

Participation Final Assessment

Luke W. Miratrix, Associate Professor of Education (HGSE), 2022

At the beginning of the semester you wrote a participation plan and posted it to canvas. You then checked in with your plan mid-semester, potentially adjusting it and course-correcting as needed. Now, in this self-assessment, you will reflect on how things went so we can generate a final “Participation Grade” for the course.

For this assessment, please do the following:

- 1) Review your plan and your mid-semester check in.
- 2) Write a paragraph reflecting on how your plan went, and whether you accomplished your stated goals. If things did not go as you had hoped, reflect on why not, and what you might have learned from that experience. “Try harder” is not a good answer here; intention is only one ingredient.
- 3) Give yourself a score according to the following rough rubric (fractional scores are ok):

1 = Did not engage with plan at all

2 = Implemented parts of your plan, but never managed to get to a few large pieces of it.

3 = Implemented most of your plan as stated

4 = Fully implemented your plan

5 = Fully implemented your plan, including any stretch goals implicit or explicit.

Your final participation grade will then be generated using your notes, this score, and a few other things we recorded (such as whether you did your peer grading) to form your final participation grade. We will also look at attendance, if you did not explicitly explain in your plan why you could not or chose to not go to live classes. For reference, fully implementing your plan would be counted as “A” work.

A final note on assessment

There is a robust literature that women and minorities can under-evaluate their performance in a self-assessment. There is also literature that women can be penalized when they self-promote, which makes for a pernicious catch-22. We hope that naming both these things and reflecting on them will reduce their impact. We also hope that having students generate specific plans that they can compare themselves to will alleviate these sorts of disparities. The teaching team will make themselves available to talk through any self assessment (e.g., if you are unsure, we can provide a third party perspective). And finally, the teaching team will review all student assessments and potentially adjust them based on what we know about you and your participation.

What to turn in

Turn in a single page pdf evaluating yourself with regards to participation, with your final score as a separate line such as “Assessment: 3.5” at the very end.

A (real life) example final assessment

This was a challenging course, not just in terms of the difficulty of course content but also the different components of pre-work, assignments, and labs that made this class a very time intensive learning experience during an already busy and difficult semester. I stuck to my plan of attending all lectures and completing pre-work to make sure I was prepared for class. While I wasn't always comfortable participating in the larger group, caused by being new to not just the course content but also using R, discussions in smaller groups were very valuable to my learning and helped me ask questions in a low-stakes environment. Throughout this semester, I made all efforts to join lab as many times a semester as I could. Halfway through the semester, I realized that attending live lab was turning to be quite difficult given my course and work schedule. But despite this realization, I still made sure to attend lab as often as I could and if I wasn't present live, then I watched the recording and reviewed the suggested solutions. I worked with my study group to work on problem sets and assignments, and leaned on them for additional help in R.

The participation in my study group has been the most useful part of my experience in the class as it allowed me to learn from my peers and reinforced what I learned while completing the pre-work and during class. Our group not only met almost every week to discuss assignments and course concepts, but also used a WhatsApp group to raise any questions we had before we elevated further questions to the larger Slack channel. Although I didn't feel comfortable always asking questions during class, this study group offered an opportunity for me to ask questions and lean on my team members' expertise. The textbooks were very helpful in reinforcing course contents and offering different ways of thinking of the models. Throughout the semester, I completed after-class surveys to offer feedback to the teaching team and reached out to individual members with additional feedback or requests for support. Earlier in the semester, I realized that my participation in this class will be heavily "behind the scenes" since it has taken me a lot of work and time to get up and running to the point of being able to be prepared for class and to remain on track with the course content. This has been reflected by updates to my original plan that was submitted in November and this final assessment.

Score: 4 (Fully Implemented Plan)