



ASSESSING CLASS PARTICIPATION FOR EFFECTIVE AND INCLUSIVE LEARNING

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Workshop outline

01. Intro and warm-up activity
02. Why assess in-class participation?
03. Effective and inclusive assessment
04. Creating effective rubrics
05. Outro and wind-down activity
06. Q&A

Intended learning outcomes

By the end of this workshop you should be able to:

- Explain the context, rationale, and pedagogic decisions which underpin assessment of class participation in participants' own practice.
- Outline the benefits, opportunities, challenges, and constraints when assessing class participation.
- Develop policies and practices to leverage beneficial outcomes for teacher and student within the participants' own context/s.
- Use assessment to promote active student engagement in diverse classrooms.
- Identify appropriate teaching strategies to promote class participation and enable students to do perform to their best abilities in class participation assessment.
- Create effective marking rubrics to assess class participation fairly and in ways which are well-aligned with learning objectives.



01

WARM UP: 3 WAYS

Being good

A little quiz

1. Will you be a good participant?
2. What makes a good participant?
3. How will you know that you have been a good participant?
4. Why does being a good participant matter?
5. How will I know that you have been a good participant?
6. Why is it important that I know you have been a good participant?

Groups



Group A: Individual online poll



Group B: Individual written answers



Group C: Group discussion

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Questions

Evaluating in-class participation

How did the mode of engagement impact upon your experience:

- how easy was it to participate;
- how comfortable did it feel to participate;
- how visible was your participation;
- how far did participation facilitate thinking and learning?






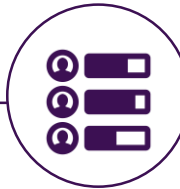


5-minute reflection

02

WHY DO WE ASSESS?

What job is assessment doing?

- reasons why we assess.

					
Promote student understanding	Evaluate student achievement	Encourage student motivation	Differentiate students' performance	Enable exchange of capital	Evaluate teaching practice
<ul style="list-style-type: none"> • Practice skills • Test understanding • Opportunity for feedback • Promote self-efficacy • Develop mastery • Challenge • Metacognition 	<ul style="list-style-type: none"> • Reward good work • Establish academic standards • Evidence learning 	<ul style="list-style-type: none"> • Pace study • Incentivise learning • Produce best work • Competition • Continual improvement • Self-actualisation 	<ul style="list-style-type: none"> • Ranking • Academic selection • Recruitment process • Marketable 	<ul style="list-style-type: none"> • Employability • Institutional reputation & ranking • Funding and grants • Gatekeeping • Academic recruitment 	<ul style="list-style-type: none"> • Quality metrics • Evidence impact • Find what works • Identify areas for improvement

Principles of assessment

Assessment is multi-faceted and includes the task, conditions, standards, evaluative judgements, marking processes, literacies, and communication mechanisms.

Working assumptions:

- We can only assess what is 'visible'.
- Assessment shapes student focus.
- We should assess what we value.
- Objectivity is largely unachievable.
- Assessment carries hidden codes, assumptions, and expectations.
- Assessment design always requires compromise.
- Assessment is never neutral.

Practical questions to support implementation:

- What will students do?
- What is important – for you, for students, for employers, for discipline? (Skills, knowledge, identity)
- What should you assess vs. what is easy to assess?
- What will you do to ensure that students trust the process and believe it to be fair?
- How will you minimise bias?
- How will you communicate your expectations?
- How will students know what good looks like?
- Is 'good enough' good enough – is your assessment fit for purpose?

Mapping local contexts and drivers: SWOT

Discussion questions:

Why assess in-class participation?

What levers do you want to pull to enhance student learning and the student experience?

- What are the benefits of in-class participation?
- What conditions (teaching, learning and assessment) can help to realise those benefits?
- What challenges and/or constraints are you working within?



Mapping local contexts and drivers

SWOT Analysis



Mapping local contexts and drivers

SWOT Analysis

<p>S</p> <ul style="list-style-type: none"> • Graduate competencies – communication, interpersonal skills, collaboration, intercultural • Encourage active participation • Better classes: quality of contributions • More learning • Students prepare for class • Skills: listening, language, presenting 	<p>W</p> <ul style="list-style-type: none"> • Subjective, bias, & hard to moderate. • Might lead to disruptive students • Potential for discrimination • Might inhibit participation/attendance • Promotes surface vs deep learning • Dependent on group dynamics
<p>O</p> <ul style="list-style-type: none"> • Activities • Clear assessment rubric • Strong relationships • Opportunities for feedback • Increases retention • Builds community 	<p>T</p> <ul style="list-style-type: none"> • Timetabling: time, schedule, semester • Resources – teacher & student time • Splits teacher focus – teach & assess • Space: classroom size, layout, digital spaces • Large number of students • Data management impacts on workload • Cultural factors: sex, race, social hierarchies

What is participation?

How do you imagine participation?

- Speaking in class –
 - answering questions (posed by you/other students)?
 - asking questions (to you /other students)?
- Computer-mediated interactions in class?
- Group tasks/discussions?
- Writing?
- Thinking?
- Listening?
- Note-taking?
- Attending class?
- Being prepared for class?
- Hands-up?
- Nodding or shaking of head?
- Laughing at your jokes?
- Looking things up – textbook/devices.



5-minute reflection



03

EFFECTIVE & INCLUSIVE ASSESSMENT

Creating robust assessment of in-class participation

Design, implementation, grading.



Designing the task/s

- Identify your rationale.
- Establish clear parameters – what is in & out of scope for assessment: when & how?
- Present benefits & negotiate expected behaviours.
- Give students agency, ownership, & responsibility.
- Create activities & environment.
- Reflect, review, & evaluate



Establishing shared standards

- Ongoing dialogue around what participation is & what 'good' looks like.
- Baseline standards: quantity, quality, who, how often?
- Develop assessment literacy.
- Fixed or variable?
- Formative assessment & feedback.



Grading

- Who is grading: teacher, peer, or self?
- Be mindful of your assumptions.
- Triangulate marks.
- Employ robust rubric.
- Feedback strategy.

Designing assessment tasks to evaluate in-class participation

- Principles of good assessment extend to assessment of class-participation.
- Assessment should be well-aligned with intended learning outcomes.
- Assess what you mean to assess – not incidental factors (assessment is valid and reliable).
- Create the conditions within which students are able to produce their best work. e.g.
 - homework or preparatory writing pre-participation task
 - enforced think time
 - cold calling – variations include post/pause/pounce/bounce
 - formative feedback
- Assessment equity – no one is persistently disadvantaged and everyone has equal opportunity to succeed, e.g.
 - Universal Design for Learning and reasonable adjustments
 - diversification of opportunities to participate
 - technology-enhanced learning opportunities – including asynchronous interactions
 - self-assessment

Inclusive participation in the internationalised university

- **Positionality:** there are costs to both minoritised students and for those from dominant groups for choosing speech over silence – social identities need to be understood in context as different groups experience silence and speech differently. (DiAngelo & Sensoy 2019).
- **Linguistic competencies:** students' perceptions of their proficiency are directly related to their identity (self-expression and self-representation) and are constantly being re-negotiated as they participate in class (Sung 2017).
- **Cultural differences in styles of participation** – different perceptions of 'appropriate' norms. Requiring participation can relieve personal responsibility and reduce stigma and fear negative social fall-out (Rogers 2013).
- **Classroom cultures:** participation like all aspects of learning is situated and relational: contextual complexities, specific to particular classroom communities and activities – including teacher behaviours (Loftin et al., 2010), their peers, especially those nearby (Hong & Lee 2017).
- **The teaching experience:** lecturers as cultural mediators and intercultural communicators.

04

CREATING EFFECTIVE RUBRICS

Establishing standards

Criteria

1. Preparation (or inferred preparation: amount, consistency, timeliness)
2. Contribution
 - i. Cognitive: logic, objectivity, knowledge, creativity
 - ii. Expressive: clarity, fluency, conciseness
 - iii. Affective: enthusiasm, interest
 - iv. Contribution to the process of learning: recognising response of others, constructive criticism, contribution to group climate, relevance
3. Attendance

“It is claimed that teachers often allot a large proportion of marks to class attendance because they lack confidence in assessing student contributions to class discussion (Armstrong, 1978). Attendance is an attractive measure because it can be scored so easily and accurately while class participation is more difficult to evaluate. There is the danger therefore that criteria are chosen because they are easy to assess rather than because of their importance to course objectives.”

(Armstrong & Boud, 1983: 38-39)

Qualities of a grading rubric

Instrument to assist assessors to judge the quality of student performance which includes: evaluative criteria, descriptions of performance at different levels of quality; scoring strategy

1. Specificity – task-specific, department-wide, institution-wide?
2. Secrecy: who can access the rubric and when?
3. Exemplars: worked examples to illustrate quality
4. Scoring strategy: holistic (aggregate) or analytic?
5. Evaluative criteria: overall attributes required of the student.
6. Quality levels: number & type of levels of quality.
7. Quality definitions: explanations of attributes of different levels of quality.
8. Judgement complexity: what level of evaluative expertise is needed by users of the rubric?
9. Users and uses: who uses it and why?
10. Creators: who is designing the rubric?
11. Quality processes: testing with multiple markers to ensure reliability & validity.
12. Accompanying feedback information.
13. Presentation: how information is displayed.
14. Explanation: instructions or other additional information for users.
15. Alignment between rubrics and tasks.

(Dawson 2017)

Evaluating Holistic Rubric for Scoring Class Participation

Bean and Petersen, 1998

In your groups – evaluate the *Holistic Rubric for Scoring Class Participation* (Bean and Petersen, 1998)

Consider the following questions:

- Does this rubric assess participation or contribution?
- How effective is this rubric:
 - to evaluate student in-class performance summatively?
 - for formative learning through reflection & feedback?
- What sort of participation does this rubric anticipate?
- Would this work in your context?
- What would you change, add, or remove?



06

Q&A





05

OUTRO

Outro

Anonymous poll.

- How would you grade your participation during this session?
- How would you grade the participation of the person immediately to your left during this session?
- How do you think I would grade your participation in this session?

Buzz group: final thoughts and reflections.

- What are your takeaways?

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THANK YOU

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