

Co-production (Class Participation) Paper

Since I consider the student (i.e., customer) to be a co-producing partner in the delivery of this service, I provide the opportunity for students to evaluate their own contributions to the course and to *assign themselves a co-production (class participation) score*. At the end of the semester students will submit a one-page paper as justification for the grade they believe they deserve for their co-production efforts. In this paper students are asked to **explicitly state their suggested percentage** (from 100% to 0%) at the beginning of the paper and then proceed to provide support for that score. The **due** date for this paper is **April 25**. If I do not receive a paper, I will assign a score of zero and assume that adequately reflects your opinion about your co-production.

Co-production in this service setting (education) can mean many things. At a minimum, it would seem to entail the following student behaviors:

(1) Preparation

- reads assigned materials prior to class
- thoughtfully considers discussion questions (from book and course web site)

(2) Promptness

- is on time, or even early, to class all of the time

(3) Professionalism (as defined by students in past semesters)

- frequently (and regularly) attends class
- asks questions about material, assignments
- is attentive (does not read newspaper during class)
- listens to instructor, fellow students
- begins assignments well before the due date
- turns all work in on time (or early!)
- does not create class interruptions (cell phone ringing, coming into class late, leaving class early)
- is present mentally as well as physically
- takes pride in the quality of work submitted
- has a positive attitude and a willingness to learn
- email and/or telephone communication is appropriate (student appropriately identifies him/herself, the specific class he/she is in, etc., in all communication)

(4) Participation

- regularly (and frequently) engages in class discussion
- contributes personal experiences to class discussions to illustrate course concepts
- speaks up in class when the topic is not understood
- is present for every class (except for emergencies)
- actively contributes to group discussions/assignments
- pulls his/her own weight in group activities

There are probably several other co-production behaviors that could be listed. Thus, the paper should lay out what would be appropriate criteria for evaluating each student's co-production.

In an attempt to provide some sort of guidance for this paper, the scheme listed on the next page provides a guideline that I would use if I were assigning *just a class participation score*. In reality, although class participation is certainly a key component of your co-production, it is not the only component. Students may use the criteria provided on this page and in the table on the next page for the class participation portion of their co-production, or develop (and explicitly state) their own criteria for their co-production efforts.

(Continued on next page.)

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(continued)

Typical Class Participation Rubric from Past Courses

<u>Scale</u>	<u>Description</u>
100%	<i><u>An incredible leader in class discussion.</u></i> Is completely prepared for every class discussion and is able to answer every question posed by the instructor. Student frequently initiates stimulating dialogue by asking thought-provoking questions and regularly brings in outside material to class to illustrate application of course concepts. Student is a <i>role model</i> for others in the class and always exhibits <i>all</i> of the qualities of a good customer (student) as discussed the first week of class.
90%	<i><u>An outstanding leader in class discussions.</u></i> Always prepared for discussion of chapter topics and assigned readings. A frequent initiator of class discussion. Excels in interacting with classmates in a professional manner. Comments are focused, integrative, demonstrate preparation, and indicate active listening. Student constantly exhibits the qualities of a good customer (student) as discussed the first week of class.
80%	<i><u>A consistent leader in class discussions.</u></i> Almost always prepared to discuss assigned topic in class. A regular initiator of class discussion. Interacts with classmates in a professional manner. Comments demonstrate preparation and indicate active listening. Consistently exhibits the qualities of a good customer (student) as discussed the first week of class.
70%	<i><u>Quality participation based on sound preparation.</u></i> Regularly responds to instructor's comments and questions. Also responds to comments of classmates. Occasionally takes the lead in class discussion. Often volunteers illustrations about the subjects being discussed. Regularly exhibits the qualities of a good customer (student) as discussed the first week of class.
60%	<i><u>Occasional contributions to class based on solid preparation.</u></i> Occasionally responds to the remarks of the instructor and/or classmates. Rarely volunteers to begin a discussion. Generally exhibits the qualities of a good customer (student) as discussed the first week of class.
50%	<i><u>Seldom answers questions posed by the instructor.</u></i> Responds to other students in active learning assignments when required to do so. Occasionally exhibits the qualities of a good customer (student).
40%	<i><u>Answers questions from the instructor if explicitly asked.</u></i> Otherwise, does not take part in class discussions. Rarely exhibits the qualities of a good customer (student) as discussed the first week of class.
30%	<i><u>Shows up regularly to class but takes no part in classroom discussion.</u></i> Seldom exhibits any of the qualities of a good customer (student) as discussed the first week of class.
0%	<i><u>Completely avoids any attempt to contribute to classroom discussion.</u></i> (Seriously...would anyone who falls into this category actually take the time to write a paper stating this?)

In your co-production paper students should **explicitly state their suggested percentage** (from 100% to 0%) at the beginning of the paper and then proceed to provide support for that score. Students may find it beneficial to keep track of days/topics when they take an especially active leadership role in class discussion and times when they conducted themselves in a professional manner. At several points during this semester students will be asked to coproduce the service and add value to the class, so those times may be included in the discussion. (*The instructor reserves the right to adjust the final co-production grade if deemed necessary.*)