

## Class participation assessment strategies

*“More group presentations or group work [would be great]. This would not only help with networking and improve student experience but also help sharpen skills such as public speaking.”*

– HASS Student Experience Report - Mid-Semester 2 2020

Many UQ students who studied in 2020 gave positive feedback about courses that included active and explicit participation. Despite the challenge online, it became clear that this provided some of the necessary social connection that COVID-19 had removed from other aspects of our students’ lives. From a teaching and learning standpoint, this provided some of the structure, routine, support, and motivation that students need for success.

Regular assessed participation can provide these benefits. Please note that participation requires some form of student contribution, as opposed to mere attendance which cannot attract a weighting under UQ assessment policy.

### Participation planning checklist

- Marks are commensurate with the workload required (e.g. 10%)
- [Clear criteria and standards](#) aligned with course learning objectives
- The platform and method suits the task and the student cohort (see below)
- Students are provided with guidance as to how to participate including the use of platform and systems
- Expectations and time limits for students are very clear (e.g. contribute one example by each Monday, and comment on at least one other student’s example by the following Thursday).

### Example methods and platforms

- Assess [in-class group work using submitted reflections](#)
- Assess [discussion outside of class time using submitted reflections](#)
- Assess [in-class group work with a weekly journal](#)
- Improve student preparation for class discussion with [weekly quizzes](#)
- Marking samples of work completed in-class
- A discussion board with [topic-based forums](#)
- [Resource based discussion with Padlet](#)
- [Case-study based discussion with Padlet](#)
- [Increasing interaction in online Zoom classes.](#)

### Tips during the semester

- Structure learning resources into a weekly format (where possible) and use regular announcements to encourage something closer to synchronous engagement (e.g. an announcement each Monday at 9am).

- Teaching staff can improve engagement by modelling behaviour. Engage in the first few weeks of forums. “Liking” good examples and linking comments to theory.
- Highlight model answers after each activity or provide them yourself if needed.
- [Post first discussion forums](#) can deal with low engagement caused by students feeling they have no more to add.

## Further reading

- [PPL 3.10.02 Assessment Policy and Procedures](#)
- [TEQSA Experts Advice Hub](#)
- [How can I measure and support engagement of off-campus and on-campus students at scale?](#)