

## **The Role of active learning methods for classroom participation: The case of first year students of sociology in Samara University**

\*Efa Tadesse Debele, Ephrem Merdasa Kelbisa

*Samara University, Ethiopia*

*Corresponding Author: Efa Tadesse Debele,*

---

**Abstract:** The contribution of the classroom participation for successful and effective teaching learning process is not questionable point. However, the scholarly studied approaches or learning methods that enhance classroom participation is largely missing point in this regard. It is obvious that all learning methods do not have equal effect on the level of classroom participation. This action research is done in order to address this problem or to identify effective learning methods that can enhance classroom participation. Moreover, the level of classroom participation in the Samara University is too low. This is due to different factors that hinder students' participation. The first and most important factor may be the learning methods that followed in the classroom. Hence, this action research was designed to identify the role of learning methods on the classroom participation of students in the class for the Sociological courses for sociology students in Samara University. Both primary and secondary data collection methods were used to accomplish the study. Accordingly, the obtained data analyzed via appropriate tools so as to achieve the objective of the study. New learning methods were introduced and its effects were observed after certain period of time. Based on the study the factors that affecting the participation of students in the classroom were lack of active learning methods, seating arrangement, lack of incentive method, silence and shyness, lack of confidence, cultural background, language barriers, instructor's approach and related factors. Thus, the interventions strategy packages that were taken to tackle the problems were checking seating arrangement, adopting incentive method, practicing clear and friendly communication, establishing positive relationships with students, focusing on students' need, providing pre-class reading assignment, letting group discussion, practicing a jigsaw approach, Minimizing lecturing time and extending classroom activities, letting students teach each other, empowering students to choose their interest in course delivery, incorporation of methods motivate students towards participation, rewards and encouragement of students, establishing different peer learning groups for instance one to five, creating awareness about their cultural background and how to develop confidence. Hence, the intervention strategy packages have shown a great contribution in promoting the participation of students in the classroom and shaped the learning teaching process in sophisticated manner. These findings illustrate that all stakeholders need to implement active learning methods by minimizing traditional long lecturing trend so that classroom participation can be effective and satisfactory.

**Keywords:** Active learning methods; classroom participation; intervention strategy packages;

---

Date of Submission: 09-05-2017

Date of acceptance: 22-07-2017

---

### **I. INTRODUCTION**

Samara University is one of the higher institutions in Ethiopia. Since its establishment the university began the teaching learning process and currently grew to seven colleges and one school. It has been enrolling regular, extension and summer students in various study areas. For these students, teachers in different departments have been employing various active teaching methods as applicable as possible. From these departments the focus of this action research is on the first year students of sociology department.

The characteristics of courses that have been given in the sociology department are more convenient to active learning methods than the courses given in other departments. In addition, what makes the first year sociology students special to be chosen for this action research is that 90% of the students are females. Obviously, female students are less participatory in social activities. Even though many reasons can be listed culturally females in Ethiopia are not socialized to actively participate in activities. They are constrained by some kind of cultural values that states females should be shy which hinders their competition especially in academia. Even though the country is striving to bring up on a change of these cultural values that leads females for the unsuccessful completion of their studies there is still a big gap that needs to be filled in. This problem is very tangible in this study population due to similar reason. In fact, there may be many factors that contributing

for this particular problem or low students' participation. One of the factors for the low participation of students can be learning method applied in given classrooms. Several studies indicates that there is significant difference between sorts of learning methods. Some learning methods highly promote students participation while other dominated by instructors. However, there is research gap in this regard. It is highly missing point in academia. This is the rationale behind this research to address this pressing issue. Thus, this research intends to address low students' participation in relation with first year sociology students in Samara University. The previous unguided observations have shown that there is low participation of the students in classroom. Therefore, this action research is expected to give a direction how to upgrade low participation of the students in classroom.

### **Objectives**

The general objective of this action research is to study the roles of active learning methods for classroom participation.

This action research was conducted to address the following specific objectives:

- ❖ To identify factors that hinder students' participation in the classroom
- ❖ To create conducive teaching learning atmosphere in classroom
- ❖ To pin point active learning methods upgrade students' participation in the classroom

## **II. LITERATURE REVIEW**

### **2.1. Defining and Measuring Class Room Participation**

Several scholars have defined participation of students in classroom. They also considered the causes of low participation. For example, Dancer & Kamvounias (2005) defined participation as an active engagement process which can be sorted into five categories: preparation, contribution to discussion, group skills, communication skills, and attendance. Participation also has been defined as "the number of unsolicited responses volunteered" (Burchfield & Sappington, 1999). It can come in many different forms, including students' questions and comments (Fassinger, 1995b), and it can take a few seconds or an extended period of time (Cohen, 1991). Wade (1994) considered the "ideal class discussion" as one in which almost all students participate and are interested, learning, and listening to others' comments and suggestions. Though the quality of student participation is likely as important, it is also much more subjective and presents more of a measurement challenge. Several authors have proposed specific ways to measure participation. Melvin (1988) and Lord (1995) suggested having both students and professors evaluate participation, and Melvin (1988) found that those ratings were quite similar to each other. In three other studies, however, it was found that students rated themselves higher than their professors did (Burchfield & Sappington, 1999; Dancer & Kamvounias, 2005; Gopinath, 1999); peers also evaluated one another's participation higher than the professor did (Gopinath, 1999). In-class measurement of participation can either be recorded each day in class or by waiting until the end of the semester (which can be problematic because of the reliance on memory and the increased likelihood of biases; Armstrong & Boud, 1983).

### **2.2. Factors affecting classroom participation**

There are many factors that can influence the participation of students in the classroom. In fact, some factors are internal and others are external. Some students are also assertive, active and confident enough. On the other hand, there are some students who are bashful and passive. The main reason for this disparity may be socio-cultural values that oriented towards gender differences. For this reason, we can easily notify that Male and female students tend to have different speaking styles in the social forum and in classroom. Other factors may be teachers' approach in the classroom can affect level of participation. Furthermore, Adimase (2015) states that designed actions taken to solve the stated difficulties were describing the lesson objectives clearly and precisely before the main topic, allowing students to talk freely in the classroom by oral motivation and appreciation system, orienting the sitting arrangements in the room, forming cooperative-learning teams, assigning duties and responsibilities for each student in their group and observing all students without any discrimination or bias. Actions which are taken to solve the problem have shown viable out-puts like self-esteem and confidence, self-respect among students and cooperativeness, participation in every issue raised by anyone, positive attitude for the cooperative-learning and speaking freely in and out of class.

### **2.3. Classroom atmosphere**

The atmosphere of the classroom considered as main factor of participation in class activities. Classroom environment is very important in the development of self-esteem and, later on self-confidence in a profession can be linked. The extent of conduciveness of classroom is a major factor in shaping their engagement, because the condition of the environment. The classroom conduciveness helps the active learning methods and promotes the participation of the students. Then students can involve in different activities particularly in group discussion. The advantages of classroom discussion can be considered to be an integral part

of education in sections and tutorial. Therefore, Instructors are expected to facilitate the atmosphere of the classroom participation so that it can enhance the overall effectiveness of active learning methods. In line with this Euripides (2014) confirmed that learning is more effective when it is an active rather than a passive process or traditional one.

#### **2.4. Benefits of Classroom participation**

One of the most important methods of active learning is classroom participation. There are several studies that indicate the effectiveness of this method. There is strong evidence for the importance of participating in group discussion (Lyons, 1989; Petress, 2006; Weaver & Qi, 2005). Participating in group discussion is assumed as a way to bring students actively into the educational process and to assist in enhancing our teaching and bringing life to the classroom (Cohen, 1991, p. 699). Students are more motivated (Junn, 1994), learn better (Daggett, 1997; Garard, Hunt, Lippert, & Paynton, 1998; Weaver & Qi, 2005), become better critical thinkers (Crone, 1997; Garside, 1996), and have self-reported gains in character (Kuh & Umbach, 2004) when they are prepared for class and participate in discussions. Furthermore, Smith (1977) stated that the more they participate, the less memorization they do, and the more they engage in higher levels of thinking, including interpretation, analysis, and synthesis. Berdine (1986) Dancer & Kamvounias (2005) found that students who participate in classroom activity show improvement in their communication skills. This can further promote group interactions (Armstrong and Boud, 1983). Even this trend can enhance functioning in a democratic society (Girgin & Stevens, 2005). Students have been found to earn higher grades as their participation increases (Handelsman *et al.*, 2005).

#### **2.5. Reasons why students Do or Do Not Participate in Class Discussion**

Adimase (n.d) mentioned that factors affect the participation of students are shying and fearing for their friends, language problem, teaching methodology, and lack of material accessibility, sitting arrangement and others. There are various reasons, both speculative and empirically supported, that students fail to participate in class. One reason is class size, with students being more willing to participate (Berdine, 1986; Howard & Henney, 1998; Hyde & Ruth, 2002; Myers *et al.*, 2009; Neer, 1987; Smith, 1992), less anxious about participating (Smith, 1992), and less likely to be able to “hide” (Weaver & Qi, 2005) in smaller classes than larger classes; large class size tends to hamper communication (Gleason, 1986). Howard *et al.* (1996) found class size to be more predictive of participation than sex. Large classes, however defined, are not something we can eliminate on our college campuses, and thus, educators must find means to encourage participation, regardless of class size (Gleason, 1986). To combat the issue of large class size, Sprecher and Pocs (1987) suggested that students meet for smaller weekly discussion sessions with former students who had performed well in the course, and they reported that this worked well in the classroom during a trial period. Dividing the large class into smaller groups also can be helpful to facilitate discussion (Ferguson, 1986) and to enhance group activities (Cohen, 1991). Seating arrangement is another logistical variable which impacts student participation. Even as far back as 1958, seating arrangement was considered to be a factor (Brown & Pruis, 1958). Though each seating arrangement can serve a purpose, McCroskey & McVetta (1978) noted that certain arrangements and specific seats within each arrangement were more conducive to student participation. Timing also can play a factor, participation is less likely to occur in night classes, especially those that meet only once per week (Howard & Henney, 1998; Howard *et al.*, 1996).

Another reason that students may not participate in class is because of their own personal fears of feeling inadequate in front of others, regardless of the logistics of the classroom setting. Armstrong and Boud (1983), Fritschner (2000), Howard and Henney (1998), Hyde and Ruth (2002), Karp and Yoels (1976), and Weaver and Qi (2005) all noted that students may feel intimidated or inadequate in front of their classmates and professors, and thus choose not to participate. Students even reported confidence as the most motivating factor for their participation in several studies (Armstrong & Boud, 1983; Fassinger, 1995a,b; Wade, 1994; Weaver & Qi, 2005).

Crawford and MacLeod (1990), Crombie *et al.* (2003), Peters (1978), and Sternglanz and Lyberger-Ficek (1977) all found male college students to participate more than females, and Tannen (1992) noted that this may be because they have had more practice in doing so throughout their education. Wade (1994) also found that males were more likely to participate and saw their own participation and participation in general as more important than females did. If females do not think highly of themselves, it makes sense that they would be less likely to participate in class, given the findings noted earlier linking confidence to participation (e.g., Armstrong & Boud, 1983; Kao & Ganseder, 1995; Wade, 1994). Wright and Kane (1991), however, found that females increased their participation when they were encouraged by an experimental program titled “women speak this week,” which allowed only females to speak in class during a designated week during the semester.

## **2.6. Poor Participation of students in classroom**

Several research indicates that the composition of the students in terms of sex have its impact on their level of participation. For example, Seyoum (1986:16) stated that as much as women constitute at least one half of the total population of the nation, the question of women's education can no longer be ignored, and their involvement in the development process should not be left to be marginal. After all, a developing country like Ethiopia, cannot afford the luxury of not using the brainpower, and talent of both sexes in the productive labour. Moreover, it could be realized that the question of the emancipation of women is inextricably linked with their education and in fact their freedom could be said to be the function of their level of participation in education. Thus, in this study the issue is pressing and demanding regarding to the number of female students which is outweighs males' proportion too much.

## **2.7. Factors affecting students' participation in classroom**

### **2.7.1. Socio-cultural background**

The key factors that hinder participation of students in classroom group discussion, activities, etc may be their socio-cultural background. The socio-cultural background of students can matter their current participation. For example, some families socialize their children as shyness and silence are good personalities. Therefore, such practices affect students' current status of participation.

### **2.7.2. Learning method**

A major factor that can influence students' participation is the learning method that Instructor follows in the classroom. The approach of the instructors can either welcome students or unwelcome students. The more the learning approach is easy the more students actively participate in classroom activity.

### **2.7.3. Staff Composition and Educational arrangement**

The educational design and composition of the instructors also can affect participation. If the educational policy is participatory, students are reinforced to take part in activities. In our case the numbers of students are females that need female instructor to attract the female students into involvement. Lack of this composition affects students' especially female students. In line with this Colin and Nadine (1997) found that lack of female primary teachers in rural areas is a real problem (Colin and Nadine, 1997).

## **III. RESEARCH METHODS**

### **3.1. Data Collection**

This research has employed appropriate method of data collection and analysis. In view of that, descriptive survey type has been used for this particular research activity. The research incorporates several tools that promote the quality of the research. These tools are structured questionnaire, interview, and observation methods. The population of the study was first year sociology department students. In the course of the study the questionnaires were distributed to all the participants or first year students of sociology departments in the class room and responses were collected instantly. In the questionnaire 30 sample of students have been engaged. The questionnaires contained both close ended and open ended questions and it was self administered. The questionnaire has two sections and several questions presumed to address the objective of the research. The first section requests personal information and the second part inquire about response for research questions. In addition, Interview was conducted with randomly selected 20 students from the total students. In course of research, Investigators carried out observation while the students were in actual learning. From this observation crucial data were gathered. This helps the general or overall requirement of this particular study. Secondary data was collected from appropriate data sources including books, journals and related documents both published and unpublished.

### **3.2. Data analysis**

Under this stage data were sorted out according to its characteristic. This means quantitative data were organized under quantitative tools and qualitative data were also done in same manner. In view of that, data derived from primary sources was processed and analyzed by using descriptive statistics and analytical tools such as frequencies and percentages. Qualitative data were analyzed through text, word and thematic.

## **IV. DATA ANALYSIS AND INTERPRETATION**

### **4.1. FACTORS THAT AFFECT STUDENTS' PARTICIPATION IN CLASS ROOM**

The data gathered via questionnaire, interview and class observation revealed that students' participation in class room was very low. The respondents reported that limited participation of students' in the class room was due to instructor's approach, lack of confidence, lack of incentive method, silence and shyness, seating arrangement, language barrier, their socio-cultural background and lack of active learning methods.

Therefore, it was concluded that, students’ participation in the class room was very low in the selected case study. The finding indicated that more than 75% of the total respondents focused on the learning method for low participation of students’ in the class room. From our observation we have witnessed that the role students in class room activities is very limited. Majority of students had problem related to express them, share their experience, generate new ideas and some of them could not understand the subject matter.

**Table 1** Factors affecting students’ participation in class room

variables	categories	
Lack of active learning methods	Yes (2) 8.3%	No (22) 91.7%
Seating arrangement	Yes (4) 16.7%	No (20) 83.3%
Lack of incentive method	Yes (4) 16.7%	No (20) 83.3%
Silence and shyness	Yes (1) 4.2%	No (23) 95.8%
Lack of confidence	Yes(10) 41.7%	No (14) 58.3%
Cultural background	Yes (5) 20.8%	No (19) 79.2%
Language barriers	Yes (5) 20.8%	No (19) 79.2%
Instructor’s approach	Yes (5) 20.8%	No (19) 79.2%

Table 1 revealed that, about 41.7% of students showed limited participation in the class room activities caused by lack of confidence as explained by the respondents. Similarly, the respondents said that Instructor’s approach; language barriers and cultural background (20.8% each) were the main factors that affect their participation in class room followed by lack of incentive method and improper seating arrangement in class (16.7% each). Moreover, the respondents indicated that lack of active learning methods and shyness (8.3 and 4.2%) respectively, was the factor that affects students’ classroom participation.

#### **4.2. INTERVENTION STRATEGY PACKAGES**

Based on the identified factors that affect students’ participation in class room, the following Strategies have been identified to improve students’ participation:

- sticking to active learning methods
- Checking seating arrangement
- Adopting incentive or motivation method
- Practicing clear and friendly communication
- Establishing positive relationships with students
- Focusing on students’ need
- Providing pre-class reading assignment
- Letting group discussion
- Practicing a jigsaw approach
- Minimizing lecturing time and extending classroom activities
- Letting students teach each other
- Empowering students to opt their interest in course delivery
- Incorporation of methods motivate students towards participation
- Rewards and encouragement of students
- Establishing different peer learning groups, for instance, 1 to5
- Creating awareness about social skill and how to develop confidence

### **V. RESULTS AND DISCUSSION**

Active learning method is a process whereby students actively engaged in class activities such as reading, writing, discussion, or problem solving that promote analysis, synthesis, and evaluation of class content. However, students were not actively participated in the class due to several reasons like lack of confidence, Instructor’s approach (fear of instructors), lack of incentive method, shyness, and cultural background and language barriers. In our context the factors that affect active participation of students in the class room were pointed out by different methods and strategies were designed to improve the problems. Another reason that students may not participate in class is because of their own personal fears of feeling

inadequate in front of others, regardless of the suitability of the classroom setting. In line with this Issue Weaver and Qi (2005) noted that students may feel intimidated or inadequate in front of their classmates and thus choose not to participate. Students even reported confidence as the most motivating factor for their participation in several studies. Based on the strategies that have been designed for students' participation in class room, they were coordinated strictly with their friends, motivated, rewarded and encouraged by their instructors and they were given activities like presentation in the class. Awareness was also created among them in order to develop confidence and avoid unnecessary frustration.

**Table 2** Factors affecting students' participation in class room

<b>Variables</b>	<b>Frequency</b>	<b>percent</b>
Lack of active learning methods	0	0
Language barrier	2	7.41
Lack of incentive method	1	3.7
Silence and shyness	1	3.7
Lack of confidence	1	3.7
Cultural background	1	3.7
Lack of interest	0	0
Lack of active learning methods	2	7.41

The data presented in Table 2 revealed that factors affecting students participation in the class room was improved. It is evidenced from Table 2 that all the factors that affecting students' participation in the class room was improved and the progress was very good. Consequently, lack of confidence was reduced from 41.7 to 3.7%. Similarly, Instructor's approach; language barrier and cultural background were improved from 20.8% each to 7.41, 7.41 and 3.7, respectively. Moreover, it showed that motivation by their instructors, inappropriate seating arrangement and lack of active learning methods was totally improved.

Before designing the strategies students participation in the class was limited and after implementing the strategies they were improved their problems and increased participation. This might be due to the fact that the strategies were designed properly and they were cooperated well to improve their problems. This result is in line with the work of Catherine (1985) who showed that, maintaining classroom environment, the development of self-esteem, and, later on, self-confidence in a profession may be linked. Similarly speaking, Howard and Henney (1998) showed that, seating arrangement and timing can play a factor which impacts students' participation in the class room. Therefore, improving the seating arrangement and timing improves participation of students.

## **VI. SUMMERY AND CONCLUSION**

Students' participation in the classroom is integral element of learning and teaching process which promotes quality of education. Students' participation can be low due to different factors. This problem is widely prevalent and tangible in our context particularly in the Samara University. Therefore, this action research was conducted in this institution with particular emphasis on sociology first year students from November to March, 2017 to improve their participation in the class room activities. The descriptive survey type was used for this study. The study combines questionnaire, interview, and observation as key research tools.

Open and close ended questionnaires were developed and it was delivered to the respondents in order to assess the participation of students in classroom to design strategies. The data were collected in and outside of the class room. The respondents articulated that limited participation of students' in the class room was due to Instructor's approach, socio-cultural background and lack of confidence, language barriers, lack of incentive method, lack of proper seating arrangement, silence, shyness and lack of group discussion. Generally, the study shows that classroom participation of first year sociology department students was improved. Intervention strategy packages implemented in the course of this research illustrate significant change on the level of classroom participation. More importantly, active learning methods were applied and could make a difference in the classroom participation of students of sociology at Samara University. It is evidenced from data which displays all the factors that were affecting their participation in the class room were minimized and the progress was very remarkable. This trend does not only enhance classroom participation but also it provides guarantee for quality of education. Thus, it is supportive for instructors and educational institutions if they properly and adequately utilize active learning methods in their teaching learning course of action.

## REFERENCES

- [1] Adimasu Woldesenbet Worako: n, d. Enhancing the classroom participation: The Case of 2nd Year Students of Water Resources and Irrigation, Management (BSc) at Dilla University Department of WRIM, Dilla University, Ethiopia
- [2] Aries, Elizabeth, 1976. "Interaction Patterns and Themes of Male, Female, and Mixed Groups," in *Small Group Behavior, volume 7*
- [3] Armstrong, M., & Boud, D., 1983. Assessing participation in discussion: An exploration of the
- [4] Issues. *Studies in Higher Education*, 8, 33-44. (ASO)
- [5] Berdine, R., 1986. Why some students fail to participate in class. *Marketing News*, 20, 23-24.
- [6] (ASO)
- [7] Brown, C. T., & Pruis, J. J., 1958. Encouraging participation in classroom discussion. *Speech*
- [8] *Teacher*, 7, 344-346. (ASO)
- [9] Burchfield, C. M., & Sappington, J., 1999. Participation in classroom discussion. *Teaching of*
- [10] *Psychology*, 26, 290-291. (ES)
- [11] Catherine G. Krupnick, 1985. Women and Men in the Classroom: Inequality and Its Remedies Reprinted from *On Teaching and Learning*, Volume 1.
- [12] Cohen, M. (1991). Making class participation a reality. *PS: Political Science & Politics*, 24,
- [13] 699-703. (IT)
- [14] Colin Brock & Nadine Cammish, 1997. Factors affecting female participation in education in seven developing countries – Education.
- [15] Crombie, G., Pyke, S. W., Silverthorn, N., Jones, A., & Piccinin, S., 2003. Students' perceptions of their classroom participation and instructor as a function of gender and context. *Journal of Higher Education*, 74, 51-76. (ES)
- [16] Crone, J. A., 1997. Using panel debates to increase student involvement in the introductory Sociology class. *Teaching Sociology*, 25, 214-218. (IT)
- [17] Daggett, L. M., 1997. Teaching tools: Quantifying class participation. *Nurse Educator*, 22(2), 13-14. (IT)
- [18] Dancer, D., & Kamvounias, P., 2005. Student involvement in assessment: A project designed to assess class participation fairly and reliably. *Assessment & Evaluation in Higher Education*, 30, 445-454. (ES)
- [19] Fassinger, P. A., 1995a. Professors' and students' perceptions of why students participate in class. *Teaching Sociology*, 24, 25-33. (ES)
- [20] Fassinger, P. A., 1995b. Understanding classroom interaction. *The Journal of Higher Education*, 66, 82-96. (ES)
- [21] Garard, D. L., Hunt, S. K., Lippert, L., & Paynton, S. T., 1998. Alternatives to traditional instruction: Using games and simulations to increase student learning and motivation. *Communication Research Reports*, 15, 36-44. (ES)
- [22] Garside, C., 1996. Look who's talking: A comparison of lecture and group discussion teaching strategies in developing critical thinking skills. *Communication Education*, 45, 212-227. (ES)
- [23] Girgin, K. Z., & Stevens, D., 2005. Bridging in-class participation with innovative instruction: Use and implications in a Turkish university classroom. *Innovations in Education and Teaching International*, 42, 93-106. (IT)
- [24] Gleason, M., 1986. Better communication in large classes. *College Teaching*, 34, 20-24. (ASO)
- [25] Handelsman, M. M., Briggs, W. L., Sullivan, N., & Towler, A., 2005. A measure of college student course engagement. *The Journal of Educational Research*, 98, 184-191. (ES)
- [26] Howard, J. R., & Henney, A. L., 1998. Student participation and instructor gender in the mixed age college classroom. *The Journal of Higher Education*, 69, 384-405. (ES)
- [27] Howard, J. R., Short, L. B., & Clark, S. M., 1996. Students' participation in the mixed-age college classroom. *Teaching Sociology*, 24, 8-24. (ES)
- [28] Hyde, C. A., & Ruth, B. J. (2002). Multicultural content and class participation: Do students self-disclose?
- [29] Junn, E., 1994. Pearls of wisdom: Enhancing student class participation with an innovative exercise. *Journal of Instructional Psychology*, 21, 385-387. (ES)
- [30] Karp, D. A., & Yoels, W. C., 1976. The college classroom: Some observations on the meanings of student participation. *Sociology and Social Research*, 60, 421-439. (ES)
- [31] Kuh, G. D., & Umbach, P. D., 2004. College and character: Insights from the National Survey of
- [32] Student Engagement. *New Directions for Institutional Research*, 122, 37-54. (ES/R)
- [33] Lourdusamy, A., Khine, M. S., & Sipusic, M., 2002\_2003. Collaborative learning tool for presenting authentic case studies and its impact on student participation. *Journal of Educational Technology Systems*, 31, 381-392. (ES)
- [34] Lyons, P. R., 1989. Assessing classroom participation. *College Teaching*, 37, 36-38. (IT)

- [35] McCroskey, J. C., & McVetta, R. W., 1978. Classroom seating arrangements: instructional Communication theory versus student preferences. *Communication Education*, 27, 99-111. (ES)
- [36] Melvin, K. B., 1988. Rating class participation: The prof/peer method. *Teaching of Psychology*, 15,137-139. (ES)
- [37] Myers, S. A., Horan, S. M., Kennedy-Lightsey, C. D., Madlock, P. E., Sidelinger, R. J., Byrnes, K.,Frisby, B., & Mansson, D. H., 2009. The relationship between college students' self-reports of class participation and perceived instructor impressions. *Communication Research Reports*,26, 123-133.
- [38] Neer, M. R., 1987. The development of an instrument to measure classroom apprehension. *Communication Education*, 36, 154-166. (ES)
- [39] Peters, R. A., 1978. Effects of anxiety, curiosity, and perceived instructor threat on student verbal behavior in the college classroom. *Journal of Educational Psychology*, 70, 388-395. (ES)
- [40] Petress, K., 2006. An operational definition of class participation. *College Student Journal*, 40, 821-823. (ASO)
- [41] Seyoum, Teferra, 1986. "The Education of Women in Ethiopia: A Missing Piece in the Development Puzzle". *The Ethiopian Journal of Education. Vol X, No.1.*
- [42] Smith, D. G. (1977).College classroom interactions and critical thinking. *Journal of Educational Psychology*, 69, 180-190. (ES)
- [43] Smith, D. H., 1992. Encouraging students' participation in large classes: A modest proposal. *Teaching Sociology*, 20, 337-339. (IT)
- [44] Sternglanz, S. H., & Lyberger-Ficek, S., 1977. Sex differences in student\_ teacher interactions in the college classroom. *Sex Roles*, 3, 345-352. (ES)
- [45] Tannen, D., 1992. How men and women use language differently in their lives and in the classroom. *The Education Digest*, 57, 3-6. (ASO)
- [46] Euripides, 2014: how to encourage student participation
- [47] Wade, R., 1994. Teacher education students' views on class discussion: Implications for fostering critical reflection. *Teaching and Teacher Education*, 10, 231-243. (ES)
- [48] Weaver, R. R., & Qi, J., 2005. Classroom organization and participation: College students' perceptions. *The Journal of Higher Education*, 76, 570-601. (ES)
- [49] Bloechl Jr., Frederick. 2015. Student Participation: A Study in Increasing Classroom Participation, Tigerton High School, 10th grade Physical Science, student participation, active learning

Efa Tadesse Debele. "The Role of active learning methods for classroom participation: The case of first year students of sociology in Samara University." *IOSR Journal Of Humanities And Social Science (IOSR-JHSS)* 22.7 (2017): 11-18.