

Participation Rubric

ALS 609 – Engaged Pedagogy

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Exceeds Expectations (A range)

In class:

- ✓ offers relevant, insightful and thoughtful comments during class discussion
- ✓ contributes to making the class an effective learning environment
- ✓ contributes a steady flow of comments or questions that advance the class or group discussion during most class meetings, but does **not** dominate discussion
- ✓ frequently evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
- ✓ listens attentively, responds respectfully, and asks relevant and meaningful follow-up questions
- ✓ does not talk while others are talking
- ✓ non-verbal communication indicates interest and attention to tasks and people
- ✓ addresses people by name, makes eye contact
- ✓ perfect (or close to perfect) attendance
- ✓ is always (or nearly always) on time
- ✓ ensures understanding by asking questions (as needed) in class or outside class
- ✓ communicates with instructor

engagedpedagogy community:

- ✓ makes several (three or more) thoughtful, meaningful, interesting, and engaging posts a week to the community
- ✓ responds to other participant's posts in comment fields frequently throughout the week
- ✓ sticks with difficult exchanges in a productive manner by continuing difficult dialogue in a timely, thoughtful manner
- ✓ synthesizes thoughts, ideas, and applications throughout the community in order to shed new light on ideas
- ✓ exhibits invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant's ideas, conceding when appropriate, etc.)
- ✓ uses a meta-cognitive approach (commenting on your own thought process – how your ideas have formed and changed, how you are shaping ideas in the moment)
- ✓ refers frequently to class discussions and reading topics

Meets Expectations (B range)

In class:

- ✓ offers relevant and thoughtful comments during class discussion
- ✓ exhibits appropriate classroom behavior
- ✓ contributes several comments or questions that advance the class or group discussion during most class meetings, but does **not** dominate discussion
- ✓ often evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
- ✓ listens attentively, responds respectfully, and asks follow-up questions
- ✓ does not talk while others are talking
- ✓ non-verbal communication often indicates interest and attention to tasks and people
- ✓ usually stays on task
- ✓ usually attends class (2-3 absences)
- ✓ usually on time
- ✓ ensures understanding by asking questions (as needed) in class or outside class
- ✓ communicates with instructor

engagedpedagogy community:

- ✓ makes regular (two or three) thoughtful, meaningful, interesting, and engaging posts a week to the community
- ✓ responds to other participant's posts in comment fields regularly (several comments appear throughout the community on at least two days during the week)
- ✓ sticks with difficult exchanges in a productive manner by continuing difficult dialogue
- ✓ attempts to synthesize thoughts, ideas, and applications throughout the community in order to shed new light on ideas
- ✓ frequently attempts to exhibit invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant's ideas, conceding when appropriate, etc.)
- ✓ occasionally includes a meta-cognitive approach (commenting on your own thought process – how your ideas have formed and changed, how you are shaping ideas in the moment)
- ✓ refers occasionally to class discussions and reading topics

Approaching Expectations (C-D range)

In class:

- ✓ sometimes contributes a comment or question that advances the class or group discussion
- ✓ occasionally evidences ongoing interaction with the engagedpedagogy community by referring to online discussions in class
- ✓ listens to others, but may not always be respectful or considerate
- ✓ non-verbal communication sends mixed signals about interest and attention to tasks and people (engagement unclear, but actions are not generally disruptive)
- ✓ attempts to stay on task, but may be frequently distracted
- ✓ usually attends class, but attendance is irregular (4-6 absences)
- ✓ attempts to arrive at class on time

engagedpedagogy community:

- ✓ posts once or twice a week to the community in a fairly well-developed fashion
- ✓ responds to other participant's posts in comment fields weekly
- ✓ attempts to stick with difficult exchanges in a productive manner by continuing difficult dialogue
- ✓ occasionally attempts to exhibit invitational communication methods (using a friendly, open tone, ending posts and responses with interesting questions, validating other participant's ideas, conceding when appropriate, etc.)
- ✓ refers occasionally to class discussions and reading topics, though connections may be difficult to discern

Does Not Meet Expectations (D-F range)

In class:

- ✓ does not participate in class/group discussion or contributions are off-topic
- ✓ regularly dominates class/group discussions
- ✓ few if any helpful comments during class discussion
- ✓ does not evidence familiarity with the engagedpedagogy community
- ✓ often talks while others are talking
- ✓ non-verbal communication indicates a lack of interest in tasks and people (multi-tasking, nodding off, etc.)
- ✓ often off task and/or leads group/class from related activity
- ✓ exhibits inappropriate class behaviors
- ✓ actively detrimental to achieving class objectives
- ✓ poor attendance
- ✓ often late
- ✓ does not communicate with instructor

engagedpedagogy community:

- ✓ posts are not well developed and are infrequent
- ✓ responses to others are dismissive or inflammatory
- ✓ does not respond when asked questions by other participants
- ✓ does not attempt invitational communication methods
- ✓ shows little connection with course concepts

