

Modes of Participation and Assessment

This document is compiled from the results of the activities used in the workshop. It is a collection of different modes of participation (that students could engage in) as identified by workshop participants, and methods of assessment devised by participants for evaluating some of those modes. They are arranged in no particular order. At the end of the chart are general assessment strategies for participation.

Mode of Participation	Assessment
Look up from Laptops	Face tracking software
Talking about course material at the bus stop	
Introducing course material to friends and/or roommates not in the class	A report written by friend not in the class
Post on a discussion forum	Gamify: students get levels and experience based on frequency and quality of posts. Quality is measured by a “thumb” system where other students rank each post based on how helpful it was to them.
Sending the professor or TA links to course-relevant news articles	
Tweeting about the class (via Twitter)	Count number of quality tweets on a course hashtag. Quality assessed by instructor (or TA) using a simple rubric (ie, substantive contribution, advances the conversation, relevant).
Attending a relevant talk that was not part of the course requirements (ie, an invited speaker in the department)	A one-page reflection paper connecting the talk to course material
Active Listening	<ul style="list-style-type: none"> - A quiz is given at the end of the class on what has been discussed/lecture on during the class. Student’s grade each other’s quiz and hand them in. - A quiz at the end of class which requires students to specify one thing they learned in that class.
Students initiate contact with instructor outside of class (ie, attending office hours voluntarily)	Participation contract: students self-assess participation based on a contract they draft with the professor in the first week of class.

	Attending office hours is one option amongst many that student's could include in the contract.
Posting on a Facebook site	
Taking advantage of available support services (ie, writing center, peer tutor etc)	
Taking notes for peers	<ul style="list-style-type: none"> - Students evaluate how helpful the notes provided to them by their peer are. - Grade the notes on a rubric
Participating in and organizing group discussions	<ul style="list-style-type: none"> - Peer evaluation of other members in the group. - Each student notes their specific contributions to their group
Asking questions	
Posting to a course blog	
Reflecting on course material and extensions of the material during class	

General Assessment Strategies:

1. Students set participation goals at the beginning of the course, and self-assess their progress towards those goals in the middle and end of the course. The instructor also provides feedback to each student on their progress (based on their goals, self-assessment and the instructors assessment of their participation).