

Post-pandemic, re-engaging students in the large lecture class: help for worn-down instructors

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What happened?

- Frustrations post-remote:
 1. Managing systems: consideration for extenuating circumstances and disability accommodations (QSAS)
 2. Student demands for PPT, notes and videos
 3. Declining attendance
- Enter: Yunyi Chen, Educational Developer, Centre for Teaching & Learning (CTL)



Tricks of the Trade

1. Post-pandemic: How much is too much?
Rethink small stakes assessments

SOCY210: Introduction to social research methods (Fall 2019)

Component	Percentage	Due Date
Midterm exam (1 hour)	25	3 October
Assignment (10 pages)	35	4 November at 10:00 AM
Final exam (3 hours)	40	Exam schedule December
Total	100	

Total =3

SOCY210: Introduction to social research methods (Fall 2021)

Component	Weight	Due Date
Weekly Quiz	10%	Opens Mondays at 8 AM Kingston (ET) Closes Friday at 6 PM Kingston (ET)
Tutorials	5%	weekly
Formative Assignments	5% each (=25% total)	1) Friday 24 September at 6 PM 2) Friday 8 October at 6 PM 3) Friday 29 October at 6 PM 4) Friday 12 November at 6 PM 5) Friday 26 November at 6 PM
Summative Assignment (Research Proposal)	25%	Friday 3 December at 6 PM
Final Exam	35%	During December exam period. Exam is 3 hours long, completed onQ (Quiz function)
Total	100%	

Total =19

× 5 = 95



2. Use onQ strategically:
Support rather than parallel virtual reality



"Thank you for enrolling in a Health Sciences course! This course is offered in the onQ virtual learning environment."

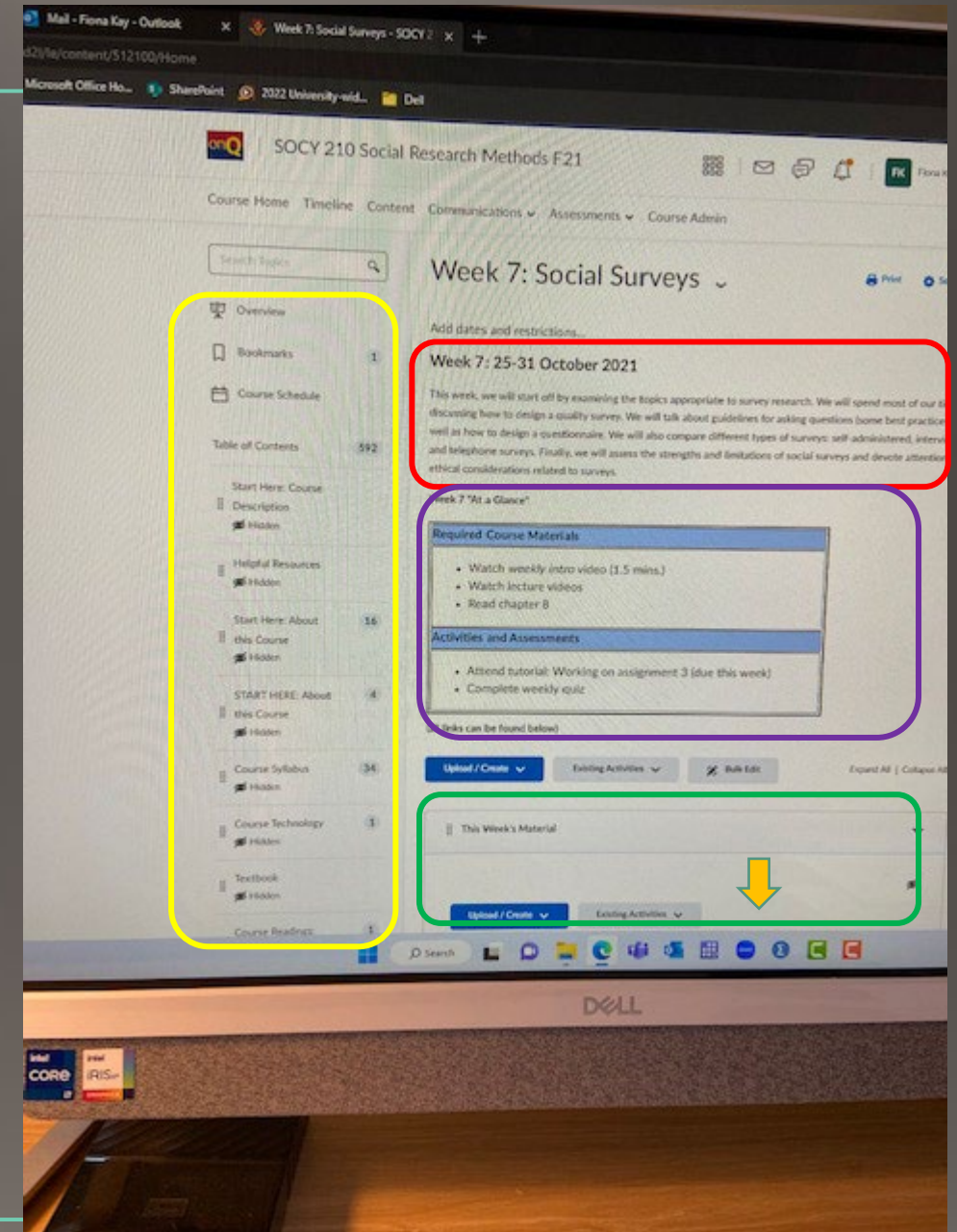


Learning Platform onQ

During remote teaching

Week by week modules

+ features: calendar reminders
+ timetable + posted syllabus



#1

Directory:

#2

Content:

Start here: Course description
 Course readings
 Assignment

Syllabus
 University policies

QSAS
 accommodation
 information

~~Gone are the weekly modules!~~

Helpful Resources

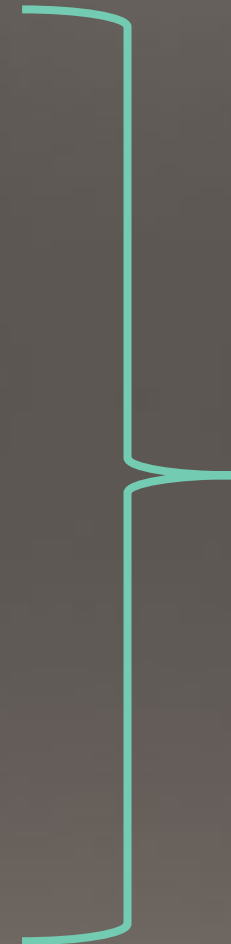
Notetaking
 Study tips
 Library resources
 Queen's student support

Advertising

What I do now:
 Simplify!



Content on Q



Add dates and restrictions... 

I have posted some links below to help anyone who needs a little support on: remote learning, using the library, time management, learning the craft of taking good notes, or how to study effectively.

Dr. K's Curated List of Links

Online/Remote Learning Help

- [How Online Works](#)
- [How to study when courses are online or remote by Dr. K](#)
- [HOW TO AVOID TECHNICAL MISHAPS Dr. K](#)

Motivation & procrastination

- [SASS: Motivation and Procrastination](#)
- [QUOTES.pdf \(a collection of quotes for distraction & motivation\)](#)
- [PARIS NOV 2022 VLOG K \(a 12 min. video of Paris to offer inspiration\)](#)

Note-taking & Studying

- [I missed class -- What should I do? \(by Dr. K\)](#)
- [The benefits of hand-writing notes!](#)
- [Why cursive writing may have benefits! \(I know... I love typing on my laptop too...but read on...\)](#)
- [7 tips on how to take better notes](#)
- [How to take good lecture notes PART 1: Basics to get you on track by Dr. K](#)
- [How to take good lecture notes PART 2: Models for success by Dr. K](#)
- [How to take good lecture notes PART 3: A student sample from Dr K](#)
- [How to survive giant lecture classes \(Macleans Magazine 2022\)](#)
- [Why Participation Matters](#)
- [How to read and evaluate research articles by Dr K](#)
- [3 ways to study better according to cognitive research \(Tip: space it out...don't spend 5 hours on one topic!\)](#)
- [How to study for a final exam by Dr. K](#)
- [How to study for an exam using a study page by Dr. K](#)
- [STUDY GUIDE Generic by Dr. K.pdf](#)

Improve your Writing

- [Improve your Writing \(SASS - Student Academic Success Services\)](#)
- [How to Write Well by Dr K: Grammar Mysteries Revealed](#)
- [How to land an A on your first essay at university \(Macleans Magazine 2022\)](#)

Study Skills

- Time Management Tips
 - Queen's SASS
 - University Success: Managing Your Time
 - Top Time Management Tips for Students
 - Manage Your Time
 - How to study during a pandemic by Dr. K
- Studying for Exams

Grading Rubrics & Teaching Philosophy

- How to unravel the mystery of grading rubrics by Dr. K
- Teaching Philosophy and Goals Dr. K

Communication

- How to email your professor or teaching assistant: Quick Tips
- How to email your professor: Examples
- Finding a professor to write a reference letter for you (Advice from Dr. K)

Other Helpful Resources!

- Information on Extensions and Academic Advising
- Great little books to help you to succeed at university recommended by Dr. K
- SASS Student Academic Success Services
- Learning Support
- Mentor Program

Queen's Student Support

- Health & Wellness
- Inclusive Queen's
- Academic Advising
- Accessibility Hub
- Queen's Student Accessibility Services
- Student Wellness Services
- Counselling Services
- Four Directions Indigenous Student Centre
- Positive Space
- COVID-19 LGBTQ+ Resources and Supports
- Ban Righ Foundation for Continuing Education for Women

Getting a Job: Transition from degree to labor market

3. Have a digital detox: Reclaim the classroom

Two tips:

1. Reduce PPT (use blanks, less content, turn off sometimes)
2. Explore Pecha-Kucha

4. HUMAN TRAFFICKING

WHAT IS THE DIFFERENCE BETWEEN HUMAN TRAFFICKING AND HUMAN SMUGGLING?

The United Nations defines human trafficking as *“the recruitment, transportation, transfer, harbouring, or receipt of persons by improper means (such as force, abduction, fraud or coercion), for an improper purpose including forced labor or sexual exploitation.”*

On the other hand, the definition of human smuggling according to U.S. Immigration and Customs Enforcement (ICE) is the *“provision of a service - typically transportation or fraudulent documents - to an individual who voluntarily seeks to gain illegal entry into a foreign country.”*



Urban Gangs & Structural Disadvantage

Outline

- ① Theories of structural disadvantage
- ② Gangs
- ③ Gender and Gangs

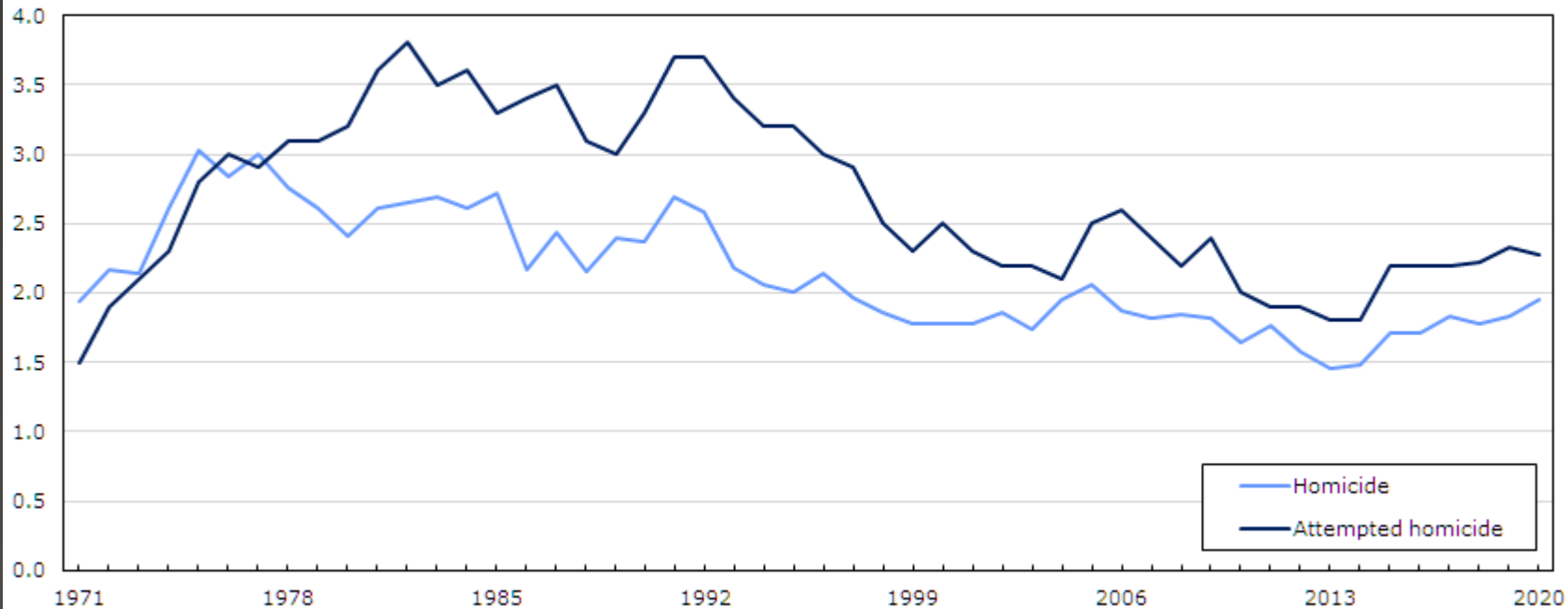


- Historical changes to sexual assault law
 - Purpose
 - Amendments
 - Emerging issues



Chart 1
Homicides and attempted homicides, Canada, 1971 to 2020

rate per 100,000 population



Note: Additional data are available on Statistics Canada's online table 35-10-0177-01. Populations are based upon July 1st, 2020 estimates from Statistics Canada, Centre for Demography. Excludes 329 victims killed in the Air India incident that occurred in 1985.

Source: Statistics Canada, Canadian Centre for Justice and Community Safety Statistics, Homicide Survey and the Uniform Crime Reporting Survey.





4. Align learning outcomes with assessments

LEARNING OUTCOMES

Upon successful completion of this course students will be able to:

1. *describe* how crime is currently measured and the extent and distribution of criminal behavior according to these measures.
2. *identify gender variations* across various forms of data.
3. *demonstrate a working knowledge* of the key sociological theories of gender differences in the nature and occurrence of crime.
4. *apply* the conceptual tools of key sociological theories to selected case studies and empirical research studies.
5. *critically evaluate* concrete policy responses to crime with attention to the gendered variations in criminal offending and victimization.

EVALUATION:

Test consists of short-answer and multiple-choice questions. The test takes place in our regularly scheduled lecture hall. (This assessment helps you meet learning outcomes 1, 2 and 3)

The essay assignment consists of a 10-page (double-spaced) paper. The essay offers students an opportunity to apply what we are learning about gender and crime to programs and policy interventions. Details regarding the essay are posted onQ in the module, Assignments. (This assignment helps you to satisfy learning outcomes 3, 4 and 5)

The final exam is cumulative (covers the full semester) and consists of variety of question styles: multiple-choice, fill-in-the-blank (with a list provided), and short-answer questions. The final exam will be scheduled by the Exams Office for the April exam period. (This assessment helps you meet learning outcomes 1 through 5).

5. Be purposeful with grading rubrics



SOCY389 – Evaluation Rubric for Essays (100 marks)			Name:	Student number:
Section	Score	Points	Criteria	
I			10	Clear statement of research problem. The introduction precisely describes the target group for the proposed (or revised) program and the location. The introduction offers a clear theoretical rationale for this program as well as stating the goals for the program and how the program will operate (in brief).
II			20	The general topic is well researched and makes effective use of scholarly sources to place the problem in context. Information is provided regarding similar programs and evaluation of their successes and failures. This section should draw on <u>at least</u> 10 academic sources (e.g., books and refereed journal articles). Student may also cite government publications or websites from existing programs. However, blogs, YouTube videos and social media should <u>not</u> be relied upon as reliable sources of information. The new (or revised) program should be pitched in a persuasive and reasonable tone but not 'oversold.'
III			20	Student demonstrates a sophisticated understanding of sociological theory and/or concepts and how these will inform the program. Concepts selected are highly relevant, clearly defined, and used correctly. Course readings and additional sources are integrated in a way that explains or provides a knowledge base for the program's implementation.
IV			20	Student clearly details the program's day-to-day operations in concrete terms. Depending on the program, student will discuss referral and outreach (how clients are located and recruited), eligibility requirements for entry to program, site location and facilities, duration of program, daily activities involved in the program, and the involvement of any additional organizations. This section is well structured (i.e., very systematic).
V			10	This section briefly states in clear terms the measurable program outcomes (e.g., decrease of unemployment rate, increase of graduation rate, decrease of self-reported offending, decreased crime rate in official police data, enhanced self-esteem, reduced levels of addiction) of the program. There may be one main goal, however, at least 4 concrete outcomes are specified that can be assessed during and/or at the end of the program.
VI			10	Student clearly describes a strategy to measure performance or program results. This might include short surveys, interviews, focus groups, employer evaluations, self- or peer-assessments, tracking of official data, or use of an external auditor. Student offers a summary of the program proposal and a final pitch for its financial support from the agency.
VII			10	Assignment references <u>at least</u> 10 sources <u>in addition to course readings</u> . All sources are credited with in-text citations and documented in the reference list. A.S.A. formatting of reference list is carefully executed. Single-spacing of the reference list is acceptable provided there is a space between each source. Reference list is alphabetized. References are complete. Sources cited in-text are included in reference list and no sources in reference list are without in-text citation. Formatting of direct quotes is done properly in the assignment. Appropriate subtitles are used to define each section of the assignment (These are specified in the assignment). The essay has been carefully proofread. There are no (or minimal) spelling or grammar errors. Assignment includes page numbers starting after cover page. There is a cover page with complete information as per the assignment instructions.
				Any late marks
				Note: There is a one-day grace period. Late penalty is 5% per day, including weekend days.
				Total
				100



Dimension	Excellent (8-10/10)	Competent (6-7/10)	Needs Work (< 6/10)
Use of Evidence	Student uses various sources of evidence that extend beyond course readings (e.g., government statistics, newspaper quotes, criminology journal articles, books, etc.) to provide strong support for claims advanced.	Student uses some evidence that goes beyond course readings (e.g., government statistics, newspaper quotes, criminology journal articles, books, etc.) to provide moderate support for claims advanced.	Student asserts claims based solely on course readings without reference to outside academic research studies, government reports, or other evidence. Research effort is limited. Student might uncritically use studies and reports.
/20	All sources selected are credible and are cited properly. Bibliography is complete.	Most sources selected are credible. Some sources are not cited properly or are missing from the bibliography.	There is a lack of attention to the credibility/quality of evidence consulted. Several sources are not cited properly. Sources are missing from the bibliography.
Analysis & Description	Well-developed discussion of ideas and several relevant extensions to criminological concepts and theory are explored.	Moderate discussion of ideas and some relevant extensions to criminological concepts and theory are explored.	Limited discussion of ideas and few or no relevant extensions to criminological concepts and theory are explored.
/30			
Writing & Organization	Essay is coherently organized with a clear thesis. Essay has a purposive development, rich with illustrative examples. Smooth transitions.	Essay is organized with a stated thesis. Essay has good development, with some illustrative examples. Adequate transitions.	Essay has a focus but muddled development. Essay has inconstancy in reasoning or lacks illustrative examples. Poor transitions.
	Terminology is well defined. Writing is clear and concise.	Terminology is defined briefly. Writing is mostly clear.	Terminology is either not defined or poorly defined. Writing is wordy and/or unclear in passages.
/10	ASA citation and reference formatting guidelines are followed with attention to detail.	ASA citation and reference formatting guidelines are followed with a few minor errors or omissions.	ASA citation and reference formatting guidelines are not followed consistently and there are several omissions.
/100			

6. Foster engagement in the lecture hall
(in a digital world of distraction)



3 easy tips:

1. compare notes, pause 3 minutes, and question
2. Flip the script: help prepare students for tests with in-class exercises
3. What questions do you have? (not: Do you have any questions?)



7. OnQ anonymous survey:
Feedback that makes a difference
while students are in the class

Anonymous survey

Changes **THIS** term:

- Review some readings in class (beyond key questions)
- Going too fast at times (**raise hand in class**)
- Essay requirements review and direction **next week**
 - Help with research strategies: choosing topic, finding supportive materials
 - Writing: citing and how to improve writing

I don't know where to begin and I am scared to ask for help.

I am struggling with finding a suitable research topic that interests me for my essay

Lots of very simple, straight forward instructions. Tell us exactly what you want to see so we are able to deliver!

I need help with grammar. Often I get marks deducted for poor grammar.

Writing a good thesis and organizing thoughts

Anonymous survey

Cannot change syllabus (assessments, % weight, topics or readings) while in progress

Changes NEXT year:

- BONUS POINTS: Community videos with challenge Q as bonus (3-5% bonus), complete 5-6/12.
- Textbook [no comments] – replace?
- Verbal presentation (5-10 minutes)? (video or audio post on Q)
- More international research (less emphasis western scholars) and greater attention to diversity generally (e.g., Korea, Brazil, South Africa, Thailand. Introduce a comparative criminology course.)

Anonymous survey...

To continue: (students like these aspects of the course)

- ✓ Questions on readings (to focus) – especially research articles
- ✓ Connections in class to readings (links or overlap)
- ✓ Stories / examples to ground theory/concepts
- ✓ Posting PPT (& as PDFs) & documents post on Q
- ✓ Interaction: discussions & questions during class

To continue (but a few folks said they are not fans):

- ✓ Minimalist slides (or none)

Why?

Anonymous survey

No one asked but...

I want to put in a plug for our TA team
You can see Sidra and Jayzer ...

- Discuss essay – how to research programs and library resources
- Show your TA an essay outline and seek feedback
- Help with ASA citation format
- Advice on how to take lecture notes
- Advice on how to manage readings & what to pull out
- Exam study tips (preparation)
- Strategies for writing short answer questions in exams
- How to plan and write an essay in an exam setting
- How to manage procrastination; how to get motivated
- Time organization
- Just say hi to someone and talk about the course

Quick fixes:

Drop in!

1. Degree program advising:

- Ms. Michelle Underhill: ugsocy@queensu.ca
 - Mackintosh-Corry Hall, D431 (Main Sociology office)
- Dr. Thomas Abrams, Undergraduate Program Chair: thomas.abrams@queensu.ca



2. Arts & Science Advising:

[Student Services | Queen's University Faculty of Arts and Science \(queensu.ca\)](http://queensu.ca)



3. SASS: (appointments, events, learn online)

[Student Academic Success Services | Queen's University \(queensu.ca\)](http://queensu.ca)



4. Professors & Teaching Assistants: Visit during office hours



8. Scaffold assignments & feedforward

9. Encourage collaborative learning
(even when you honestly hate group work)

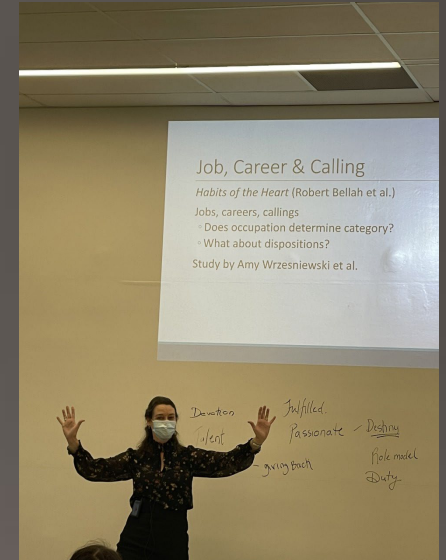
Next plan: skill-based learning in small groups with project delivery.

10. Authenticity

Students want:
High standards
Clear expectations
Fairness

Solid content & enthusiasm will carry you far.

Deal with issues head-on in class

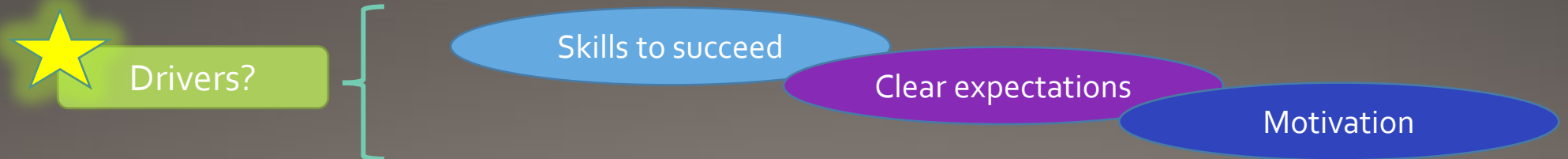


Conclusion: my original frustrations?

- Still there. It's a bigger issue that my courses.
- But I have most students on board.
- And I've raised the bar:
 - Students have a better awareness of their responsibilities.
 - Course has greater academic integrity and fair standards.



Element	2022	2023
Attendance	50% (40 low - 60 high)	80% (70 low - 95 high)
Extensions on assignments (QSAS, Considerations) [not including late assignments with penalty]	100%	30%
Deferred tests	20%	4%



Dedication

Yunyi Chen, Educational Developer
Centre for Teaching and Learning
Queen's University



Thank you