</td>
</tr>
<tr>
<td></td>
<td>- In-depth open-ended or closed-ended response</td>
</tr>
<tr>
<td></td>
<td>- Going deeper, elaborating</td>
</tr>
<tr>
<td>1 point</td>
<td>Complete sentence</td>
</tr>
<tr>
<td></td>
<td>Relevant</td>
</tr>
<tr>
<td></td>
<td>Simple question, answer, or clarification</td>
</tr>
</tbody>
</table>

Student self-assessment

- Three-point discussion scale
- 1-2-3, 6 total each week
- Students bid points on each act of participation
- Points are collected in class
- Modification: Students can earn remaining points in online discussion forum
Observations: implementing this model

- Class discussion is substantially improved
  - Frequency
  - Quality
- Usefulness of additive model for participation
- Some students prepare comments prior to class
- Surprises:
  - Some students talk less
  - Some students hate it

Conclusions

- One key to student performance is transparency
- Students need to see the value in an activity, usually in part related to their grade
- Rubrics are good
- Questions / discussion???