









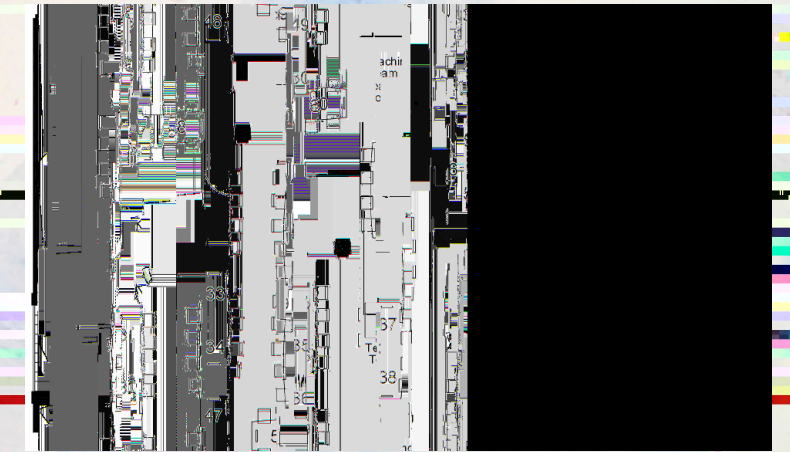
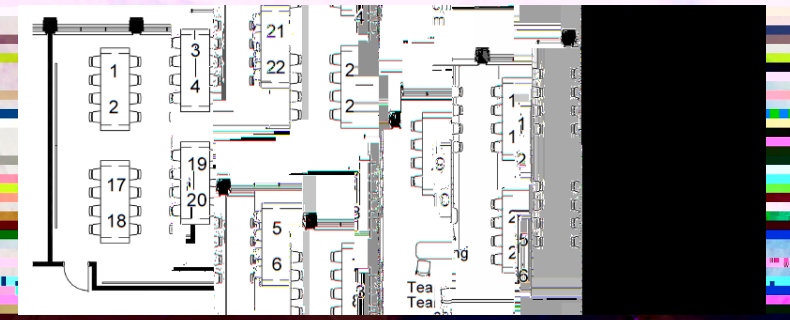


# **Use Technology Tools to Connect the Class**



# 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

QlickerQuizzes

Group Work  
Contribution  
Questions

Feedback Fruit  
Peer Reviewing

OnQClass  
Progress

MS Teams for  
Teaching Team  
Coordination

Check In and  
Review





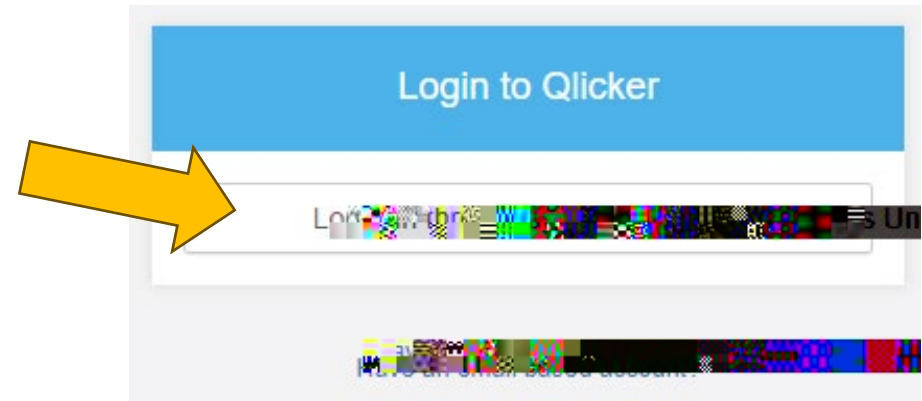
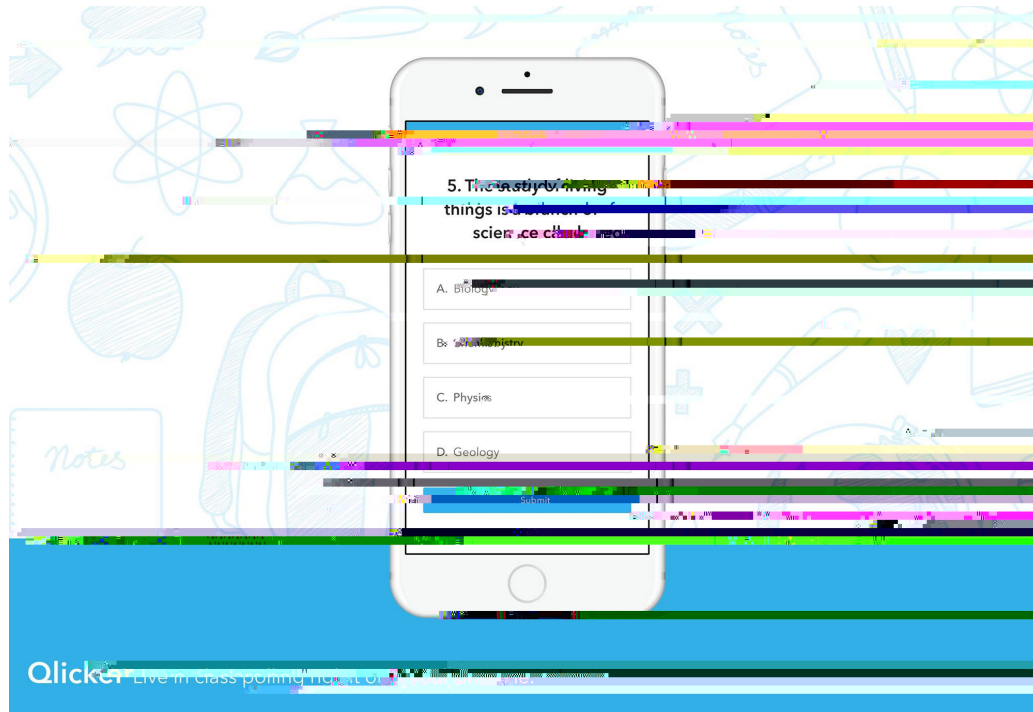
## Ideas to make the start of class a meaningful transition time

- 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





# Qlicker A free tool for checking in and checking up



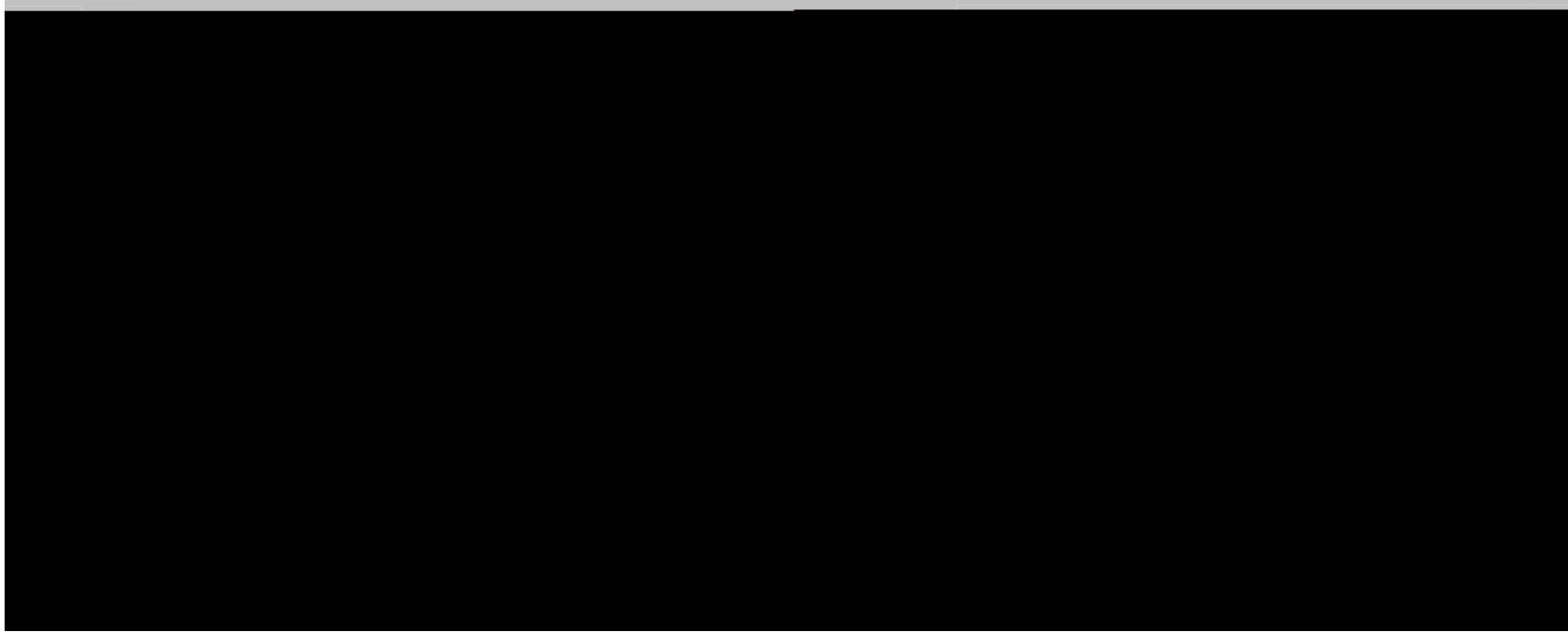
Active Learning  
to Build  
Community



2

How do you feel about these quizzes?

# Responses: 126/128



Active Learning  
to Build  
Community

QlickerQuizzes



Export grades Export as .csv

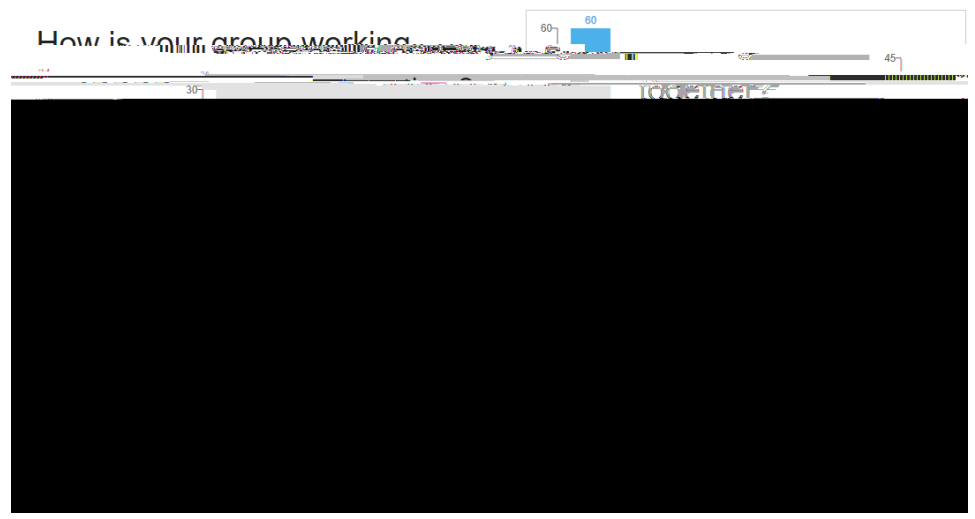
Number of students in session: 145

Grade the session

Re-calculate

Q3 points

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



Active Learning to Build Community

QlickerQuizzes

Group Work Contribution Questions

Feedback Fruit Peer Reviewing

OnQClass Progress

MS Teams for Teaching Team Coordination



Export grades Export as .csv

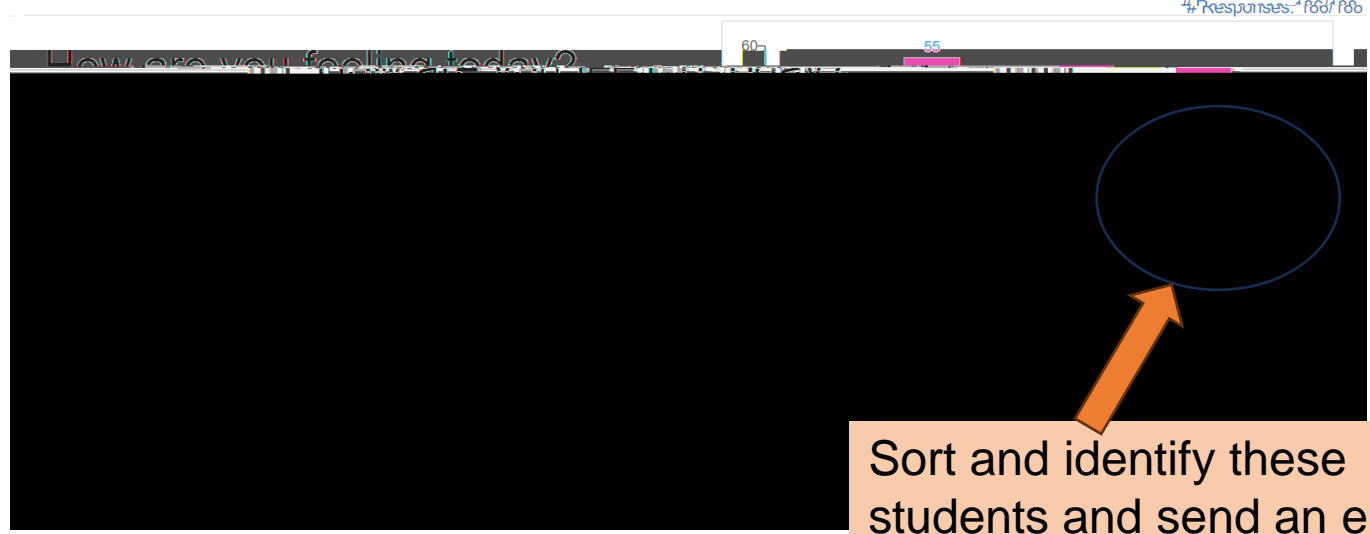
Number of students in session: 145

search by student name or email

Grade the session

Re-calculate

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



Active Learning to Build Community

QlickerQuizzes

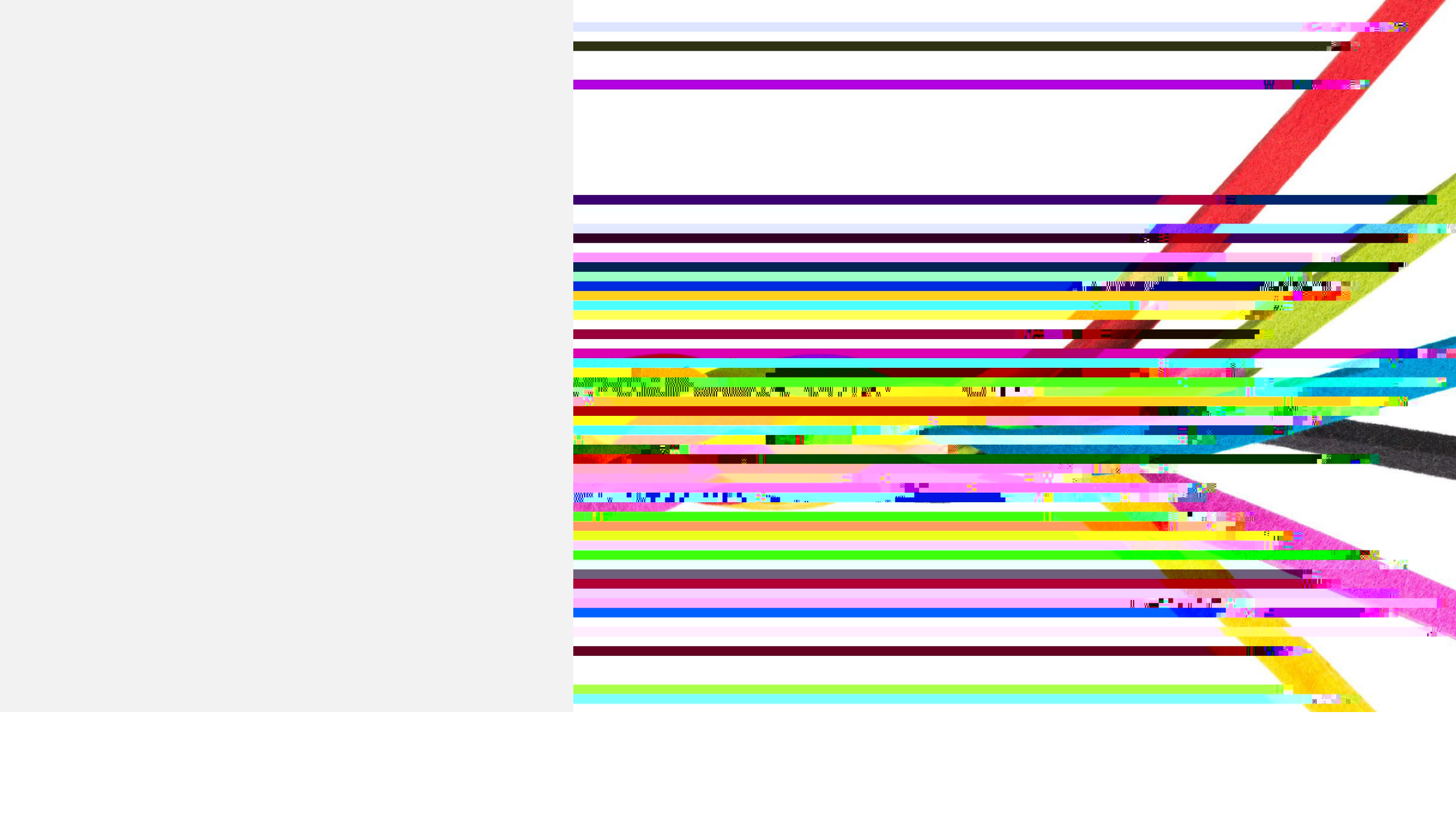
Group Work Contribution Questions

Feedback Fruit Peer Reviewing

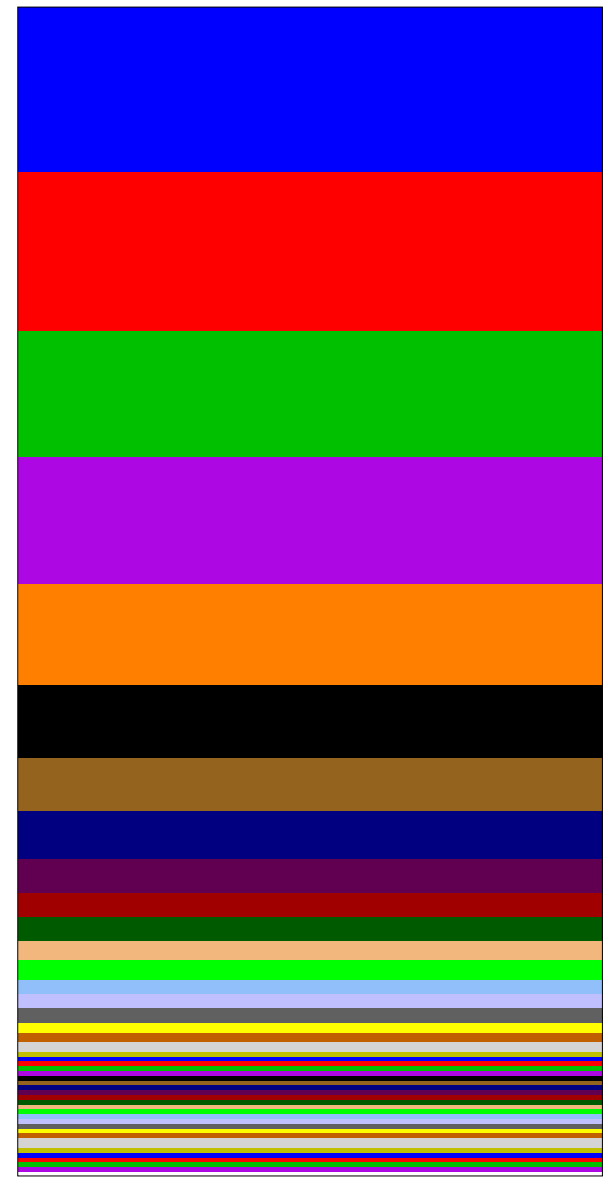
OnQClass Progress

MS Teams for Teaching Team Coordination

Check In and Review



urs:





# Address the Biggest Common Concerns

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



Active Learning  
to Build  
Community

QlickerQuizzes

Group Work  
Contribution  
Questions

Feedback Fruitful  
Peer Reviewing

OnQClass  
Progress

MS Teams for  
Teaching Team  
Coordination

Check In and  
Review

# Peer Reviewing Activities enhance inclass 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

Active Learning  
to Build  
Community

QlickerQuizzes

Group Work  
Contribution  
Questions

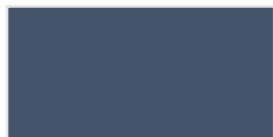
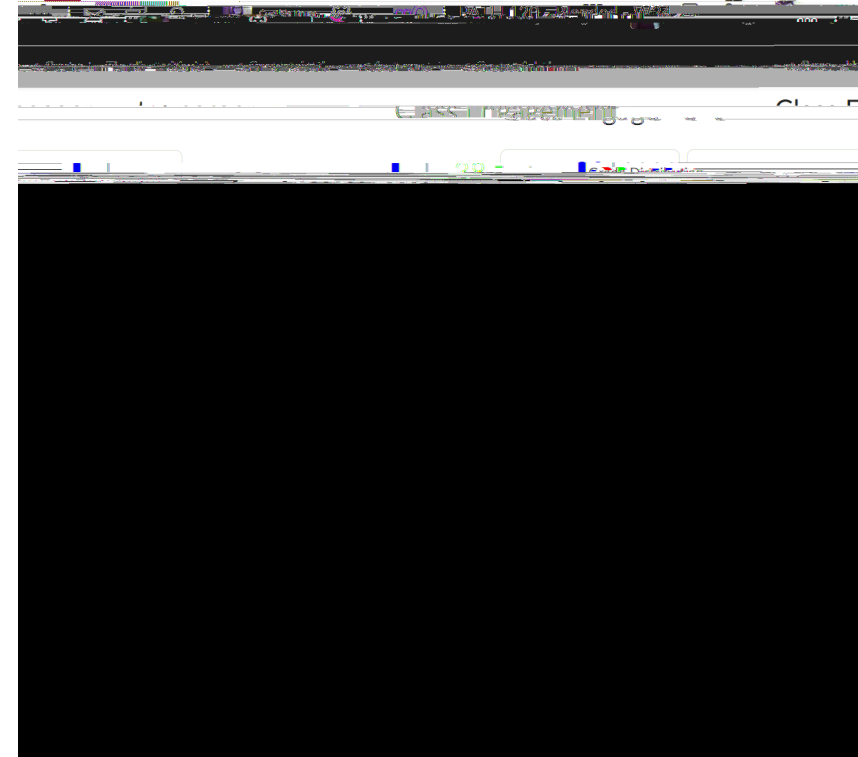
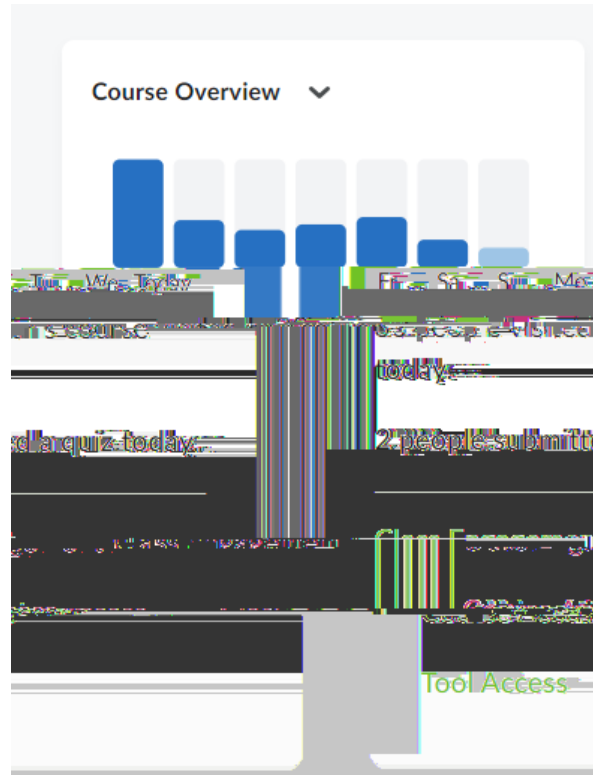
Feedback Fruit  
Peer Reviewing

OnQClass  
Progress

# OnQCourse Overview Widget

Add it to your homepage:

Class Engagement, Course Access, Tool Access





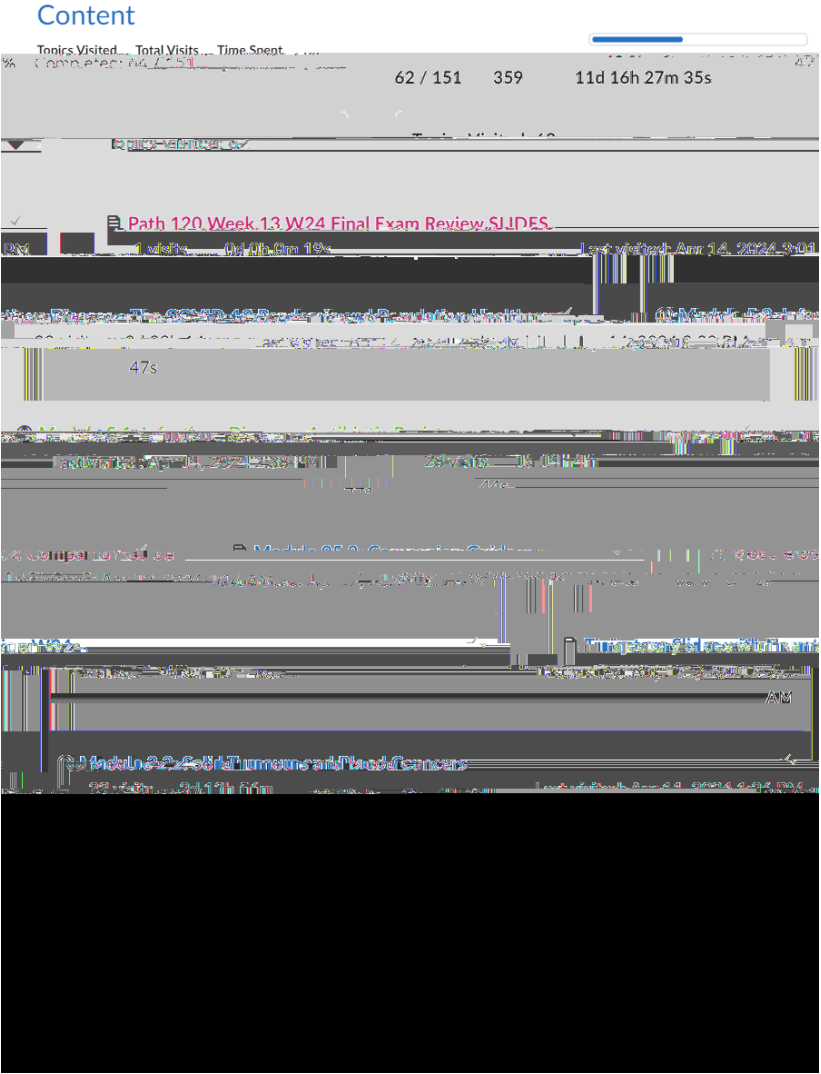
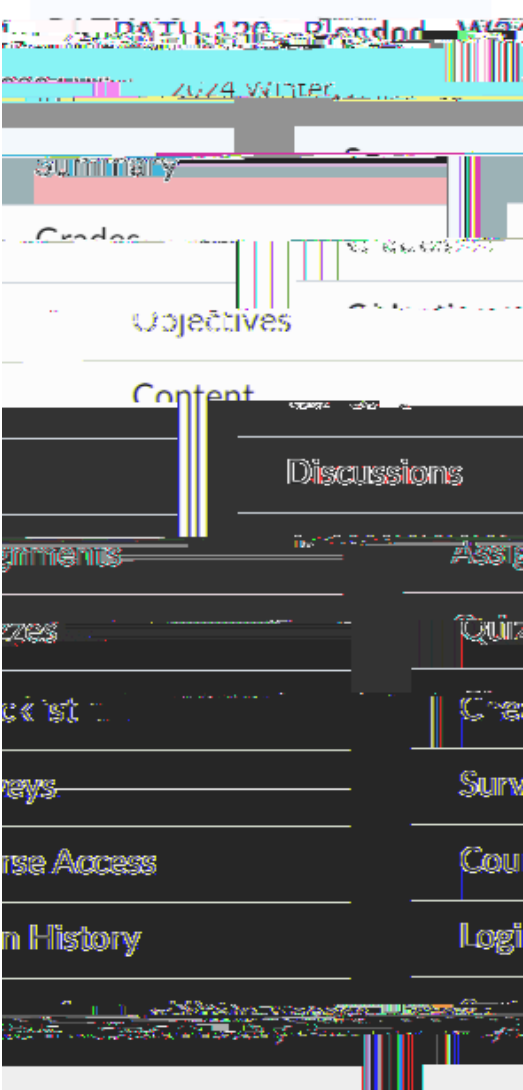
# Class Progress

(under Assessments)

---

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

# Individual Class Progress:



Active Learning  
to Build  
Community

QlickerQuizzes

Group Work  
Contribution  
Questions

Feedback Fruit  
Peer Reviewing

OnQClass  
Progress

MS Teams for  
Teaching Team  
Coordination

Check In and  
Review

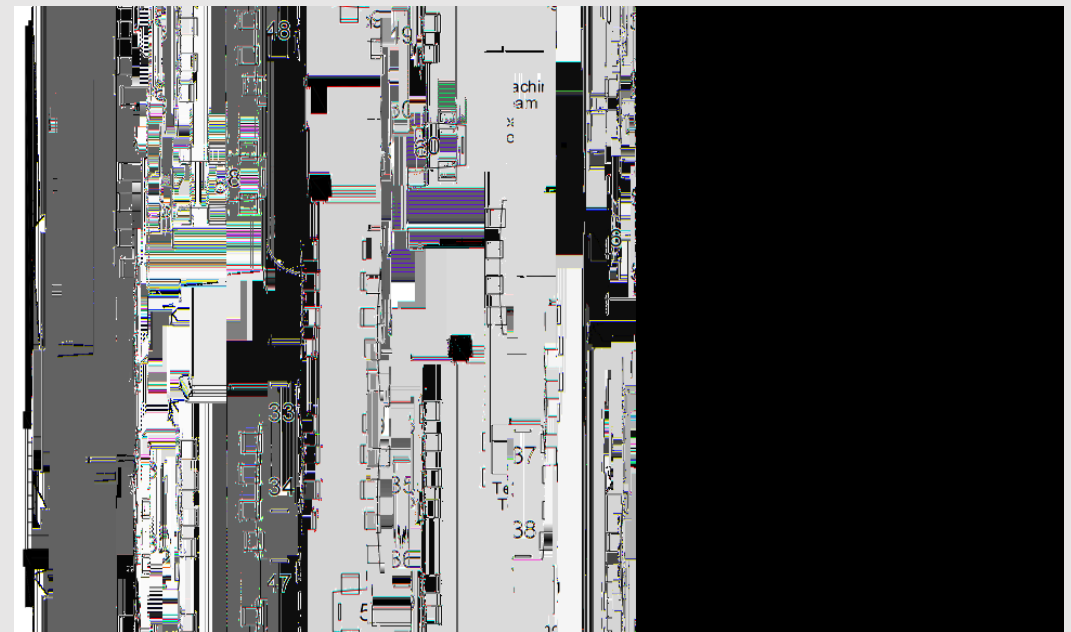
# Using Microsoft Teams for Teaching Team Management

- Teaching Assistant Schedule for class and grading
- Teaching Assistant Guide for Roles and Responsibilities
- Standard Email Replies

# 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
  - Selfidentified students who are having a rough time personally or in their group
  - Students asking for help or feedback in person, 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.



Active Learning  
to Build  
Community

QlickerQuizzes

Group Work  
Contribution  
Questions

Feedback Fruit  
Peer Reviewing

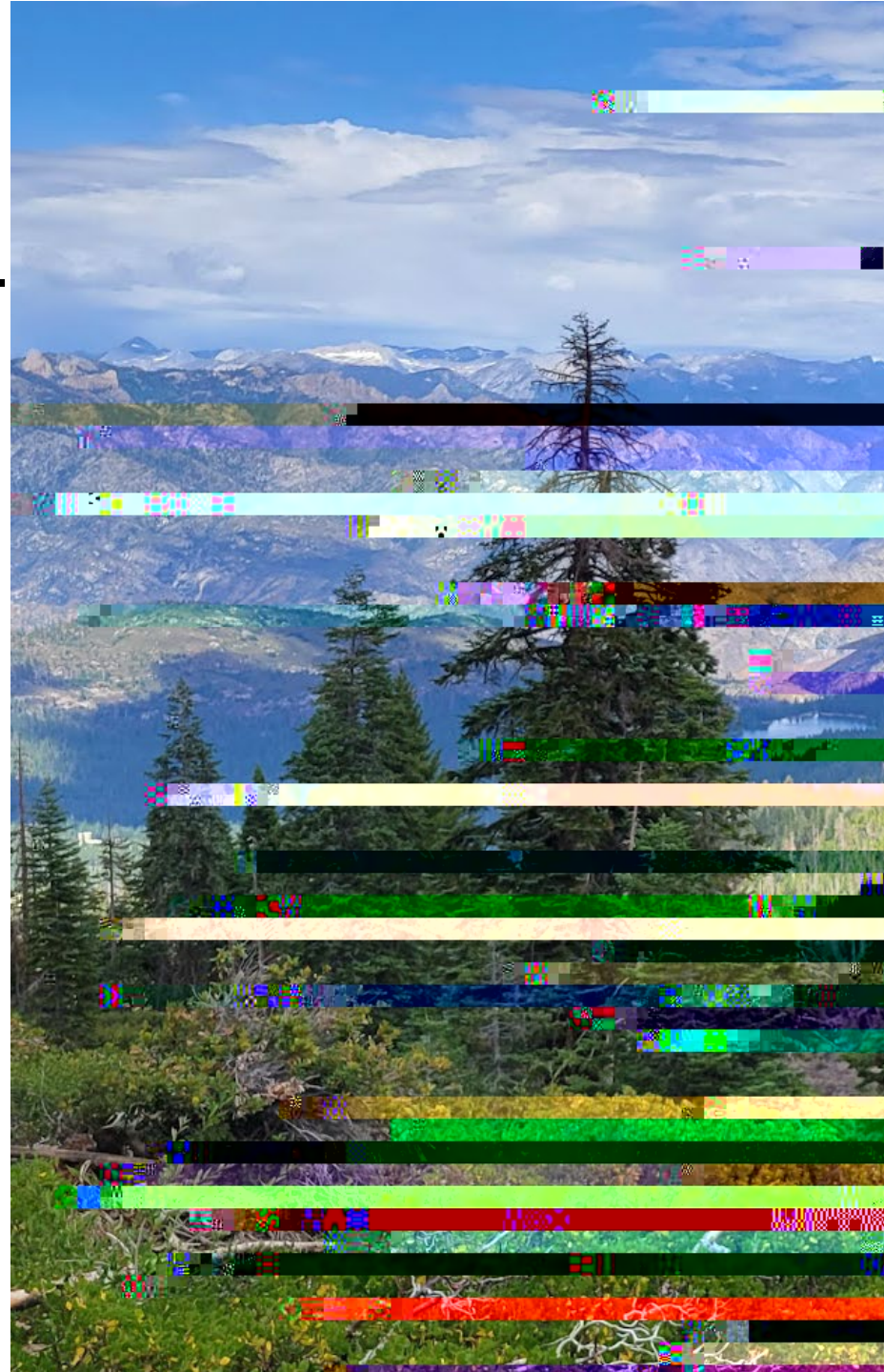
OnQClass  
Progress

MS Teams for  
Teaching Team  
Coordination

Check In and  
Review



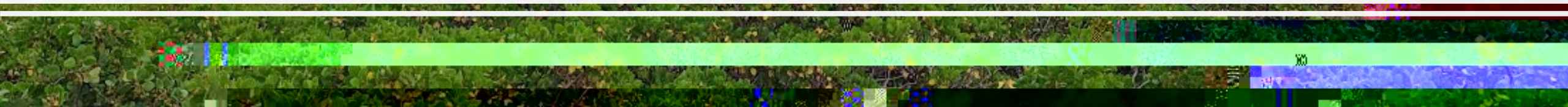
Create connections with and between students in multiple ways to let them be heard.







# 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 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 Ticker 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. Q&A 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.