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

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B.1 Showcase of Teaching and Learning

May 2, 2024

Queen's University

Kings Canyon National Park, California, USA

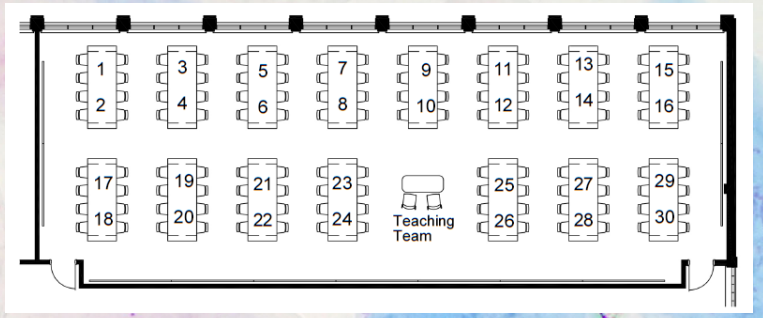
- Kings Canyon National Park, California, USA

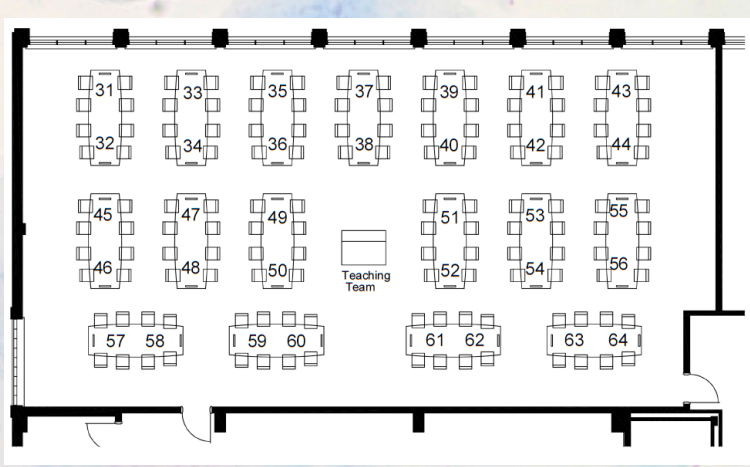
Find the time and energy to create an active learning space where everyone can ask, listen, reflect, reach out and be heard.

Use Technology Tools to Connect the Class

PATH 120: Understanding Human Disease in the 21st Century

Blended flipped classroom with weekly active learning sessions





Active Learning to Build Community

Qlicker Quizzes

Group Work Contribution Questions

Feedback Fruits Peer Reviewing

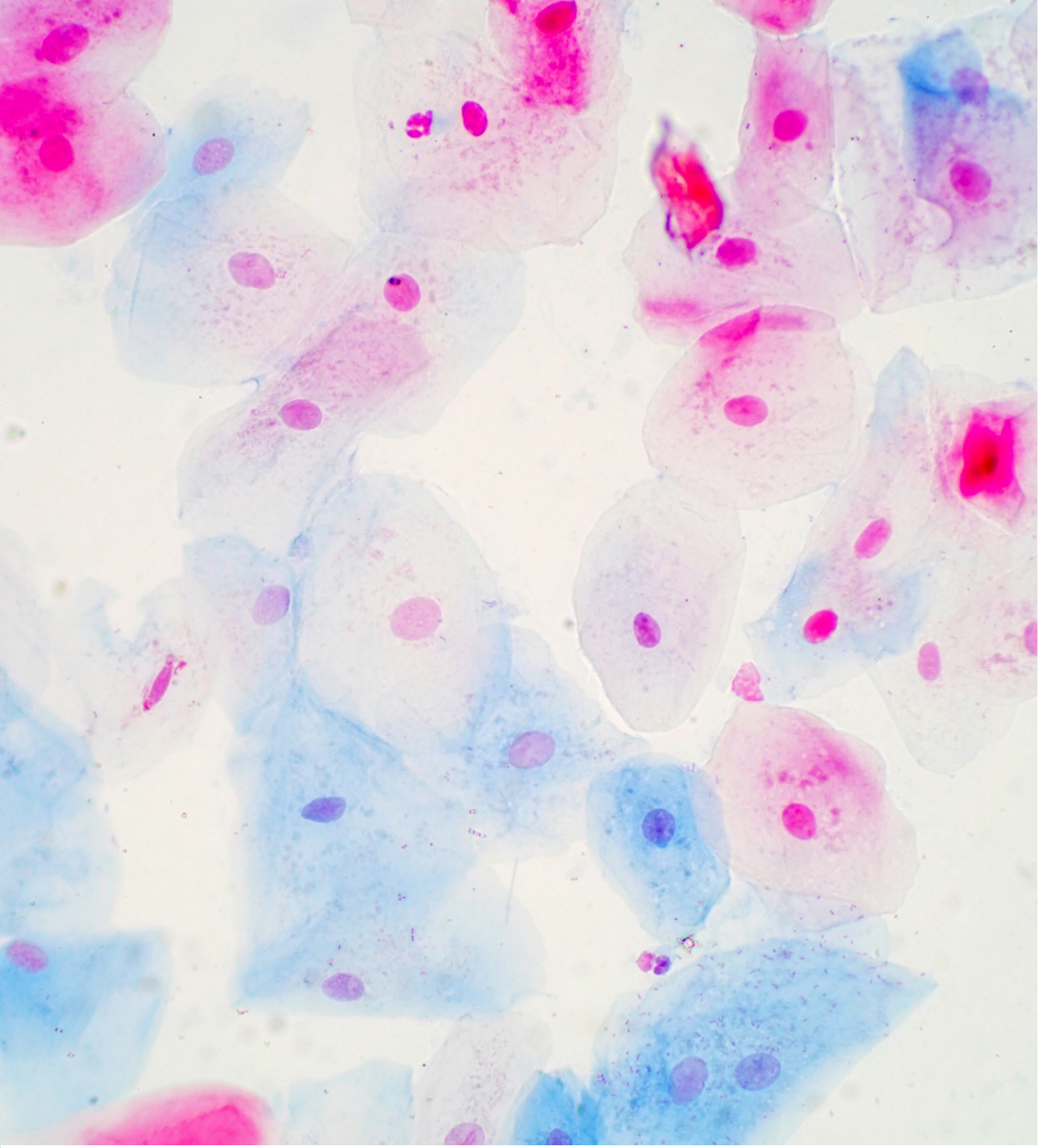
OnQ Class Progress

MS Teams for Teaching Team Coordination

Check In and Review

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

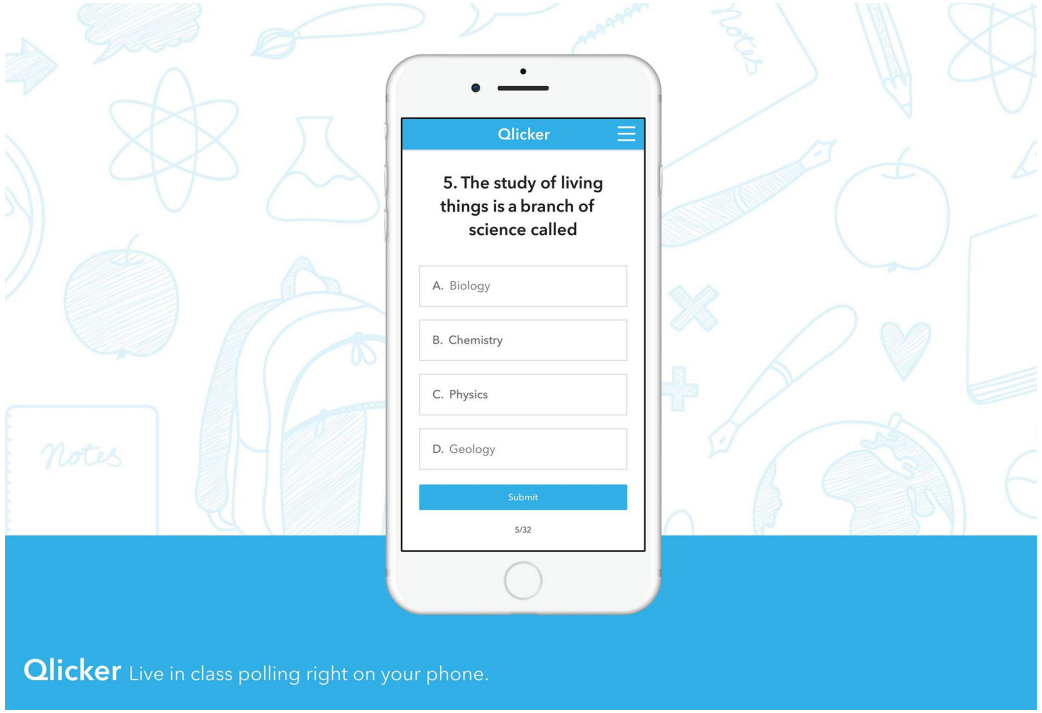


Ideas to make the start of class a meaningful transition time

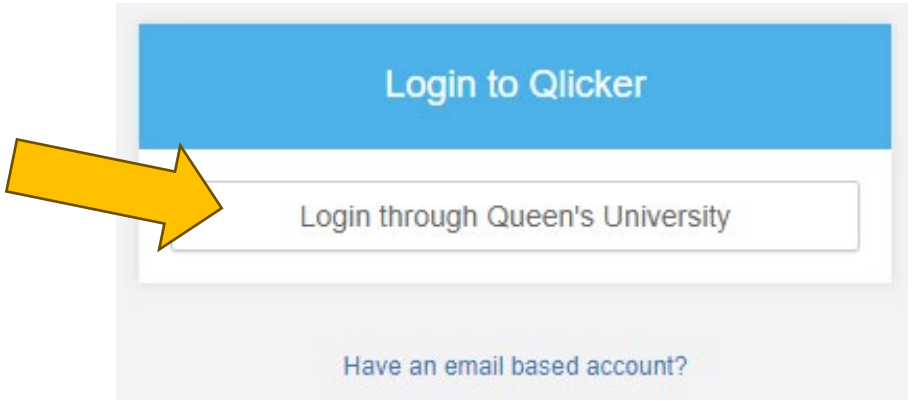
- Share Queen's and Kingston community events
- Resources to help academic and life journeys
- Recap of last class – update or clarification
- Check in with quizzes and questions

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

Qlicker: A free tool for checking in and checking up



https://qlicker.queensu.ca/



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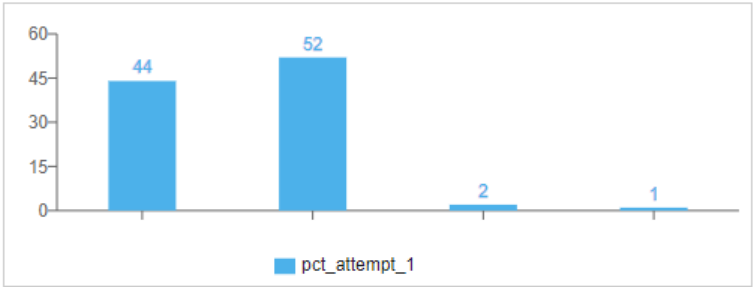
Check In and Review

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

PATH 120 Week 12 (PATH 120 - 001 - 002)

Number of students in session: 145

search by student name or email

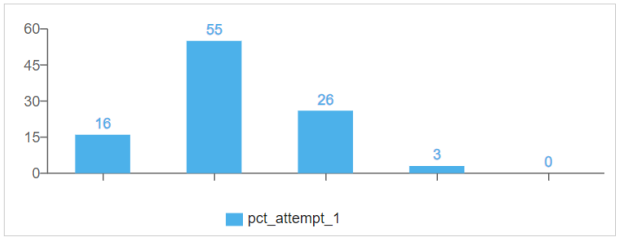
Grade the session | Re-calculate grades | Export as .csv

Last name, first name	Email	Grade	Participation	Q1 response	Q1 points	Q2 response	Q2 points	Q3 response	Q3 poi

Responses: 186/188

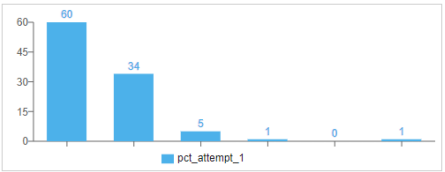
How are you feeling today?

- **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!



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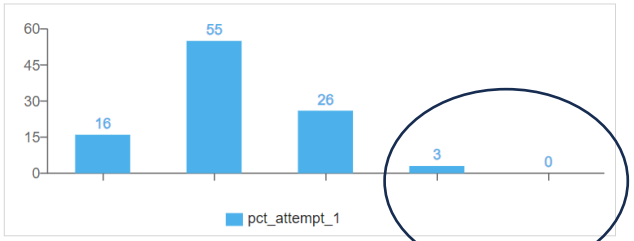

Sort and identify these students and send an email to check in with them.

How is your group working together?

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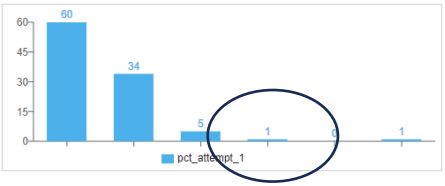

Find the group and send an email to check in with them.

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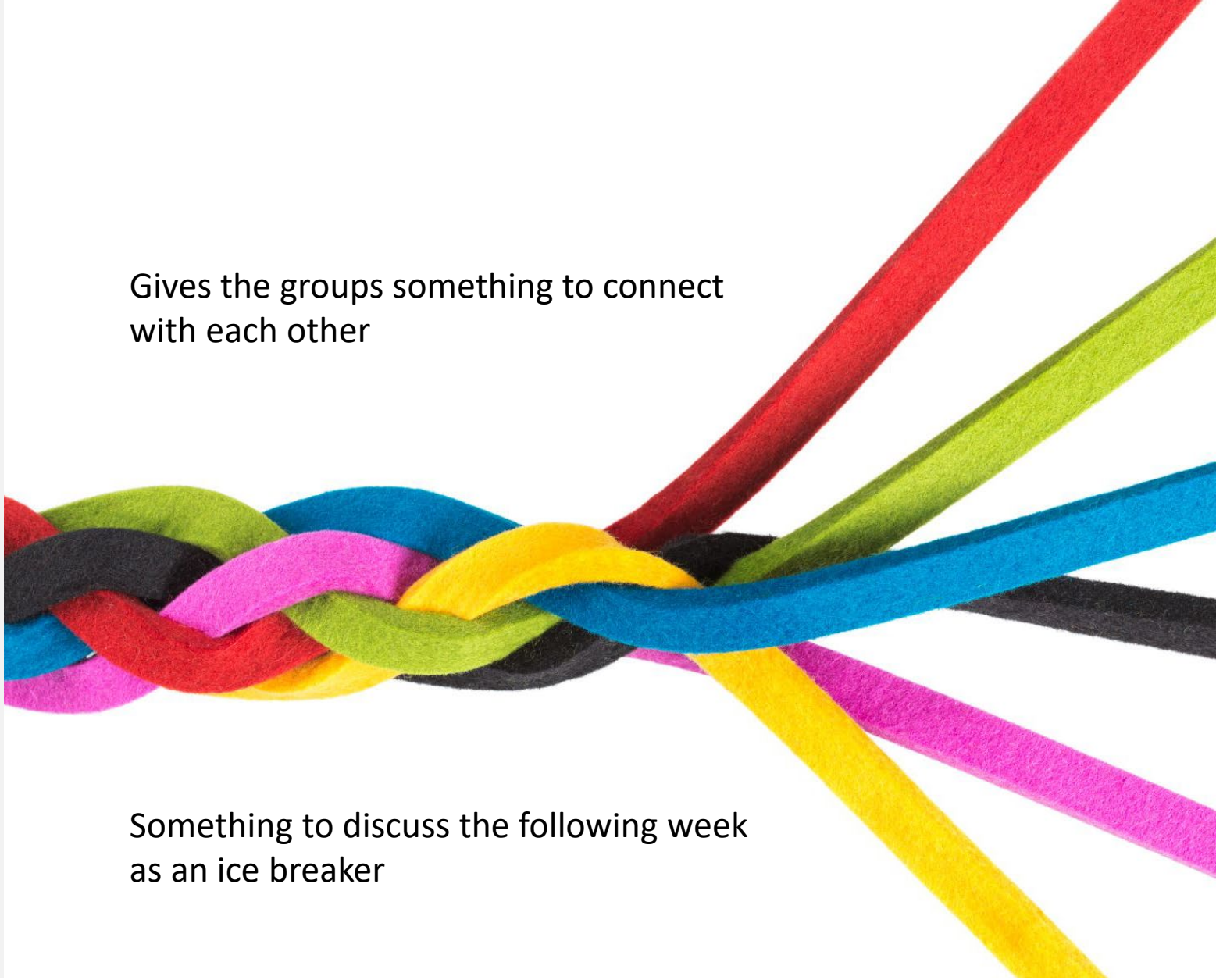
Active Group Learning: Contribution Questions for team building

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

PATH 120 W24's Favorite Dinosaurs:

Brachiosaurus

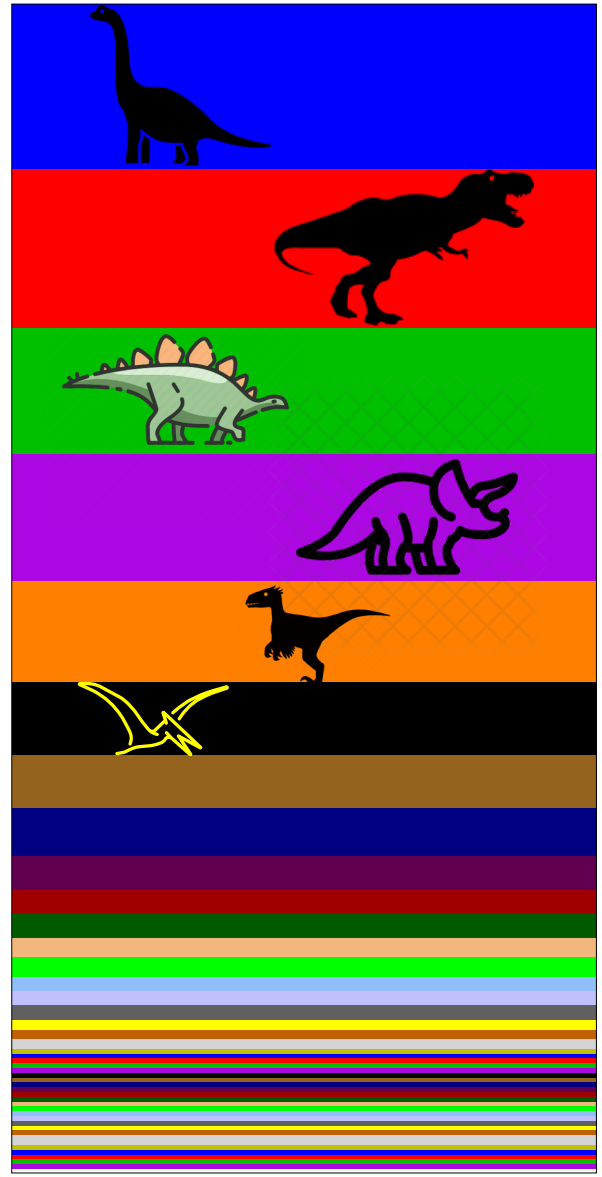
Tyrannosaurus Rex

Stegosaurus

Triceratops

Velociraptor

Pterodactyl



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Check In and Review

Address the Biggest Common Concerns

- Group Presentations
- Final Exam
- Workload and Time
- Group dynamics and grades
- New concepts and content
- Blended Flipped Classroom

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Check In and Review

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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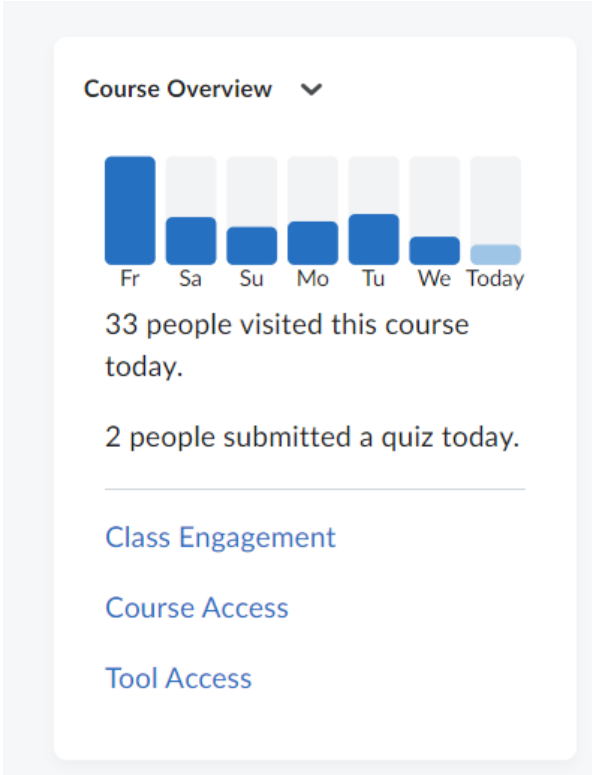
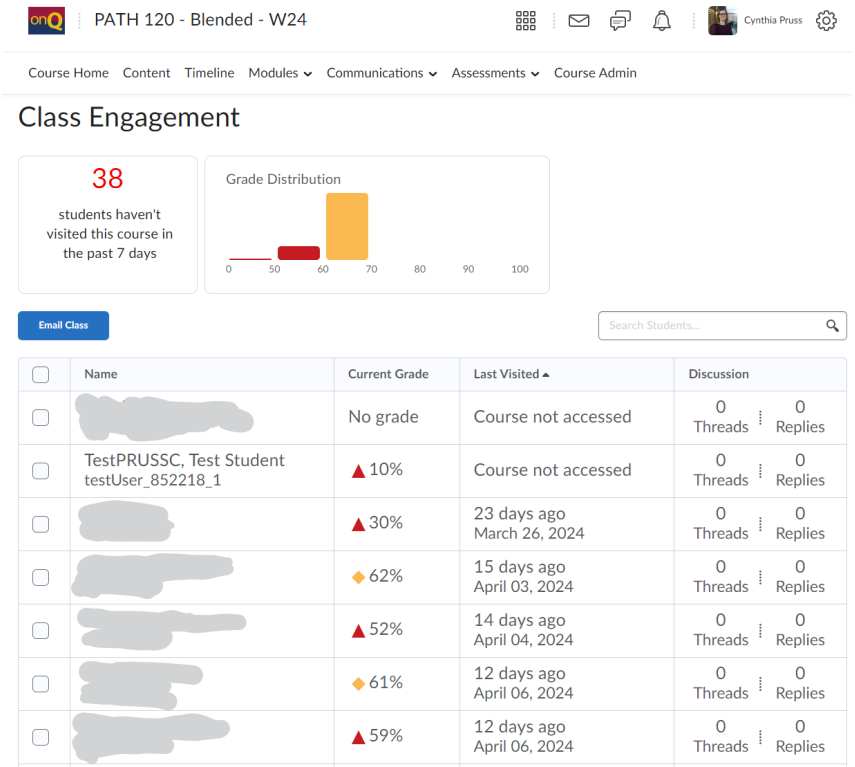
OnQ Course Overview Widget

Add it to your homepage:

Class Engagement, Course Access, Tool Access





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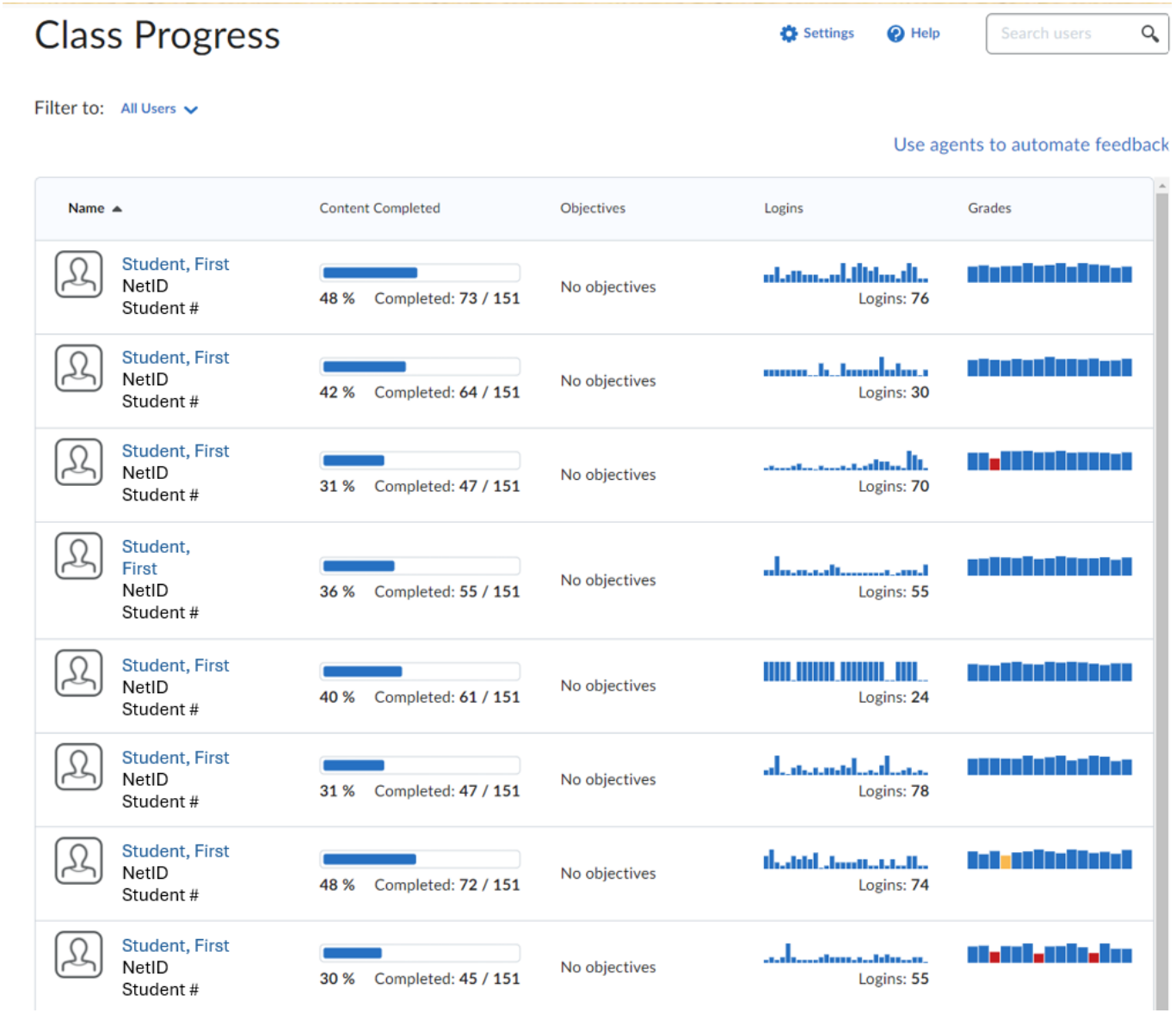
Check In and Review

Class Progress
(under Assessments)

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



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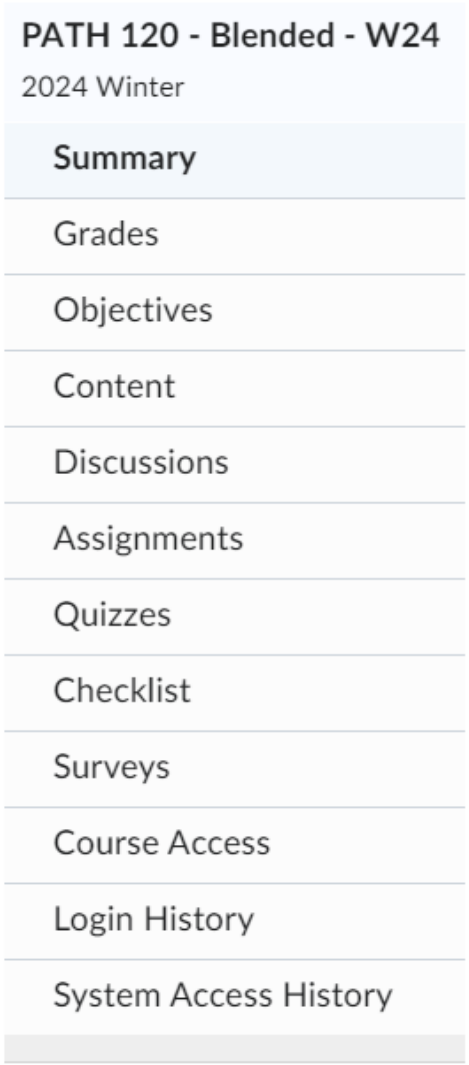
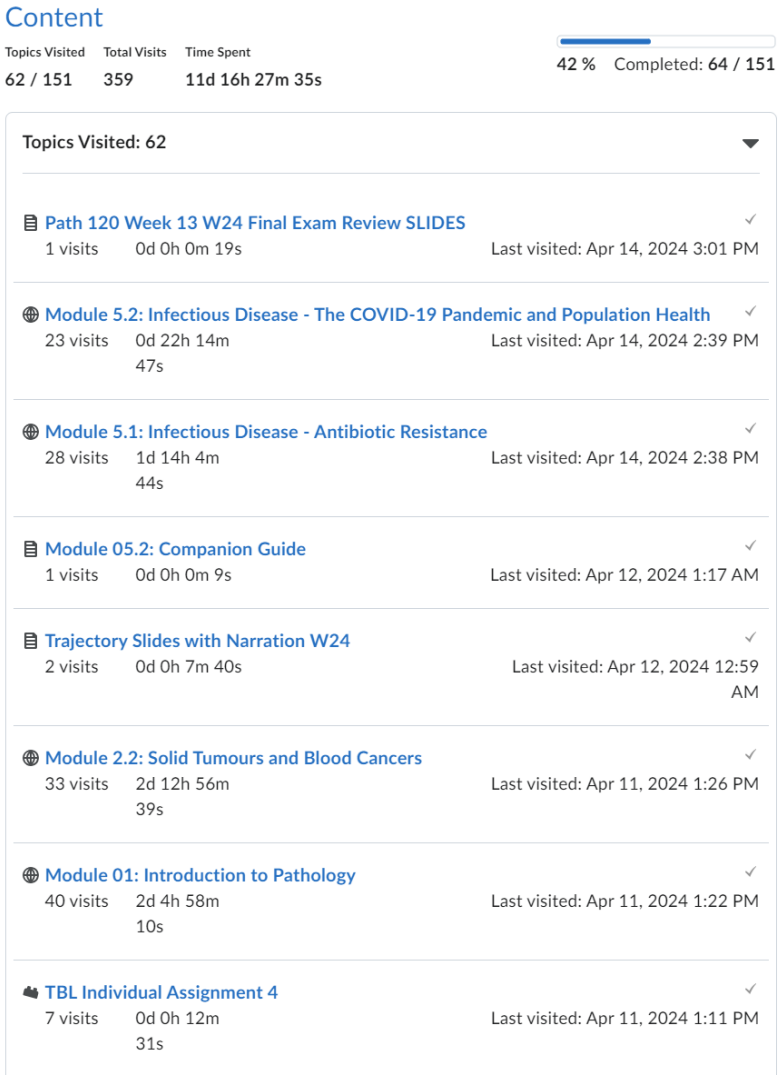
Individual Class Progress:





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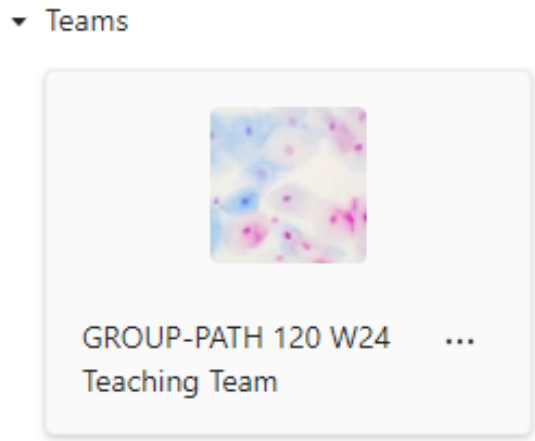
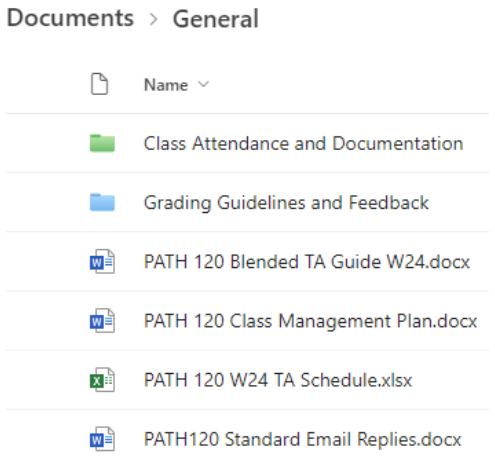
Check In and Review

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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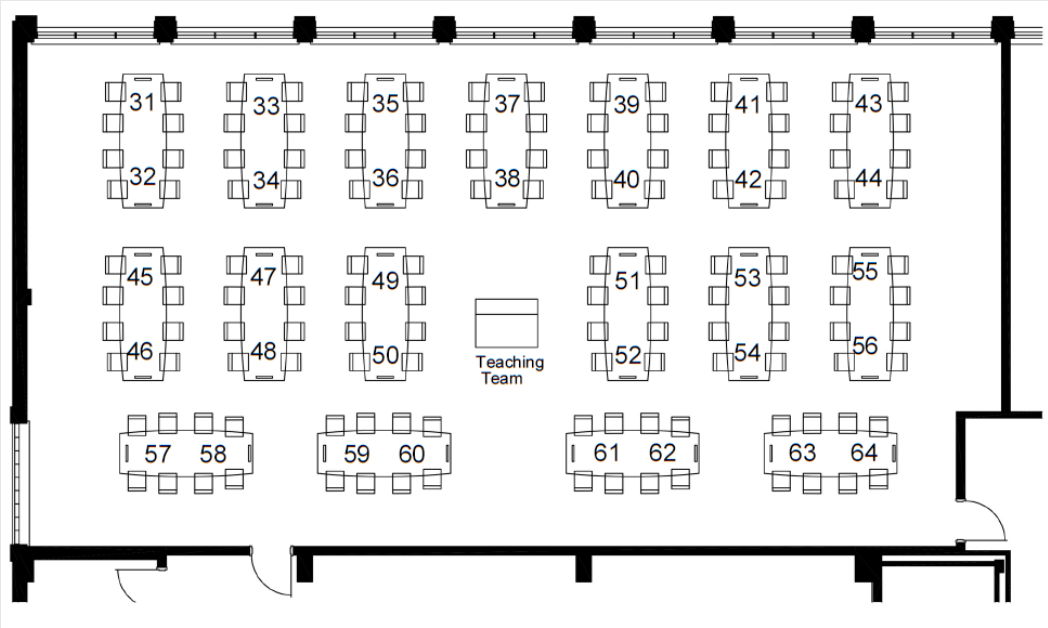
Create feedback loops with different avenues of communication

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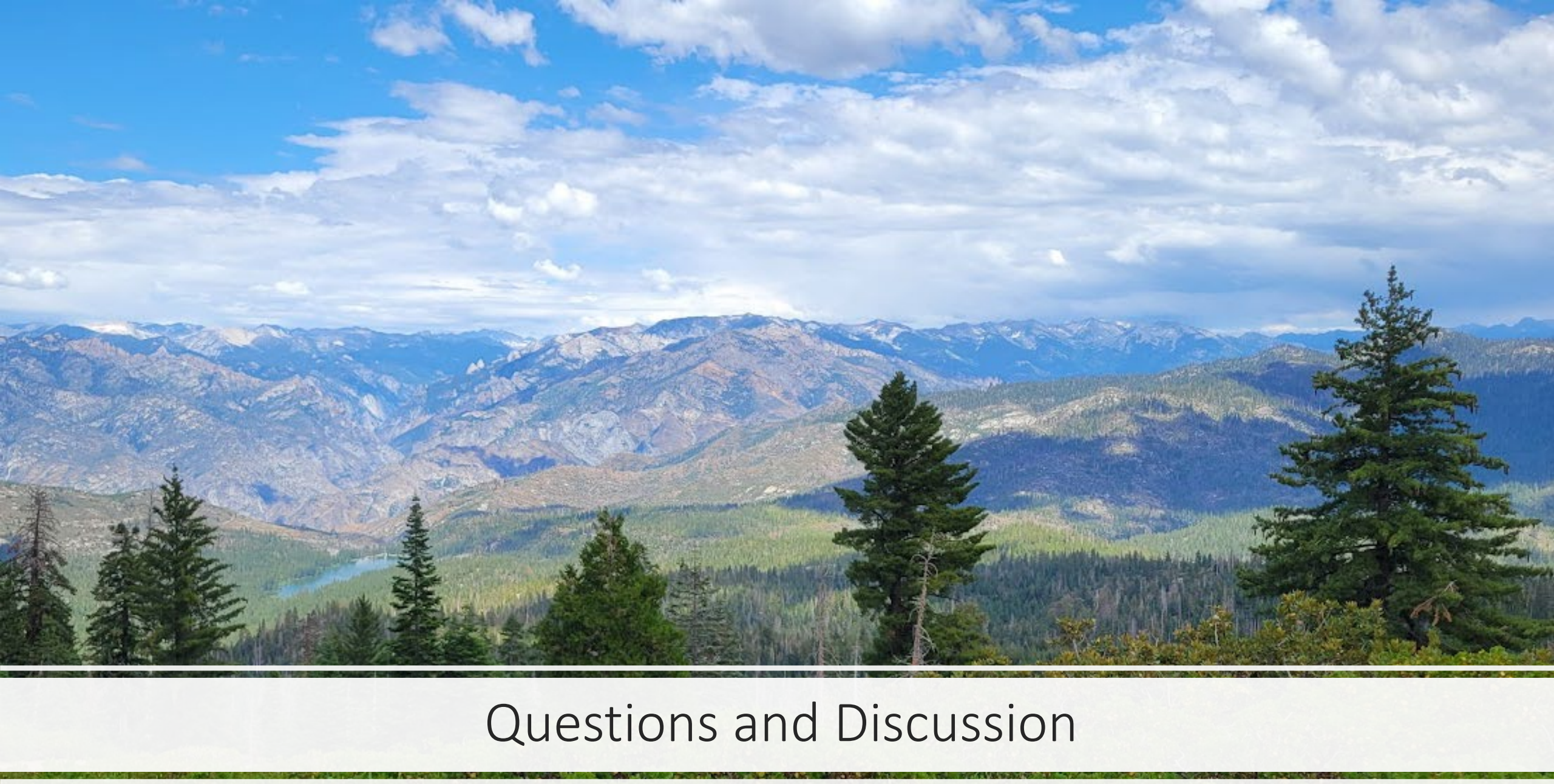
Create connections with and between students in multiple ways to let them be heard.



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.