Continuous evaluation

The course is meant to be interactive, so it requires your participation!*

minute papers	10%
check-in quizzes	20%
preparing 2-3 questions for discussions	10%
other presentations' evaluation	10%
article presentation	50%

If a continuous evaluation is not possible due to health issues, we will plan an oral exam in the second session of exams

End of each class:
Minute papers – 10%

- Focus on take-home message

- Shows a general understanding of the material

- Examplary questions:

- What are the two central findings you have learned during this class?

- Which questions remain without answer in this research area?

- Is there anything you did not understand?

Before each class:
Check-in quizzes – 20%

- Deadline to meet! - until Tuesday 21:00 via Moodle

- To verify completing and understanding the reading assignment

- Multiple-choice or open-ended questions

- Via Moodle?

Before each class:
Preparing 2-3 questions for discussion – 10%

- Deadline to meet! - until Tuesday 21:00 via Moodle (more info to be posted)
- To verify completing and understanding the readings, to trigger critical thinking
- Examples of *"Questions for a Socratic dialogue"*:

1. **Questions Of Clarification:** What is the main point of...? Could you give us an example of...?

2. **Questions That Probe Purpose:** What is the purpose of...? How do the purposes of the two approaches vary?

3. **Questions That Probe Assumptions:** The authors could be assuming that... Is it always the case? Why have they based their reasoning on ... rather than ....?

4. **Questions That Probe Information, Reasons, Evidence, and Causes:** Is there reason to doubt that evidence? What difference does that make?

5. **Questions about Viewpoints or Perspectives:** The authors seem to be approaching this issue from ... perspective. Why have they chosen this perspective rather than that perspective?

6. **Questions That Probe Implications and Consequences:** What are the authors implying by that? But if that happened, what else would also happen as a result and why?

7. **Questions about the Question:** Why is this question important? How can we find out...?

8. **Questions That Probe Concepts:** Do these two ideas conflict? What main theories do we need to consider in figuring out....?

9. **Questions That Probe Inferences and Interpretations:** How shall we interpret these data? Is there a more logical inference we might make in this situation?

During each class:
Evaluation of other's presentations - 10%

- To trigger being attentive and critical; anonymous, according to specific criteria

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

During one class:
Paper presentation – 50%

- Signing up for a chosen topic/ paper via SwitchDrive Excel sheet

- via a sent link on Moodle

- sent out tomorrow morning, Friday 23.09.2022 9:00am

- deadline Monday, 26.09.2022, 9:00am

- **On Wednesday morning**, a presenting person can pick 5-10 most relevant questions and prepare the answers for the discussion during class

- Presentation and discussion evaluated ccording to specific criteria

Discusssion evaluation criteria

Component	Sophisticated	Competent	Not Yet Competent	Unacceptable
Conduct	Student shows respect for members of the class, both in speech and manner, and for the method of shared inquiry and peer discussion. Does not dominate discussion. Student challenges ideas respectfully, encourages and supports others to do the same.	Student shows respect for members of the class and for the method of shared inquiry and peer discussion. Participates regularly in the discussion but occasionally has difficulty accepting challenges to his/her ideas or maintaining respectful attitude when challenging others' ideas.	Student shows little respect for the class or the process as evidenced by speech and manner. Sometimes resorts to ad hominem attacks when in disagreement with others.	Student shows a lack of respect for members of the group and the discussion process. Often dominates the discussion or disengages from the process. When contributing, can be argumentative or dismissive of others' ideas, or resorts to ad hominem attacks.
Ownership/ Leadership	Takes responsibility for maintaining the flow and quality of the discussion whenever needed. Helps to redirect or refocus discussion when it becomes sidetracked or unproductive. Makes efforts to engage reluctant participants. Provides constructive feedback and support to others.	Will take on responsibility for maintaining flow and quality of discussion, and encouraging others to participate but either is not always effective or is effective but does not regularly take on the responsibility.	Rarely takes an active role in maintaining the flow or direction of the discussion. When put in a leadership role, often acts as a guard rather than a facilitator: constrains or biases the content and flow of the discussion.	Does not play an active role in maintaining the flow of discussion or undermines the efforts of others who are trying to facilitate discussion.
Reasoning	Arguments or positions are reasonable and supported with evidence from the readings. Often deepens the conversation by going beyond the text, recognizing implications and extensions of the text. Provides analysis of complex ideas that help deepen the inquiry and further the conversation.	Arguments or positions are reasonable and mostly supported by evidence from the readings. In general, the comments and ideas contribute to the group's understanding of the material and concepts.	Contributions to the discussion are more often based on opinion or unclear views than on reasoned arguments or positions based on the readings. Comments or questions suggest a difficulty in following complex lines of argument or student's arguments are convoluted and difficult to follow.	Comments are frequently so illogical or without substantiation that others are unable to critique or even follow them. Rather than critique the text the student may resort to ad hominem attacks on the author instead.
Listening	Always actively attends to what others say as evidenced by regularly building on, clarifying, or responding to their comments. Often reminds group of comments made by someone earlier that are pertinent.	Usually listens well and takes steps to check comprehension by asking clarifying and probing questions, and making connections to earlier comments. Responds to ideas and questions offered by other participants.	Does not regularly listen well as indicated by the repetition of comments or questions presented earlier, or frequent non sequiturs.	Behavior frequently reflects a failure to listen or attend to the discussion as indicated by repetition of comments and questions, non sequiturs, off-task activities.
Reading	Student has carefully read and understood the readings as evidenced by oral contributions; familiarity with main ideas, supporting evidence and secondary points. Comes to class prepared with questions and critiques of the readings.	Student has read and understood the readings as evidenced by oral contributions. The work demonstrates a grasp of the main ideas and evidence but sometimes interpretations are questionable. Comes prepared with questions.	Student has read the material, but comments often indicate that he/she didn't read or think carefully about it, or misunderstood or forgot many points. Class conduct suggests inconsistent commitment to preparation.	Student either is unable to adequately understand and interpret the material or has frequently come to class unprepared, as indicated by serious errors or an inability to answer basic questions or contribute to discussion.

Weekly (and this week's) schedule

- Thursday 10:15-11:55 class

- Friday – we're sending out the readings, materials from the last class and more details about A) check-in quizzes and B) discussion questions

- Friday 9:00 - sign-up sheet for a paper presentation shared on Moodle

- Monday 9:00 – deadline for selecting a paper for presentation

- Tuesday 21:00 – deadline for completing the A) check-in quizes AND B) sending me 2-3 questions for a class discussion

- Wednesday – the presenter can select 5-10 most relevant questions anf get rady for the discussion