

## **Student Assumptions on Self about Classroom Participation Compared to Actual Participation**

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I want to compare a student's perceived participation with actual class participation. In many secondary and collegiate level classrooms, course grades are partially based on class participation. Because of this, it would seem relevant to consider perceptions with reality so that students can better understand themselves. When a student has a good grasp on his or herself, then he or she is more likely to modify behavior for improvement. As for the actual measuring of data, a survey will be given out after one session of recording, then followed by a second session. During each recording session, the primary principal/co-principal investigator will record separately by tallies how often each student raises his or her hand and how often each student is called on with and without their hand raised. The students will also turn in their assignment, not for a grade, but for a completion of finished, half finished, or not finished as a score. Assignments will be tallied on two different occasions: one prior to the survey and one after the survey. After all data has been collected and coded to protect identities, surveys will be compared to before and after survey recordings and then compared through mean, mode, and median.

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Many times in a conflict there are three different accounts of what happened: person one's side, person two's side, and the truth. As often as this saying gets made and joked about, it does reveal truth about how perception and truth don't always align. With this thought, the idea for the research bloomed.

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