Quiet in the Classroom: Teaching Strategies to Recognize Participation

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Overview

I. what we mean by good participation
II. unpacking ‘participation’ in an academic context
III. diversifying ‘participation’
I. Recognizing participation
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What single word (adjective, noun, verb) do you associate with good participation in an academic context?

Reply at:
PollEv.com/maggiequirt485
I. Recognizing participation

• “pretend-extroversion” practiced by people in leadership roles (e.g., teachers, professors, CEOs)
• fake-it-till-you-make-it
II. Unpacking ‘participation’

- prioritizing participation
- how many of your programs include participation (in some way, shape, or form) as a program learning outcome?
Privileging ‘participation’

• privileging participation
• ease of participation for extroverts vs. introverts (quiz)
• extroversion as ‘cultural ideal’

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III. Diversifying ‘participation’

• be open to many forms of participation (verbal/non-verbal, immediate/delayed, words/images)

• offer options and alternatives
III. Diversifying ‘participation’

Strategy #1: Embodiment

• ask student to participate (physically) in some supplementary way: moderate a station, count ballots, read out votes/responses
Strategy #2: Disembodiment

• ask student to participate via their ‘social media’ voice/persona (e.g., Twitter thread)

• online blog

• email
III. Diversifying ‘participation’

Strategy #3: Recordings

• ask student to record their input (e.g., short video on YouTube, podcast via Audacity)
III. Diversifying ‘participation’

Strategy #4: Preparation

• give students participation questions ahead of time

• enforce a ‘no hands’ time after you have asked a question
III. Diversifying ‘participation’

Strategy #5: Start small
• individual/self-reflection
• think-pair-share
• small group
• seminar presentation
III. Diversifying ‘participation’

Strategy #6: Support

- encourage students to understand that competency in terms of oral participation is fine
- reference your own experience as a lecturer
If a student doesn’t understand...

- pause in the lecture and invite questions via email, Moodle, etc
If a student is disinterested...

• ask what discussion thus far may have missed
If a student doesn’t want to interrupt...

• suggest a common sign that you will recognize
• invite students to continue the conversation after class via email and share later with class (i.e., return to their voice)
Options and alternatives

public presentations
debates
panel discussions
different audiences
individual/group presentations
presenting on research
summaries paraphrases
mock interviews
role playing
posters
journals
peer feedback (with or without template)
create a handout
extend the syllabus (i.e., suggest more/different readings or course materials)
videotaping role play and assessing it afterwards

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Thank you!

for further discussion:

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