Involving Students in Their Learning:

A Closer Look at Classroom Participation

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6th Grade

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Background Information

Teaching Context:

I am an intern working in a yearlong Professional Development School offered by the Pennsylvania State University. I have been working in a self-contained 6th grade classroom for six months and will continue to work with this class to the end of the students’ school year. I am interning at Park Forest Middle School in the State College Area School District during the 2008-2009 school year.

My classroom is composed of thirteen boys and thirteen girls. The classroom consists of twenty-four White or Caucasian males and females, one bi-racial female and one Mandarin Chinese male student. The majority of the students come from middle to upper class families. There are also a couple students whose families are of a lower socio-economic status.

The students in this class perform at different grade levels across the core subjects. The majority of the class performs at grade level and grasps the concepts taught. There are a few students who are higher achieving and go above and beyond on many assignments. They also grasp concepts at a faster rate. There are approximately four students who require a lot of one-on-one attention and reminders to complete and grasp assignments. There is one student in my class that is taking 7th grade math, five who are in advanced math, sixteen at grade level, and four students who are in a below grade level math class. The majority of students are proficient in writing, with one student who is advanced and another student who performs at a basic level. There is only one student who is below proficient for reading and goes to learning support while the rest of the class is proficient or above.
In our class, we have five social leaders who often lead their groups. However there are approximately three other students who show leadership skills occasionally in class. The majority of other students in the classroom follow the crowd. There are two students who are very introverted and do not speak up very often unless strongly encouraged to do so.

For the most part all the students in my classroom get along. From what I have observed, they look out for each other and help someone else when they are in need. The students are assigned a different partner each week and they do their best to work with that partner and help each other out when needed. There are no students who need strong emotional support.
Wonderings and Questions

Main Wondering:

I had multiple questions in my head, but one in particular kept showing up and sticking out above the rest. I kept observing that I had a few very strong participants in my classroom while many other students seemed to never voice their thoughts or opinions during class. This led me to my main wondering:

_How can I increase classroom participation?_

After asking myself this question, I then realized I already had formed my first sub-wondering.

Sub-Wonderings:

- What is the definition of participation and what does it look like?
- What kind of activities can I implement into the classroom that will increase all the students’ participation? (i.e. Small-group vs. whole group work, individual work, or technology)
- If students have more ownership of their learning process, will they participate more?
- What are some reasons why students do not participate?
Data Collection and Analysis

Data Collection:

I collected data using a variety of methods. I used systematic observations, anecdotal notes, a student survey, and student work.

Before:

In January I began taking baseline data of the students participating during class. Most of this data was taken during whole-group discussions with some data from small-group time. I used a class roster to check off the amount of times a student would raise their hand to ask a question, answer a question, and/or provide discussion comments (See Appendix B). I took these observations throughout the day across the subject areas. I used a tally mark system to record each time a student raised a hand and an “X” every time a student actually spoke. I chose to do this because I wanted to document if students had their hands up because that shows that they were trying to participate but were not called on. Every time I collected data, I also recorded the date and subject at the top of each column. This way I would be able to see if there was any correlation between participating students and the subject being taught (See Appendix C).

I also gave the class an online survey based on how they felt they participated during certain activities as well as what types of activities they felt more comfortable with and would participate more in. The survey included nine questions that required an answer ranging from Strongly Agree to Strongly Disagree. The question was asking them to rate how comfortable they felt during these activities. The survey also included four questions asking how they thought they participated during certain activities. They had to
answer on a scale of Always – Never. The last question on the survey was an open-ended question asking the students what their favorite subject is and what it is about that class that makes it their favorite (See Appendix D).

**After:**

Based on the students’ responses from the survey, I adapted my lessons to incorporate more types of activities the students felt more comfortable with and would hopefully participate more. Students were also working in more small groups. I tried a variety of vocal discussions that would hopefully seem less threatening to the students who did not like to participate vocally. Students were also able to design their own reading group activities. I tried to implement activities that the students showed interest in through the survey. I continued to collect systematic observations of student discussions I took anecdotal notes while students were working in reading groups or at their desk sets. I tried to pay close attention to the students who were not participating during whole-group discussions. I wanted to see if the students who said they were more comfortable speaking in a small group were actually contributing to their group. I took pictures of the students reading journals and readers’ notebook to see how much thought was being put into their journals. I chose to do this because I wanted to see what the students were writing in their journals. Many students expressed that they felt more comfortable writing down their ideas versus speaking in front of their peers. By taking pictures of their journals, I was able to get a better idea of the amount of participation they were giving (See Appendix H).
Data Analysis:

Before determining my claims, or what I learned from the different strategies I used to increase participation, I had to analyze the data I collected. I looked for any patterns, trends, or discrepancies in the data. For each of the methods I used to collect data, noted below is how I analyzed the evidence or information gathered for each.

1. Systematic Observations:

I took the class roster baseline data before I started implementing any of the different strategies and I placed it next to the class roster data I took after implementing the strategies. I first looked at the class being taught and the type of activity that was being used for both sets of data. I looked at the data from both and compared the two to see if students’ participation increased in the subject areas because of the type of activity being implemented. I also looked at the individual students in both data sets. I wanted to see if the students who were very high participants from the beginning participated more, less, or stayed the same with the new activities as well as to see if the students who had lower recorded participation had increased, decreased, or stayed the same. Through these two different comparisons, I was looking at the numerical value of the tally and “X” marks to see how often the students were participating. I looked to see if there was any change in student participation during whole-group discussions.

2. Student Survey:

After the students took the surveys I looked at them in three different ways. First I looked at the overall feelings of the whole class. By doing the survey on the computer, I was able to see the overall amount of each response in each question. In other words I was able to see the total amount of students who strongly agreed, agreed, were not sure,
disagreed, or strongly disagreed for each question. I did this because I wanted to get an overall picture of the comfort level of my class. For example, if I saw that all my students disliked small group work, I would adjust my lesson structures to fit the needs of my students.

After looking at the total amount for each response, I then looked at the individual answers for students. I wanted to see how certain students felt about each activity. I was looking to find a correlation between my observations of student participation and how they actually felt that they participated during them. I also compared their individual responses to my class roster tally sheet. I wanted to see if the students who were not vocally participating, surveyed that they disliked speaking in front of the class.

The last way I looked at the surveys was by looking at the open-ended question. I wanted to see what each student felt was their favorite class and why. I had asked the students to only respond with academic classes and activities and not specials, but I got a lot of special classes anyway, which did not help me because I do not teach the special classes (See Appendix E).

3. Anecdotal Notes:

I took the anecdotal notes that I wrote after I implemented more small group discussions and group projects. I compared these notes to the class roster. My purpose for doing this was to see if the students who I originally thought never participated were participating in a different classroom structure. I looked to see what types of things the students were offering to the group. Were they helping with discussion? Did they take a leading position? Did they participate in anyway? Did they ask questions or make comments (See Appendix G)?
4. Student Work:

I began looking through the students reading journals and readers notebooks. I wanted to compare the amount and quality of work the students were providing in their journals. I looked closer at the journals of the students who were not verbally participating during discussions to see if they were participating in written form rather than verbally. I took pictures of their journal pages to document the work they were doing. I also compared the students’ journals to the survey questions where students said they felt more comfortable writing down their thoughts in opinions rather than being verbal with them. I also looked at the students who were more verbal to see if their participation dropped, stayed the same, or increased (See Appendix H).
Explanation of Findings

After analyzing all of the data I collected throughout the course of my inquiry project, I believe the following:

Claim I:

If a teacher views participation as students raising their hands, many students may appear to be resistant participators.

Evidence:

After looking over the data that I collected, I believe that participation is so much more than a student raising his/her hand when a teacher asks a question. Participation includes asking questions, answering and making comments during whole group and small group discussions, writing in journals, using technology, and completing assignments.

When I took my baseline data I mainly focused on students raising their hands during whole group discussions and I saw that I only had approximately nine out of twenty-six students participating very frequently. I also had approximately six students who would never raise their hand even if they were advised to participate (See Appendix C). From this data, I had to figure out why these students were not participating. This is when I started opening my mind about what participation really was and what it looked like. Participation was no longer just the raising of hands every time I asked them to respond to me. It was the students talking together about a certain book, or working together as a small group to create a podcast, or responding in a journal.

I looked at the results of the survey and saw that the students who were not raising their hands surveyed that they did not feel comfortable speaking in front of the whole
class and would rather write down their thoughts on paper or speak in small groups rather than the whole class (See Appendix F). If you look at the graphs, you will see that only seventeen of the twenty-six students are comfortable speaking in front of the whole class, which then leads to my next claim. I also looked at a student’s work that I originally viewed as a resistant participator. She was offering really great insights, making predictions, and including main events in her reading journal. I learned from this data that I no longer viewed this student as a resistant participant, but a student that would rather write her ideas than be verbal about them.

Claim II:

When a teacher offers various learning opportunities (i.e. small group, interactive technology, journaling, etc.), student participation increases because many learning styles are addressed.

Evidence:

From the evidence I used to make my first claim about participation, I now know that as a future teacher I need to offer various ways for students to participate. After I looked at the baseline data and the survey results, I knew that I had to implement different ways for my students to participate other than just observing who is participating during whole group discussions. When I began this inquiry I thought if my students were not raising their hands, then they were not participating. However, after looking at the survey results, I found that my students had very different opinions about their comfort levels during different classroom structures. I saw that the students needed multiple opportunities to participate throughout the day.
I originally thought that I only had a number of students participating, when in reality, I had many students who had really good ideas but were reluctant to speak in front of the whole class. By implementing group activities/projects and journals more often, I was able to see that the students who I originally believed did not participate, were now participating but in a different way. Those students were making predictions, asking questions, and recording other thoughts they had by writing them in their journals (See Appendix H). I also observed that these same students were also speaking more during small group work than they did when it was the whole class listening. From this evidence, I have learned that I need to offer various ways for my students to participate.

Claim III:

*When a teacher offers a variety of classroom strategies to increase participation,*

*it is not guaranteed that every student will participate.*

Evidence:

As I collected my data during small group work, I tried to focus on the students who said they were more willing to participate in small groups or in their journals. I concentrated on the students who would almost never raised their hands during group discussions, which made me believe in the beginning that they were resistant participators. I looked through my anecdotal observations of these students as well as their journals and found that a small few were still not participating.

One student in particular was still not participating in either the small group discussion or writing down his ideas in his journal. This student said he was comfortable speaking in small groups but was not participating in his reading group. One section
taken directly from an anecdotal observation said, “Student X is sitting in the group, not speaking at all. The student was asked a question by another student in the group and gave that student a short answer proving that he read the required reading. Student X did not speak for the remainder of the meeting time.” After looking at this student’s journal, I also found that very little was written. This showed me that even though I had integrated different ways to participate that fit this student’s preferred classroom structure, he continued to be a resistant participator.

I tried implementing ideas into the classroom that met the variety of comfort levels for all the students in the class, but there were still some students who were still resistant participators regardless of the classroom structure. This lead me to the claim that not all students will participate even if the teacher implements strategies that supposedly fit the individual students needs.

**Conclusion and Future Direction**

**Conclusion:**

After looking at all the evidence, I believe I have a better understanding of what participation is and what it looks like. There are so many different learning styles as well as personalities in every classroom. Some students just do not feel comfortable speaking in front of a whole groups or small groups. That is why a teacher should have many different ways for students to participate, whether it is verbal or non-verbal. I do not believe that the students who do not like to be verbal should never have to speak and vice versa the students who would rather speak should have to write at some point. I believe
there needs to be a balance in the classroom so that all students can have the chance to participate in a way that they feel the most comfortable and can feel accomplished.

**Implications for Future Practice:**

After completing this inquiry, I feel I have learned a lot about student participation in the classroom. It is important that a teacher learns as much as possible about each individual student because then the teacher can modify their lessons to truly fit the needs of the students. I believe asking the students how they like to share their thoughts and opinions is very important because a teacher can differentiate the structure of the lessons to meet their needs.

As a future teacher, I will make sure that I offer various ways for my students to participate because I want them all to have an equal chance. I want them to be able to share their thoughts, opinions, ask questions, explain what they already know, and share what they have learned. I also will make sure that I do not look over the students who are not always raising their hands. Instead I will find ways to see what they know and find where comfort levels are in different situations.

**New Wonderings:**

- Why do some students feel more comfortable speaking than others? How can those students become more comfortable?
- How should teachers assess participation? How heavily should participation be weighed when it comes to giving grades?
- Are there other ways to increase participation that I did not use?
- How does participation affect test/quiz grades?
Appendix A

Inquiry Brief

Context:

I am an intern working in a yearlong Professional Development School offered by the Pennsylvania State University. I have been working in a self-contained 6th grade classroom for six months and will continue to work with this class to the end of the student’s school year. I am interning at Park Forest Middle School in the State College Area School District during the 2008-2009 school year.

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student who is below proficient for reading and goes to learning support, while the 
rest of the class is proficient or above.

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For the most part all the students in my classroom get along. From what I have observed, they look out for each other and help someone else when they are in need. The students are assigned a different partner each week and they do their best to work with that partner and help each other out when needed. There are no students who need strong emotional support.

**Rationale:**

The question that I am inquiring about is, “How can I increase student participation in the classroom?” The reason I chose this wondering was because of many observations from watching my class. It seems as though there are always the same hands in the air, occasionally a few others and never from some other students. Through this inquiry I want to answer sub-questions that I believe will help me answer my overall wondering. I know that I might see a change in my class’s participation, but I am also aware that I may not see a change at all. I want to find the reasons why some students don’t participate because I want to set up a classroom where everyone knows they have a valued voice. My thinking is that if I implement different activities in the classroom, other students might feel more
comfortable/confident to “voice” their opinion (“voice” is because it may be online and not actually verbal).

First I want to define participation because I do not believe that participation means raising your hand. I believe there are other ways to participate and I would like to create a definition for participation to help direct my inquiry. I also want to figure out how I can effectively assess participation. I know that I want to figure out how to assess it, but I’m not sure how to weigh the data I collect. Another wondering that I have is the reasons why certain students never participate. I wondering if they are not comfortable with speaking in front of large groups, they are not confident enough to share their ideas and opinions, or maybe they just do not want to. I want to explore these ideas because I want to provide areas for participation for all students in different kinds of activities. I think it is also important because I want to improve my teaching techniques so that all students are interested and want to get actively involved in the learning process. I think I might discover a pattern between participation and certain classes. Some students might want to be more involved if the content is presented in different ways. I might find that some students do not like to participate at all and I’m not going to be able to increase the level of participation.

**Over All Wondering:**

- How can I increase student participation in my 6th grade classroom?

**Sub-Questions:**

- What is the definition of participation? Is it more than raising a hand?
- How can I assess participation? How much should the participation grade be
Weighed?

• How can participation be collected if there is only one teacher in the room?
• What are the reasons why certain students do not participate? Are they choosing not to for any particular reason?
• What activities can I implement that would increase their participation without losing participation from the other students?
• Would technology increase participation? Scoodle?

Data Collection:

• Classroom Observation:
  
  o I will be taking systematic observations of student’s asking questions, answering questions and/or making comments during large group discussions. I will document who is participating, what class, and how often the students participate. After I start to implement different activities I will collect this type of data during small group discussions. I am documenting the number of times the students raise their hands
  
  o I am also collecting anecdotal notes during small group work as well as independent work.

• Students Survey:
  
  o I am giving the students a survey to find out how they feel about certain situations. I want to know how they feel about speaking in front of large/small groups. I will also be asking an open-ended question to see what kind of activities would want to make them
participate more.

• Student work:
  o I will be looking at the grades/records of students because I think participation is part handing in assignments on time. I plan on gathering data before and after I implement the different activities to see if students hand in more assignments on time.
  o I will also be looking at the students who choose to do all the extra credit assignments because that relates back to extra participating.
  o Students sometimes have the option of posting on an online discussion board on Scoodle, so I will also be looking to see which students are choosing this option. It might show that certain students would rather voice their opinion on the computer.
## Appendix B

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acosta, Christopher</td>
<td></td>
</tr>
<tr>
<td>Becht, Megan L.</td>
<td></td>
</tr>
<tr>
<td>Butler, Robert Thomas</td>
<td></td>
</tr>
<tr>
<td>Campbell, Lauren Ray</td>
<td></td>
</tr>
<tr>
<td>Cawood, Michael D.</td>
<td></td>
</tr>
<tr>
<td>Charles, Luke C.</td>
<td></td>
</tr>
<tr>
<td>Du, Lise</td>
<td></td>
</tr>
<tr>
<td>Harris, Riley Alexandra</td>
<td></td>
</tr>
<tr>
<td>Herbert, Nathaniel David</td>
<td></td>
</tr>
<tr>
<td>Hesser, Michael Anthony</td>
<td></td>
</tr>
<tr>
<td>Hillery, Kristen Elizabeth</td>
<td></td>
</tr>
<tr>
<td>Kaufman, Mya Elizabeth</td>
<td></td>
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<tr>
<td>Kosinski, Kayla A.</td>
<td></td>
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<tr>
<td>Kozy, Adam J.</td>
<td></td>
</tr>
<tr>
<td>Kulkarni, Joseph Daniel</td>
<td></td>
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<tr>
<td>Lopez, Rachel L.</td>
<td></td>
</tr>
<tr>
<td>McCarthy, Megan K</td>
<td></td>
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<tr>
<td>McNulty, Sydney Elwin</td>
<td></td>
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<tr>
<td>McNutt, Sarah E.</td>
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<tr>
<td>Merritt, Kato A.</td>
<td></td>
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<tr>
<td>Nichols, Dean Jude</td>
<td></td>
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<tr>
<td>Shaffer, Zachary John</td>
<td></td>
</tr>
<tr>
<td>Snyder, Bradley C.</td>
<td></td>
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<tr>
<td>Vomvaste, Olivia Elizabeth</td>
<td></td>
</tr>
<tr>
<td>Weekland, John Matthew</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C

<table>
<thead>
<tr>
<th>Name</th>
<th>Dates</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Doe</td>
<td>1-15</td>
<td>Conference on 10th.</td>
</tr>
<tr>
<td>Jane Doe</td>
<td>16-30</td>
<td>Attended all sessions.</td>
</tr>
<tr>
<td>Mike Smith</td>
<td>1-30</td>
<td>Left due to illness.</td>
</tr>
</tbody>
</table>
Appendix D

1. How much do you agree with the following statements?*  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral (Not Sure)</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable speaking during a whole-class discussion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I feel comfortable speaking in a small group, (ex. desk sets, project groups, etc...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to read aloud when given the chance.</td>
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<tr>
<td>I like to use Scoole.</td>
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<tr>
<td>I like using readers notebooks.</td>
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<tr>
<td>I like to share my opinions and/or thoughts orally.</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to share my opinions and/or thoughts on paper.</td>
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<tr>
<td>I prefer to work individually.</td>
<td></td>
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<tr>
<td>I like to use technology for assignments other than Scoole.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. How do you think you satisfy the following statements?*  

<table>
<thead>
<tr>
<th>Statement</th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate on Scoole discussion boards.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I comment, ask questions, or give answers during classroom discussions.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I participate when working in a small group.</td>
<td></td>
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<tr>
<td>I do extra credit when given the opportunity.</td>
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<td></td>
</tr>
</tbody>
</table>

3. My favorite subject is:*  

Explain (example: content, activities, etc...)


Appendix E

1. Agree or Disagree

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral (Not Sure)</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel comfortable speaking during a whole-class discussion.</td>
<td>23% (6)</td>
<td>42%</td>
<td>31%</td>
<td>0%</td>
<td>4%</td>
<td>26</td>
</tr>
<tr>
<td>I feel comfortable speaking in a small group. (ex. desk sets, project groups, etc...)</td>
<td>69% (18)</td>
<td>23%</td>
<td>8%</td>
<td>0%</td>
<td>0%</td>
<td>26</td>
</tr>
<tr>
<td>I like to read aloud when given the chance.</td>
<td>19% (5)</td>
<td>23%</td>
<td>35%</td>
<td>15%</td>
<td>8%</td>
<td>26</td>
</tr>
<tr>
<td>I like to use Scoodle.</td>
<td>19% (5)</td>
<td>38%</td>
<td>23%</td>
<td>15%</td>
<td>4%</td>
<td>26</td>
</tr>
<tr>
<td>I like using readers notebooks.</td>
<td>27% (7)</td>
<td>27%</td>
<td>35%</td>
<td>4%</td>
<td>8%</td>
<td>26</td>
</tr>
<tr>
<td>I like to share my opinions and/ or thoughts only.</td>
<td>27% (7)</td>
<td>46%</td>
<td>19%</td>
<td>8%</td>
<td>0%</td>
<td>26</td>
</tr>
<tr>
<td>I like to share my opinions and/ or thoughts on paper.</td>
<td>8% (2)</td>
<td>23%</td>
<td>35%</td>
<td>31%</td>
<td>4%</td>
<td>26</td>
</tr>
<tr>
<td>I prefer to work individually.</td>
<td>15% (4)</td>
<td>31%</td>
<td>31%</td>
<td>19%</td>
<td>4%</td>
<td>26</td>
</tr>
<tr>
<td>I like to use technology for assignments other than Scoodle.</td>
<td>38% (10)</td>
<td>35%</td>
<td>23%</td>
<td>4%</td>
<td>0%</td>
<td>26</td>
</tr>
</tbody>
</table>

Total Respondents 26

2. How do you think you satisfy the following statements?

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Rarely</th>
<th>Never</th>
<th>Response Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate on Scoodle discussion boards.</td>
<td>23%</td>
<td>54%</td>
<td>15%</td>
<td>0%</td>
<td>8%</td>
<td>26</td>
</tr>
<tr>
<td>I comment, ask questions, or give answers during classroom discussions.</td>
<td>19%</td>
<td>42%</td>
<td>27%</td>
<td>12%</td>
<td>0%</td>
<td>26</td>
</tr>
<tr>
<td>I participate when working in a small group.</td>
<td>65%</td>
<td>35%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>26</td>
</tr>
<tr>
<td>I do extra credit when given the opportunity.</td>
<td>8%</td>
<td>31%</td>
<td>46%</td>
<td>15%</td>
<td>0%</td>
<td>26</td>
</tr>
</tbody>
</table>

Total Respondents 26

3. My favorite subject is?

1. I like S.S because most of the projects we do are fun. I like making visuals more than writing the reports though. Also, I like when we have discussions in S.S. I think I learn the most from those.

2. My favorite subject is Tech Ed. It is my favorite subject because I personally like to work with technology and see things grow and be proud of them when they are all finished.

3. I don't actually know. I enjoy reading and math so I guess that would be. I like it because that is actually something where a lot of work is independent, or you get to choose partners. That's actually a hard question because I don't like school that much.

(This was Riley's)

4. Reading, I like this subject because I love to read books. I like how Miss Mease uses the “Character list” and how we use the Reading Notebooks. I also like the books that we pick out and how we read it and talk about it.

5. My favorite subject is Gym. I like gym because you get to run. I really like it because I like whenever you are almost pushed to do it. And you want to go a good job for you coach, team, etc. I like to do sports.

6. Social Studies & Math because when I do those subjects I feel good about them and I like to work 'with them' per se, and I feel I can do well and succeed in that area.
Appendix F

I Like to Share My Opinions and/or Thoughts Orally

I Feel Comfortable Speaking in a Whole-Class Discussion

I Feel Comfortable Speakings in Small Group Discussions
Appendix H
Appendix I

References


www.csufresno.edu/academics/documents/grading_class_participation.pdf

- This source was very helpful even though it is directed more towards older students. This article describes three models of class participation. The first is whole group and small group discussions. Followed by several models for assessing participation. The book also talks about problems that come from assessing classroom participation and strategies for overcoming these various problems. This article gave me the idea of giving a survey to the class to see where they think they fall in classroom participation because this survey would give the teacher something to compare his/her notes on each student. The teacher will then be able to adapt their lessons to meet the needs of the students. An example rubric was also provided that I believe I can adapt to fit my own inquiry.


- This book provides over 45 literacy skill-building strategies for middle school students. There are master sheets that can be copied and changed to fit your classroom to help individual students. I received this book from my mentor and I think I could use some of the forms in the book to help assess students’ knowledge during reading classes. I want to provide many different ways for my students to participate throughout the day and I think these pages could be very useful. I also think that I could use ideas from this source and adjust the papers to fit my class. I want the class to be more interactive and I believe I can get some great ideas.

Classroom structures which encourage student participation. (n.d.). Retrieved February 08, 2009, from

www.cte.cornell.edu/campus/teach/faculty/Materials/ClassroomStructures.pdf
- This source is set up in a chart form and contains different methods for encouraging student participation, the definition of the method, when to use it, the preparation and procedure and the limits for its use. I am finding this source very useful because it has given me new ideas for ways to do different activities/set up methods for classroom arrangements that would hopefully encourage participation. Some suggestions that this source gives are Buzz Groups, Panel Discussions, Brainstorming, Debates and Concentric Circle Discussions. I could try these different activities to see if the students become more involved with the lessons and hopefully participate more.


- This source is very important for my inquiry because it is basically the manual for creating and following through with my inquiry. It starts with the introduction of inquiry, how to make a wondering, develop a research plan, analyzing the data and assessing the quality of the inquiry. I have used this book as I started to formulate my wondering and I will continue to use throughout the rest of my inquiry. I plan on using it next to analyze my data and make a claim about it.


- I found this article about encouraging students' participation in the college setting. I did not think I would be able to use this at first, but after I read through it, I found some useful information. I was able to take the information from this article and adapt it to my classroom. In this article it gives ideas for different ways to collect data on participation other than just observing raised hands. It gives options for the teacher as well as the students to encourage participation and how to have evidence that supports participation. An idea I got from this article is to write a question on the board prior to the students coming to class and have them answer the question independently on scratch paper to then collect after a brief discussion.

The part of the source that I will be using is a study about using computers to increase students’ reflection and participation. The results showed improvement in participation, but the quality of the participation was significant to the individual student. After reviewing the results of this study I think I would definitely use more computer discussion boards on Scoodle and other online activities as a different form of participation. I think this idea is one way to get more passive students to participate.


This article was a very interesting source because it pertained to ESL classes but could definitely be used in a regular self-contained classroom. The main point this article gave was a point system for participation. If students participated in class discussions/activities, they would receive a poker chip, marble, or cardboard coupons each time. Then at the end of the class they would cash in their chips. The more chips they had the more they participated. I think there are some drawbacks to this method, but I think it is something that could be adapted into my classroom. I think I could use this method in small groups when I wouldn’t have to run around as much. If we were having a discussion and the students weren’t required to write anything down, I could collect their chips at the end.


This is a book I used in a past methods course and it is mainly about classroom management between a student and teacher directed classroom. This book focuses on motivation in the classroom and how to set up a community in the classroom to promote student learning. This source has helped me understand the importance of management and how to help support a student directed classroom that will encourage students to have ownership and hopefully participate more. I believe this book will also help in the future because it will help me create my classroom community in the beginning of the year, next year. After reading through this source, I would like to provide opportunities for my students to develop their activities. This could then in return cause the lessons to be more meaningful to the students.

- This book is unique because it is written for the student teacher and how to reflect on the classroom and how to make observations in the classroom. It provides sample rubrics that are developed to assess participation as well as how to make good observations of the students. I can definitely use this source because I am going to be adapting a rubric in the near future about the things I am looking for with participation. I can use many of the examples and adapt them to fit the needs I have for this inquiry.


- One chapter in particular in this book seemed appropriate for my wondering. It's about intervention techniques and how they can be used in the classroom to increase motivation and participation. The chapter discusses different methods of communicating with the students to see what would help encourage them to participate more as well as adaptive instruction to meet the needs of all students in the classroom. I can use this source to learn new ideas for giving students a chance to shine with different teaching/learning methods. There is also a flow chart (pg. 98) for problem analysis and intervention planning that can help organize my data and thoughts about my wondering and how I can improve participation.