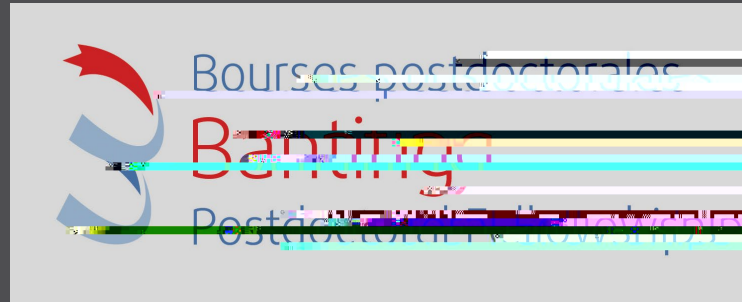


Funding Acknowledgements



Study Details

- ; “Active Teaching, Assessment, and Evaluation in Political Science”
 - | Survey of political science-affiliated professors in Canada (~300)
 - | 63 follow-up interviews

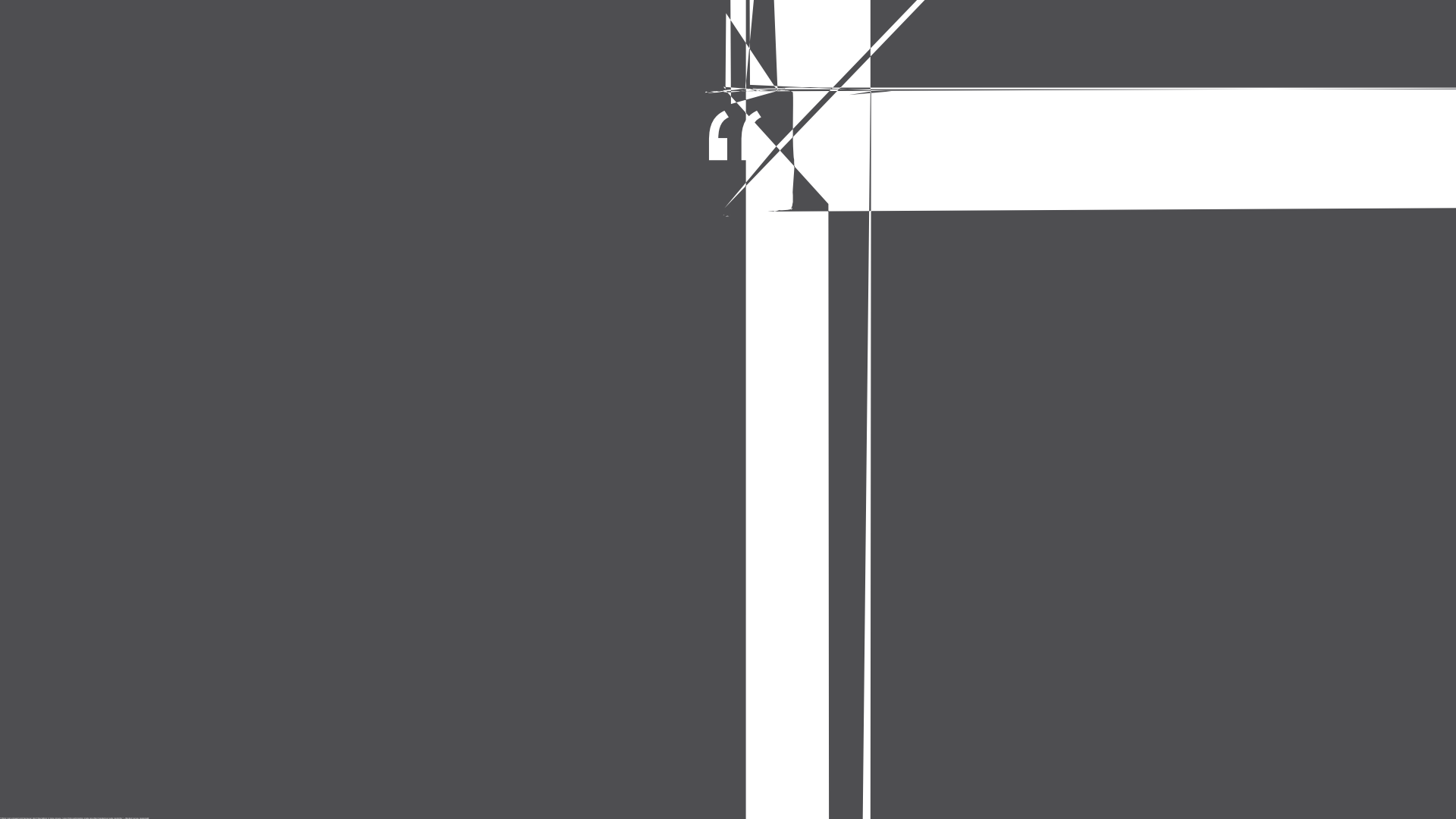
- ; “Participation Grading Project”
 - | 4 case study courses
 - | 2 sets of student surveys
 - | 2 sets of instructor interviews

- ; Reflection on practice & literature review (2021-2022)

Overview

1. What is the problem?
2. Three types of solutions
3. Lessons learned

; Students who self-





Three Types of Solutions

What Kinds of Solutions are Possible?

Technical solutions

- ; Improving design and practices relating to participation grading

Replacement solutions

- ; Removing participation grades and implementing a different assessment

Addition solutions

- ; Alternatives to participation offered as options for students

Technical Solutions

- ; “What helps is doing the assessment right after each class...if you wait until the end of the term, some bias can come in” (instructor)
- ; “I would say maybe half the class...found it daunting or wasn’t interested in offering their hot takes in plenary. But they were really active in smaller groups” (instructor)
- ; Self-assessment (with/instead of) instructor assessment

Replacement Solutions

- ; Removing participation grades in favour of written submissions, discussion boards, or other non-verbal communication
- ; “I think the model of participation grading that works best is as a reward/punishment for doing the minimum (e.g., readings, answering questions) that should be effort based as there enough other assessments of the quality of our work.”
- ; Can shift from spontaneous participation to prepared presentation

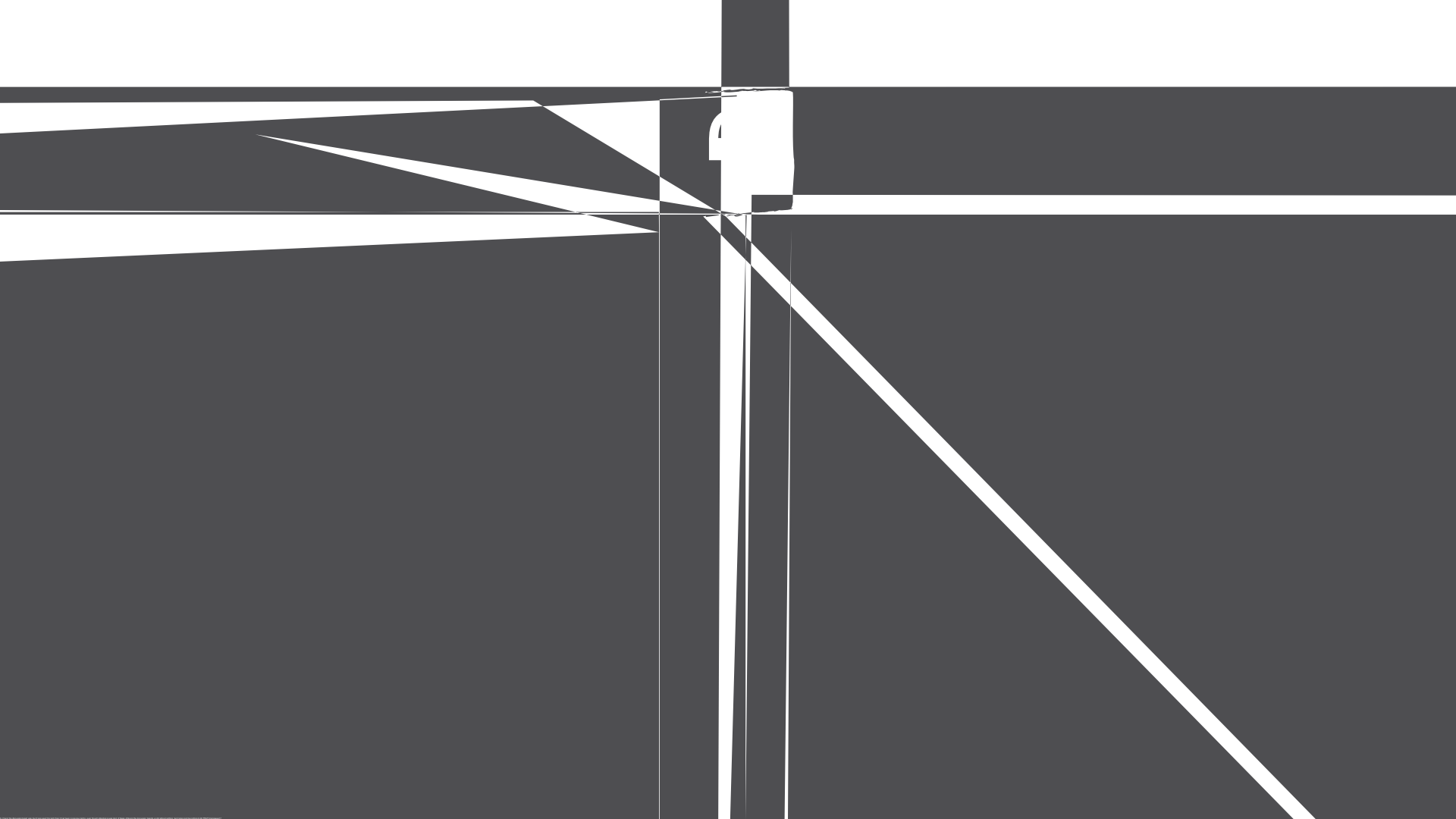


“I don't think it's fair to grade personalities. Some people are naturally talkative...other people may have done the readings, may have thought about the readings, but are more reluctant to share them in a group... So I don't although I do know a lot of scholars do use participation grades.”

—*ATAEPS Interviewee*

Addition Solutions (from Students)

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Lessons Lear

from universal solutions to responsive



Technical Considerations

- ; Does participation relate to the course learning objectives?
- ; Are expectations and feedback clearly shared?
- ; What systems have I implemented to track participation? Do these systems capture many modes of participation?

Broader Considerations

- ; Oral and written communication
 - | Different anxieties
 - | Cultures of orature/literature
 - | Voice and confidence
- ; Is it fair/inclusive for students to be given different qualities of experience in the classroom?

A Mindset Shift in Course Design

Questions?