



University of Victoria
Division of Continuing Studies

Certificate in International Perspectives in Participatory Research

Instructional Guidelines

PRIA International Academy of Lifelong Learning

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1. Course Overview and Goals

“Knowledge is power”. In an increasingly post-industrial world today, information and knowledge are two key resources of development. Ownership and control of information technologies and communication have led to the growth of knowledge elites who represent and institutionalize them. The knowledge of experts/elites delegitimizes popular knowledge. The subversion of popular knowledge eventually subordinates common people; excludes and devalues their concerns and participation from society, politics, rules, practices and institutions. The struggle for justice and equality, therefore, has to be simultaneously carried out at the cognitive level.

The challenges of poverty, inequality, and exclusion mandate that people’s reality be understood from their vantage point. The local community knowledge would not only increase understanding of the complex interactions among economic, social, political and behavioral factors that contribute to disparities but also inform the design of interventions aimed at reducing these disparities. Participatory research, as an approach to social change, researches *with* and *for* people. There is a growing recognition of the importance and promise of perspectives on participatory research and evaluation to support ownership of local communities and to ensure relevance and sustainability of development.

Responding to the above educational need, PRIA has launched a Certificate in International Perspectives in Participatory Research in collaboration with Adult and Continuing Education Programme of Continuing Studies, University of Victoria (UVic) Canada in a distance education mode. The course is designed and prepared by a partnership of PRIA and UVic to share the insights of practitioners and academia. This certificate course is designed to acquaint the part-time learners with participatory research perspective, which links research with social change. It unravels nuances of the term participation through the study of participatory research (PR).

Course Goal: To stimulate learners' interest in participatory research and provide them the basic background information and tools to build on their existing knowledge.

On completion of the course, the learners would:

- Demonstrate an understanding of the purpose of participatory research and provide examples of its use around the world
- Develop a plan to conduct a participatory research project in their communities

Units

To meet the above goal, the course content is divided into six units. Each unit has its own specific learning objectives as well as a summary of the contents.

Unit 1: Understanding Participatory Research

- Meaning of Research
- Dominant Social Science Research Paradigms
- Issues in Knowledge Production and Knowledge Utilisation
- Critique of the Dominant Social Research Paradigms

Unit 2: Development of Participatory Research

- Adult Education Movements
- Action Research
- Development Programmes
- Feminist Movements
- Anti – Racist Movements

Unit 3: Participatory Research: An Alternative System of Knowledge Production

- Characteristics of Social Science Research
- Difference between Social Science Research and Participatory Research
- The Research Process
- Outcomes of Participatory Research
- Case Study Analysis: Occupational Health and Participatory Research

Unit 4: Participatory Research Methods

- Purposes of Participatory Methods
- Streams of Participatory Methods: An Overview
- Diverse Methods of Generating Knowledge

Unit 5: Participatory Methods of Analysing, Disseminating and Utilising Knowledge

- Participatory Analysis
- Audiences, Media and Choosing Dissemination Vehicles
- Utilising Research To Affect Change

Unit 6: Participatory Research Tools in Development Practice

- Participatory Enumeration
- Focus Groups: Gender Division of Labour

Reading Material

3.1 Details

The required textbook for this course is:

Tandon, R. (Ed.). (2002). *Participatory Research: Revisiting the roots*. New Delhi: Mosaic Books.

Some areas of the textbook have been condensed for use in each unit, and these are not listed as required readings. However, we encourage you to go to the original source (i.e. the textbook) for a more complete understanding of the concepts covered in the manual. You may also wish to use the reference lists provided as sources for further reading, either for your assignments or for your future studies and practice.

3.2 Guidelines

We encourage you to engage critically with the reading materials. Here are a few questions to keep in mind, as you read and analyse the material:

- What is the argument of the reading and how it is built?
- Which bodies of literature does it draw upon or critique?
- If it is a critique, what is being critiqued, why and how?
- Is the argument convincing and does it have *internal* and *external* validity (i.e. does it do what the author says it will do; how does it relate to other material in the field)?
- What kind of actions or policies would follow from this argument and who would benefit from those actions?
- Who is “we/us” and “they/them” in this material and who is invisible?
- Are there any assumptions embedded within the argument?
- Were any of your own assumptions challenged or revealed?
- Which personal, locational, or historical traits/experiences *may* be informing the author/creator’s perspective? (E.g. class, sex, gender, sexual orientation, ability, country, region, religion, era, etc.)

3.3 Strategies and Options for Developing Study Schedules

As mentioned in our opening letter to you, our team at PRIA International Academy of Lifelong Learning has evaluated the time schedules of learners and working professionals and developed some options for you to effectively read and grasp the study material for practical applications in your daily routine. What is important to understand is that self-study and interaction on the Moodle, which is your virtual classroom, must be on a regular basis for the successful completion of this course.

We suggest you choose a pattern of study that is convenient, and stick to the schedule for the period of the next six months. For many of you, it may be a while since you were involved in serious academic pursuit and therefore you need to get into a mode of learning and studying that maximizes your outputs.

You can, therefore, choose to study every day for a couple of hours including weekends. You may decide to study daily for shorter hours, but devote additional hours over the weekend. You could study longer hours every day and give yourself a break over the weekend. However, remember that this schedule, which may be a little strenuous, is only temporary and in a few weeks, you will be back to your normal routine. We sincerely hope that these weeks will put many of you into the practice of reading and studying as a regular routine.

As suggested earlier put on your creative cap and think of new ways in which you can use every minute of the six-month period to sharpen your mind, imbibe new learning, improve your old skills and explore new ways and innovations for enhancing your effectiveness in your workplace. In the event that your organization agrees, you may spend an hour or so a day studying in the library during office hours.

Also, do not forget that a little effort put in over a span of 6 months will become a lifelong asset for you. Moreover, before you realise it, your learning period of six months would be over and perhaps you are ready to take on another course!

4. Time Table (April 22, 2013 – October 23, 2013)

This timetable will help you navigate through the course units and assignments according to the scheduled time plan. Please refer to it regularly; it will help you remain focused throughout the course.

Week	Dates	Units	Activities/Assignments/ Tasks	Guest Faculty Interaction
1 & 2	April 22 – May 04, 2013	Introduction		
3 - 5	May 06 – May 25, 2013	Unit 1: Understanding Research		
6- 8	May 27 – June 15, 2013	Unit 2: Development of Participatory Research		
9	June 15 – June 22, 2013		<u>ASSIGNMENT 1:</u> Reflection Paper Last Date: June 22, 2013	
10	June 24 – 29, 2013			Guest Faculty - 1
11- 13	July 01 – July 20, 2013	Unit 3: Participatory Research: An Alternative System of Knowledge Production		
14 - 16	July 22 – August 10, 2013	Unit 4: Participatory Research Methods of Generating Knowledge		
17	August 10 – 17, 2013		<u>ASSIGNMENT 2:</u> Individual Quiz Last Date : August 17, 2013	
18	August 19 – 24, 2013			Guest Faculty – 2
19 - 21	August 26 – September 14, 2013	Unit 5: Participatory Methods of Analysing, Disseminating and Utilising Knowledge		
22 - 24	September 16 – October 05, 2013	Unit 6: Participatory Research Tools in Development Practice		

5. Online Participation

The online participation occurs through the virtual platform of our unique and customized Discussion Forum on the Moodle. It may seem overwhelming to you at first but as we progress you will get the hang of it in no time.

The course prerequisites demand that all learners will have access to the online features that will enable class participation. However, if this is not the case, please contact the instructors immediately so that we can make special arrangements for you to participate in this course.

The guidelines to access the Moodle and engage in online participation are given in the section 5.2.

During the course, you are required to engage in an online participation with the instructors, other learners and the guest faculty on a regular basis. As already mentioned, this is an integral part of the learning methodology, which contributes substantially towards your learning. A **total of 20 per cent of your Grades** is allocated towards this particular activity, and it is mandatory that you participate in all the Moodle discussions.

The purpose of online participation is to engage you in dialogue and debate on the concepts you are learning. We believe that it is through the participation in these discussions that you will gain some of the most valuable insights from the course, particularly if your ideas and beliefs are challenged in a respectful manner. We, therefore, expect you to engage with an open mind, and remember that though you cannot see the people you are interacting with online, your words can have tremendous impact on them and vice versa. For many, it is a space to hear the perspectives, as well as experiences of other people.

5.1 Guidelines

Keep in mind that participation does not mean overwhelming your instructors and classmates with all your observations, questions and reflections. Choose which of these to share with others, and which are more valuable to hear about from others. Participation implies a careful balance between listening to, acknowledging and encouraging others, while also respecting when they choose to be silent. We wish to point out that the interaction with Guest Faculty happens twice during the period of the course. This interaction is for a week at a time and has been marked in your timetable.

The space for the interaction is in a separate forum, which you will find towards the end of the Moodle.

Please feel free to ask these subject matter experts, specific questions related to the Units that they would be addressing. However, you must respect the fact that these experts may not answer every question asked by individual learners, but may choose to address similar questions in a collective manner. Remember that they are here to guide you forward in a manner that arouses your curiosity, stimulates you to seek more information and push you into a process of self-

learning and analytical thinking, rather than “spoon feeding”. So look forward to a process of learning and building upon your existing knowledge base and a sharp understanding of the thematic area, which you are studying as well as an application of the concepts in your professional life.

Once again, we wish to reiterate that the Discussion Forum on the Moodle is an important space for all forms of communication as well as an area for the instructors to share useful information and announcements with all the learners. Therefore, we request each of you to check the Discussions on the Moodle at least once in a week for announcements and other information. These include questions for discussion, reminders for deadlines and submissions of assignments.

Value: 20 % of your final grade

Last Date of Submission: Ongoing process throughout the course.

5.2 Steps to Access the Discussion Forum and Engaging in Online Participation

How to Login to Moodle

- Log and click to URL: - <http://moodle.pria.org/>
- You will enter the HOME PAGE.
- Look at the left hand side of the page and you will see a box indicating where you need to fill in your Username, same as indicated above.
- Go to the box below and fill in the pre-determined Password which is also indicated above.
- After you fill in the Password, click the next box which says Login.
- The next page opens giving three course categories.
- Click on the category Certificate Courses, this will directly open into the HOME PAGE of the course that you are enrolled in.

Announcements and Instructional Guidelines

- Click on Announcement section and you will be able to view messages from your Instructor during this six month period. The function of this section is to keep you informed about important updates about the course, such as the due dates of the submission of assignments, interactions with guest faculty and other course related matters. This is a read only section and you will not be able to post any replies.
- To exit from this section or any other, click the back arrow located at the left hand corner of the screen, you will return to the Main page of your course.

- Click on the next section of Instructional Guideline to follow the instructions given regarding the Course.

PLEASE NOTE THAT THESE TWO SECTIONS (*ANNOUNCEMENT AND INSTRUCTIONAL GUIDELINES*) ARE READ ALONE AND LEARNERS WILL NOT BE ABLE TO POST RESPONSES.

Interactive Forums

The following sections that read

- Introduction
- Queries regarding the Courses
- Unit 1/2/3/4/5/6 and
- Conversation with Guest Faculties

are all interactive forums where learners, instructors, guest faculties can post as well as read the responses of all in this virtual classroom.

- Click on Introduction and post a small note on yourself. You may include any information you feel is relevant and important for your peers/students to know.
- Click on Queries regarding the course and submit any questions, comments, and concerns about the course that you might have. Your questions as well as the responses to your questions will be visible to all who are a part of this course. It is highly recommended that you read all the postings in this section as other learners may raise issues that you have probably not considered or have overlooked.
- Units 1 to 6 are the main forums related to learning material of this course. You will see that this forum contains
 - a) Learning material (including text, audio – video),
 - b) Reading material as well as
 - c) Specific space for a discussion forum.
- The learning material can be downloaded and saved in your computer, pen drive etc. for easy reference. This material can also be printed as per your convenience. Please note that material for each unit will only be available from the indicated date onwards.
- The discussion forum is the most important space as interaction between the learners, instructors and guest faculties take place. Typically, the instructor/ guest faculty will initiate the discussion based on the content of the Unit and elicits responses from the learner group. Discussions often evolve among learners themselves where there are counter arguments, clarifications, experiences and other information are presented and shared.

Contributions and responses from all the learners will help to enrich this exercise and make it more meaningful. To do so, press the REPLY option, type in your response in the space provided and click on SUBMIT so that your response is incorporated in the Forum.

Editing Options

In the reply box, you will find some of the editing options as:

a) If you want some text should be bold, italicised and underlined then select the text and click on “B”, “I” and “U”.

b) You can change the size and colour of the text. Select the desired text, size, and colour from the drop down menu provided.

c) To start a new question click on ‘start a new discussion button. As soon as you click on “submit”, your message will be posted.

When you post a response in the Forums, you will notice a box called SUBSCRIBE. If you click on SUBSCRIBE, you will receive all messages that have been posted on the forum on your personal E-Mail. However, this is not a compulsory option.

Assignments

Assignment: The next section has three links within it:

a) Assignment 1: Reflection Paper

b) Assignment 2: Quiz

c) Assignment 3: Project Paper

You may submit your Assignments 1 & 3 in the respective forums. For Assignment 2, which is a Quiz, you may click on the same to attempt the Quiz online. The Instructor on the Announcement section will make instructions on submission dates for assignments and Quiz ,at the appropriate time.

5.3 Tips for Online Communication

Online communication requires slightly different skills from face-to-face interactions, as the people you are communicating with do not have access to all the usual visual signals (tone of voice, facial expressions, hand movements, body language, etc.). In addition to typing skills, you may also need to give some context to your statement. For example, if you are making a joke, or being ironic, you need to indicate this clearly to the readers.

Please remember that your peer learners may come from different regions, as well as other nationalities, and therefore there are many different idiomatic expressions that are used in specific countries, regions or communities. There are also a number of acronyms that have become popular through online communication through e-mail, chat rooms, text messaging, etc. Keep in mind that not everyone will be aware of what these expressions or acronyms mean; so if you choose to use them please give a definition. Likewise, if you do not understand what others – including what we – have written, please ask for clarification.

5.4 Evaluation of Online Participation

As mentioned earlier, your online participation will be graded and the marks added to your final assessment. In order to help you participate in a more meaningful manner, please read the pointers below, which tell you the basis of evaluating your online performance. We will be asking the specific question in relation to you, the learner:

- Have you contributed thoughtfully at least four times?
- Did your contributions reflect an understanding of the week's readings?
- Did your contributions reflect a growing understanding of the course material?
- Did your contributions draw upon your previous or current life experiences in order to exemplify concepts found in the course material?
- Have your contributions been respectful, self-reflective, curious and/or creative?

6. Assignments

The course as mentioned has three assignments of which learners are expected to participate in for your successful completion of the course.

The division of marks for all assignments and online participation is as follows:

Assignment	Title	Last Date of Submission	Total Marks
Assignment 1	Reflection Paper	June 22, 2013	25
Assignment 2	Individual Quiz	August 17, 2013	15
Assignment 3	Project Paper	October 19, 2013	40
Online Participation	Discussion Form Interaction	Ongoing during the course	20
		Total	100

Details of all three assignments are given below for your ready reference. A list of guidelines has been prepared for you as an additional support to help you complete your assignments successfully.

6.1 Details

ASSIGNMENT 1: Reflection Paper

Purpose:

The purpose of this assignment is to give the instructor(s) a sense of your existing experiences with research and social action, and your understanding of the Participatory Research framework. Note that you will not be graded on the extent of your experience in research, participatory or otherwise. Rather, you will be evaluated according to how thoroughly you respond to the following instructions.

Instructions:

Think of an example of research in which you have taken part. This could mean that you initiated the process, or you were somehow asked to participate in it. Examples can come from a variety of places: your workplace, your community, or at a regional or national level in your country, e.g. an employee satisfaction survey, a census, a programme or course evaluation, or a decision to move your office to a new location. Provide a brief (1-2 page) summary of this research or evaluation process, and then discuss the following questions:

- Who initiated this process and why?
- Who benefited from this process and how?
- In what ways, and how much control did you have over this process and the knowledge generated through it?
- What are some strengths and weaknesses of the process you have described?
- Given what you have learned about PR, how would you describe the quality and levels of participation of yourself and others in this process?
- How do you suppose the process and outcomes might have changed had it been done in a more (or less) participatory manner?

Length: Please ensure that your paper is not less than 2500 and does not exceed 3000 words. The paper must be in 12-point, Times New Roman font and in 1.5 spacing format.

Value: 25% of your final grade

Last Date of Submission: **June 22, 2013**

ASSIGNMENT 2: Individual Quiz

The quiz is based on specific readings that are included as a part of your course material. We shall put the quiz up online on the August 20 (the 17th week of the course) and you can submit the answers by August 26 – a generous amount of time. There are two reasons why you should take part in the quiz. Firstly, it ensures that you go through the prescribed readings in a detailed manner, which is an essential component to your learning. Secondly, it is an easy and fun way to add to your overall assessment. So do not lose this opportunity.

1. The Quiz will be based on all essential readings listed in Unit 1 to Unit 4:
2. Please go over the above-mentioned Readings in detail and then attempt the Quiz.
3. We will consider the first submission of the Quiz as the one for grading purposes. So please do not send in revised versions of the Quiz in order to get a better score.

Value: 15% of your final grade

Last Date of Submission: **August 17, 2013**

ASSIGNMENT 3: Project Paper

Purpose:

The purpose of this assignment is to demonstrate your understanding of the concepts and methods of PR, and begin thinking about how you might apply your knowledge in a real-life setting.

We understand the inherent contradiction of one person designing a PR process, and know that such processes are highly dependent on and vary according to the emerging needs of a group. For the purpose of this assignment, however, you may assume that the design you submit has been discussed and agreed upon by the community in which you will work.

A good reference on writing a proposal is:

Reitsma-Street, M. (2003). The research proposal in thirteen parts. Paper presented at the “Practicalities of completing a degree in HSD” conference at the University of Victoria, Faculty of Human and Social Development. Victoria, BC.

It is available online at: <http://web.uvic.ca/spp/documents/researchproposal.pdf>

Instructions:

Design a PR project in your community. Describe the context (e.g. the site, etc) of your proposed project, your position within this context, and how you came to understand the problem or issue you would like to see researched or evaluated. Referring to the literature and concepts we have covered throughout this course, describe how you would go about undertaking this process. In addition to the reflection questions, you are familiar with from the first two assignments; consider the following questions in your discussion:

- How will you initiate the process?
- How will you negotiate the working relationships?
- What are your proposed methods of information gathering?
- What is your proposed timeline?
- How will you make decisions?
- How will you build evaluation into your process?
- How will you deal with unanticipated challenges?
- Are there any ethical concerns?

Be sure to make reference to specific authors or areas of the course manual.

Length: Please ensure that your paper is not less than 4500 and does not exceed 5000 words. The paper must be in 12-point, Times New Roman font and in 1.5 spacing format.

Value: 40% of your final grade.

Last Date of Submission: **October 19, 2013**

6.2 Guidelines for Writing Assignments

Read the instructions for the assignment and any other information given in the instructional guideline carefully. Sometimes there are several questions or steps embedded within the instructions, so be sure to address all of them in your writing.

Introduce the reader to your paper by clearly stating your purpose or thesis statement and then provide an outline of how you will go about explaining or arguing it. In the introduction, you can also provide some context for your topic and why it is important. If you are addressing one small piece of a complex problem, the introduction should define the scope of your paper.

The body of the paper should follow logically from the outline stated in the introduction. Sometimes it is useful to indicate to the reader when you are making a new point or moving into the next step of your explanation, argument or analysis. This can be done simply by using headings or words such as ‘first... second... or next...finally.’ Introduce the main point of each paragraph and ensure that the information in that paragraph supports your point.

Whenever you are citing from an article or referring to a theorist's ideas, you must include the author's name and year of publication in parentheses.

If you are using direct quotes from the original text, use quotation marks ["..."] and include the page number. For example, Kothari (2001) argues "participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others" (p. 142).

If you are paraphrasing the author's ideas, but are not using a direct quote, you still need to acknowledge that this is not your original idea. For example: Kothari (2001) cautions that while participatory approaches can challenge the relations of power embedded in every society, we must take care not to oversimplify the nature of power, or to reassert new forms of social control.

For excerpts of more than 40 words, start on a new line and indent the block of text. (Do not end a paragraph with this indented quote, comment on it.) These indented quotes do not need quotation marks. For example: Kothari (2001) has described how powerless groups can have their knowledge validated through participatory approaches:

Participatory approaches to development research and planning attempt to challenge the apparent power relations in society by recognizing the control that certain individuals and groups have over others. This is based on the recognition that those who wield little power have limited opportunities to express their interests and needs and is generally excluded from key decision-making processes, and that their knowledge is considered insignificant. Nevertheless, she goes on to caution that we must take care not to oversimplify the nature of power, or to reassert new forms of social control. Indeed, relations of power are embedded in participatory approaches as well.

The conclusion often provides a brief summary of what has been covered in the paper and reiterates the purpose statement. While no new arguments should be introduced in the conclusion, it is sometimes appropriate to call for action. For example, further research into a subject when there are obvious gaps in the literature. In a more personal paper, you may also speak about your own reflections on the subject, what you have learned or what implications it has in your life.

Do not trust the spell check – always re-read, and if possible, have someone else read your paper. Grammatical and spelling errors are distracting and can sometimes weaken your credibility to the reader.

Note: You will not be graded for your spelling or grammar for e-mail postings; however, as noted above, these will be taken into account in the evaluation of the two written assignments you submit.

7. Evaluation

7.1 Assignments and Online Participation There are three assignments for this course, which are described in detail in your course material. Please contact your instructors as soon as possible, if there are any questions or concerns about the assignments.

During the course, you will be evaluated on the basis of your written assignments, the quality of content and frequency of your online participation with the guest faculty and instructor.

7.2 Assessment / Evaluation Criteria

Points of assessment	Reflection Paper – Assignment 1	Project Work- Assignment 3
Total Marks	25	40
Focus of the Content: <ul style="list-style-type: none"> Have all the questions of the assignment been addressed? Is the writing /argument to the point? 	4	4
Conceptual Clarity: <ul style="list-style-type: none"> Does the writing reflect conceptual strength? How strong is the understanding and knowledge of the content/issue How adequately and clearly have the assignment questions been addressed? 	10	8
Analytical Ability: <ul style="list-style-type: none"> Does the paper have the learners' own analysis, arguments, and critique? Is the analysis plausible, perceptive and inclusive in scope? 	8	12
Structure: <ul style="list-style-type: none"> Is the writing clear, succinct, and free of common errors of composition, including spelling errors? Is the paper formatted according to the requisite specification-i.e. length of 4000 words double spaced, 12 point in Times New Roman Font? 	3	4
Application <ul style="list-style-type: none"> Does the writing clearly highlight application of learning to real life issues? Have practical issues been adequately addressed? Have innovative ideas been introduced? 	NA	12

Individual Quiz –Assignment 2(15 marks)

Multiple Choice Questions from Readings 1-4(1 mark for each question)

Online Participation: (20 marks)

Guest Faculty Interaction: (Marks 2)

Responding to others' questions/responses: (Marks 3)

Participation in Unit Discussion: (Marks 10)

Quality of Contribution: (Marks 5)

7.3 Grading

The letter grades do not fully measure how much you have learned and internalised, but are more indicative of your performance in the virtual classroom and quality of assignments. As such, you should take responsibility for your own learning in the following ways:

At the beginning of the course, the instructor will ask you to send your personal learning objectives. At the end of the course, you should reflect upon those objectives, whether you have met them, whether they were realistic, and which parts of the course structure have helped or hindered you in meeting them?

During the course, you will get an opportunity to participate and make contributions through discussions, reflections and comments by using the Discussion Forum on the Moodle. You should reflect upon your own contributions to such virtual exchange.

At the end of the course, you will be asked to provide a 'balanced feedback' on your overall performance. This will include two positive comments and one suggestion for self-improvement.

Please provide these comments in the feedback form as they will be considered as one of the components towards your overall grade.

Grading Scheme

Grade	Qualitative Value	Point Grade	Equivalent Numerical Value (%)
A	Excellent	5	70 and above
B	Very Good	4	Above 55 and below 70
C	Good	3	Above 45 and below 55
D	Satisfactory	2	Above 35 and below 45
E	Unsatisfactory	1	Less than 35

Note: You must get at least Grade D to claim the Certificate in International Perspectives in Participatory Research.