

## Increasing Student Participation

Tim McMahon ([timmc@darkwing.uoregon.edu](mailto:timmc@darkwing.uoregon.edu)) & Tara Stark ([tstark@uoregon.edu](mailto:tstark@uoregon.edu))

Friday, May 20, 2005; 8:30 – 10:00 am Proctor Classroom 42, Knight Library

How do you grab students' attention? What can you do to keep them actively engaged during class? In this workshop we will demonstrate the use of individual and small group activities, writing exercises, and mini-assessments designed to encourage deeper learning. Instructors will participate in activities intended to motivate students, increase interaction, and create a safe classroom climate.

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(Note: information taken verbatim from cited sources.)

**PHIL 211 Cosmos to Citizen, Dr. Mike Miller, Mount St. Mary's University**

### Assignments

1. Participation (15%) I expect you to be actively involved in this course. I have this expectation because I believe that students generally reap what they sow; that is, if you truly engage with the material in the course and reflect upon the ideas you encounter there, I expect that you will find this course valuable and enjoyable. The ideas we will discuss have intrigued active minds for thousands of years. So don't be surprised, you might find the ideas interesting as well! However, if you simply do enough to get by, then I fear you will likely find this class rather dull.

There are many ways to participate in class: ask a question; make a comment; reply to a question; state your disagreement with the author. Your goal should be to contribute to the intellectual environment of the classroom. Although the frequency of your participation will influence your participation grade, the quality of your contribution will have the greatest influence. Please note that although it is possible to participate outside of our scheduled class time by going to office hours, giving me a call, or by writing an email such forms of participation do not enhance the intellectual environment of the classroom. Thus, such forms of participation will be noted, but they will not help your grade as much as in-class participation. I encourage you to check with me often concerning your current participation grade.

<http://faculty.msmary.edu/miller/211/211%20HOME.htm>

### 2. Active Learning Strategies (*increasing student participation*)

"Why on earth would you want to ask students questions?" this was the opening line to a consultation with a faculty member new to the UW. This person had heard about active learning and acknowledged the learning benefits of encouraging student participation. His teaching experience had primarily been as a lecturer, thus the most logical step toward activating a lecture was to incorporate questions. However, it was difficult for him to let go of the notion that "students don't know anything about the course content -- that is why they are in the class -- so why would you ask them any questions about the topic?"

By the end of a series of consultations, this faculty member had revised his courses to focus primarily on student learning, rather than on his presentation of basic content in a lecture format. He now teaches courses in which the students do the majority of the work and his preparation time has become almost miniscule. He has reported to CELT that his students are active participants in their learning and that their input has not only energized his teaching, but has brought new perspectives to his research.

<http://depts.washington.edu/celtweb/teaching/consultations.html>

## A Few Suggestions

### The First Day

- Get Students Onboard
- Set the Bar—Establish Expectations
- Include in Syllabus and Stick to It
- Explicit and Explained Expectations
- Student Diagnostic/ Information Sheets

### Some Ways to Encourage Participation in Class

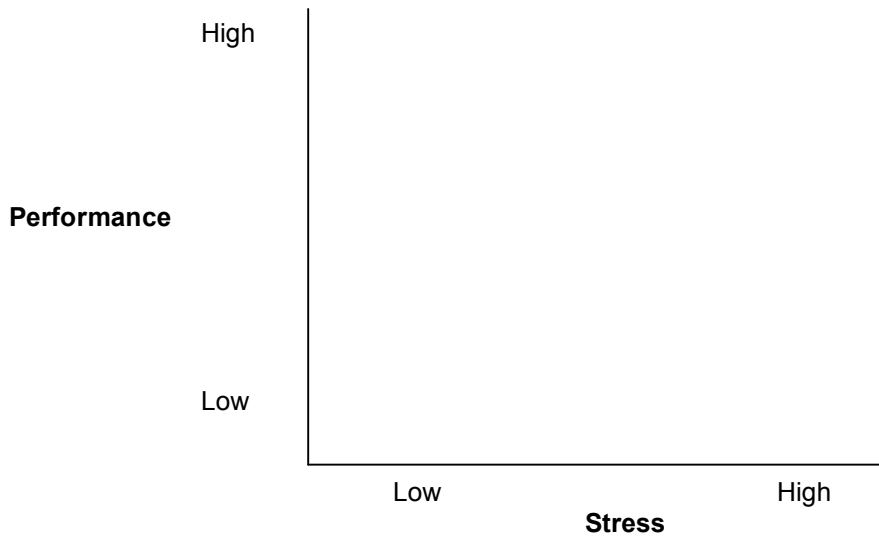
- Write, Pair, Share
- Thought Questions
- In-Class Activities (CATS)
- The Power of PowerPoint
- Personal Response Systems

### Meet Students Where They Are

- Early Assignments
- Adequate Resources—How can they participate?
- In-Class Dissection of Participation
  - Why is participation important in this class?
  - What are the ways to participate in this class?

**WHAT WOULD YOU PREDICT???**

What would you predict that a graph of the relationship between stress and performance would look like?



**Why do you think it would look like this?**

## Comments by students in an ALS 199 “Study with Focus” class, Spring, 2005

### I participate more in classes where...

- there's a smaller number of students.
- I feel knowledgeable about the content.
- I am required to participate.
- I feel comfortable in the class/with prof.
- I'm asked for personal input as much as, if not more than, information (from reading).
- where ideas are shared and the instructor becomes a mediator, keeping focus adding input, guiding the direction of the forum.
- if I am keeping up on the work so I understand and can correctly answer questions in the discussion.
- there are a small number of students. In large lecture classes, it is more intimidating to actively participate in class. Also, when classes are divided into smaller groups to do group work, I participate much more.
- the information is interesting to me.
- there's a lot of discussion on a certain topic.
- participation and attendance are required. There are mandatory weekly readings or assignments and there is a daily schedule that I can see (and the instructor keeps!).
- attendance/participation requirements get me talking or going to class even when I feel especially shy and/or lazy.
- Mandatory readings/assignments keep me working on the class subject in a weekly routine.
- Daily schedules keep me and the professor from straying off onto other thoughts/subjects, etc.
- classes have small groups. In large lectures I tend to be a sponge, just sitting there soaking up the information. This works, but some sort of interaction and exchange of ideas can help remarkably in retaining information. If I'm in a group of three students, I feel much more comfortable and am less afraid of saying something stupid.
- that I have some background knowledge in.
- where ideas are accepted.
- we leave room for just discussion.
- we discuss topics that could lead to debates—things I am interested in.
- when the professor lets me talk when I want to talk, doesn't pressure me or put me on the spot.
- have done reading.
- there is diversity.
- I feel strongly about an issue.
- others become close-minded.
- small groups discuss and join large group.
- the teacher is ignorant or biased.
- I am energized.
- (lack of) intimidation.
- the teacher requires different people to speak up.
- the teacher leaves the awkward silence till someone new speaks up.
- the teacher draws me out by asking simple yes/no questions or what do you think questions, after that it makes it easier to speak.
- makes you say your name before answering or asks it.
- switches between easy, medium, and hard questions.
- I like questions that are based on opinion.
- other students are not as bright as I am or where no intimidation exists.
- instructors ask for and are receptive to participation.
- the atmosphere is supportive and I don't feel like the last kid dumped on a team instead of “picked”.
- I feel comfortable.
- I know my classmates.
- open-ended questions.
- silences (awkward silence until a new person speaks).
- there's variety, not just lecture.
- creates friendly relationships with students: fun and jokes (but doesn't have to be a comedian); shows enthusiasm for subject.

### **Instructors are more likely to get my participation...**

- ask questions—don't just lecture the whole time—a lectures isn't engaging enough, no matter how interesting. We need to be questioned. Pls respect us the way you want to be respected.
- Be real with us. Don't treat us like little kids, but don't treat us like strangers. We're here for you to share you knowledge & help us learn. Please teach me, don't talk at me; be an instructor, not a lecturer.
- with questions around material assigned to be read that day.
- by involving students in actively describing the subject of the lecture.
- if they call on me, have some ways to keep me interested and paying attention in the discussion.
- when they have discussion questions. Also, when they make students feel more comfortable and do not put pressure on them to speak.
- open up a topic for discussion and not just ask for questions.
- If instructors are enthusiastic about the material/subject the class is more enjoyable and therefore I WANT to participate. Make jokes, tell stories (that relate to the subject) to keep us awake and responsive. Ask questions during/after lectures, have a slideshow with more than just words (pics, diagrams, charts, key points...).
- Also, don't try too hard because someone will always be dissatisfied or just not ambitious/respectable enough to attend or participate. If you just share your info to me as an adult than I will do my best to be an active participant. This is my education...
- if the environment is relaxed. If the instructor makes me laugh out loud, I tend to lose that nervous feeling that usually blocks me from voicing my opinion.
- if they make class fun or joke around.
- if I am not put down for answering questions incorrectly.
- if they create a relationship (friendly) with the class other than the typical teacher/student.
- if they encourage communication.
- they give points on participation. It's part of the grade.
- approach your answer with an open mind. Don't make you feel stupid about what you say.
- be available, approachable.
- ask for our input.
- ask lots of questions.
- leaves room for discussion, not the class just taking notes when the prof lectures.
- creates personal relationships—knows names.
- randomly call my name.
- are approachable.
- communicate well.
- do not push a discussion but let it develop.
- connect the issues personally/relations.
- if I feel I will impress the ladies present, or if I need extra points.
- encourage participation.
- ask for feedback.
- encourage questions.
- treat questions as valid not a bother.
- know my name/if I have spoken with them outside of class and feel comfortable.
- provide a safe & supportive atmosphere.
- approachability.
- demonstrations. (Show us what you are talking about.)
- they don't make it a race to the right answer.
- don't embarrass me.
- actually incorporate students—our questions, use us as examples.
- show their own vulnerability.

### **What I (the student) can do...**

- respectful listener; show compassion for the prof on the spot @ the front of the room; be there to learn; be prepared; make an effort to participate.
- show up prepared and willing to talk about the material. Make the job of the instructor easier because of my contribution.
- make an attempt to focus and to participate. I can make sure I have read/done the assignments so I am more willing to participate.
- raise my hand and ask questions.
- Show up.
- Be prepared (do the homework/reading).
- force yourself to be engaged (raise your hand).
- Pay attention (don't daydream/doodle all the time).
- Develop a good relationship with classmates/teacher (office hrs!).
- tell the instructor that "I learn better when..."
- go to class.
- do the homework so I understand what is going on.
- not sit by friends.
- visit office hours.
- I can hold myself accountable to go to class & participate. I know if I get into the material & discussions I will know & learn the information better.
- observe.
- listen.
- appreciate.
- self-introduction.
- ask questions.
- do the required reading.
- try to come to class with at least one question.
- pay attention.
- don't be afraid to speak up.
- actually read the material so that I will have something intelligent to contribute to the discussion.
- go to office hours and make a personal connection.
- ask questions.
- share relevant info, articles, videos, unassigned stuff from the book.
- keep up on the homework & reading.
- For me, I try not to miss class no matter what, unless I'm out of town. I do mostly cuz I'm afraid to miss important questions that might show up on midterms and finals. Just being in class makes me connected and feel on top of it.
- make friends in the class.
- appreciate the instructor's passion and (investment of) time.

## RESOURCES

### **The Chilly Classroom Climate: A guide to improve the Education of Women**

<http://www.wmich.edu/grad/gatrainig/RAthe1.htm>

A great list of suggestions to encourage participation by all students.

### **Activities that Increase Student Participation in the Classroom**

[http://www.bus.indiana.edu/mahmed/teachln/stu\\_part.htm](http://www.bus.indiana.edu/mahmed/teachln/stu_part.htm)

Extensive list of activities from Technology Services at the Kelley School of Business at Indiana University Bloomington.

### **Class Participation: More than just raising your hand**

<http://www.cet.sfsu.edu/etl/content/participation/participation.pdf>

Multi-page handout from San Francisco State University.

### **Increasing Student Participation in Class: Town Halls and Post-it Notes**

Silence and Structure in the Classroom: From Seminar to Town Meeting via 'Post-it's

Chad M. Hanson, Ph.D. Northcentral Tech Wausau, WI

<http://fdc.fullerton.edu/teaching/learning/increasestudparticip.htm>

Interesting ideas for class activities.

### **Encouraging Student Participation in Class**

<http://www.utexas.edu/student/utlc/si/simanual4la/leaddiscussions/encstupart.doc>

Concise information that introduces the idea of participation on a variety of levels. (Downloads as a Word document.)

### **Strategies for Inclusive Teaching: Foster Equitable Class Participation**

<http://depts.washington.edu/cidrweb/inclusive/foster.html>

In-depth discussion of ways to encourage class participation in a diverse classroom.

### **Strategies for Leading Discussions and Increasing Class Participation**

<http://www.northern.edu/ois/discussion.htm>

Uses a format of "concerns" and "solutions" to present information on how to encourage class participation.

### **Overview of Learner-Centered Education: Some Things for Students to Know as We Start**

(c) Glinda Crawford 2003

<http://www.und.edu/instruct/gcrawfor/writing/instruction/overview.htm>

Information that this particular instructor shares with students about the importance of engagement in the class. Good reading.

### **There's (at least) one in every class Encouraging student participation and dealing with the overzealous**

[http://trc.ucdavis.edu/trc/papers/notes/fr\\_4-04.html](http://trc.ucdavis.edu/trc/papers/notes/fr_4-04.html)

Notes from a Faculty Roundtable at UC-Davis.

### **A Participation Rubric**

Adam Chapnick of the University of Toronto.

<http://cstl.syr.edu/cstl/TeachProf/TP0503.pdf>

### **Class Participation Rubric**

William J. Monaco, Pennsylvania State University, DuBois Campus, Biological Sciences

[http://www.personal.psu.edu/faculty/w/x/wxm15/curriculum/participation\\_rubric.htm](http://www.personal.psu.edu/faculty/w/x/wxm15/curriculum/participation_rubric.htm)

### **Class Participation Rubric**

Kent Brorson, University of Minnesota Duluth, College of Education and Human Services Professions

<http://www.d.umn.edu/~kbrorson/classparticipation.htm>

### **Classroom Participation Rubric**

Phillip VanFossen, Purdue University, College of Education

<http://www.edci.purdue.edu/vanfossen/604/604partrubric.html>

### **Student Participation: Assessment and Evaluation**

Kathleen Tunney, Southern Illinois University-Edwardsville, Department of Social Work

<http://www.siue.edu/~deder/partrub.html>

### **Class Participation Rubric**

Craig Rowland, George Mason University, Graduate School of Education

<http://gse.gmu.edu/syllabi/summer2004/edle/EDLE616-C01-04D-Rowland.pdf>

(Downloads as a PDF file)

## **CLASSROOM ASSESSMENT TECHNIQUES**

### **Classroom Assessment Techniques**

By Thomas A. Angelo and K. Patricia Cross

From *Classroom Assessment Techniques, A Handbook for College Teachers*, 2nd Ed.

Overview of the topic. Much of the information is contained in the Nilson chapter. (From the University of Hawaii.)

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess-1.htm>

### **Classroom Assessment Technique Examples**

By Thomas A. Angelo and K. Patricia Cross

From *Classroom Assessment Techniques, A Handbook for College Teachers*, 2nd Ed.

Specific examples with directions on how to use. (From the University of Hawaii.)

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/assess-2.htm>

### **Classroom Assessment Techniques**

A number of specific examples with instructions on how to use them. (From SIU-Edwardsville.)

<http://www.siu.edu/~deder/assess/catmain.html>

### **Classroom Assessment Techniques**

Overview of the topic with specific examples. From *The National Teaching and Learning Forum*.

<http://www.ntlf.com/html/lib/bib/assess.htm>

### **Classroom Assessment Techniques (Overview)**

Overview of the concept and a wide-range of specific examples. Worth checking out. (From *The Field-Tested Learning Assessment Guide* (FLAG) produced by The National Institute for Science Education's (NISE) College Level One (CL-1) Team, based at the University of Wisconsin-Madison.

<http://www.wcer.wisc.edu/archive/cl1/flag/cat/cat.htm>

### **Classroom Assessment Techniques Designed for Technology**

Paper by Mary Barone Martin (Middle Tennessee State University)

The "designed for technology" part makes this article unique.

<http://www.mtsu.edu/~itconf/proceed99/Martin.htm>

### **An Introduction to Classroom Assessment Techniques**

Paper by Diane M. Enerson, Kathryn M. Plank, and R. Neill Johnson

Schreyer Institute for Teaching Excellence (Penn State University)

Discussion of the concept with examples that include variations of standard uses.

[http://www.schreyerinstitute.psu.edu/Resources/class\\_assessment.asp](http://www.schreyerinstitute.psu.edu/Resources/class_assessment.asp)