



INCLUSIVE PARTICIPATION EVALUATION



A HANDOUT

PURPOSE:

This handout will guide students in a self-evaluation of how well they participated in the classroom.

TOPIC:

Evaluations

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LENGTH:

10–15 minutes

NOTES ON THIS RESOURCE:

Inclusive participation is a classroom participation paradigm. It indicates a combination of active listening—responding to and building on comments made by other students—as well as posing questions that invite other perspectives into the conversation.

Inclusive participation reflects and reinforces the dialogic classroom approach. Faculty might expect to students to report increasing levels of comfort with this type of engagement over the course of a semester.



Instructions

Inclusive participation in online and in class conversations means building on comments from your classmates and showing appreciation for their contributions. It means inviting your classmates to say more about what they think or sharing your own observation in order to clarify or deepen understanding about your perspective on or experiences with a topic.

Engaging and inclusive questions support a dialogic classroom environment by inviting your classmates to share something about and reflect on their lived experience. They invite a greater understanding of how that person came to have their particular perspectives. Productive questions or comments can help you speak about concerns and hopes related to identity that can be understood by others. Inclusive dialogue brings out many sides of an issue and helps others to see commonality where they once saw difference and difference where they once saw commonality.

The assessment rubric below lists thirteen criteria for inclusive participation. **Please choose five of the thirteen criteria that are most important and relevant to your inclusive participation and reflect on and assess yourself.** This is not a graded exercise, but an opportunity for you to discuss and see where you stand in this process.

Fill out the attached assessment rubric by writing brief comments to self-assess your online and in class participation for the five criteria you selected. You can choose more if you find them to be of interest to you, but you only need to select FIVE for this self-assessment exercise.

Use the numbering system below to assess the degree to which you felt you met each criteria. Write that number in the right scoring column.

- 1 - Strongly disagree
- 2 - Disagree
- 3 - Not sure
- 4 - Agree
- 5 - Strongly agree

I look forward to our conversation about this process.



Inclusive Participation Assessment

RUBRIC	SCORE (1 TO 5)
<p>1. Asked questions of genuine curiosity that deepened an understanding of other’s ideas in ways that built interest, trust, dignity and value into our conversations.</p>	
<p>Personal Comments:</p>	
<p>2. Shared your personal narrative and insights with a low concern for claiming intellectual status or without the need to be highly-regarded by others (i.e., absence of vanity).</p>	
<p>Personal Comments:</p>	
<p>3. Displayed a respect for your peers by not overestimating the appeal of your own views in the face of alternative views expressed by others.</p>	
<p>Personal Comments:</p>	
<p>4. Shared your personal narrative and insights about something meaningful in your life that supported and deepened an understanding of an issue and gently encouraged others to delve deeper into their worlds.</p>	
<p>Personal Comments:</p>	
<p>5. Shared your narrative, insights and accomplishments in ways that do <i>not</i> show a low concern for self (i.e., self-effacing) but <i>do</i> show an equal concern for narrative, insights and accomplishments shared by others (i.e., self-equalizing).</p>	



Personal Comments:	
6. Shared your perspective with humility, by balancing principled commitments to your beliefs with an openness to new ideas, contradictory information, or being wrong.	
Personal Comments:	
7. Shared your personal narrative with a relatively low self-focus while maintaining an accurate assessment of your abilities and accomplishments.	
Personal Comments:	
8. Expressed your concerns about alternative opinions, complaints or criticisms from your peers without being overconfident, brash, or flaunting a sense of certainty or assurance.	
Personal Comments:	
9. Expressed views about the intellect of others without feeling entitled to the intellectual privilege of your own accomplishments, so you are better able to give your peers the credit they deserve.	
Personal Comments:	
10. Able to consider complaints and criticisms seriously by being willing to “own” your intellectual limitations by not dismissing criticism but rather by being responsive to it.	
Personal Comments:	



11. Asked questions/made comments that indicated a degree of comfort with complex scientific information allowing you to contribute to the conversation on your own terms.	
Personal Comments:	
12. Asked questions/made comments that brought out diverse sides of an issue (ie. hopes vs. fears) to help see difference where you only saw commonality and see commonality where you only saw difference.	
Personal Comments:	
13. Shared aspects of your identity that could be closely understood by others, so they could meet you where you are “coming from” with empathy and curiosity.	
Personal Comments:	