

# Helping Students be Heard: Make Large Active Learning Spaces Smaller by Leveraging Technology Tools

Cynthia M. Pruss, PhD

Department of Pathology and Molecular Medicine

B.1 Showcase of Teaching and Learning

May 2, 2024





Kings Canyon National Park, California, USA



• Kings Canyon National Park, California, USA



Find the time and energy to  
create an active learning  
space where everyone can  
ask, listen, reflect, reach out  
and be heard.

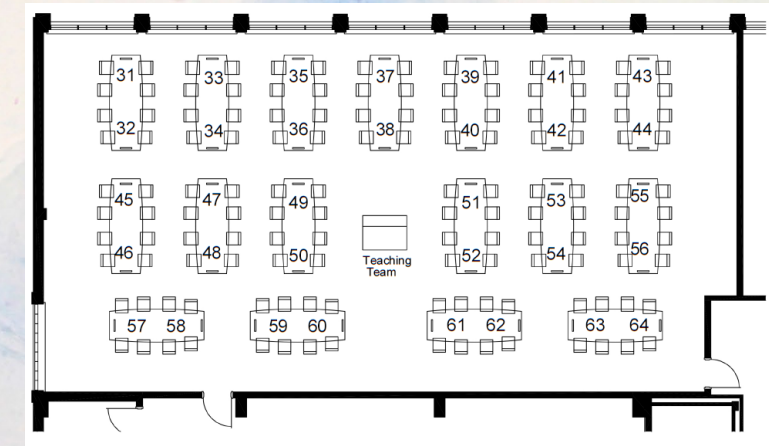
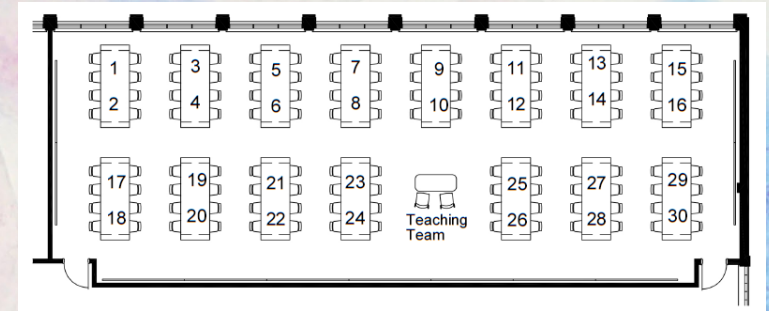
# Use Technology Tools to Connect the Class

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# PATH 120: Understanding Human Disease in the 21<sup>st</sup> Century

**Blended flipped  
classroom with weekly  
active learning sessions**



Active Learning  
to Build  
Community

Clicker Quizzes

Group Work  
Contribution  
Questions

Feedback Fruits  
Peer Reviewing

OnQ Class  
Progress

MS Teams for  
Teaching Team  
Coordination

Check In and  
Review

# Group Composition Setup and Rebalancing

- Randomly assign first groups.
- Allow students the option to “not work” with other specific students.
- Initial and Midterm Surveys via Qualtrics or a Qlicker quiz to get a .csv file
- Midterm survey allows group rebalancing and fixes small groups due to students dropping the course
- Have your students SELF ENROLL in a new set of groups to keep grades and feedback from previous assessments.
  - Update the new groups in minutes with the help of the class

Active Learning  
to Build  
Community

Qlicker Quizzes

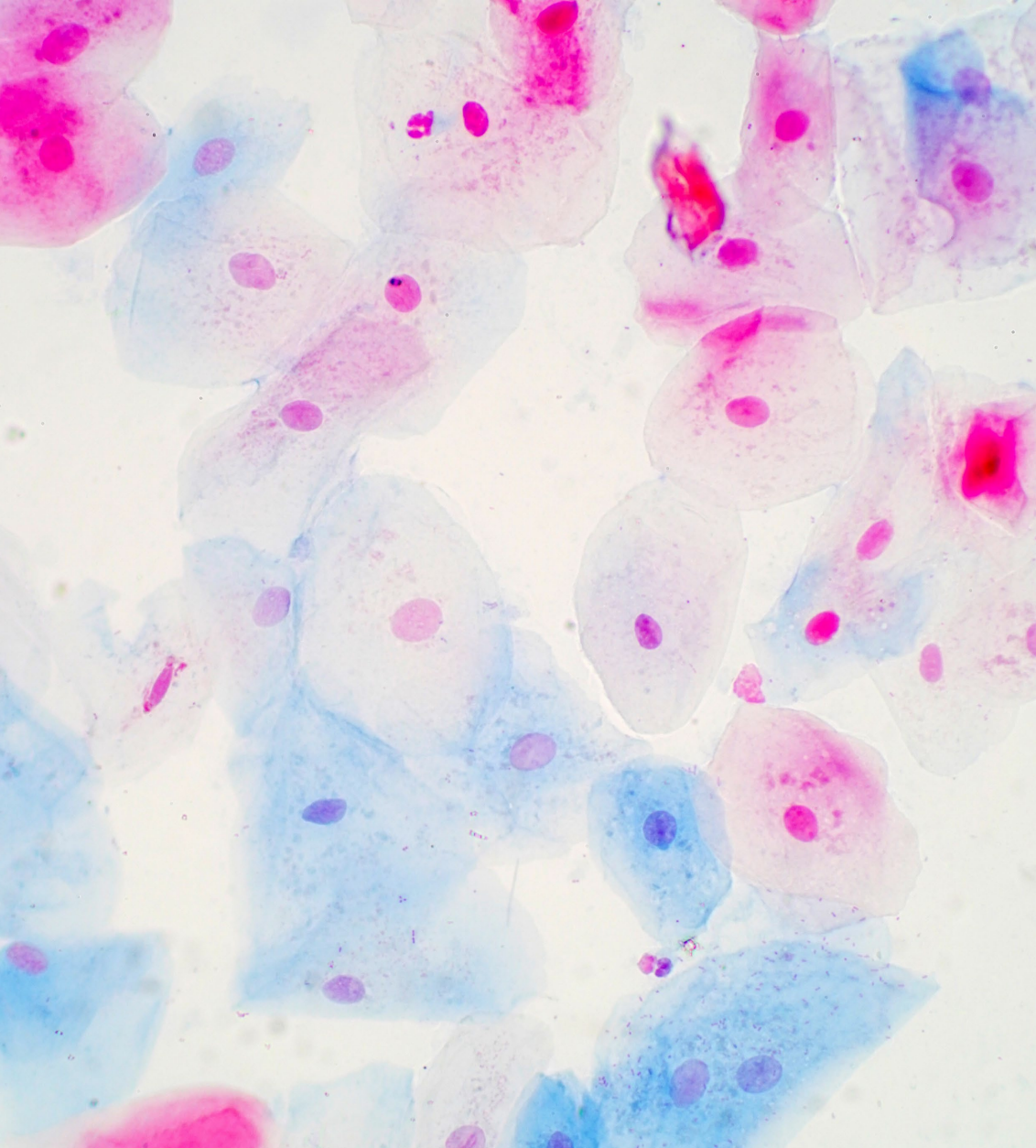
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## Ideas to make the start of class a meaningful transition time

- Share Queen's and Kingston community events
- Resources to help academic and life journeys
- Recap of last class – update or clarification
- Check in with quizzes and questions

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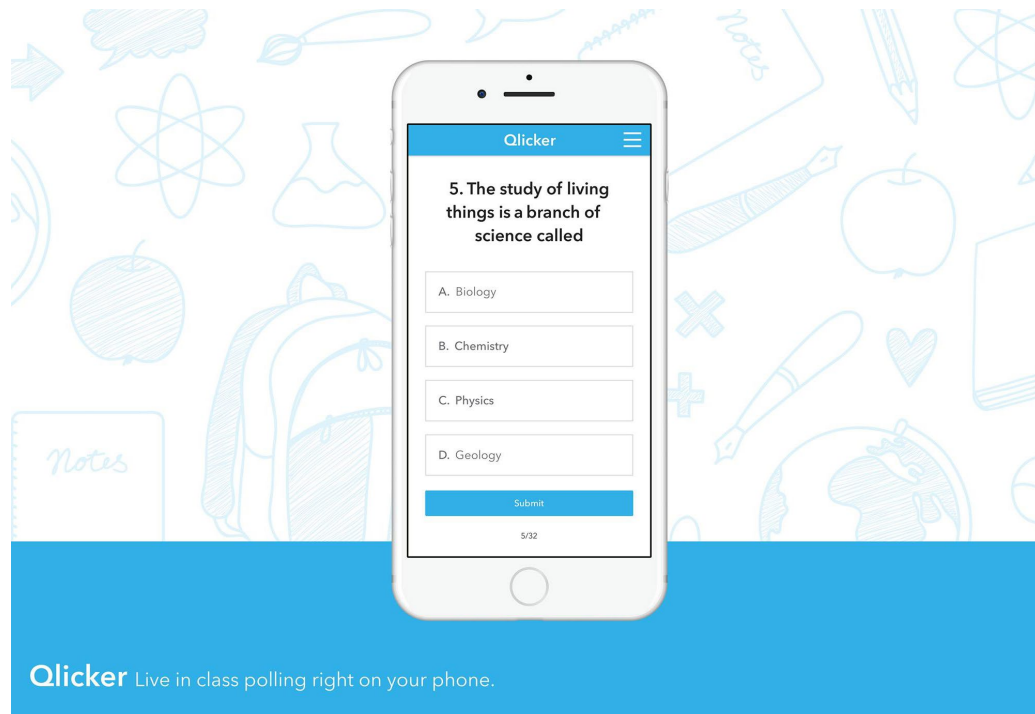
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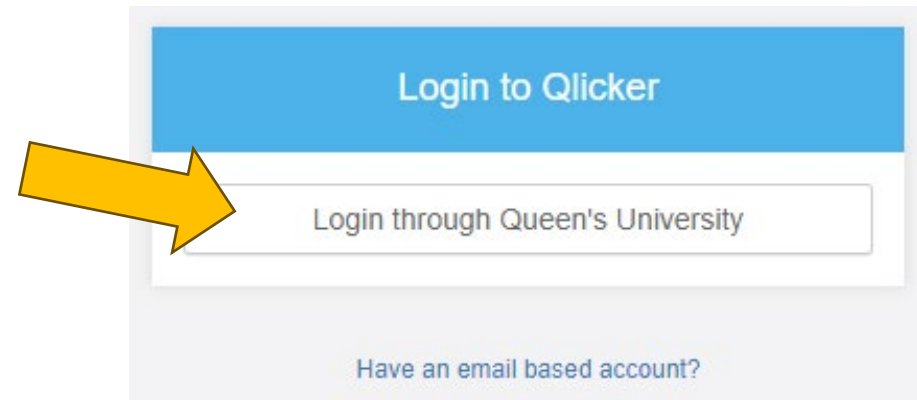
Check In and  
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# Qlicker: A free tool for checking in and checking up



<https://qlicker.queensu.ca/>



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**Qlicker Quizzes**

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2.

How do you feel about these quizzes?

# Responses: 126/128

## How do you feel about these quizzes?

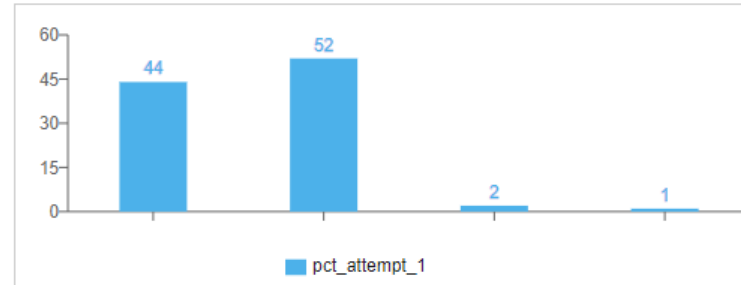
**A.** These are great, glad you are ✓  
checking in with us.

**B.** I don't mind them.

**C.** These are annoying.

**D.** Please stop with the quizzes.

Toggle list of responses



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Number of students in session: 145

Grade the session

Re-calculate grades

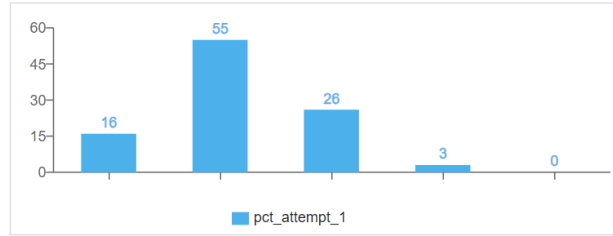
Export as .csv

Last name, first name	Email	Grade	Participation	Q1 response	Q1 points	Q2 response	Q2 points	Q3 response	Q3 points
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## How are you feeling today?

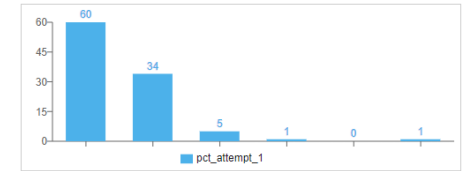
# Responses: 186/188

- A. Excellent
- B. Good ✓
- C. Okay
- D. Not well
- E. The worst



## How is your group working together?

- A. Excellent ✓
- B. Good
- C. Okay
- D. Not Well
- E. The Worst
- F. New group members, we will see!



Active Learning to Build Community

**Qlicker Quizzes**

Group Work Contribution Questions

Feedback Fruits Peer Reviewing

OnQ Class Progress

MS Teams for Teaching Team Coordination

Check In and Review

Number of students in session: 145

Grade the session

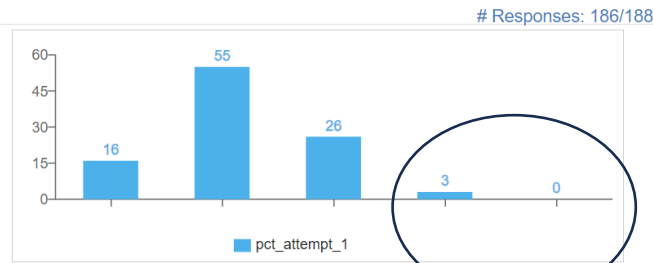
Re-calculate grades

Export as .csv

Last name, first name	Email	Grade	Participation	Q1 response	Q1 points	Q2 response	Q2 points	Q3 response	Q3 points
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How are you feeling today?

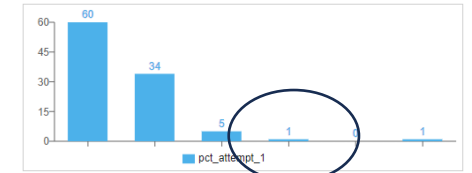
- A. Excellent
- B. Good ✓
- C. Okay
- D. Not well
- E. The worst



Sort and identify these students and send an email to check in with them.

How is your group working together?

- A. Excellent ✓
- B. Good
- C. Okay
- D. Not Well
- E. The Worst
- F. New group members, we will see!



Find the group and send an email to check in with them.

Active Learning to Build Community

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## Active Group Learning: Contribution Questions for team building

Ask group members to each list their contribution AND answer a short question

- Biggest concern about the course
- Quick content-related survey
- Healthy lifestyle choices
- Dinosaurs are very popular (with me)

Gives the groups something to connect  
with each other

Something to discuss the following week  
as an ice breaker

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# PATH 120 W24's Favorite Dinosaurs:

Brachiosaurus

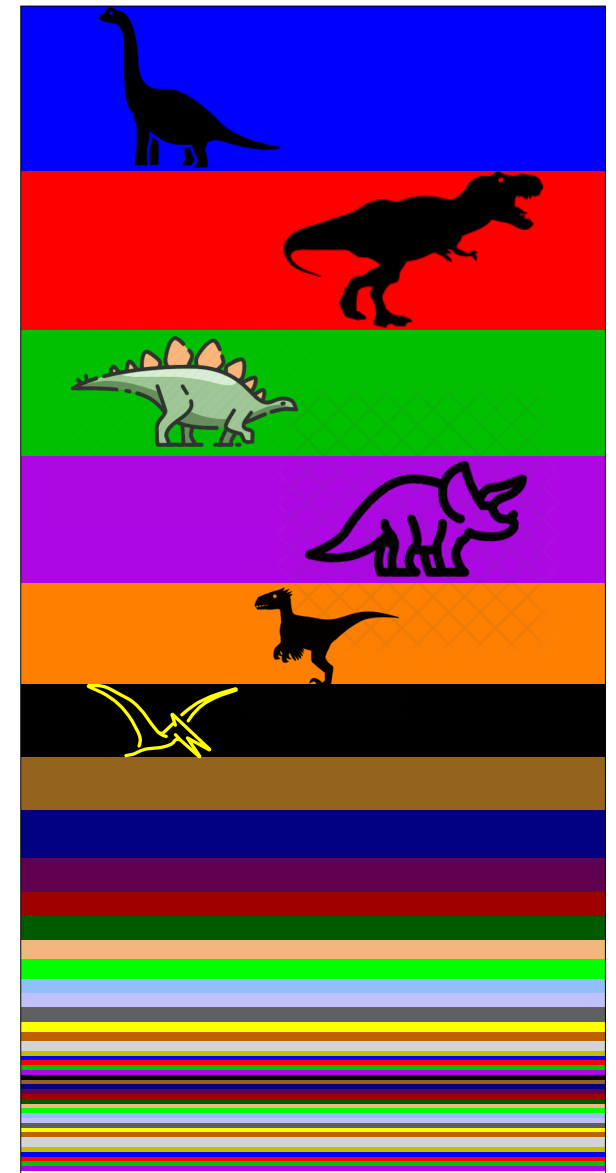
Tyrannosaurus Rex

Stegosaurus

Triceratops

Velociraptor

Pterodactyl



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FeedbackFruits

# Peer Reviewing Activities enhance in-class interactions

## Group Projects: Presentations and Posters

- Review other groups' work: rubric and feedback
- Reflection on the overall process, rating reviewers
- Rubric evaluation and participation marks

## Group Member Peer Reviews

- Rubric comments
- Peer review grade
- Comments and reflections

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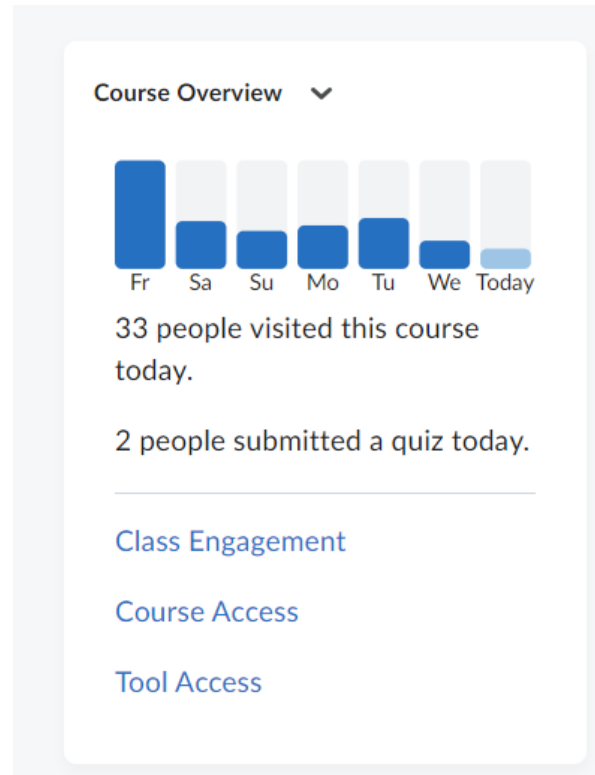
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# OnQ Course Overview Widget



Add it to your homepage:  
Class Engagement, Course Access, Tool Access

PATH 120 - Blended - W24

Course Home Content Timeline Modules Communications Assessments Course Admin

### Class Engagement

38 students haven't visited this course in the past 7 days

Grade Distribution

Email Class

Search Students...

<input type="checkbox"/>	Name	Current Grade	Last Visited	Discussion
<input type="checkbox"/>	[Redacted]	No grade	Course not accessed	0 Threads 0 Replies
<input type="checkbox"/>	TestPRUSSC, Test Student testUser_852218_1	▲ 10%	Course not accessed	0 Threads 0 Replies
<input type="checkbox"/>	[Redacted]	▲ 30%	23 days ago March 26, 2024	0 Threads 0 Replies
<input type="checkbox"/>	[Redacted]	◆ 62%	15 days ago April 03, 2024	0 Threads 0 Replies
<input type="checkbox"/>	[Redacted]	▲ 52%	14 days ago April 04, 2024	0 Threads 0 Replies
<input type="checkbox"/>	[Redacted]	◆ 61%	12 days ago April 06, 2024	0 Threads 0 Replies
<input type="checkbox"/>	[Redacted]	▲ 59%	12 days ago April 06, 2024	0 Threads 0 Replies

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# Class Progress (under Assessments)





















- Snapshot of your students' progress in content, assessments, grades, and access to the course and OnQ

## Class Progress

[Settings](#)[Help](#)

Filter to: All Users

[Use agents to automate feedback](#)

Name	Content Completed	Objectives	Logins	Grades
 Student, First NetID Student #	<div style="width: 48%;"><div style="width: 48%;"></div></div> 48 % Completed: 73 / 151	No objectives	 Logins: 76	
 Student, First NetID Student #	<div style="width: 42%;"><div style="width: 42%;"></div></div> 42 % Completed: 64 / 151	No objectives	 Logins: 30	
 Student, First NetID Student #	<div style="width: 31%;"><div style="width: 31%;"></div></div> 31 % Completed: 47 / 151	No objectives	 Logins: 70	
 Student, First NetID Student #	<div style="width: 36%;"><div style="width: 36%;"></div></div> 36 % Completed: 55 / 151	No objectives	 Logins: 55	
 Student, First NetID Student #	<div style="width: 40%;"><div style="width: 40%;"></div></div> 40 % Completed: 61 / 151	No objectives	 Logins: 24	
 Student, First NetID Student #	<div style="width: 31%;"><div style="width: 31%;"></div></div> 31 % Completed: 47 / 151	No objectives	 Logins: 78	
 Student, First NetID Student #	<div style="width: 48%;"><div style="width: 48%;"></div></div> 48 % Completed: 72 / 151	No objectives	 Logins: 74	
 Student, First NetID Student #	<div style="width: 30%;"><div style="width: 30%;"></div></div> 30 % Completed: 45 / 151	No objectives	 Logins: 55	

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# Individual Class Progress:

## PATH 120 - Blended - W24

2024 Winter

Summary

Grades

Objectives

Content

Discussions

Assignments

Quizzes

Checklist

Surveys

Course Access

Login History

System Access History

## Content

Topics Visited 62 / 151 Total Visits 359 Time Spent 11d 16h 27m 35s

42 % Completed: 64 / 151

Topics Visited: 62

Path 120 Week 13 W24 Final Exam Review SLIDES	1 visits	0d 0h 0m 19s	Last visited: Apr 14, 2024 3:01 PM
Module 5.2: Infectious Disease - The COVID-19 Pandemic and Population Health	23 visits	0d 22h 14m 47s	Last visited: Apr 14, 2024 2:39 PM
Module 5.1: Infectious Disease - Antibiotic Resistance	28 visits	1d 14h 4m 44s	Last visited: Apr 14, 2024 2:38 PM
Module 05.2: Companion Guide	1 visits	0d 0h 0m 9s	Last visited: Apr 12, 2024 1:17 AM
Trajectory Slides with Narration W24	2 visits	0d 0h 7m 40s	Last visited: Apr 12, 2024 12:59 AM
Module 2.2: Solid Tumours and Blood Cancers	33 visits	2d 12h 56m 39s	Last visited: Apr 11, 2024 1:26 PM
Module 01: Introduction to Pathology	40 visits	2d 4h 58m 10s	Last visited: Apr 11, 2024 1:22 PM
TBL Individual Assignment 4	7 visits	0d 0h 12m 31s	Last visited: Apr 11, 2024 1:11 PM

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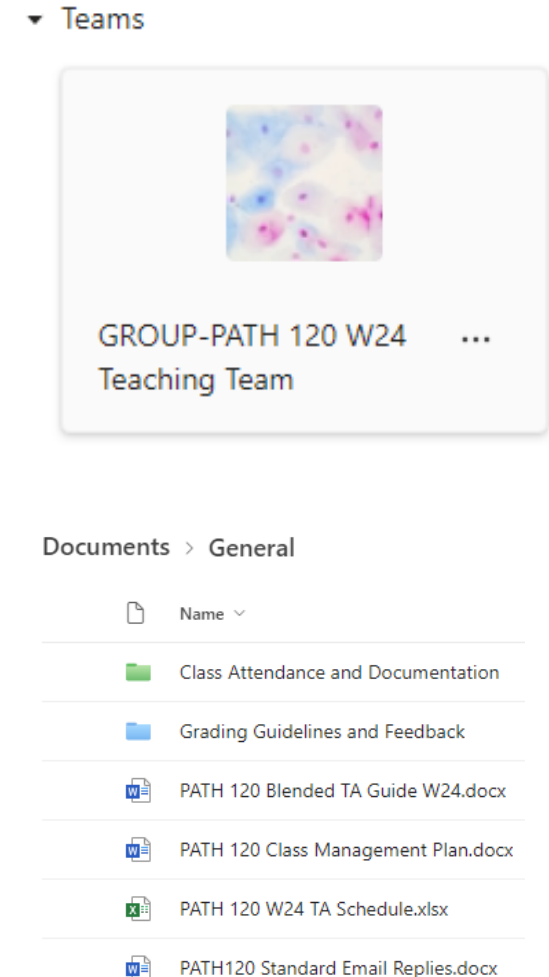
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# Using Microsoft Teams for Teaching Team Management

- Teaching Assistant Schedule for in-class and grading
- Teaching Assistant Guide for Roles and Responsibilities
- Standard Email Replies - Common Course Questions
- Grading Guidelines, Answer Keys, Common Mistakes, and Feedback Comments
- Class Attendance and Documentation
  - By assessment and by student
  - Academic considerations listed with affected dates/severity
  - Academic accommodation extensions with revised due dates
- Teams Chat for reminders, questions, answers, and discussion



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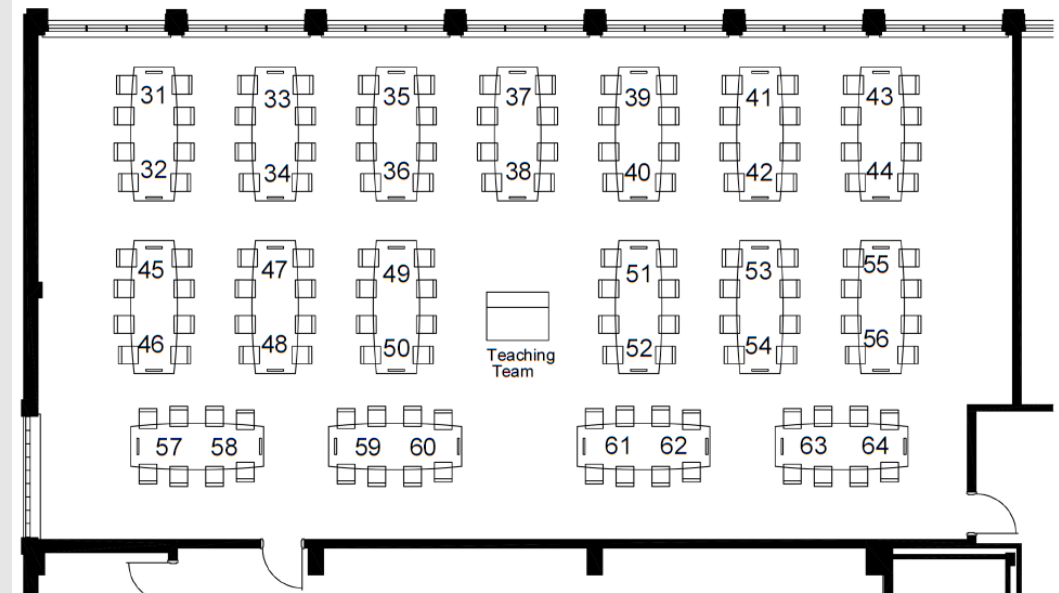
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# Create feedback loops with different avenues of communication

- Follow up with students early and often:
  - Academic considerations or QSAS related issues
  - Groups who have shaky attendance
  - Self-identified students who are having a rough time personally or in their group
  - Students asking for help or feedback in person, in OnQ, by survey, or by course email
- Follow up in person during class or outside class time
  - Check in during work time
  - Follow up with emails and invitations to meet in office hours

Leave time to circulate and interact with students.



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Create connections with and between students in multiple ways to let them be heard.





## Questions and Discussion

# **B.1 Helping Students be Heard: Make Large Active Learning Spaces Smaller by Leveraging Technology Tools**

*Cynthia Pruss, Pathology and Molecular Medicine*

Developing a warm inviting class experience while managing the practicalities of a large class size is a challenge. Queen's has large active learning classrooms for groups of 4-8 students. In PATH 120: Understanding Human Disease in the 21st Century, we attempt to deliver a small class experience in a large class format. PATH 120 has weekly two-hour sessions primarily for assessments, where students complete group work, share class presentations, and peer review using Feedback Fruits. The Qlicker app is used to poll for group dynamics and student wellness in addition to understanding of the material and a way to check in with the class. Teaching assistants work through MS Teams to collaborate on feedback and grading. OnQ resources are also leveraged to improve class management and identify struggling students for individual follow up. By making the most of active learning, we can help all our students thrive in this educational environment.