

Virtual Class Session Weekly Participation Rubric

Symposium Roundtable	<p>Title: Hello Students! Hello? Passive to Active: Virtual Discussions, Dr. Maureen Maiocco</p> <p>To ensure virtual session students understood the expectations for “active engagement” I felt the need to develop a <i>Virtual Participation Rubric</i>, with clear criteria noted for how a student would be evaluated for both class preparation and participation. The rubric provided students with clear expectations, served as an objective assessment of virtual student participation, and ensured equal accountability for DB contributions from all students enrolled in the course. Once introduced, along with a "Bring to Class" weekly engagement task, active participation increased.</p>													
Student Name:														
Week:														
Criteria:	Poor 0%	Fair 50%	Excellent 100%											
Class Attendance	**Absent from all virtual class sessions.	*Missed one virtual class.	Attended all virtual classes, arrived before the start time and remained until dismissed by the instructor.											
Class Preparation “Bring to Class”	No preparations were made before class time.	Some preparations were made before the class.	All preparations needed for full participation in the class were made prior to the start of the class.											
Participation and Active Engagement	Minimal to no participation was evident other than being in the virtual classroom. Inactive engagement. When called upon had limited or no response. Responses limited to 1 or 2 only.	Passively participated only when directly called upon, 3-4 responses only. Offered limited or 1or 2-word responses. Utilized chat more than verbally engaging via the raise your hand feature, audio and/or video.	Actively participated in a meaningful and substantive way; at minimum 5-6 times throughout class session. Offered meaningful insights or raised thoughtful questions. Was an active and engaged participant in all discussions and activities. Utilized the raise your hand feature, audio, and/or video.											
Respect and Focus	Lack of attention or focus on classmates, topic, and/or instructor. The opinions or comments of peers were not treated with respect. Comments were sarcastic or negative	Attention was not always on class participation and classwork. Technology was not used solely for class assignments.	Respect was shown towards classmates and instructor. Comments were considerate, appropriate to the topic, and voiced only at appropriate times. Focus on class content. Technology did not interrupt the class in any way.											
Instructor Use	%	Tracking Participation	Comments											
<i>Tues. Session</i>		<table border="1" style="width: 100%; height: 20px;"> <tr> <td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td><td style="width: 12.5%;"></td> </tr> </table>												
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Virtual Weekly Session Grade:														

NOTE:

*Miss one virtual class session – grade begins at 50%

**Miss all virtual weekly class sessions – grade of 0% [see option]

Option: Miss 1 or both sessions; complete the written DB in full: Initial post by Wed., responses to 2 peers minimum