An Endogenous Measure of Class Participation

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ABSTRACT

Peer assessments can provide valuable information to instructors who are assigning class participation scores. Student peer assessments bring their own problems, however, including grade inflation and variation in the quality of assessments across students. This paper addresses these problems by employing an endogenous measure of class participation, which dampens the influence of poor quality information and makes the evaluation fairer, since it weighs more heavily the opinions of classmates that students respect. The technique is employed on example data from an undergraduate seminar course, and the results are evaluated. The technique is shown to be incentive-compatible.

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Thanks are due to Joachim Zietz, Reuben Kyle, Edwin Borras, and two anonymous reviewers for useful suggestions.