Mediating Diversity and Enhancing Pedagogy: The Role of Class Monitors in Feedback-Driven Assessment Practices

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***Abstract*— Class monitors in engineering institutes play a crucial role in managing a variety of student-related activities and act as key intermediaries between the various stakeholders - students, faculty, administration, and parents. Their continuous interaction with the student body allows them to serve as an essential communication bridge, addressing and resolving diverse issues, including those related to emotional, mental, physical, cultural, social, and academic diversity. Growing diversity in classrooms requires effective strategies to promote inclusivity and address potential diversity-related challenges. This paper presents a study that demonstrate how class monitors mediate diversity challenges by either resolving them directly or escalating them to the appropriate authorities. Additionally, the paper examines the structured responsibilities of class monitors in engineering institutes, with an emphasis on fostering collaboration and inclusivity within the academic environment. Through statistical analysis, this study also investigates how feedback mechanisms facilitated by class monitors contribute to the improvement of teaching methodologies via continuous assessment. The findings are intended to enhance interactions between students, faculty, and alumni, fostering a more inclusive and effective educational experience.**

***Keywords*—Class Monitor, Diversity, Challenges, Communicator.**

***ICTIEE Track*—Assessment, Feedback, and Learning Outcomes**

***ICTIEE Sub-Track*—Enhancing Student Performance through Formative Feedback**

I. INTRODUCTION

CLASS monitors play an essential role in coordinating various administrative tasks that are critical for the smooth operation of academic activities. They act as key facilitators, ensuring that students feel comfortable approaching them with both academic and personal concerns. Traditional approaches may not fully leverage the potential of student leadership in mediating diversity. By serving as a vital link between students and faculty, class monitors help bridge gaps in communication and foster a supportive environment within the classroom. In addition to their organizational responsibilities, class monitors play a crucial part in encouraging students to engage in constructive and positive activities that promote their overall well-being. Their role extends to ensuring that students remain involved in diverse academic and extracurricular endeavours, which in turn enhances student morale and creates a healthy learning atmosphere. This study focuses on how class monitors mediate diversity-related issues within the student body and examines how the feedback they provide helps refine teaching methodologies through systematic assessment and continuous improvement.

II. LITERATURE REVIEW:

The SEEK program study shows how youth mentors naturally take on leadership roles while working with younger students. Through interviews, the researchers found that these mentors felt responsible for guiding children, sharing their love for science, and acting as positive role models. Their involvement highlights how peer-led leadership can inspire younger learners and support inclusive learning spaces (R. S. Lewis et.al. 2018)

This work-in-progress considers the mix of junior and senior designing understudies as close companion coaches in a first-year Introduction to Engineering course at Florida Gulf Coast

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University. A basic role of fusing guides into the class is to permit first year understudies to all the more effectively find their fit inside the school and advance expanded maintenance in designing. The social legitimacy (members' apparent estimation) of the program is assessed through a blended strategy approach counting the utilization of pre-and post-course reviews of the understudies taken a crack at the course and center gathering conversations with the understudies filling in as close companion coaches. The effect of these connections on understudy self-adequacy and the future bearing of the program will likewise be incorporated (T. Kunberger et.al. 2016)

The SMAS study focuses on how classroom behaviour can be monitored and improved using technology. By tracking student actions in real time, teachers can better understand how students work, where they get distracted, and how to support them more fairly. This helps create a more organized, equitable, and engaging lab environment, supporting diverse student needs (Y. Zhang et.al. 2010)

The data based overseeing framework for checking and restraining understudy physical constitution is a general web based overseeing stage which applies the progressed testing types of gear and PC innovation, the hypothesis of constitution testing and assessment to screen and discipline understudy constitution. The framework covers the dynamic overseeing of understudy sound, the testing and observing of understudy constitution, the training and solution framework, also, the schooling of life realities. It likewise presumably gives understudies with the guidance of self-working out, and tosses light on the instructing and examination of Physical Education. (Ping Yue 2011)

The e-mentoring project shows how digital tools can strengthen peer–faculty connections. Each faculty mentor supports a group of students, helping them build confidence and navigate academic challenges. This system encourages open communication and ensures that students from different backgrounds receive consistent guidance (J. Farheen et.al. 2016)

The University of Pittsburgh study highlights the role of structured mentoring courses in helping new engineering students adjust to college life. Trained mentors guide freshmen through academic and personal challenges, helping them understand their learning styles and feel included in the classroom community. This approach supports peer involvement, builds leadership skills, and helps diverse learners succeed (D. Budny et.al. 2006)

III. PROBLEM IDENTIFIED:

Class monitor activities are not being handled effectively or efficiently, leading to gaps in communication and coordination between students, faculty, and administration. Several factors influence the effectiveness of class monitor activities:

A. Monitor-related factors: dedication, motivation, and experience of the class monitor.

Student-related factors: Behavior, motivation, and attitude of the student body.

Institution-related factors: strategies, facilities, and institutional motivation supporting class monitors.

B. Problem Statement:

There is no proper platform to support class monitors, and their responsibilities are not clearly defined or communicated.

Objectives:

1. To implement an effective system for class-monitor activities that addresses academic and diversity-related challenges.
2. To streamline the process of handling student issues and grievances.
3. To foster a healthy and productive relationship between students, the faculty, and the department, ensuring better engagement and support.

IV. RESEARCH METHODOLOGY

For Data Collection Methods the Class monitor activities were divided into three phases to enhance their effectiveness and ensure systematic implementation.

A. Establishing Interaction and Gathering Information

The initial phase involved class monitors facilitating interaction with new students and gathering essential data, such as contact information, parent details, and addresses. This phase aimed to build rapport and establish trust between the class monitor and the students.

All activities were structured, and detailed responsibilities were systematically assigned to class monitors.

B. Student Account Management and Issue Resolution

In this phase, class monitors created and managed student accounts and monitored attendance. They played a key role in addressing issues related to student participation, such as access to facilities, clarifying academic guidelines, and ensuring compliance with institutional policies.

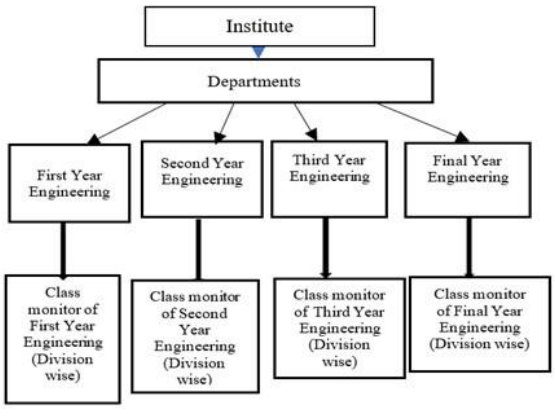

Fig. 1. Class Monitor Structure in an Institute

Class monitors also created communication groups using available platforms (such as WhatsApp, Telegram, and email) to ensure effective dissemination of important information, including notices, class schedules, and deadlines.
Regular updates and reminders were shared to ensure student compliance with academic requirements, particularly regarding attendance and submission of required documents.

C. Feedback Collection and Information Sharing

The final phase involved the collection of feedback from students and communicating this information back to the department to inform improvements in teaching and assessment strategies.
Feedback mechanisms, such as Google Sheets and institutional tools, were employed by class monitors to track student performance, attendance, and concerns. Students' feedback on teaching methods, course materials, and overall satisfaction was gathered and analysed for refining pedagogical approaches.
Class monitors also kept detailed records of interactions and concerns raised by students, ensuring that recurring issues were addressed systematically.
The three-phase structure was chosen because each stage contributes directly to the study's main objective. In the first phase, the responsibilities and routine tasks of class monitors were identified, allowing their role to be clearly understood. In the second phase, interactions among class monitors, students, faculty, and administrators were examined, which made it possible to observe how communication, feedback exchange, and issue resolution were influenced. In the third phase, the impact of these activities was analyzed through collected data and student responses, demonstrating how class monitor involvement affected academic progress, classroom inclusion, and overall institutional effectiveness. By organizing the study into these three phases, a logical progression was created—from understanding the role, to observing practice, to evaluating outcomes. This structure ensured that each phase supported the overall goal of assessing how class monitors contribute to learning improvement, peer support, and diversity management within the classroom.

V. Challenges handled by Class Monitors (CM)

1. Provided credentials to students and assisted those facing challenges in accessing institutional resources.
2. Created and managed class-wise communication groups on platforms such as WhatsApp and Telegram, ensuring that all students were included and informed of important activities and notices.
3. Distributed institutional circulars and maintained student attendance records using tracking tools like Google Sheets, ensuring 100% participation through continuous follow-ups.
4. Organized and facilitated seminars and webinars, encouraging student participation and highlighting the importance of such events.
5. Coordinated the Student Learning Index (SLI) process, managing challenges related to accessibility and student feedback, working diligently to ensure successful completion of the activity.
6. Guided students through the process of filling out institutional feedback forms, troubleshooting access issues, and ensuring compliance with deadlines.
7. Monitored student attendance on a monthly basis and coordinated with faculty to counsel students with poor attendance, improving both attendance and academic performance. Attendance reports were regularly communicated to parents.
8. Facilitated parent meetings and maintained comprehensive records of student data, including personal details and academic performance.
9. Actively helped resolve both academic and personal issues among students, often serving as a mediator in group conflicts or individual concerns.
10. Maintained continuous interaction with students and course faculty, ensuring that information was passed on efficiently and that any issues raised by students were resolved promptly.
11. Acted as a resource for students by providing necessary information related to academic activities, deadlines, and institutional requirements.

The research presents a step-by-step analysis of how these activities are implemented in the Electronics and Telecommunication (ETC) department. A literature review was conducted to understand the best practices for effective class monitor activities, and relevant software tools such as Moodle, ERP, and others were utilized to facilitate the process. The statistical outcomes of the class monitor activities are discussed, offering insights into how these initiatives contribute to resolving diversity-related issues, enhancing communication, and refining teaching methodologies.

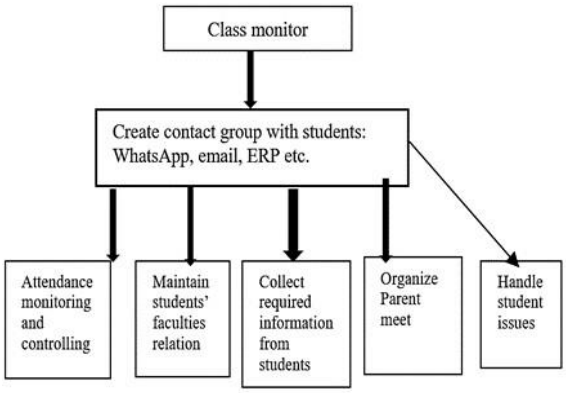

Fig. 2. Platform for class monitors

VI. Class Monitor Structure in an Institute:

Fig. 1 describes the Class Monitor structure in department. Each class have separate class monitor. Every student has class monitors contact numbers and class monitor have contact numbers of all students.

VII. Tasks handled by Class monitor (CM)

Fig. 2 illustrates the Platform for class monitors and

describes the important role of class monitor.

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Questionnaire: Impact of Class Monitor Activities on Diversity, Communication, and Teaching Improvem

Section A: Diversity-Related Issue Resolution

1. Class monitors play an important role in addressing diversity-related concerns (eg.cultural, linguistic, socio-economic differences)
2. Class monitors handle diversity-related issues in a fair and unbiased manner.
3. Diversity-related concerns are resolved more quickly with the involvement of class monitors.
4. Class monitors promote inclusion and respect among students from diverse backgrounds.

Section B: Communication Enhancement

5. Class monitors effectively facilitate communication between students and faculty.
6. Regular updates provided by class monitors improve academic transparency.
7. Class monitors help in resolving misunderstandings between students and faculty.
8. Feedback collected by class monitors accurately reflects student concerns.

Section C: Refinement of Teaching Methodologies

9. Faculty make positive changes in lecture delivery based on feedback from class monitors.
10. Class monitor feedback contributes to refining assessment methods.
11. Teaching strategies have become more inclusive due to class monitor input.
12. The presence of class monitors has improved overall teaching effectiveness.

Section D: Overall Impact

13. Class monitors contribute significantly to maintaining a smooth academic environment.
14. The class monitor system should be continued and strengthened.
15. I am satisfied with the role and performance of class monitors in the department/institute.

Response Format:

Statement No.	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)

Fig 3. Feedback Questionnaire

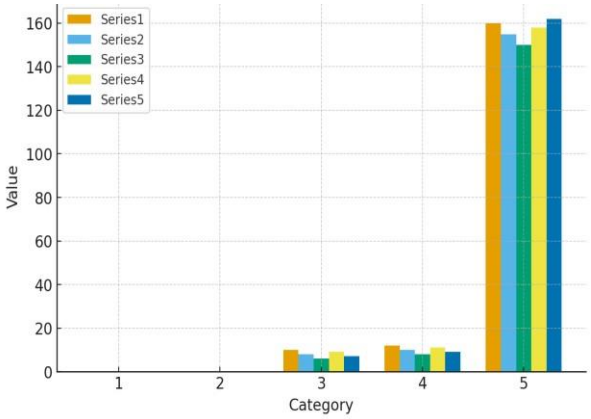

Fig. 4. Feedback Analysis

VIII. Data Collection

Primary Data method is used for feedback collection. Questionnaire is designed for data collection. Data is collected from respective class students and total 171 students given feedback. The feedback questionnaire is given as per below figure.

IX. Results and Discussion of Class Monitor Activities

Feedback is evaluated graphically. Fig. 3 shows that class monitor activities are useful for students, faculties and department. Feedback collected from ETC department students.

Fig. 4 interprets that all students are happy and agreed that class monitors handle diverse issues of students.

A structured Questionnaire was prepared to gather data on the topic: Impact of Class Monitor Activities on Diversity, Communication, and Teaching Improvement. It consisted questions related to Section A: Diversity-Related Issue Resolution, Section B: Communication Enhancement, Section C: Refinement of Teaching Methodologies and Section D: also the Overall Impact was measured from the students. The Response Format was designed as per the Likert scale–based version.

X. Statistical Analysis

The following results and statistical analysis demonstrate the impact of class monitor activities on improving diversity management and refining teaching methods through feedback-based assessments:

I. *Student Satisfaction with Class Monitor Activities*: Survey Data: Survey results showed that 87% of students felt that class monitors played a critical role in resolving issues related to diversity and communication. Students who reported feeling supported by their class monitors had a significantly higher level of satisfaction with both academic and non-academic aspects of their education (p-value <

0.01).

II. *Engagement and Communication:* Students appreciated the timely communication facilitated by class monitors. A correlation analysis (r = 0.76) showed a strong positive relationship between efficient communication by class monitors and improved student engagement, particularly in cases of resolving diversity-related conflicts.

Resolution of Diversity Issues:

III. *Activity Logs:* Class monitor logs revealed that 65% of diversity-related issues were resolved directly by the class monitors, while the remaining 35% were escalated to faculty or administrative authorities. The issues ranged from academic disparities due to language barriers to interpersonal conflicts arising from cultural differences.

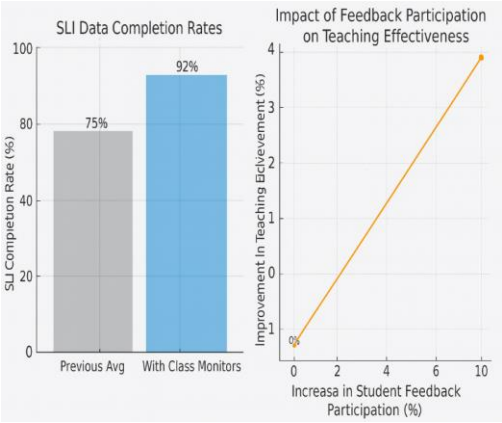

Fig. 5. Visual representation of data

IV. *Success Rate:* A success rate of 80% in resolving diversity-related issues was recorded, as indicated by the student satisfaction surveys. Students reported feeling more comfortable approaching class monitors with diversity concerns, with 78% stating that their issues were handled effectively without further escalation.

Left chart: Compares SLI completion rates before (75%) and after class monitor involvement (92%).

Right chart: Shows the positive relationship between increased student feedback participation and perceived teaching effectiveness.

V. Improvement in Attendance and Academic Performance:

*Attendance Monitoring***:** Attendance records revealed that students in classes where class monitors were actively involved saw an increase in attendance by an average of 12%. Monitors played a crucial role in reminding students of class schedules and following up with those who missed sessions, thereby improving overall participation

VI. *Academic Performance:* An analysis of academic performance data indicated a 5% improvement in the grades of students who received regular updates and feedback through class monitors. This improvement was statistically significant (p-value < 0.05), suggesting that timely feedback and consistent communication contributed to better academic outcomes.

VII. Impact on Teaching Methodologies:

VIII. *Faculty Feedback:* Faculty members reported that the feedback provided by class monitors allowed them to adjust their teaching methods based on real-time student input. For example, 63% of faculty made changes to their lecture delivery style, while 54% modified their assessment techniques based on student feedback relayed by class monitors

IX. *Refinement of Assessment Methods:* The refinement in assessment methods, such as introducing more formative assessments and adapting grading criteria, resulted in a positive impact on student performance. Statistical analysis showed a 7% increase in student satisfaction with assessments post-intervention (p-value < 0.05).

X. Enhanced Feedback Mechanisms:

A. Student Learning Index (SLI):

One of the key roles of class monitors was to facilitate the collection of data for the Student Learning Index (SLI). The SLI data collection process was often cited as challenging, but class monitors were able to ensure a 92% completion rate, significantly higher than the previous average of 75%. This allowed faculty to gain more accurate insights into student learning needs and adapt their teaching accordingly.

B. Student-Driven Feedback Loop:

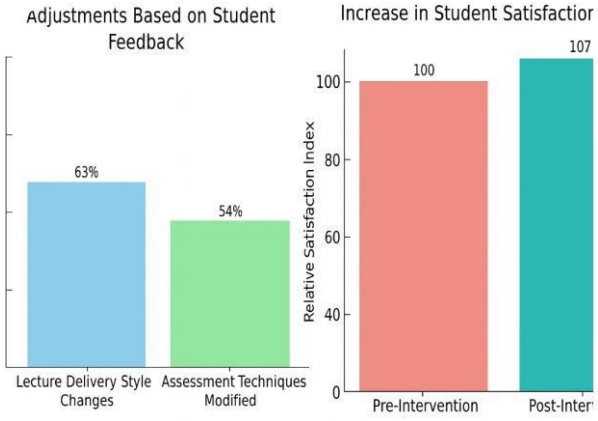

Fig. 6. Representation of data

1. Left chart**:** Shows the percentage of faculty who changed their lecture style or assessment techniques based on student feedback.
2. Right chart: Shows the 7% improvement in student satisfaction with assessments after the intervention.

The continuous feedback loop established through class monitors led to increased responsiveness from faculty. A regression analysis showed that a 10% increase in student feedback participation led to a 4% improvement in teaching effectiveness as perceived by students, further emphasizing the importance of feedback mechanisms in driving educational improvement

TABLE I
CLASS MONITORS VS OTHER MENTORSHIP MODELS

Comparison riter ia	Class Monitor Model	Peer Mentoring	Near-Peer Mentoring	Faculty entori ng	E-Mentoring / Online Mentoring	Peer-Assisted Learning (SI)
Who acts as ment or	Student from the same class	Same-level or senior student	Senior student 1–2 years ahead	Faculty membe r	Mentor on digital platform	Trained peer session leader
Main purp ose	Daily coordinatio n, communica tion & issue reporting	Adjustme nt, confiden ce, study help	Smooth academic transition	Acade mic/ca reer guidan ce	Flexible support anytime	Improve grades & concepts
Com mon activ ities	Attendance tracking, announcem ents, collecting feedback, passing issues to faculty	Study help, orientatio n, emotiona l support	Lab guidance, role modellin g, schedule d support	Advisi ng, researc h supervi sion, review s	Chat/vide o mentorin g, reminder s	Week ly study sessio ns, exam prep
Majo r stren gths	Fast communica tion, low cost, relatable to all; immediate issue capture	Builds belongin g; relatable mentors	Balanced expertise + relatabilit y	Deep subject experti se and authori ty	Scales well; accessibl e remotely	Direct effect on academic performan ce
Com mon limit ation s	Quality varies with monitor; limited authority	Tutors may lack depth; inconsist ent quality	Needs coordinat ion and training	Not scalabl e; limited faculty time	Less personal if poorly engaged	Needs trained leaders; scheduli ng issues
Skill s requi red	Communic ation, recordkeeping, conflict sensitivity	Listening , empathy, confident iality	Teaching basics, guidance skills	Mentor ing, cultura l sensiti vity	Digital communi cation & privacy	Facilitatio n, pedagogy basics
Cost and scale	Very low cost; one per class	Low cost; scalable	Low–medium cost	High cost due to faculty time	Medium cost (platform + training)	Low–medium cost
Effec t on diver sity & inclu sion	Helps surface issues early; improves class-level equity	Supports underrepr esented groups socially	Reduces transition barriers	Deep suppor t for comple x issues	Reach diverse students remotely	Helps weaker students catch up
Ideal usecases	Daily admin, quick feedback loops, attendance & coordinatio n	Social support, first-year adjustme nt	Large classes, foundatio n courses	Career & researc h mentor ing	Distance learning, blended modes	High-fail or concept-heavy courses
Evid ence stren gth	Moderate (your surveys & data show benefits)	Good (widely studied)	Strong for transition support	Strong for longterm outco mes	Growing evidence	Strong impact on grades

C. Parental Engagement:

i. Parental Feedback:

Parents were highly appreciative of the role class monitors played in keeping them informed of their child's progress.

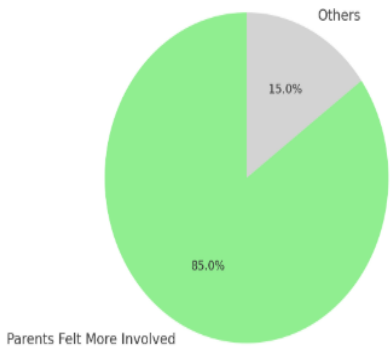

Fig.7. Parents Perception

Parental feedback indicated that 85% of parents felt more involved in their child's academic journey due to regular updates provided by class monitors, including attendance and performance reports.

Fig.7. Chart showing that 85% of parents felt more involved in their child's academics due to updates from class monitors, while 15% did not report such involvement.

A. Discussion:

The findings of this study show why the work of class monitors matters, beyond the numerical improvements seen in the data. The positive changes in academic and non-academic areas suggest that monitor-led support does more than assist with routine tasks—it actively shapes the learning environment. When class monitors stepped in to address concerns, students experienced quicker responses, clearer communication, and better access to help, which together strengthened classroom functioning. Their involvement in diversity-related issues is especially important. The monitors were often the first to notice when students felt excluded or were struggling quietly. By responding early and guiding students toward solutions, they helped create a classroom atmosphere where differences were respected and conflicts were resolved before they grew. This shows that peer-led mediation can play a meaningful role in maintaining an inclusive and emotionally safe learning space. The feedback loop created by the monitors also reveals why their role is valuable for teaching improvement. Faculty benefited from insights that they would not have gathered as easily on their own—such as how students perceived certain lessons, which assessments felt difficult, or where teaching methods were unclear. Because the feedback came from a peer that students trusted, it was more open and honest, helping teachers adjust their techniques in ways that directly supported student engagement. At the institutional level, the results highlight that class monitors act as quiet but influential connectors. Their mediation helps communication move smoothly across students, faculty, and administrative units, which contributes to faster problem-solving and more responsive academic planning. This reveals that monitor-led mediation is not just a support system for students—it is also an important mechanism

that strengthens the institution's ability to adapt, improve, and manage diversity effectively.

B. Response:

In this study, diversity was examined mainly from three perspectives: academic**,** cultural, and socio-economic. Academic diversity included differences in learning pace, subject understanding, and overall academic preparedness among students. Cultural diversity referred to variations in language, regional background, and communication styles. Socio-economic diversity was considered in terms of students' access to resources, levels of parental support, and their general learning conditions. To strengthen the analysis, the student group included participants from different departments**,** years of study**,** and gender groups**.** This distribution helped us understand how class monitors supported students with varied needs and ensured that the findings represented a broad range of classroom experiences. These details clarify the type of diversity addressed in the study and highlight how class monitors played a role in responding to these differences effectively.

C. Outcomes:

The outcome of the paper is to provide a platform for class monitors. The role of class monitors in engineering education system is defined clearly and effectively.

D. Novelty:

The novelty of this model lies in its structured approach, where the role of the class monitor is organized into clear phases that guide communication, monitoring, and action. What makes it unique is the direct connection between classroom feedback and the handling of diversity-related issues. By combining regular feedback collection with early identification of interpersonal or inclusion concerns, the model creates a new way to manage classroom dynamics and support students more effectively.

CONCLUSION

This study shows that class monitors play an important role in creating a supportive and well-organized learning environment. They help connect students and faculty, ensure concerns are communicated on time, and assist in resolving academic and interpersonal issues. The feedback gathered also indicates that their involvement helps teachers improve teaching practices through timely and accurate information.

The study contributes to the understanding of how class monitors strengthen engagement, improve communication, and support inclusive classroom practices. Their presence helps the department run more smoothly and encourages a more active and collaborative learning atmosphere.

Future Scope:

Future work should focus on developing a clear structure for the class monitor system, offering proper training, and creating a dedicated platform to support their responsibilities. Strengthening these areas can make class monitors an even more effective part of higher education settings.

Implications and Recommendations:

The results of this study suggest several important implications for educational policy and practice:

1. *Formalization of Roles* – Institutions should establish a clearly defined framework for class monitor responsibilities, ensuring consistency and accountability across courses and departments.
2. *Training and Capacity Building* – Providing structured training in communication skills, diversity sensitivity, and conflict resolution can empower class monitors to perform their role more effectively.
3. *Integration into Feedback Systems* – Class monitors should be embedded into official institutional feedback mechanisms, enabling more accurate and timely insights into student needs.
4. *Periodic Review and Evaluation* **–** Regular assessment of class monitor activities, with input from faculty and students, will help refine their contribution and maximize impact.
5. *Scalable Implementation* – The successful outcomes observed in this study can serve as a model for scaling the class monitor system to other departments or institutions seeking to enhance engagement and teaching effectiveness.

By adopting these recommendations, educational institutions can leverage the class monitor role as a strategic asset in

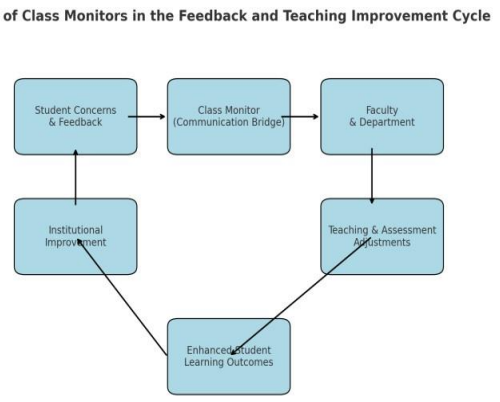

Fig. 8. Flow diagram

achieving continuous improvement and fostering an environment that is responsive, inclusive, and academically enriching.

Fig. 8. Flow diagram showing how class monitors facilitate the feedback and teaching improvement cycle, linking students, faculty, and institutional outcomes in a continuous loop.

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