

## Assessing In-class Participation in Common Core Courses

### CASE EXAMPLES FROM HKU



Where indicated below by ®, the website version of these case examples provides access to one or more rubrics.

#### **Everyday Computing and the Internet (CCST 9003)**

In-class participation (20%) is assessed through qualitative comments submitted online, classroom presentation and in-lecture quizzes. Students are expected to hold online discussions in their small group in response to questions posted on Moodle, and present what they have found in a tutorial as a springboard to open discussion. Following lectures, they also have to take quizzes on Moodle (multiple choice, true/false and open-ended questions) using tablets or smartphones.

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<http://commoncore.hku.hk/ccst9003/>

#### **Biomedical Breakthroughs in a Pluralistic World (CCST 9006)**

The assessment weighting for in-class participation in the course is 30% and extends across two tasks: discussion within group tutorials, and subsequent reflections on the tutorial discussions. Two complementary rubrics ® are used to evaluate the quality of students' engagement, and the main assessment criteria are students' ability to express their ideas; to lead and to contribute to discussion and to respond to others' contributions; to accept criticism; and to record and synthesise discussions.

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<http://commoncore.hku.hk/ccst9006/>

#### **Blood, Beliefs, Biology (CCST 9024)**

In this course, 35% of the overall grade is based on participation in problem-based learning tutorials. Apart from tutorial attendance and punctuality (5%), students in randomly assigned groups of 3 or 4 search for information and hold discussions on a scenario every two weeks in the form of class and online participation (10%), building up skills for a debate (10%) in the last session. Also through writing a tutorial reflective blog (10%), students are encouraged to question the issues discussed in group presentations, a field trip presentation, film critiques and other tutorial activities.

① *Prof L.C. Chan, Department of Pathology* [chanlc@pathology.hku.hk](mailto:chanlc@pathology.hku.hk)  
<http://commoncore.hku.hk/ccgl9017/>

#### **Sex and Intimacy in Modern Times (CCHU 9015)**

In this course, 30% of the overall grade is based on active participation in problem-focused tutorials. Students are required to discuss topics raised in lectures and readings, and debate the ethical issues arising from these cases. Additionally, participation in project presentations is assessed through individual reflective exercises (10%). Students comment on which group presentations stood out for them, and why, basing their judgments on evaluation of content and its communication as well as presentation skills.

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<http://commoncore.hku.hk/ccst9024/>

#### **"Thinking" Women: Their Oppression and Resistance (CCHU 9043)**

A distinctive feature of this course is that the assessment of in-class participation (20%) is based on students' leadership of tutorial group discussions. Following a lecture and a tutor-led tutorial, students are assigned a given topic for a 20-minute formal presentation to their small group, after which they are expected to lead and engage the rest of class in a 20-minute discussion or activity. Grading criteria focus on intellectual contribution and creativity.

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<http://commoncore.hku.hk/cchu9043/>

#### **Food Technology, Trade and Culture (CCGL 9017)**


Assessment of in-class participation in this course (10%) encompasses tutorial preparation and attendance as well as completion of lab-based in-class exercises. The assessment of short critical reports (10%) also plays a role in fostering interaction and engagement in presentation sessions, where students write comments on what they have learnt from one another's oral presentations.

① *Prof Harold Corke, School of Biological Sciences* [harold@hku.hk](mailto:harold@hku.hk)  
<http://commoncore.hku.hk/ccgl9017/>

 **Energy Futures, Globalization and Sustainability**  
(CCGL 9040)

In this course, a diversity of learning activities linked to the lectures contributes to the assessment of tutorial participation (25%): group discussions, an online exercise, a field trip, a group debate and a mini survey, which are closely linked to lectures. In one tutorial, students are engaged in imagining and enacting possible scenarios of energy use in the cities of tomorrow through playing a stimulation game online. In the following week, they have sharing and tutorial discussion on the scenarios. Another tutorial task is a mini survey on household energy efficiency, the findings of which are then shared and reviewed in subsequent tutorials. The grading criteria include attendance as well as contribution to discussions.

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 **China's Modernization in the East Asian Context**  
(CCCH 9006)

Given the importance for this course theme of undertaking the assigned preparatory reading, tutorial participation is assessed (10%) to encourage students to enlarge their understanding through weekly readings, attend regularly and interact in the tutorial discussions. A similar and complementary role is played by assessed presentations (25%).

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 **Property Rights, Built Heritage and Sustainable Development in Hong Kong**  
(CCCH 9031)

Participation in tutorials and project presentations carries an assessment weighting of 20% in this course. Since lectures and tutorials are closely linked to three field visits, participation is evaluated through contributions to discussion before each field visit, as well as subsequent exchange and discussion of the visit. The criteria focus primarily on growth in students' understanding of concepts and their increasing awareness of issues raised and explored.

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