

## The Effectiveness of Cold Calling on Student Participation and Engagement in Classroom Discussions

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**Abstract :** Pedagogical objectives and the nature of the course content may lead instructors to take varied approaches to selecting a student for the cold call, specifically in a studio setup where students work on different projects independently and show progress from time to time at scheduled critiques. Cold calling often proves to be an effective tool in eliciting a response without enforcing judgment onto the recipients. While there is a mixed range of behavior exhibited by students who are cold-called, a classification of responses from anxiety-provoking to inspiring may be elicited; there is a need for a greater understanding of utilizing the exchanges in bringing about fruitful and engaging outcomes of studio discussions. This study aims to unravel the dimensions of utilizing the cold-call approach in a didactic exchange within studio pedagogy. A questionnaire survey was conducted in an undergraduate class at Arts and Design School. The impact of cold calling on students' participation was determined through various parameters, including course choice, participation frequency, students' comfortability and teaching methodology. It was concluded that cold-calling increases students' participation frequency and also increases preparation for class. Around 67% of students responded that the teaching method plays an important role in learning activities and students' participation during class discussions. 84% of participants agreed that cold calling is an effective way of learning. According to research, cold calling can be done in large numbers without making students uncomfortable. As a result, the findings of this study support the use of this instructional method to encourage more students to participate in class discussions.

**Keywords :** cold calling, class participation, student engagement, active learning, pedagogical techniques

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