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The Effects of Developing a Positive Class Culture on Student Participation in a Kindergarten Classroom

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Abstract

This action research study was conducted in a kindergarten classroom at a public elementary school; it included 14 students, nine boys and five girls. This investigation lasted five weeks to examine the effects of developing a positive class culture on student participation in class discussions. Data was collected on pre-, mid-, and post- student input forms, student participation spreadsheet, notes on student conferences, and notes in teacher reflection journal. The results from the student input forms and student participation spreadsheet showed a slight increase in positive attitude and participation level throughout the study. The teacher data showed an increase in overall student involvement and level of participation. Implications are that developing a classroom with a positive class culture leads to a higher level of student involvement in class discussions.

Why is it that most classes have some students who dominate the class discussions and others who would prefer to not contribute at all or are very uncomfortable when asked to contribute? Students in classrooms that use discussion as a learning tool use higher level thinking skills than those classrooms that are teacher and textbook driven (Wood, Williams, & McNeal, 2006). All students, no matter their academic ability, have ideas that could be beneficial to the class. Multiple students may get the same answer, but they may use different methods to reach that answer. Allowing students to explain their thought process is one way which allows other students to hear alternate ways of problem solving. It allows students to learn from one another instead of always hearing new ideas from the teacher. Learning how to listen and respond respectfully are skills that need to be developed. When the students in the class have respect for each other, learning can take place (Lash, 2008).

The action research study took place in a regular education kindergarten classroom containing five and six year old students. There were five males and nine females. Some of the participants had previous school experience, like preschool, while others had none. The study was performed starting the second week of school and the duration was five weeks.

This paper highlights the ways in which class culture can be built in a positive way and how it impacts students' willingness to contribute meaningful thoughts to class discussions. The study was instigated because not all students were contributing to class discussions. It was centered on the question: How will building a positive class culture contribute to student involvement in class discussions in a kindergarten classroom?

Literature Review

Students entering kindergarten are coming into a whole new world of procedures and expectations. For some of the students this may be the first formal schooling that they have had. It may also be the first time they are asked to listen and comprehend what is being taught (Swain, Friehe & Harrington, 2004). In order for students to be successful academically in their experience with kindergarten, they must feel a sense of belonging that is formed through positive class culture.

With many states taking on the Common Core State Standards and standardized tests being pushed even more than in the past, schools are feeling the pressure to have all students perform at a higher level than before (Maloch, & Bomer, 2012). The Common Core State Standards (2010) do say that:

> Students must have ample opportunities to take part in a variety of rich,
> structured conversations – as part of the whole class, in small groups, and
> with a partner. Being productive members of these conversations requires
> that students contribute accurately, relevant information; respond to and
> develop what others have said; make comparisons and contrasts; and
> analyze and synthesize a multitude of ideas in various domains. (p. 22)

According to Wood, Williams, & McNeal (2006) students who were part of a conventional problem-solving classroom (where class discussions lead to discovery) were more likely to use higher level thinking compared to those in a traditional textbook based classroom (where the teacher leads or controls the discussions). This study reported that there were only five incidences where the students verbalized their thinking in a textbook lesson compared to twenty-one incidences in a conventional problem-solving lesson. The

twenty-one incidences were spread out over all levels of critical thinking when the five were only in the bottom two levels of Bloom's taxonomy.

Proficient communication skills are necessary in all subject areas, especially in math and reading. Communication in math allows students to acquire mathematical content knowledge while using the language of mathematics to express their ideas precisely (Jung & Reifel, 2011). It allows students and teachers to analyze and evaluate the thinking of others and compare and contrast it to their own thinking. With effective communication, students begin to understand that solving mathematical problems does not happen in just one way (Jung & Reifel, 2011). Depending on the students' home and family culture, they may be taught that math has only one right answer and that answer will be given to you by the teacher (Hoffman, 2011).

When it comes to reading, phonological skills and early word decoding is the key to success. In order to master those skills students need to be able to listen to the sounds of the words and decide what makes sense for the word (Swain, Friehe, & Harrington, 2004). Initially in an early childhood classroom, teachers model a process where listening is involved. With ample modeling, students will be able to start decoding and develop reading comprehension. Kindergarten students are able to comprehend the literal meaning of most story books that are read aloud to them independently, but with teacher scaffolding and proper questioning kindergarten students are able to participate in conversations dealing with the symbolism of different stories as well. The teacher can guide the discussions to have students use higher level thinking skills by making meaning of the stories (Hoffman, 2011).

Developing Effective Listening Skills

Communication is one of the most crucial factors with young children to develop their understanding, thinking, problem solving, and reasoning skills (Jung, & Reifel, 2011). In order to communicate with others, the first and foremost skill that needs to be learned is the skill of listening. According to Swain et al., (2004), 80% of what we know has been acquired through listening. Teachers expect students to come to school already knowing how to listen which is often not the case. Listening has been known as the lost skill in the language arts field for many years. In order to effectively teach listening, teachers need to teach different techniques and strategies at the beginning of the school year to reach all types of learners. This can be time consuming, but is worth the effort in the long run (Swain et al., 2004; Todd, & Mishra, 2013).

There are two main strategies discussed by Swain et al., (2004). They are "Give Me Five" and "TALS." In the "Give Me Five" strategy the teacher calls attention to five body parts (eyes, mouth, body, ears, and hands) and explicitly explains and models what each part should look, feel, and sound like when communicating in a group setting. The teacher may suggest that the students practice with a partner or a puppet. It was also mentioned that it is important have a poster giving a visual cue to all students on what "Give Me Five" means. The other approach "TALS" stands for Think, Ask why, Listen for what, and Say to self. This procedure, which is self-evident from the definition of the acronym, would be introduced after "Give Me Five" has been practiced many times. After practice with this strategy, students will be able to facilitate critical thinking and locate the most relevant information.

These strategies, as well as others, will be most efficient if they are integrated into other parts of the curriculum throughout the day. When teachers are doing a read aloud,

it is important to give the students a purpose for listening. This purpose could include listening for a particular letter sound, or rhyming words (Swain et al., 2004). By encouraging students to have a purpose in listening it enables them to practice their listening skills.

Chapin, O'Connor, & Anderson, (2013) suggests that in order to help students actually listen to one another in class discussion instead of just waiting for their turn to talk, students should repeat what the previous student said before they give their answer. For example a student could say, "I hear you saying …" then follow it by their own answer. When students have to repeat what was said by another, they have to understand it enough to put it in their own words (Chapin et al., 2013).

Even with these strategies in place, listening can still pose a problem with some students. It is important to consider other barriers that may be in the way of effective listening like extra noise in the classroom, excessive amounts of listening time required by the teacher or a physical defect in the student as hearing loss or learning disability. To improve listening for all students, teachers can use amplification devices to decrease interference (Swain et al., 2004).

Developing Class Culture

Class culture can have a significant impact on the students' identities in and out of the classroom and their feelings toward school in general (Joerden, 2014). When students share common activities or routines, artifacts, values, concerns, and attitudes this develops into their culture of the classroom. This can be a positive or negative part of the school experience (Lash, 2008). The students take on class culture might even influence their educational and social outcomes in the future. Students enter school with multiple

different experiences and need to have a sense of belonging. Teachers are an integral part

in developing that sense of belonging (Joerden, 2014).

From an early age, students begin to understand what is accepted and what is not

accepted in social settings. It is up to the teacher to set the tone for the classroom to

make it a welcoming and productive place (Chapin, O'Connor, & Anderson, 2013).

Learning takes place when the atmosphere of the classroom is built on respect and

support for all. When students feel a part of the classroom, they are more likely to

engage and take risks in class discussions (Lash, 2008).

When listening skills are in place students can effectively participate in classroom

discussions. In order for these discussions to be productive for everybody, a set of class

norms need to be established, ensuring that all students feel comfortable participating and

taking risks with their contributions (Chapin et al., 2013). By creating a classroom where

thoughts and ideas are taken and shared students will feel valued and want to join. No

matter what the class norms are, it is important that they lead to a comfortable

atmosphere to promote communication, not just by the teacher, but by students (Jung, &

Reifel, 2011). Chapin et al., (2013) suggests that there should be two main ground rules

with the class norms. These rules are that everyone needs to be respectful and courteous

in their discussions, and that everyone is expected to participate. A different method to

go about setting up class norms is to allow students to talk at will, as long as they are

using a quiet voice (Hoffman, 2011). This will encourage students to build on other

students' ideas as well as the teachers. The teacher does not require students to raise their

hand and wait to be called upon. Hoffman (2011) feels that it is important to allow

students to talk when they have an idea and not limit the discussion to the one person

who was called upon. The teacher facilitates the conversation and can direct students'

attention to a particular idea or thought brought up by a student by asking him/her to

repeat what they said.

With any class discussion, it is inevitable that the student will bring up a point that

he thinks is valid, but in all reality that is not the case. Researchers agree that it is not in

the students' best interest to tell them they are wrong and correct them on the spot, but

rather to use questioning and scaffolding to help the students come to the correct answer

(Jung, & Reifel, 2011; Hoffman, 2011). It is important for the teacher to help the

students understand why the answer is wrong without making them feel badly or to

discourage them from participating in the future. Sometimes if teachers ask students to

elaborate on their answer and give reasoning behind it, they will come to the right

answer. This also allows the teacher to see their problem solving process and provide

some insights into where the misconception might be (Jung, & Reifel, 2011).

Another strategy Chapin et al., (2013) discuss when teaching students how to

develop a positive class culture is how to get more students involved in the discussion.

They recommend giving students plenty of time to think before allowing anyone to

answer. They also suggest having more than one student repeat what was said in their

own words or having them add on to the answer. Having the same thing said over and

again in different ways allows students who might not have grasped fully the concept to

hear it multiple times to help build understanding (Hoffman, 2011).

When students have the confidence to answer questions in class discussions,

without the fear of rejection, it leads to classes that have a positive class culture (Jung, &

Reifel, 2011). Building this culture includes teaching students how to agree or disagree

with their peers. It is important to teach that when you disagree, it is not disagreeing with

a person, but rather the idea or the logic they shared (Chapin et al., 2013). Young

children tend to take things personally when someone does not agree with them. They

may feel that just because one student doesn't agree with them they are not their friend

anymore (Joerden, 2014). It takes lots of practice and modeling from the teacher to help

children understand that it is an idea or answer they agree/disagree with and not the

person. Chapin et al., (2013) states the importance of giving a reason and backing up the

answer with reasons or proof. This is taught with teacher modeling. When the class

culture has been established, it provides students the opportunity to share information and

may allow ideas to flow that would never have otherwise arisen (Hoffman, 2011).

Conclusion

With the current focus on academic success and the push for students to

successfully perform and understand harder standards, it is especially important to

remember that the transition to kindergarten should remain a priority for educators

(Joerden, 2014). This transition into kindergarten involves students feeling a part of their

classroom and being a contributing factor in class discussions. When the class culture is

being developed at the beginning of the school year, students not only benefit from the

academic achievements they will gain but will also gain commonly shared acceptable

behavior in social situations (Hong, 2004).

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Description of Research Process

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With research showing the connections between a positive class culture and

quality student participation the students involved in the study participated in lessons to

promote positive class culture. To promote positive class culture, students participated in

lessons on listening, how to focus their attention, and how to listen and respond to one another respectfully. Because the research pointed to listening and communication as the key components to a positive class culture, the first step was to implement a listening program that explicitly taught these skills. The process of listening was taught by using picture clues to show the students the four steps: eyes watching, ears listening, voices quiet, and body still. The pictures remained posted in the classroom for the entire length of the action research time frame.

The students then participated in lessons on how to focus their attention and ignore any distractions. These lessons were referenced during all class discussions and teacher lessons. Next the students participated in lessons on how to listen to one another and repeat what they heard in their own words. The students had lessons where they learned how to agree or disagree with another student and give reasons to support their ideas. The class culture continued to be built by starting every day with a morning meeting. In the morning meeting the students and teachers would greet each other, have a chance to share something, and read a message about the day's activities.

A variety of methods was used to collect data regarding what effects the implementation of a positive class culture would have on student participation in a kindergarten classroom. Anecdotal teacher notes on daily class discussions and notes on student conferences were collected. Observational data was collected using Voice Thread to record the audio from class discussions on a weekly basis. This information was then transferred to a spreadsheet at a later time when reviewed by the teacher. Student input forms were completed at the beginning, middle, and end of the study.

The first method of data collected was the student input form (Appendix A) for the participating kindergarten students. The student input form was used to gather information about their attitudes, opinions, and beliefs regarding their participation in class discussions. The student input form provided baseline, midpoint, and end data. The student input form asked the participating students to rate their current comfort level with class discussions. The statements provided to the students were: I like to talk with the group listening; I listen to what others are saying; I usually can tell you what others just said; I feel safe to answer questions; I can agree with a friend and give a reason why; I can disagree with a friend and give a reason why; I can wait my turn to talk. Their answers were recorded on a Likert scale with the answer options of thumbs up, thumbs to the side, or thumbs down.

Because this study took place at the beginning of the kindergarten year, I administered the input form individually with each student all three times it was given. I read each question and helped the students discern which set of thumbs up, thumbs sideways, or thumbs down to circle for their answer. Each student completed the circling independently after hearing the statement. This input form was repeated in week three and five of the study. The information was analyzed to find if and how students' attitudes had been affected by developing the positive class culture in the kindergarten classroom.

Class conversations were recorded to collect data on the amount of student participation as a second form of data. With the listening and communication skills in place, it was hypothesized that the improved class culture would lead to higher levels of student participation in class discussions. The conversations were recorded using the

program Voice Thread which records only the audio. One class conversation was recorded weekly and reviewed only by the participating teacher.

The spreadsheet (Appendix B) was used to record number of times each student participated in the discussions and to keep track of the type of responses each student used. At the top of the spreadsheet, the topic of discussion was recorded. Every time a student contributed to the conversation, their response was graded on a scale of one, two, or three. When a student was answering a question, a one meant that the student had no reason to support his/her answer or could not repeat another student's answer. A two meant that the student had some reasoning to support his or her answer or was able to repeat another student partially, and a three meant that a student had reasons to support his/her answer or the student was able to repeat another student's answer completely. This data was compiled and compared over the five weeks of the study.

Another form of data that was collected were the notes on student conferencing. After the class discussion, I conferenced with individual students or groups of students to discuss with them the strategies they would need to be a better listener/speaker at our next class discussion. I prepped the students who do not regularly participate in class discussions by giving them ideas that they could contribute with or at least more time to think about the topic. Each student had a conference time at least once in the study time frame. Some students were met with more often to help them with their contributions to class discussions. When multiple students had the same discussion points, I chose to meet with those students as a group. I took notes at each conference on what I said, as well as what each student said and how they responded. The student conferences were held as close to the end of a class discussion as possible. Most of the conferences

happened later that same day to keep the class conversation fresh in the students' minds. The only exception was when I was prepping a student for the next class discussion. I did those conferences prior to the class discussion to keep the discussion points fresh in the student's mind.

As the research-teacher in the action research project, I kept an ongoing reflection journal of anecdotal notes with daily entries regarding the progress of building a positive class culture. I wrote a teacher reflection on the day's discussion. These notes included students that were absent, students who were talking off topic, or out of turn. It also included my perspective of how the discussion went and if there were any specific speaking/listening skills we were working on that day. I made notes as to whether or not the students used the points discussed in the student-teacher conferences. I also made notes as to which students I needed to conference with and what points to cover with those students. These notes included any other information I felt was important to the daily conversations.

Analysis of Data

A variety of data collection methods was used for this research. One source was a student input form that was conducted prior to the study, at the midpoint of the study and again at the end of the study. This form was used to collect data regarding how students felt about class discussions and how they contributed to them. Recording of student discussion to track listening and speaking skills was tracked on a weekly basis. Students had conferences with the teacher on which they were guided in their skills for class conversations and ways to improve. A teacher reflection journal was written on the progress and struggles of the study.

The student input form was the first data collection tool administered. The questions on the survey used a Likert scale that asked students to rate their feelings on the statements with a thumb up, thumb to the side, or thumb down answer. This method was student friendly as it is familiar to them because it is the same signal they use multiple times a day to answer questions posed by the teacher during class. If the student circled the thumb up, it got a score of 3, a thumb to the side got a score of 2, and a thumb down got a score of 1. I averaged each student individually (see Figure 1) as well as each question individually (see Figure 2).

The overall average for the students for the form prior to the study was 2.4 on their feelings toward the discussions in general. The overall average for the students for the form in the middle of the survey was 2.5. This shows a slight increase in the student's attitude of their part in class conversations. The post survey overall average was 2.4 which dropped slightly from the middle survey. All statements increased in positive responses except for one that stayed the same from the form prior to the study to the middle of the study. One question increased in score from the middle survey to the post survey. The rest either stayed the same or decreased. The changes were small but there were some notable changes. The statement with the most positive increase was statement number seven which states, "I can wait my turn to talk." The answer that was given most frequently throughout the form was a thumb up, or a score of 3. This answer stayed consistent with all three student input forms.

All students showed an overall average increase in their positive feelings in their responses throughout the study except for two students, student G and student M. Student G decreased in positive responses as she scored all her questions on her post

input form as a thumb down or a score of 1. The reason for her drastic change in answers

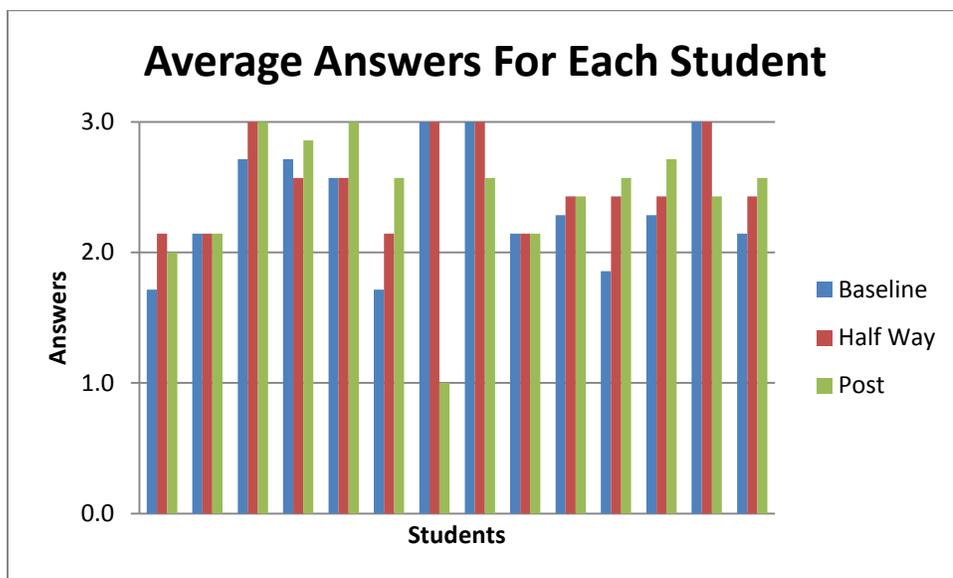is unclear without the opportunity for students to explain their answers.

Figure 1. Student Average for Student Input Form Questions
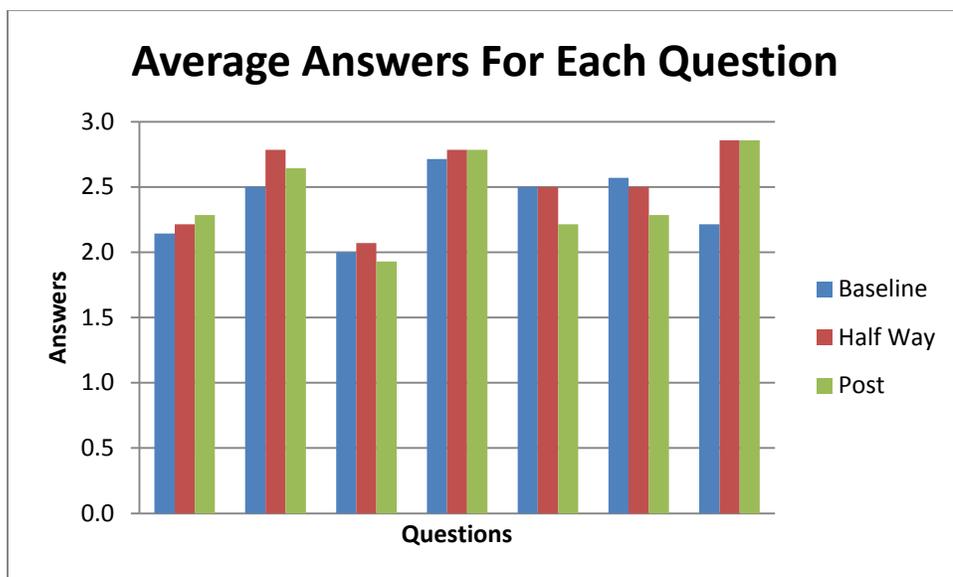

Figure 2. Question Average for Student Input Forms

Student participation was collected as the second piece of data. The results were

collected once each week of the five week study. A class conversation lasting eight to

fourteen minutes was recorded using Voice Thread and later analyzed to record student

responses. Student responses were classified as a one, two or three. In addition to answering the question a one meant that the student did not use any speaking and listening skills that were being taught, a two meant they used some taught skills and a three meant they showed understanding of the skills being taught and used it properly.

The purpose was to discern if there was an increase in student participation throughout the study. The first couple of weeks the majority of the students scored a one on their responses. Figure three shows the average of each student's response on each date of recording as well as the class average for the day. A couple of the most common answers that students gave on the first couple of weeks of the study were, "Because I just know" or "My brain told me." These types of responses were scored a one on the scale. An example of an answer that was scored at a two would be "I counted." An example of an answer that was scored at a three would be "I counted like this and I moved each one so I knew I counted it."

The class showed an increase in the types of detailed responses they used from the beginning of the study to the end. The class average went from a 1.3 to a 2.4. This increase shows that the students started using more responses that scored them a two or a three instead of a basic answer that scored them a one.
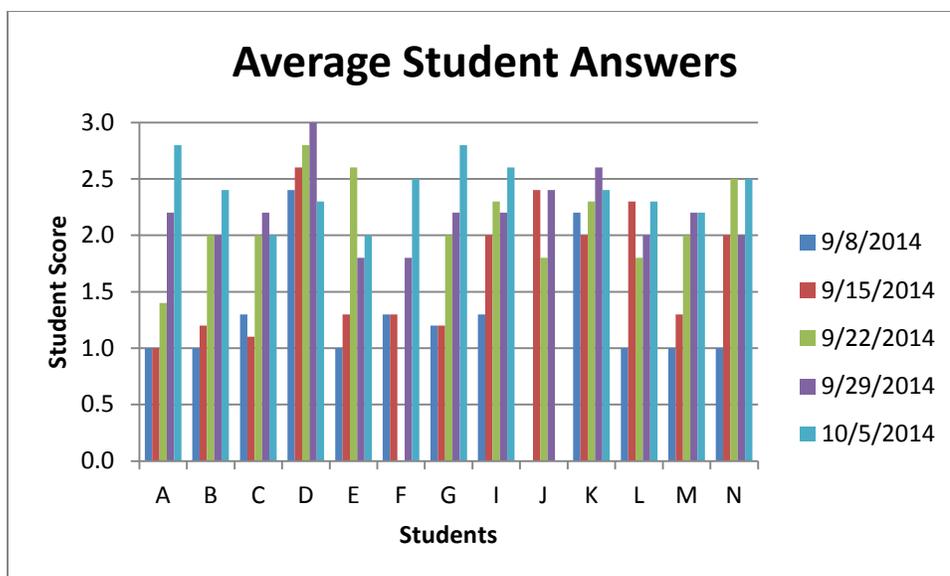
Figure 3. Average Student Answers in Class Discussions

The third piece of data collected was the notes taken from student conferences. The student conferences happened with each student at least once during the five week study. A few students received more than one conference. Also, some students had group conferences when their needs were similar. The topic of these conversations varied slightly with each student or group, but the main focus was the student's contribution to the class discussions.

When conferring with the students, I began with asking the student how they thought the class conversation went. The majority of the students responded that the conversation went well. When I asked more specific questions, some students seemed to be confused when I was asking them about their responses in class discussions. It took some modeling and role playing to help the students understand how to respond with an answer that would provide more insight into their thinking. I modeled how to answer a question with reasons and had them practice with me in a one on one situation. This helped the students to understand what was expected of them and how their thoughts

were helping the group. Once they knew this they were able to better answer my questions about how the conversation went. They could identify what a good conversation sounded like and started to feel better about the conversations we were having in class.

With a couple of students, in math, I modeled how to double check their number they counted. The strategy I modeled was moving each counting item a little so I could see which ones I had counted and which ones I had left to count. This led to a more accurate count. In the next class discussion, this student was able to explain to the class this strategy of counting I had modeled for him in his own words.

The teacher reflection journal was the third piece of data that was collected. This journal was where I wrote my feelings toward class conversations, what the topic was about for the day, students who were absent, and topics to discuss with different students in their conferences.

One major pattern I saw repeated in my journal was the length of time committed to these conversations. The students were more engaged in the conversations and were more focused than they would be if I was the only one talking. I noted several times in week one and week two that the conversation lasted longer than I had planned for, and we either had to cut it short or start the next activity later than planned. After seeing these comments multiple times, I changed my lesson plans to allow more time for these conversations.

Another pattern I noted many times was the amount of times when giving reasons for their answer they answered "My brain told me" or "I just know." These responses did not give the class or me any insight into how that student was thinking. I knew I needed

to change how I was wording the questions from "How did you get that answer?" to "Show us how you figured it out." The change of wording helped students understand they needed to explain themselves and they started to explain how they got to the answer in a more appropriate way. I also noted that I needed to model my thinking more so the students could hear examples of how to explain their thinking. Some of the modeling was done whole group, and some as individual student conferences. By changing the wording of my questions and modeling more, I was better able to help the students explain their thinking. In turn, I saw an increase in the score I gave them as a response on the student participation form.

One final pattern I noted was student participation. I noted that in many of the class conversations it was the same four or five students who would volunteer to answer questions and explain their thinking. I did call on students who were not volunteering their answers, but those students were the ones who would receive a one on the grading scale. Their lack of participation was a topic of discussion in their one on one conferencing. One of the students that I conferenced with told me he felt there were other students who were smarter than him so he didn't want to answer. This conference turned into talking about the value of his ideas to the class. Once we had that conversation he was more confident and started to receive higher scores.

Other students' conferences consisted of making them mindful of their talking out of turn and not allowing others to think and answer the questions. They needed to be made aware of the value of other students' ideas and be taught how to listen to them. The students they spoke in front of were not getting very high scores and were also not able to answer any questions during some of our discussions. Once these students were made

aware of the effect they had on others and were able to practice listening, the conversation ran a lot smoother and all students were able to participate.

This completes the data collection and analysis of results for this project. As students learned how to better communicate in classroom discussions, their ability to answer questions using higher level thinking skills, confidence and content knowledge all increased. Throughout this process I found other ideas to explore in the future. I also have some recommendations for future actions based on the conclusions drawn from this data.

Action Plan

The analysis of the data revealed a primarily positive impact on class discussions. As students became more able to listen and respond respectfully, they were able to have more in depth discussions with the class. In the future, I hope these students will apply some of these skills not only in their classroom discussions, but with daily discussions with family and peers outside of the school setting.

This research demonstrates that kindergarten aged students can be more involved in class discussions and their learning when a positive class culture has been established, and ground rules for speaking and listening have been set. These tools help students to understand the expectations of class discussions. My research revealed that students can speak respectfully to their peers even if they have a different idea or answer. By sharing these newly learned skills, they will hopefully encourage their peers to use the same skills to improve their involvement in class discussions.

Through my observations and student conferences I found that my students were more comfortable in class discussions at the end of the study than they were at the

beginning. Even the students who did not participate as frequently stated they felt more comfortable when they did participate. I hope the students will continue to apply these skills to their learning as well as to assist their classmates.

The student input form showed a slight overall increase in student attitudes towards class discussions. With a limited number of answer choices, thumb up, side, or down, the students had to choose the one that best fit their feelings. Asking students to explain their responses would have provided more evidence to the impact from the student perspective. The form indicated that overall students felt safe to answer questions, and they felt they could contribute to class discussions. If I were to do the study again, I would have students give reasons behind their answers. If the students responded as a thumb down, it would be beneficial to know their reasons behind it so I could help them through the situations so they would have a positive experience in all areas of school. There were very slight differences in the changes throughout the study but to understand what caused these changes or lack of change, students should be given the opportunity to explain and support their answers. Adding a notes section to the student input form would have helped to support this.

Student participation increased most in the first half of the study, then stayed almost steady through the rest of the study. I feel this is due to the large learning curve at the beginning of the school year for students to learn the expectations of the school. I expect if I were to continue to take data I would see a gradual increase in student involvement throughout the school year.

The study also found that student involvement was not exclusive to teacher-led class discussions. As noted in my observation notes, I noticed the students using some of

the listening and speaking skills throughout their day, even at free choice and other social times. The students used the phrase, "Could you repeat that please?" multiple times and the phrase "I disagree because…" a few times. These were noted at different times throughout the day on multiple different days. I believe these speaking and listening skills can offer students and teachers discourse tools that will move them toward the speaking and listening goals as outlined in the Common Core Standards. These skills, if consistently practiced and applied as students move through the grade levels, could assist them in the life skills of collaboration and communication. I plan on sharing this data with colleagues and hopefully encourage them to work towards using student led classroom discussions instead of teacher led classroom discussions.

I will take the knowledge I gained through my research and apply it over the coming years by providing students with the tools and skills to work toward positive class culture at the beginning of the school year as well as throughout the year. I will encourage all students to participate in class discussions. As a teacher, my role has moved from being the main contributor in discussions to a facilitator and guide in discussions and letting the students take the lead.

I envision action research becoming a tool that I can personally use, as well as one our staff as a whole can use, to improve learning and the environment of the classroom. I look forward to sharing what I have learned through my action research with the staff at my school. What I hope to demonstrate to our staff is how using action research in our classrooms can impact our instruction and student learning in meaningful ways.

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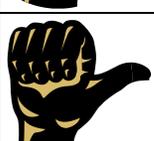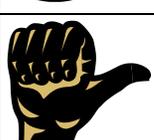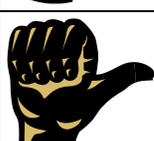
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EFFECTS OF CLASS CULTURE ON STUDENT PARTICIPATION

Appendix A

Student Input on Class Culture   Ashley Garaas

I like to talk with the group listening.			
I listen to what others are saying.			
I usually can tell you what others just said.			
I feel safe to answer questions.			
I can agree with a friend and give a reason why.			
I can disagree with a friend and give a reason why.			
I can wait my turn to talk.			

EFFECTS OF CLASS CULTURE ON STUDENT PARTICIPATION

Appendix B

	Student participation graded on a 1, 2, or 3.						Topic of Discussion:						
	Date:												
Student 1													
Student 2													
Student 3													
Student 4													
Student 5													
Student 6													
Student 7													
Student 8													
Student 9													
Student 10													
Student 11													
Student 12													
Student 13													
Student 14													
	Grading Scale												
	1 Student answers question but has no reasons to support the answer.						1 Student was not able to repeat another student.						
	2 Student answers question with some reasons.						2 Student was able to repeat another student partially.						
	3 Student answers question with reasons to support the answer.						3 student was able to repeat another student.						