

PLHRT 4940 Class Participation: A Rubric for Evaluation

Below are some *specific* behavioral examples of quality participation we will be observing and noting:

- **Attend each class, on time.**
- **Please do not use electronic devices** during class, since if you are “there,” you are not “here” with us. **Your phones and laptops will not be necessary during travel. Please do not use them then.** In the last part of the semester, your laptops are only necessary if you are doing project work and are not appropriate for Facebook, email, and other personal uses.
- **Change seats often** in an attempt to get to know every student. We do not have assigned seats and there is no need to go to the same place each class or sit with the same students. Recall that one of our goals is to create a cohesive team prior to travel. You may learn the most from someone with whom you do not initially connect.
- **Ask a question or make a comment that shows you are interested** in what another person says or does, and/or encourages another person to elaborate on something they have already said or done.
- **Alert us to a resource** (a reading, web link, video) not addressed in the syllabus that adds a new dimension or perspectives to our learning.
- **Make a comment that underscores the linkage between two students' contributions** and make this link explicit in your comment. Contribute something that builds on, or springs from, what someone else has said or done.
- **Diplomatically prompt us to examine the dynamics** involved in the **group process**.
- If you think it is appropriate, **ask the group for a pause** to slow the pace of conversation or activity to give you, and others, time to think/process, especially during our travel time.
- **Make a summary observation** that takes into account several people’s contributions and which **touches on a recurring theme** in a discussion or of our work together.
- Find a way to **express appreciation for the clarification** you have gained from a discussion or from our group work together. Try to be specific about what it was that helped you understand something better.
- **If you challenge us, do so diplomatically**, focusing on the *issue at hand*, and not on the *people* with whom you have a differing viewpoint.

‘Hands-on’ does not guarantee ‘minds-on.’ Demonstrating your active engagement in the entire process is an important part of your class participation grade.

To be effective, many of the above can be done one-on-one, in small groups. You do not always have to speak in a way that calls the attention of the entire class. There are many ways in which quieter students, who may be more comfortable with intimacy and small groups, can participate. We will use this rubric above to assess your participation, and you will provide a self assessment, too.