

ON TUTORIAL PARTICIPATION

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Unlike some of the other forms of learning that take place at CFC, **participation in the small group environment is not an individual activity**. How and what you learn from listening to a lecture, reading a textbook, doing research or studying for an exam is quite different from what you can gain when you have immediate access to a variety of informed points of view on a single issue. In tutorial, if you do not prepare effectively and contribute positively, other students miss out on one of those points of view and their learning experience suffers. For this reason, **evaluation of student performance in tutorial is based in large part on whether you have improved the learning experience of your peers**.

Supporting, engaging and listening to your peers does not mean that you must always agree with them. Rather, you should make a sincere effort to **respond** to their comments.

Playing an active role in discussions involves volunteering your opinion, asking questions and listening carefully.

The best discussions are the ones that move beyond the simple questions and answers. Students will be rewarded for bringing up more challenging ideas and for trying to deal with them collaboratively with their peers. To do this effectively, you **must have read all of the assigned material carefully**. If you haven't, it will become clear quite quickly.

Dominating tutorial discussions is not helpful. It denies other students the opportunity to contribute and therefore restricts the number of ideas that might be considered. Dominating also prevents you from listening, and from building effectively on the comments of your peers.

Speaking directly to the instructor is also highly discouraged. Tutorial is supposed to be a dialogue among peers, not a series of individual one-on-one conversations. Ignoring your peers risks alienating them, and creates a much less supportive group dynamic.

Negative, offensive and disrespectful comments and actions can do serious damage to the learning atmosphere. Such behaviour will necessarily result in a substantially lower grade.

The following rubric sets out the criteria upon which you will be evaluated...

CFC Marking Guide - Tutorials

	A+	A	B	C	F
Participatory Contribution (40%)					
Relation to Peers	Displays leadership in actively supporting, engaging and listening to peers (ongoing).	Actively supports, engages and listens to peers (ongoing).	Makes a sincere effort to interact with peers.	Limited interaction with peers.	No interaction with peers.
Participation	Displays leadership in playing an active role in discussions (ongoing).	Plays an active role in discussions (ongoing).	Participates constructively in discussions (ongoing).	When/where prepared, participates constructively in discussions.	Never participates.
Intellectual Contribution (30%)					
Preparation	Arrives fully prepared, having also done additional readings.	Arrives fully prepared.	Arrives mostly, if not fully, prepared.	Arrives noticeably less than entirely prepared.	Unprepared.
Quality of Comments	Comments advance the level and depth of the dialogue (consistently).	Comments occasionally advance the level and depth of the dialogue.	Makes relevant comments based on the assigned material (ongoing).	When/where prepared, makes relevant comments based on the assigned material.	Demonstrates a noticeable lack of interest in the material.
Overall Impact (30%)					
Impact on Group Dynamic	Group dynamic and level of discussion are consistently better because of the student's	Group dynamic and level of discussion are often better because of the student's presence.	Group dynamic and level of discussion are occasionally better (and never worse) because of	Group dynamic and level of discussion are not affected by the student's presence.	Group dynamic and level of discussion are harmed (perhaps significantly) by the

	presence.		the student's presence.		student's presence.
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Guide to differentiating between the letters

- A+ level work is truly exceptional. It is objectively superior to what could have been fairly expected and has caused the entire group to think, or see an issue – at least temporarily – in a new way. If members of the group would be surprised that their colleague had received an A+, then that grade is not deserved.
- A / A- level work is clearly superior. The assessor must be absolutely convinced that had this particular student not been present for the discussion, the quality of the learning experience for the entire group would have been inferior.
- B+ and C+ level work should be reserved for students who are capable of exhibiting A-like qualities but fail to do so in a consistent manner. A student who makes a generally consistent, predictable and certainly acceptable contribution but also demonstrates occasional flashes of brilliance would receive a grade of B+. A relatively unprepared student who demonstrates an occasional flash of brilliance would receive a grade of C+.
- The grade B- is reserved for those instances when the assessor cannot be certain whether the faults in performance at the analytical level should be attributed to a lack of effort or a sincere misunderstanding.
- The grade C- is reserved for students who have achieved the absolute bare minimum during the tutorial.
- F-level work objectively does not fulfill the requirements or goals of the tutorial. There should be absolutely no hesitancy when it comes to the grade F. If there is, the student's performance in the tutorial should be awarded a D.