UQ ACTIVE LEARNING TOOLS

Trainer: eLearning Systems and Support team

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UQ Active Learn overview

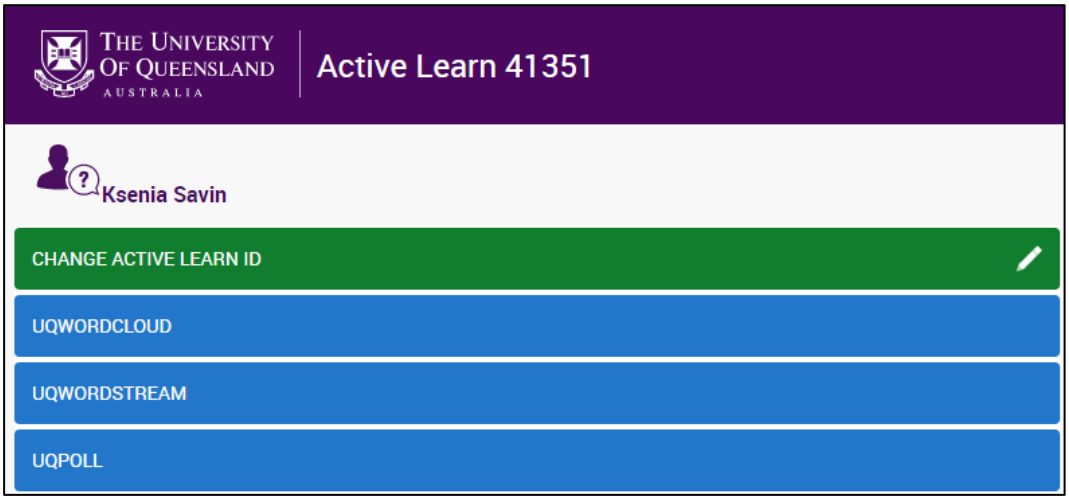
UQ Active Learn is a suite comprising of three applications: UQpoll, UQwordcloud, UQwordstream. These applications are used to collect student responses to a question or a series of questions posed during a lecture/tutorial. Students will be able to respond using a web enabled device (PC, Mac, iPhone, iPad, Android device or other smart phones).

Note: All UQ staff can use the UQ Active Learn suite (tutors will need to login using their staff username and password). Each UQ staff member will automatically be allocated an Active Learn ID which needs to be given to students so they are able to enter their responses to the associated staff member's UQ Active Learn application.

Steps involved in using UQ Active Learn applications

1. Before your first session inform students you will be using the application.
2. Plan/setup your questions.
3. Pose your question/s during your lecture/tutorial. The question/s can be posed within your PowerPoint slides, on the whiteboard, within the UQ Active Learn application or verbally.
4. Open the required UQ Active Learn application (in instructor view) in an Internet browser where the student responses will be displayed.
5. Instruct students to access the UQ Active Learn suite webpage and to enter your Active Learn ID. https://apps.elearning.uq.edu.au/
6. Students will be prompted to login when accessing the UQ Active Learn suite using their UQ student username and password. All responses are recorded with the student's username. The list of responses can be downloaded using the

(SAVE RESULTS) button.
7. Instruct students to enter their response/s via either UQpoll, UQwordcloud, UQwordstream.



8. View the student responses within the UQ Active Learn application (in instructor view) webpage and discuss the results.

Student requirements

- Students will require access to a web enabled device to bring to class (PC, Mac, iPhone, iPad, Android device, other smart phones).
- Entering their responses is free if they use UQ's wireless network, Eduroam.
- To setup Eduroam on their web enabled device before class:
    - Follow the instructions at: https://www.its.uq.edu.au/services/wireless-network OR contact AskIT
    - Students under 18 need a parent or guardian to complete the following form http://uqconnect.net/docs/Generic/Under18_PermissionForm.pdf (Internet Access Permission).

Note: To ensure equity for students who do not own a web enabled device, use UQ Active Learning suite applications for formative learning activities only and have students collaborate on answers. Based on groups of 2 to 5 students, only 40%+ of students need to have a web enabled device for activities to be effective.

Sample discussion starter - student question

The below question is useful for starting a discussion on why you are using in-class active learning tools in your lecture.

What do you think is the single most important reason for using an in-class active learning tool?
A. Promotes peer discussion that is balanced, with ideas put forth evenly from all participants.
B. Promotes a safe environment for you to answer what you honestly think.
C. Gives you feedback on how well you understand a topic.
D. Gives me as your instructor feedback on what needs to be taught better, or expanded upon.
E. Encourages you to mentally engage with the concepts so that the lecture is not just passive listening and note taking.
http://www.cwsei.ubc.ca/resources/files/Clicker_guide_CWSEI_CU-SEI.pdf

UQpoll getting started

UQpoll is a UQ active learning tool that automatically collates student responses to a multiple choice question with five answer options (A to E). The results are displayed as a graph. Students submit their response using a web enabled device (PC, Mac, iPhone, iPad, Android device or other smart phones).

Note: All UQ staff can use UQpoll via the UQ Active Learn suite (tutors will need to login using their staff username and login).

UQpoll questions – multiple choice

Questions can be posed:

- Verbally
- Written on the whiteboard
- In a PowerPoint presentation

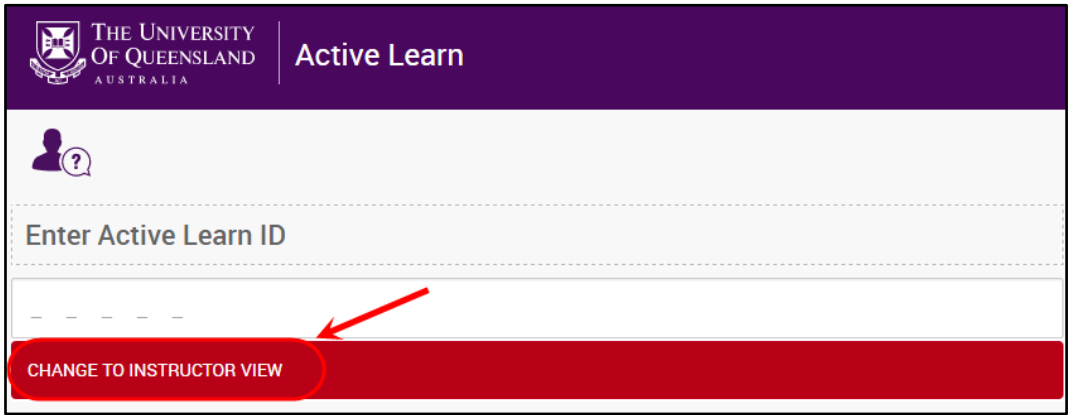
Tip: Questions can be prepared before lectures or asked impromptu in response to students' questions. Images and other graphics can also be included in questions.

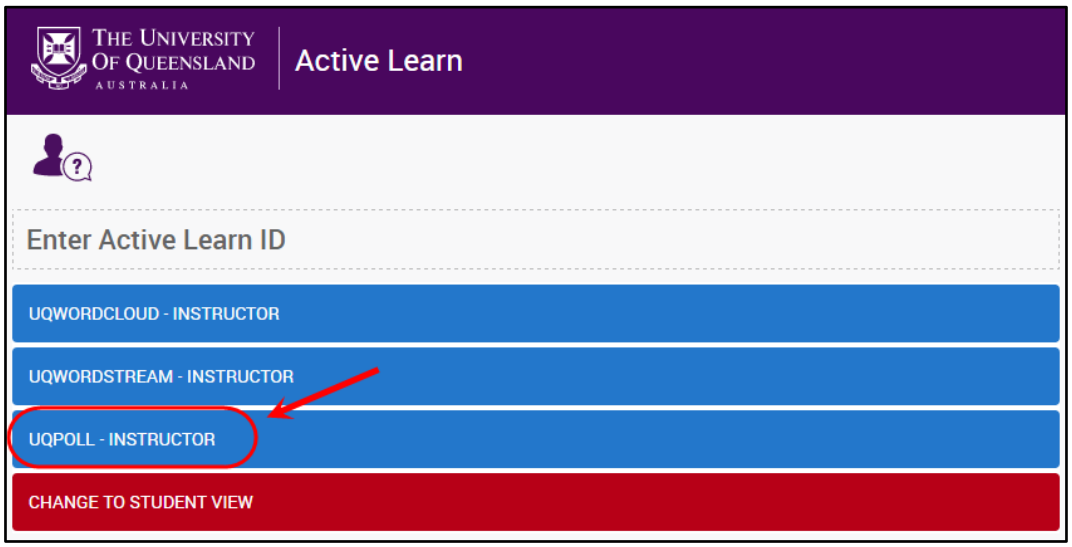
Note: The question (stem) can be entered directly into UQpoll, however you will be unable to enter in the response options (A to E).

UQpoll - Instructor view

- Browse to the main page to open the UQ Active Learn suite of applications. https://apps.elearning.uq.edu.au/

- Click on the CHANGE TO INSTRUCTOR VIEW (CHANGE TO INSTRUCTOR VIEW) button.
- Click on the relative application from the list (UQpoll in this instance).

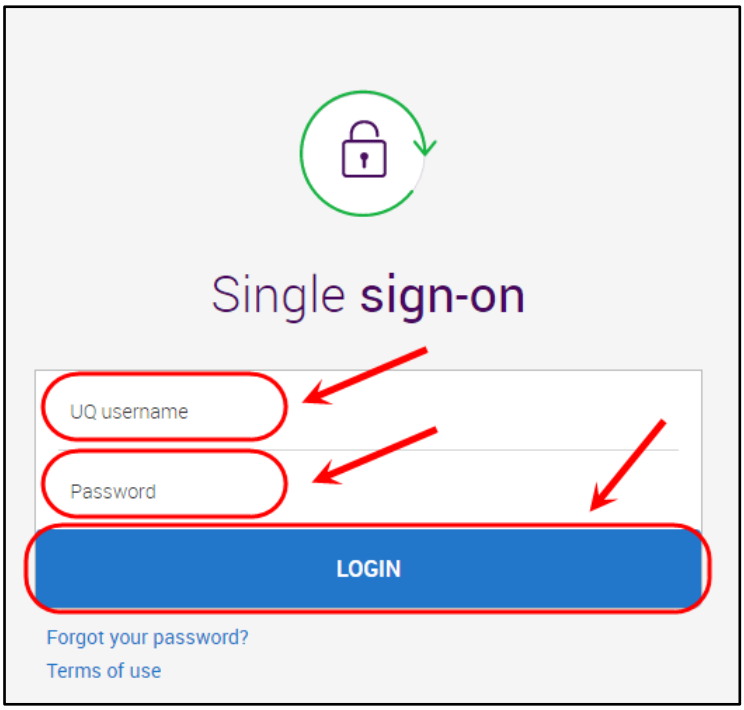




- Or, browse directly to the UQpoll - Instructor website where the student responses will be displayed: https://apps.elearning.uq.edu.au/poll/instructor/

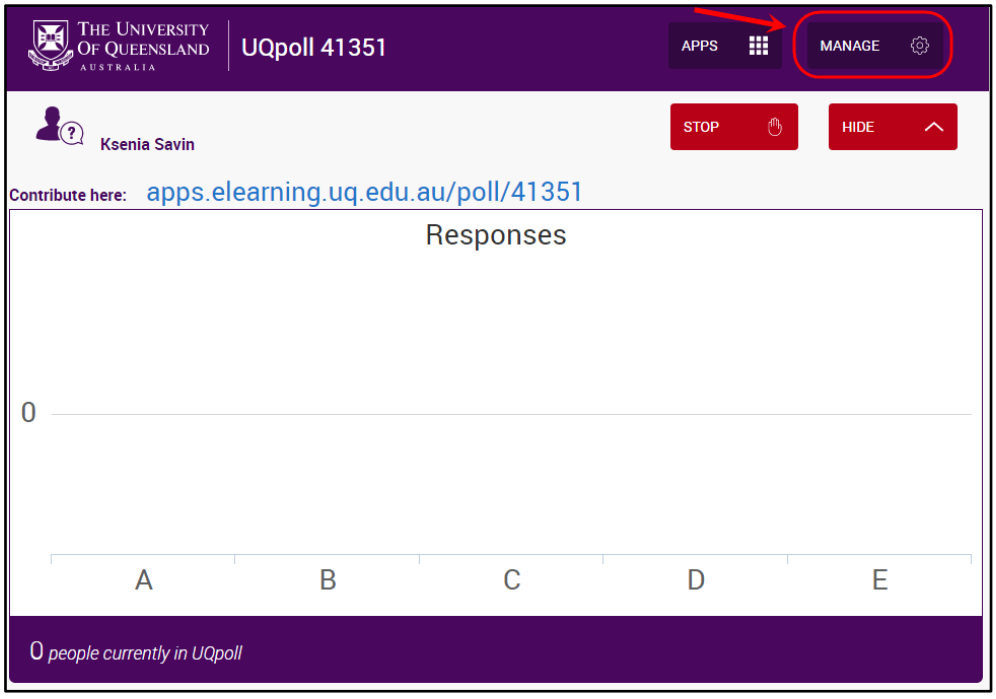
Note: All UQ staff have their own UQpoll account with a unique Active Learn ID number.

- If you are not already logged in:
  - Enter your UQ username and password.
  - Click on the LOGIN (LOGIN) button.



UQpoll setup

- Click on the MANAGE (MANAGE) button.

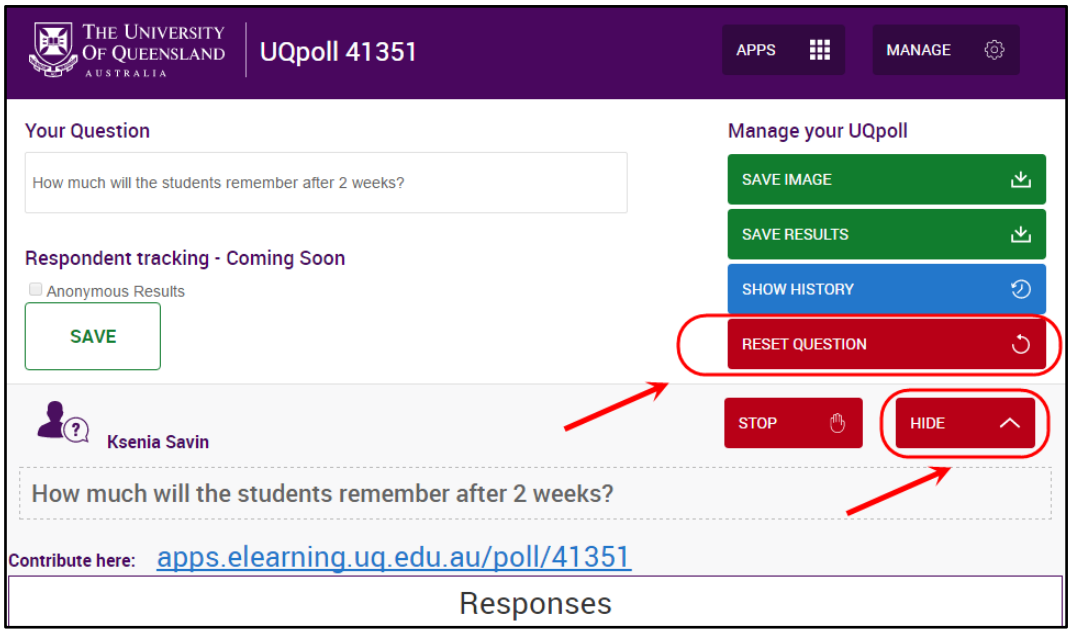


- If there is currently a graph displayed, click on the RESET QUESTION (RESET QUESTION) button.

Tip: You may want to hide the graph while students are voting, to ensure they are not influenced by other students' answers.

- Click on the

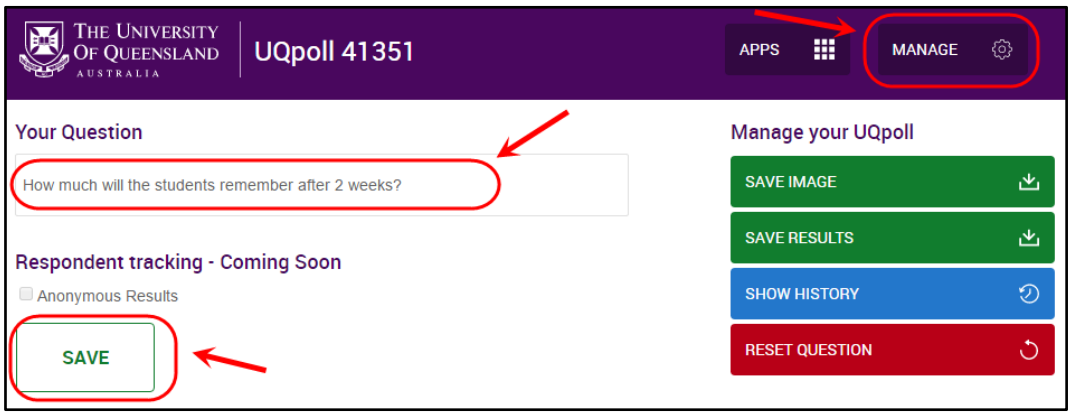
(HIDE) button to hide the UQpoll graph while responses are being entered.



- Optionally type your question into the **Your Question** textbox (maximum 64 characters for textbox).
- Click on the

(SAVE) button.
- Click on the

(MANAGE) button again to close.



Note: You will only be able to enter the question (stem) without the response options (A to E). Therefore you will need to pose the response options either:

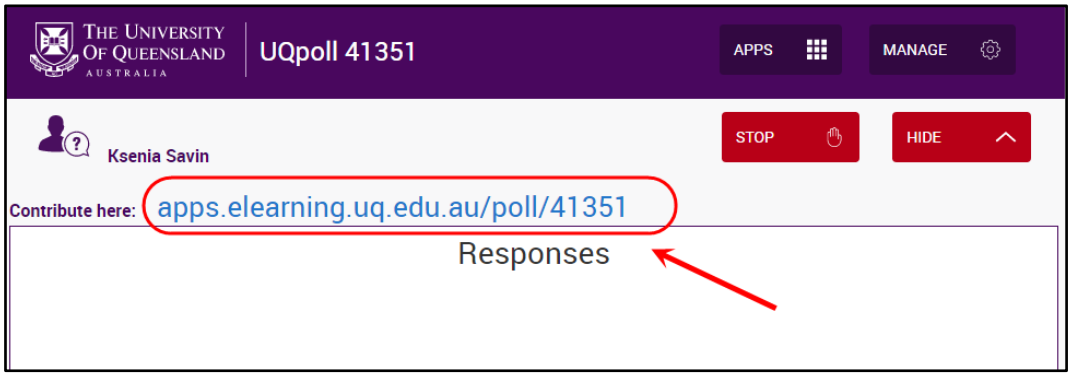
- Verbally
- Written on the whiteboard
- In a PowerPoint presentation

Tip: Entering the question (or a shortened way to identify the question posed) into **Your Question** textbox, will enable you to better search for the question responses using the

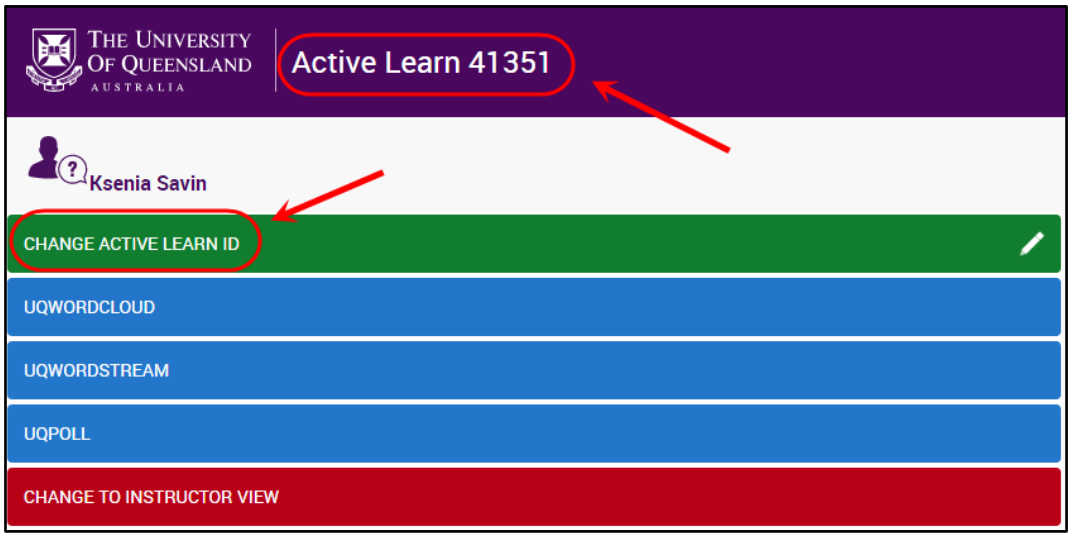
(SHOW HISTORY) button for purposes of downloading a record of the student responses in the future.

UQpoll – Student View

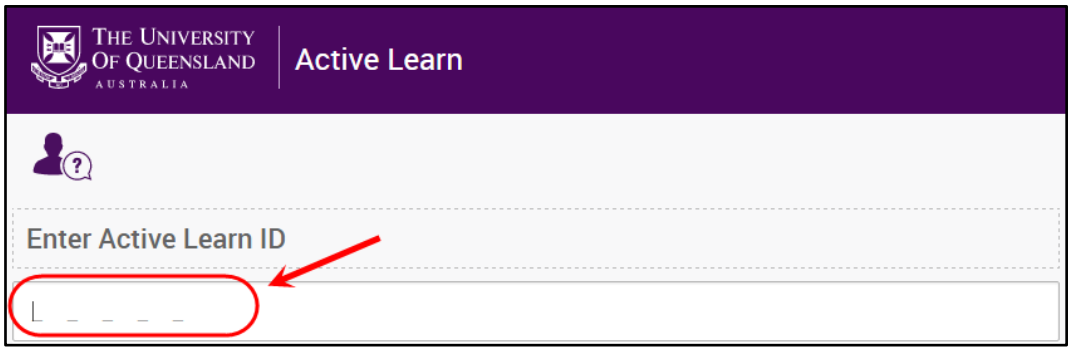
- Instruct students to browse to their instructors' (your) UQpoll student view webpage (**contribute here**) address.



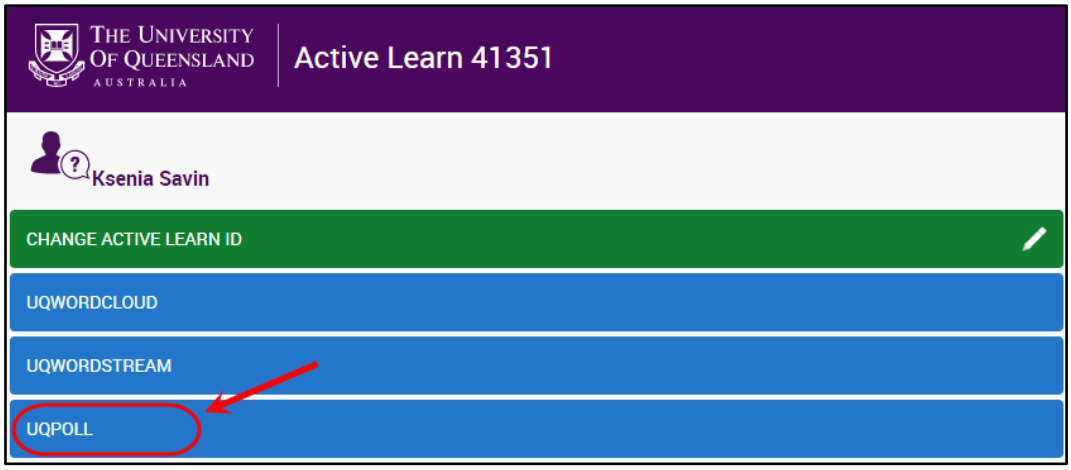
- Alternatively, students can access the relative application through the UQ Active Learn suite. Students will need to:
  - Browse to the website: https://apps.elearning.uq.edu.au/
  - Check that they are accessing the applications under their instructors' (your) **Active Learn ID**
  - Click on CHANGE ACTIVE LEARN ID (CHANGE ACTIVE LEARN ID) button ***if*** the Active Learn ID does not match their instructors' (your) Active Learn ID.



  - Get students to enter their instructors' (your) **Active Learn ID**

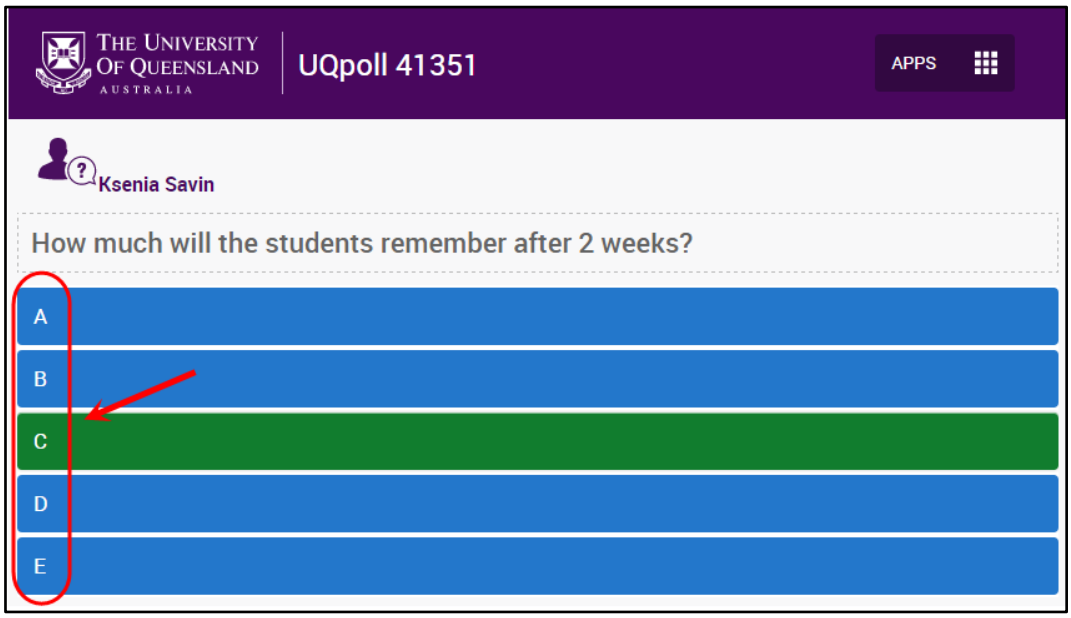


- Click on the relative application to enter their responses (UQpoll in this instance)



Students should then:

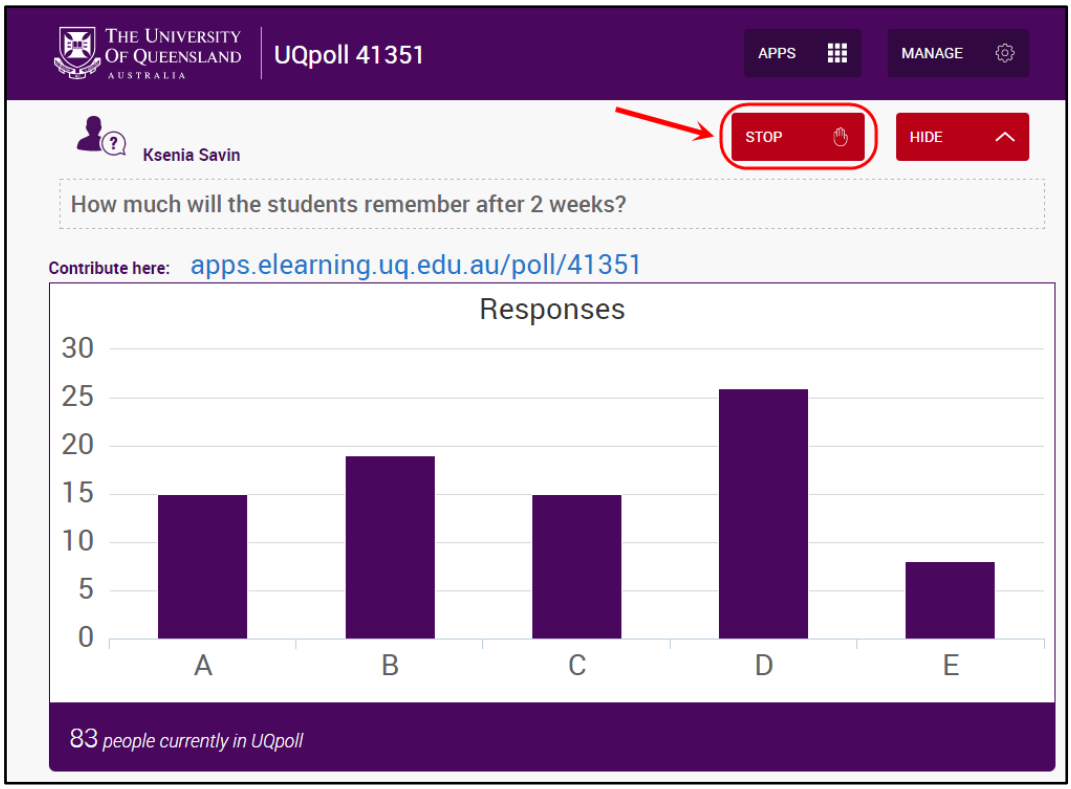
- Click on the letter that corresponds with the correct answer.



Student View – changing responses

- Students can change their response by clicking on a different answer letter option. UQpoll will only record their most recent response.
- To stop students from changing their responses, click on the

(STOP) button from UQpoll – Instructor View.

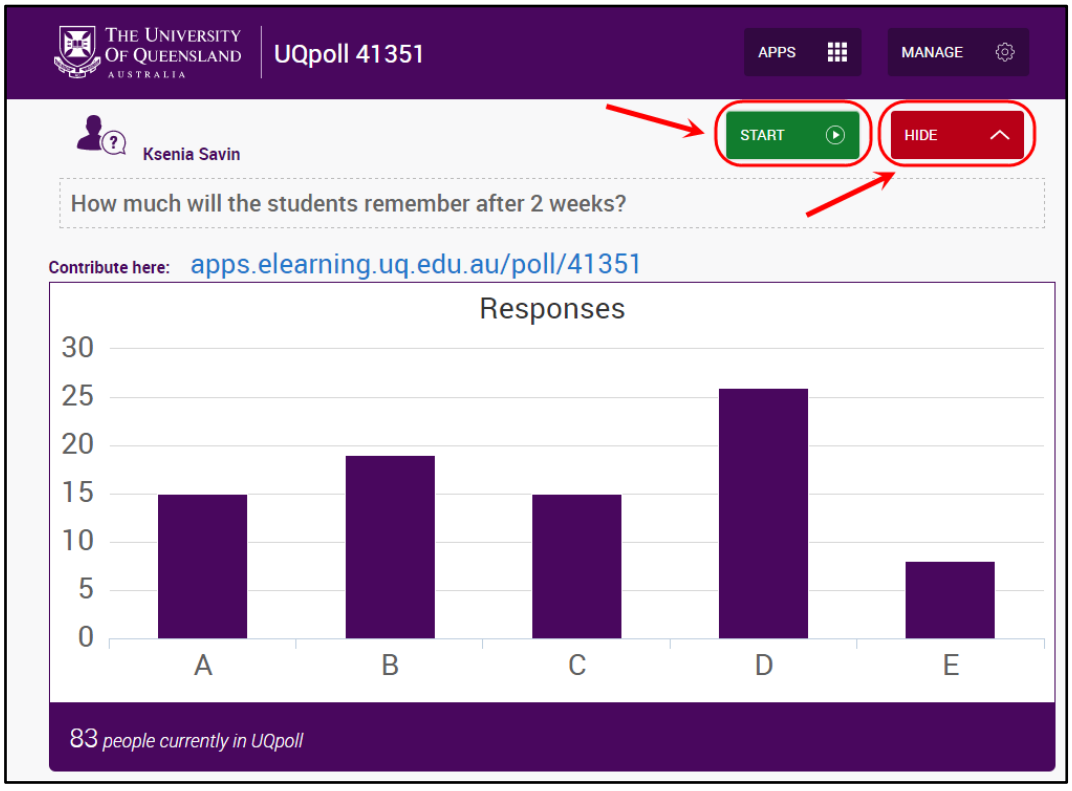

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA
UQpoll 41351
APPS
MANAGE
Ksenia Savin
STOP
HIDE
How much will the students remember after 2 weeks?
Contribute here: apps.elearning.uq.edu.au/poll/41351
Responses
30
25
20
15
10
5
0
A
B
C
D
E
83 people currently in UQpoll

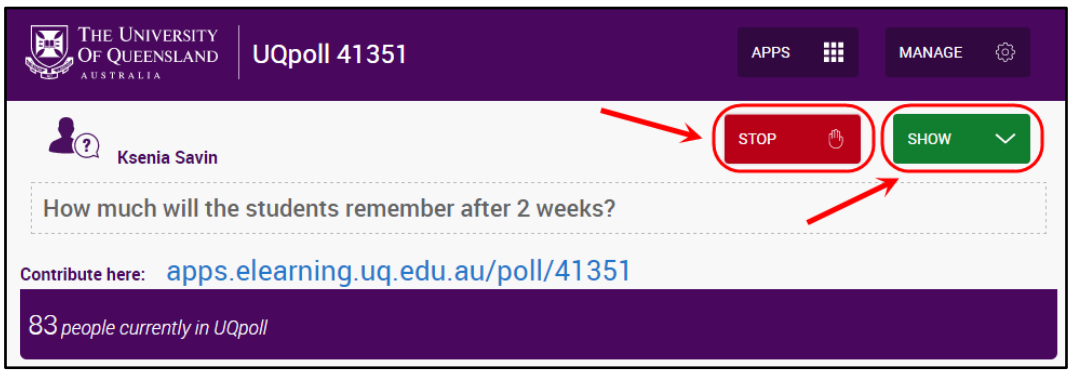
UQpoll - Collecting responses

Your UQpoll graph will automatically update as the students enter their responses.

Note: If you browse away from the webpage while students are submitting you will need to refresh the browser to ensure all results are displayed.

- Click on the START (START) button to begin /continue collecting student responses.
- Click on the STOP (STOP) button to end/pause responses coming in
- Click on the HIDE (HIDE) button to hide the UQpoll responses graph
- Click on the SHOW (SHOW) button to view the UQpoll responses graph





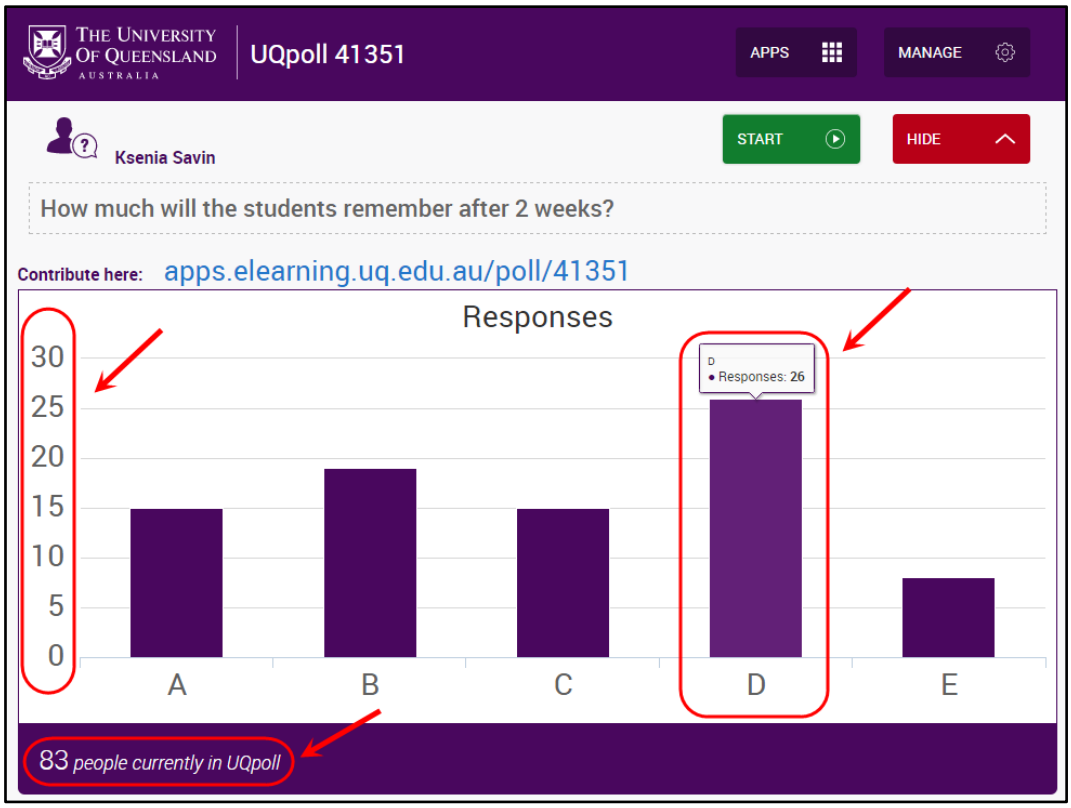
UQpoll display

Your UQpoll graph will automatically update as the students enter their responses.

Note: If you browse away from the webpage while students are submitting you will need to refresh the browser to ensure all results are displayed.

- The graph will display the number of students (left hand side) that have entered A to E as their response.
- The total number of students who have submitted their response is displayed.

Tip: Hover your mouse over each of the A to E response bars to see how many students chose that answer option.

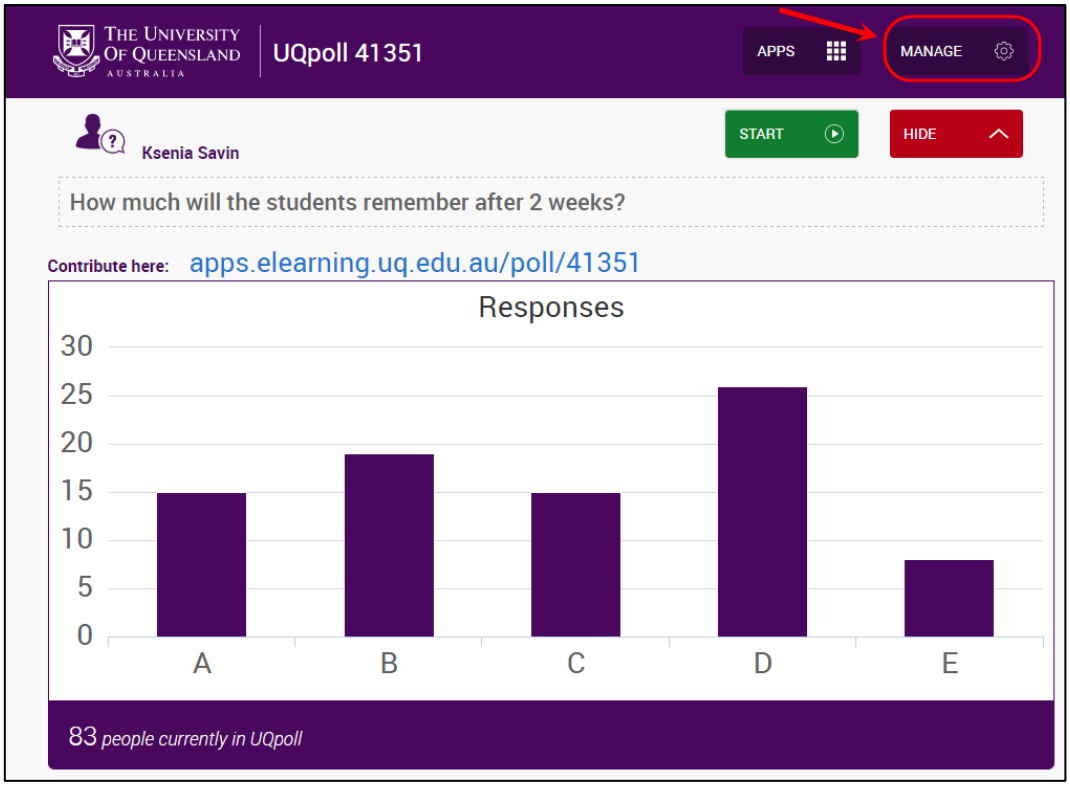


UQpoll – Clearing responses

- Click on the

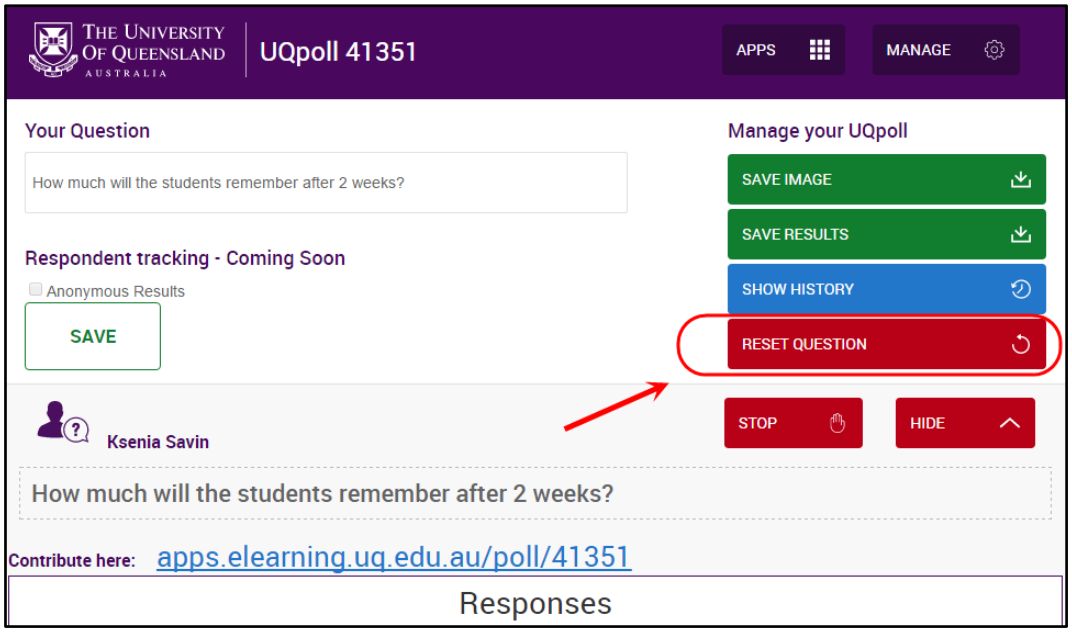
(MANAGE) button
- Click on the

(RESET QUESTION) button.



- To clear the current graph displayed, click on the

(RESET QUESTION) button.



- Refer to *UQpoll setup* section for details on how to setup a new question.

UQpoll - Saving results

Refer to the *UQ Active Learn - Saving results* guide.

UQwordcloud getting started

UQwordcloud is a UQ active learning tool that automatically collates student responses to a short answer question. The results are displayed as a brainstorm word cloud. Students submit their response using a web enabled device (PC, Mac, iPhone, iPad, Android device or other smart phones).

Note: All UQ staff can use UQwordcloud via the UQ Active Learn suite (tutors will need to login using their staff username and login).

UQwordcloud questions - short answer

Questions can be posed:

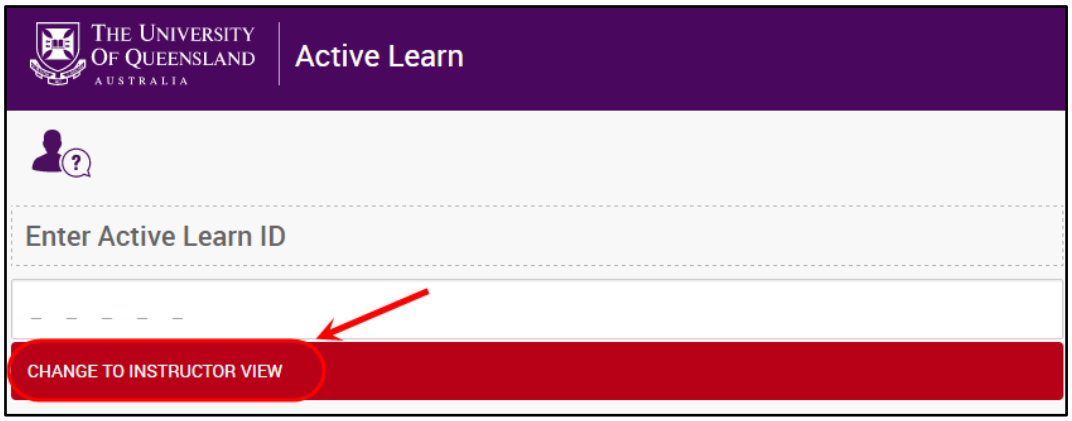
- Verbally
- Written on the whiteboard
- In a PowerPoint presentation

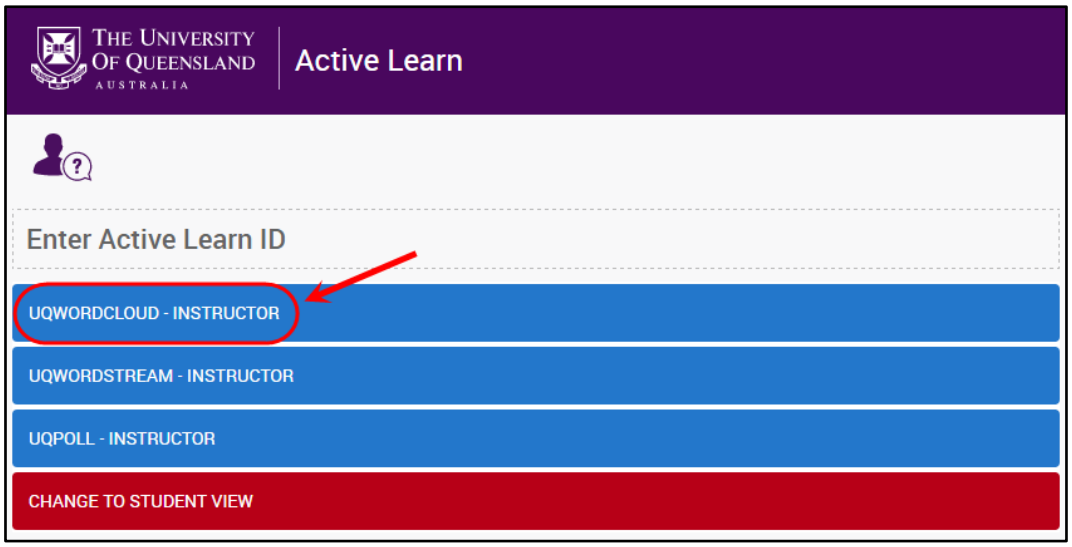
Note: Student responses can be a maximum of 25 characters long (1-3 words).

UQwordcloud – Instructor view

- Browse to the main page to open the UQ Active Learn suite of applications. https://apps.elearning.uq.edu.au/

- Click on the CHANGE TO INSTRUCTOR VIEW (CHANGE TO INSTRUCTOR VIEW) button.
- Click on the relative application from the list (UQwordcloud in this instance)

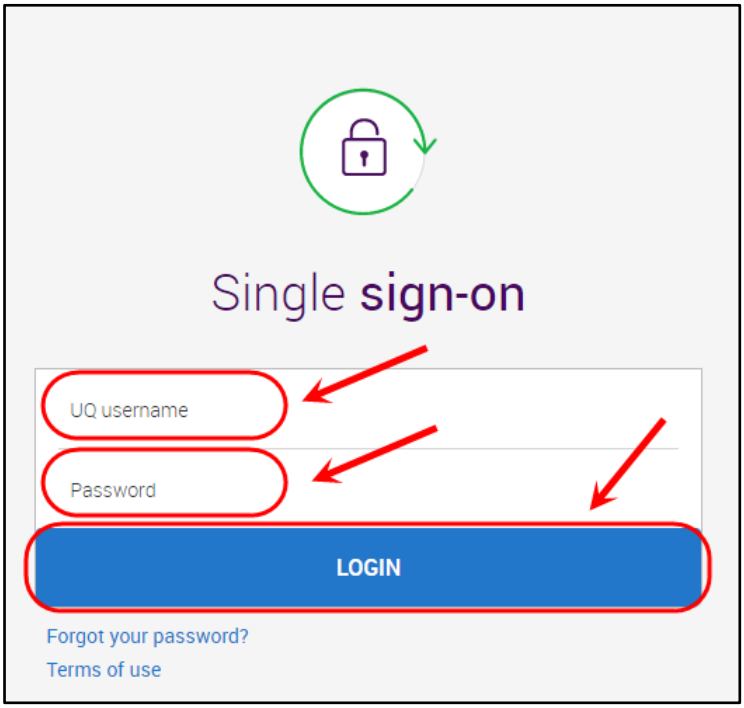




- Or, browse directly to the UQwordcloud - Instructor website where the student responses will be displayed: https://apps.elearning.uq.edu.au/wordcloud/instructor/

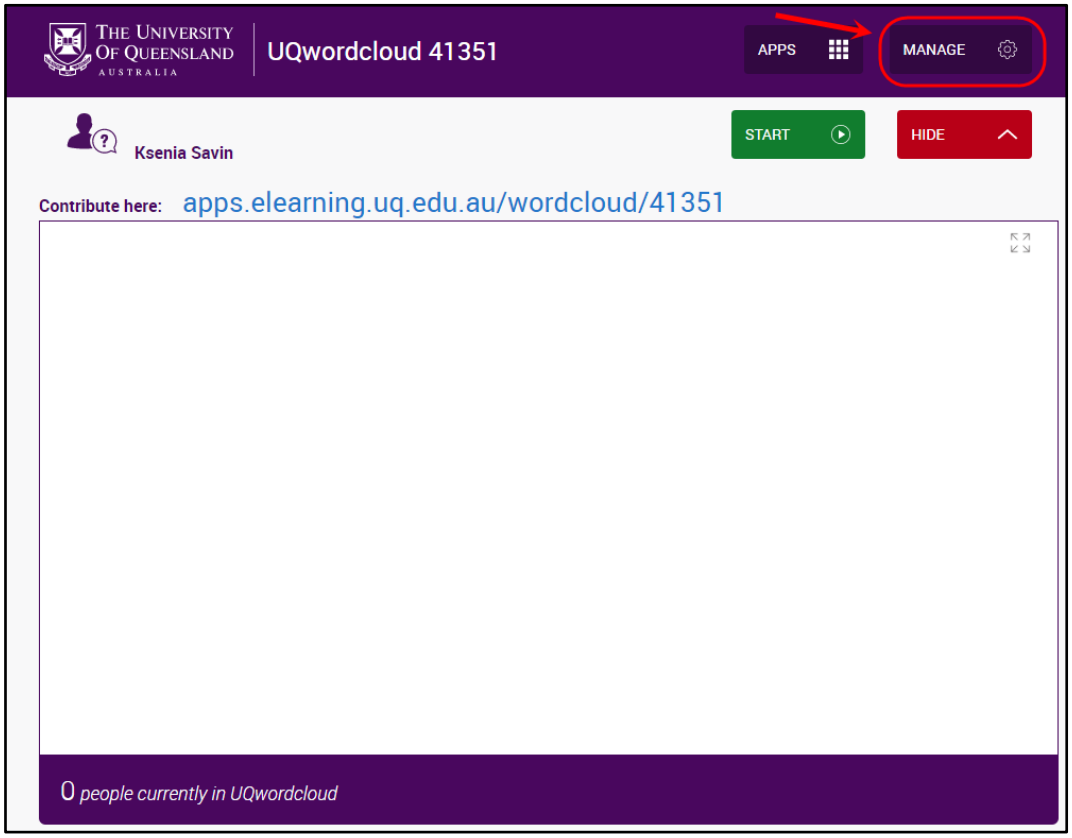
Note: All UQ staff have their own UQwordcloud account with a unique Active Learn ID number.

- If you are not already logged in:
  - Enter your UQ username and password.
  - Click on the LOGIN (LOGIN) button.

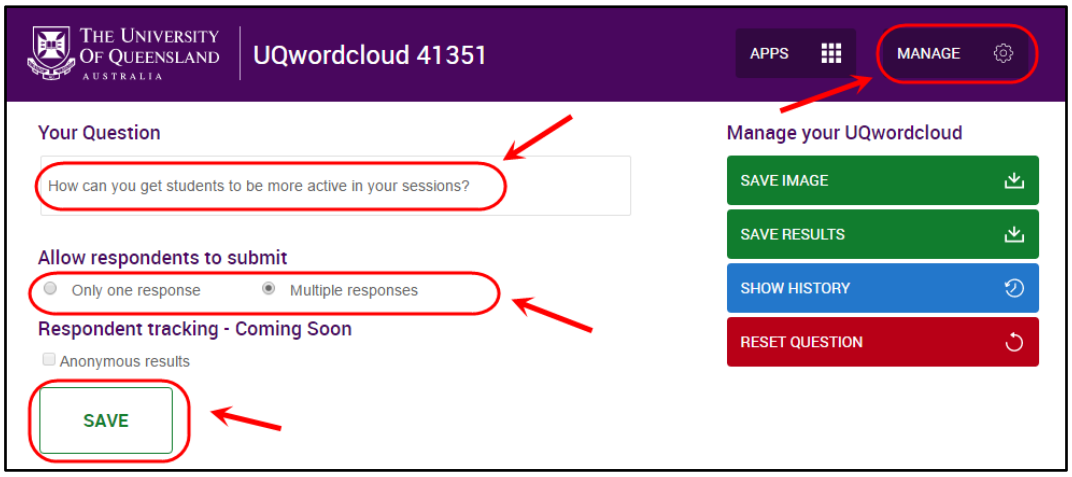


UQwordcloud setup

- Click on the MANAGE (MANAGE) button.



- If there are currently responses displayed in UQwordcloud, click on the RESET QUESTION (RESET QUESTION) button.
- Optionally type your question into the **Your Question** textbox (maximum 64 characters for textbox).
- Select the required **Allow respondents to submit** radio button.
    - **Only one response** – if students submit more than one response only the last response is displayed.
    - **Multiple responses** – students can submit an unlimited number of responses.
- Click on the SAVE (SAVE) button.
- Click on the MANAGE (MANAGE) button again to close.

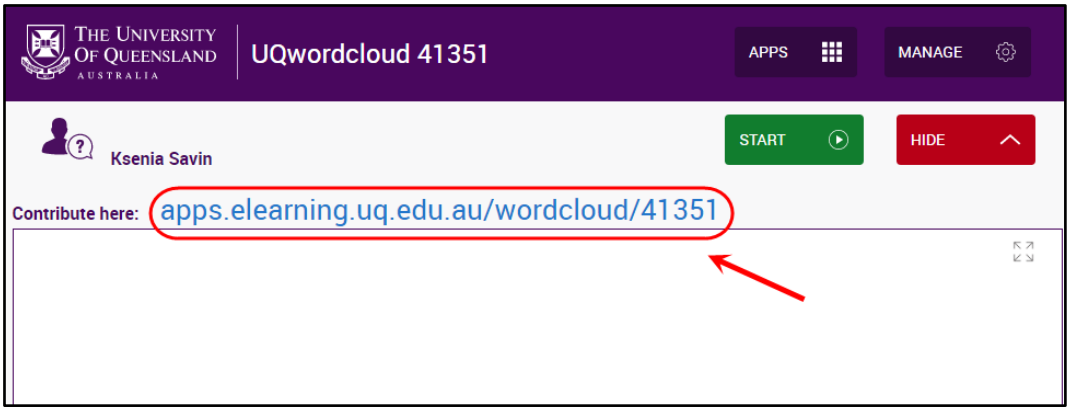


Note: You could enter your question and save the required settings before your lecture / tutorial.

Warning: Although UQwordcloud will filter out common swear words it is still possible for students to enter inappropriate responses. It is recommended that you remind students of the Acceptable Use of UQ ICT Resources policy and access the downloaded responses to track down and follow up on any inappropriate submissions.

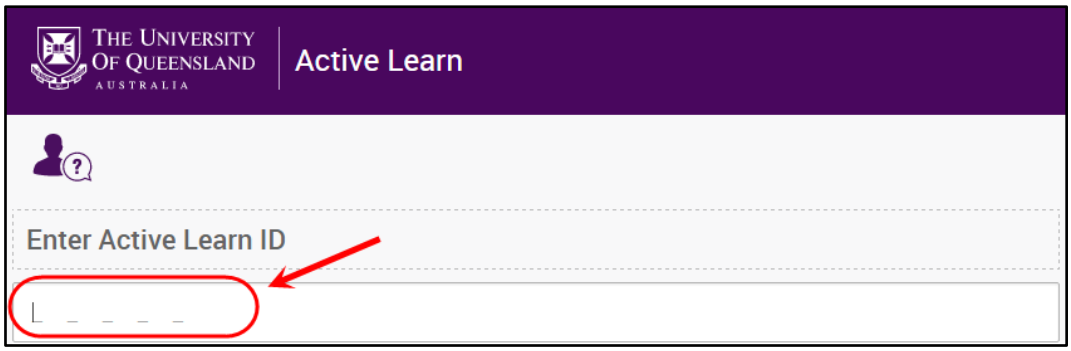
UQwordcloud – Student View

- Instruct students to browse to their instructors' (your) UQwordcloud student view webpage (**contribute here**) address.

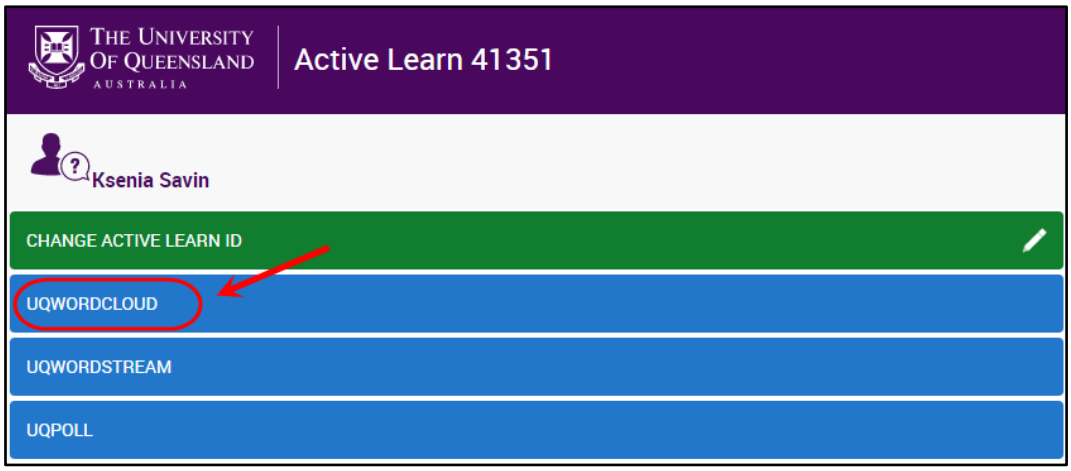


- Alternatively, students can access the relative application through the UQ Active Learn suite. Students will need to:
  - Browse to the website: https://apps.elearning.uq.edu.au/
  - Check that they are accessing the applications under their instructors' (your) **Active Learn ID**
  - Click on CHANGE ACTIVE LEARN ID (CHANGE ACTIVE LEARN ID) button ***if*** the Active Learn ID does not match their instructors' (your) Active Learn ID.

- Get students to enter their instructors' (your) **Active Learn ID**

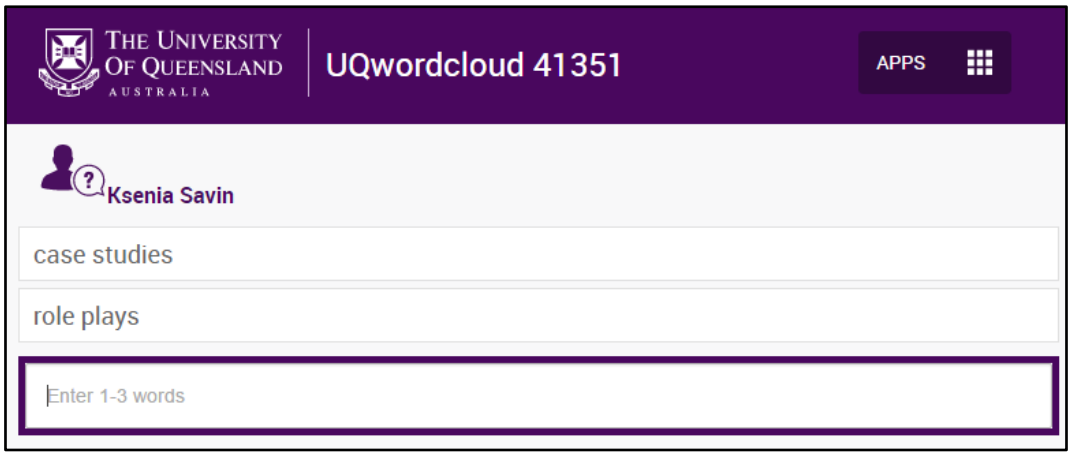


- Click on the relative application to enter their responses (UQwordcloud in this instance)

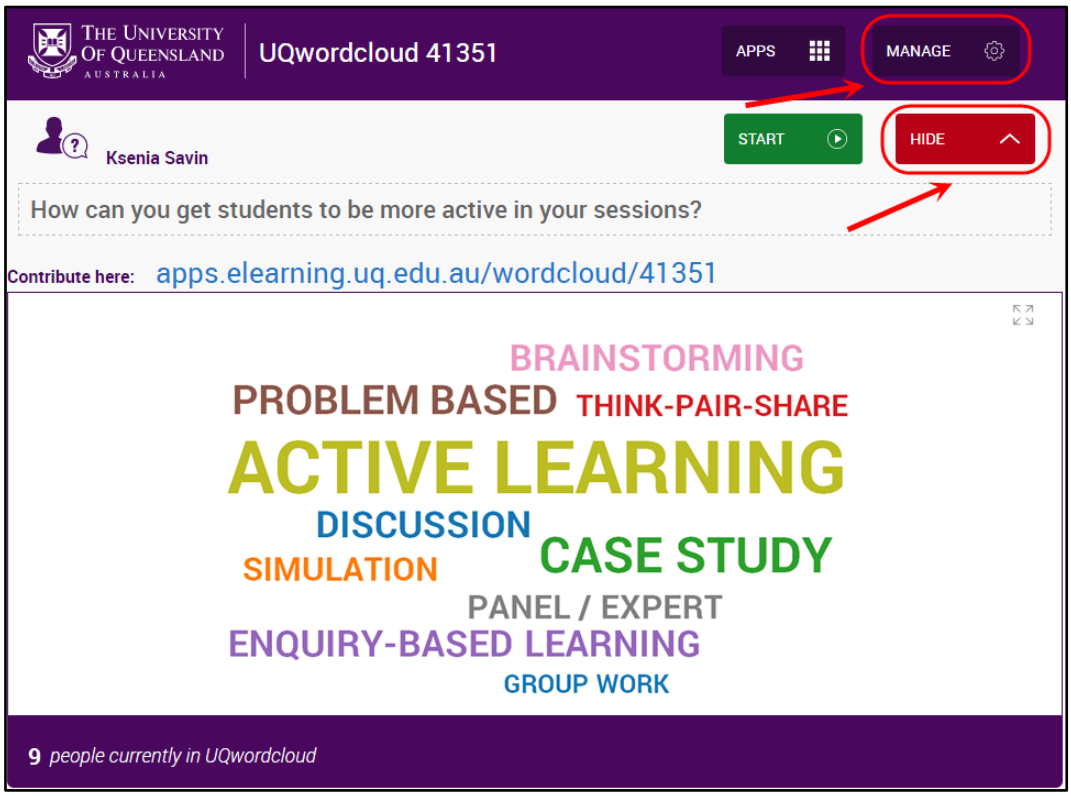


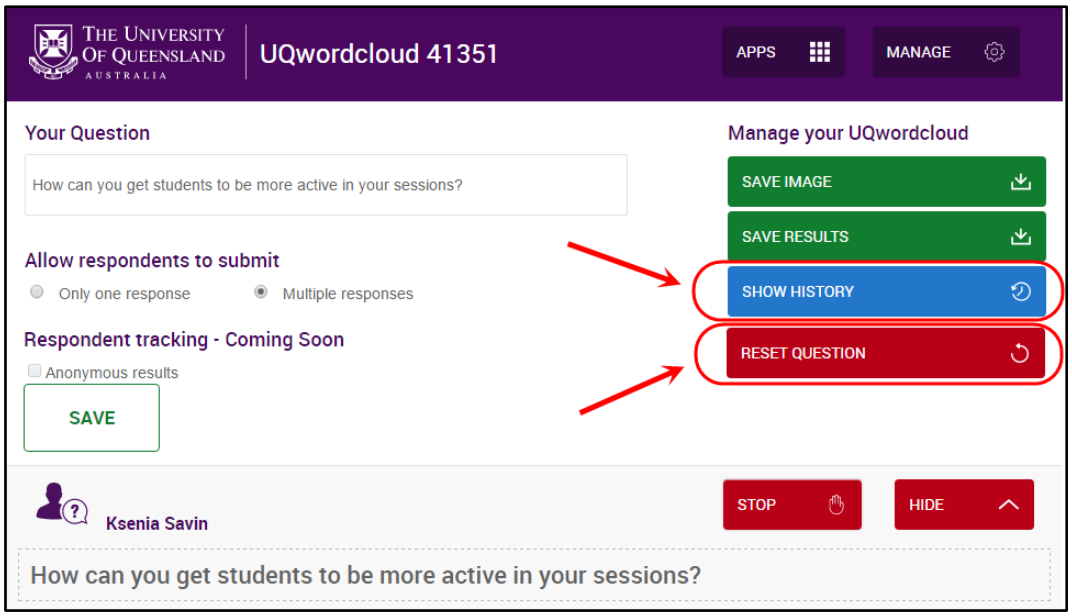
Students should then:

- Type in their response and press the Enter key on their keyboard (or GO on their mobile). Student responses can be a maximum of 25 characters long (1-3 words).



- ***Tip:*** Students are unable to remove / undo any responses once they have been entered. If an inappropriate response is entered, the instructor may:
  - Click on the HIDE (HIDE) button.
  - Click on the MANAGE (MANAGE) button.
  - Click on the RESET QUESTION (RESET QUESTION) button to clear the UQwordcloud responses.
  - After the session, use the SHOW HISTORY (SHOW HISTORY) button to download a record of the responses and follow up with the student that entered an inappropriate response.
  - Remind students of the Acceptable Use of UQ ICT Resources policy.



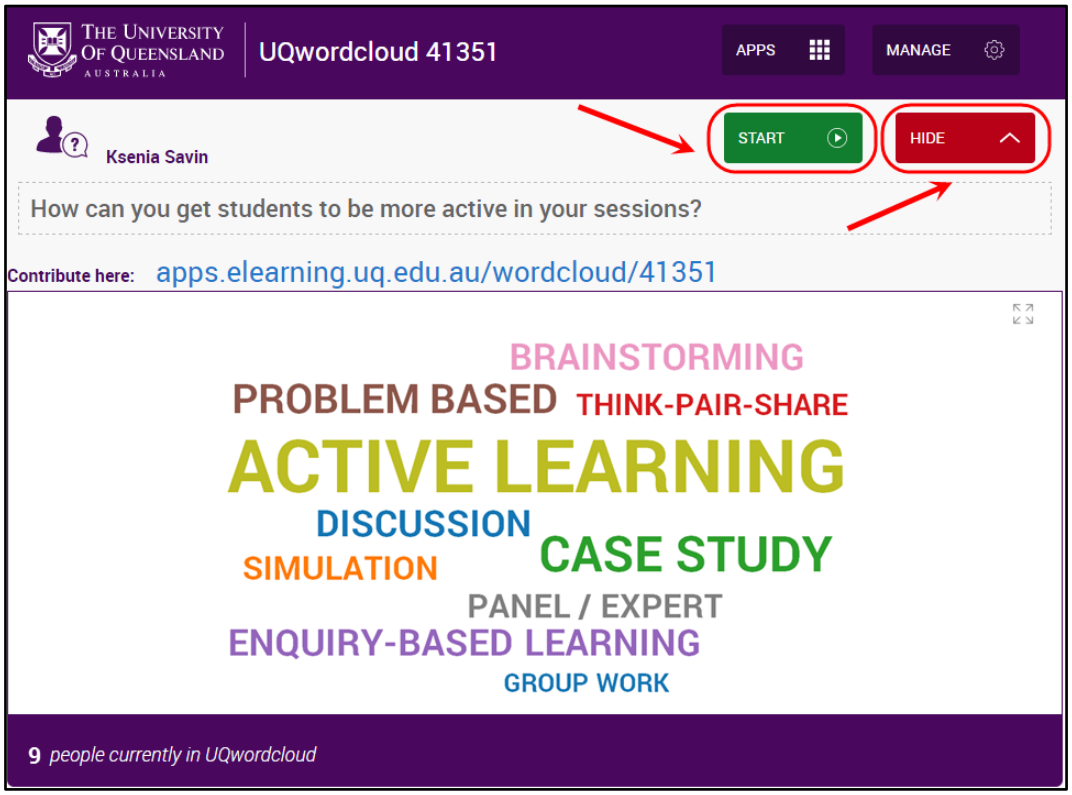

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA
UQwordcloud 41351
APPS
MANAGE
Your Question
How can you get students to be more active in your sessions?
Allow respondents to submit
Only one response
Multiple responses
Respondent tracking - Coming Soon
Anonymous results
SAVE
Manage your UQwordcloud
SAVE IMAGE
SAVE RESULTS
SHOW HISTORY
RESET QUESTION
Ksenia Savin
STOP
HIDE
How can you get students to be more active in your sessions?

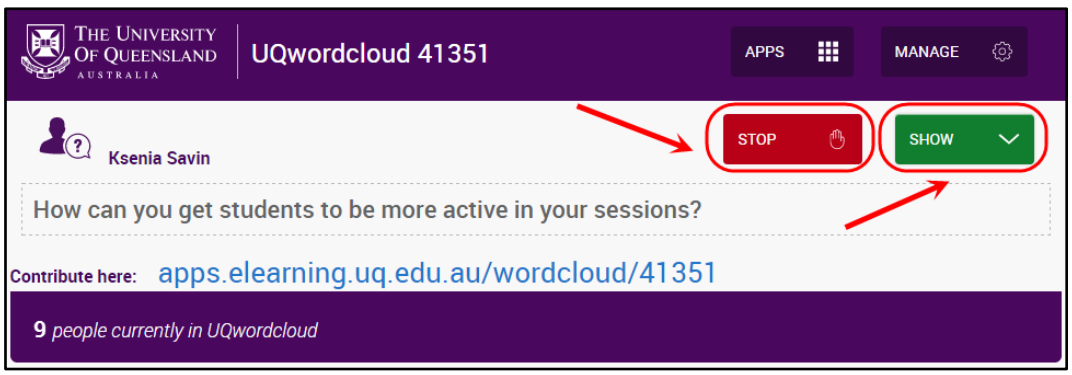
UQwordcloud - Collecting responses

Your UQwordcloud will automatically update the display as students enter responses.

Note: If you browse away from the webpage while students are submitting you will need to refresh the browser to ensure all results are displayed.

- Click on the START (START) button to begin /continue collecting student responses.
- Click on the STOP (STOP) button to end/pause responses coming in
- Click on the HIDE (HIDE) button to hide the UQwordcloud responses entered
- Click on the SHOW (SHOW) button to view the UQwordcloud responses entered



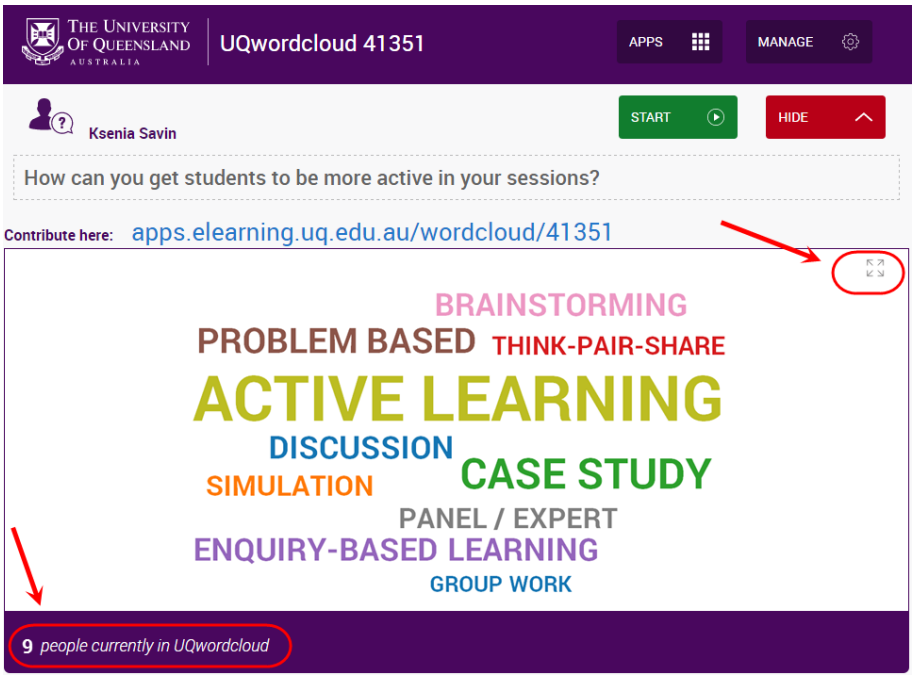


UQwordcloud display

Your UQwordcloud will automatically update the display as students enter responses.

Note: If you browse away from the webpage while students are submitting you will need to refresh the browser to ensure all results are displayed.

- The number of students who have submitted one or more responses is displayed. i.e. The total number of responses is not displayed.
- Click on the (full screen) icon in the top right of UQwordcloud entries to enter Full screen view.
- Click on the (cross) icon in the top right of UQwordcloud entries to return to the standard display.

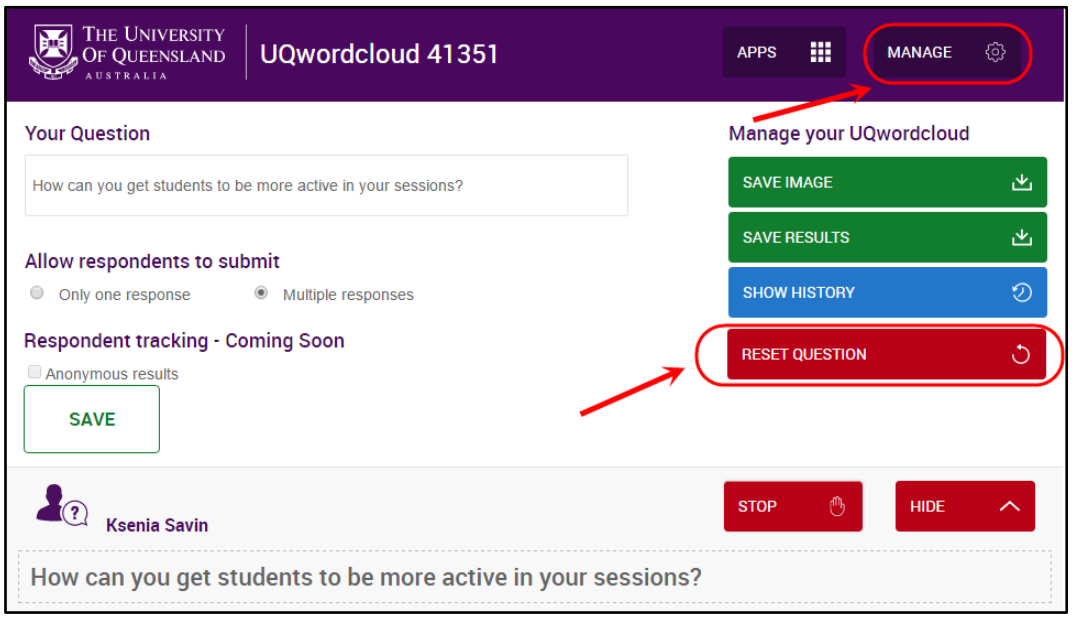


UQwordcloud – Clearing responses

- Click on the

(MANAGE) button
- Click on the reset

(RESET QUESTION) button.



- Refer to *UQwordcloud setup* section for details on how to setup a new question.

UQwordcloud - Saving results

Refer to the *Saving results - UQ Active Learn* guide.

UQwordstream getting started

UQwordstream is a UQ active learning tool that automatically collates student responses to an open-ended question. The results are displayed as a Wordstream. Students submit their response using a web enabled device (PC, Mac, iPhone, iPad, Android device or other smart phones).

Note: All UQ staff can use UQwordstream via the UQ Active Learn suite (tutors will need to login using their staff username and login).

UQwordstream questions - open-ended responses

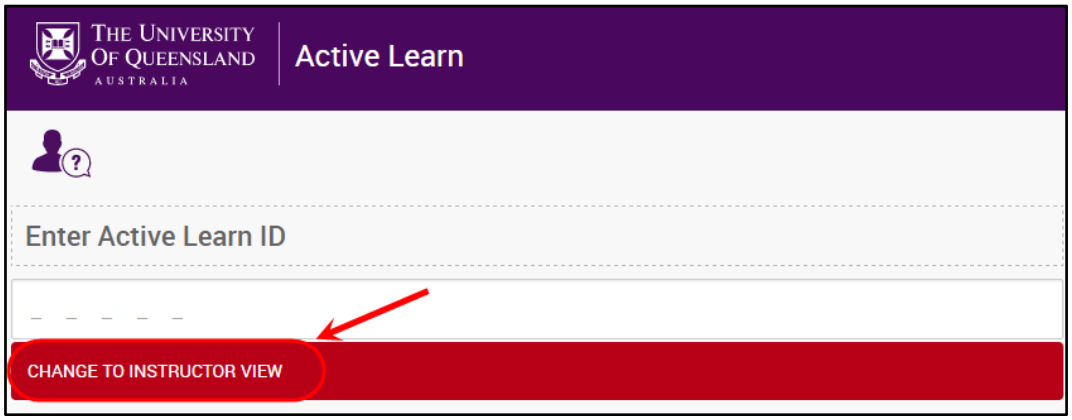
Questions can be posed:

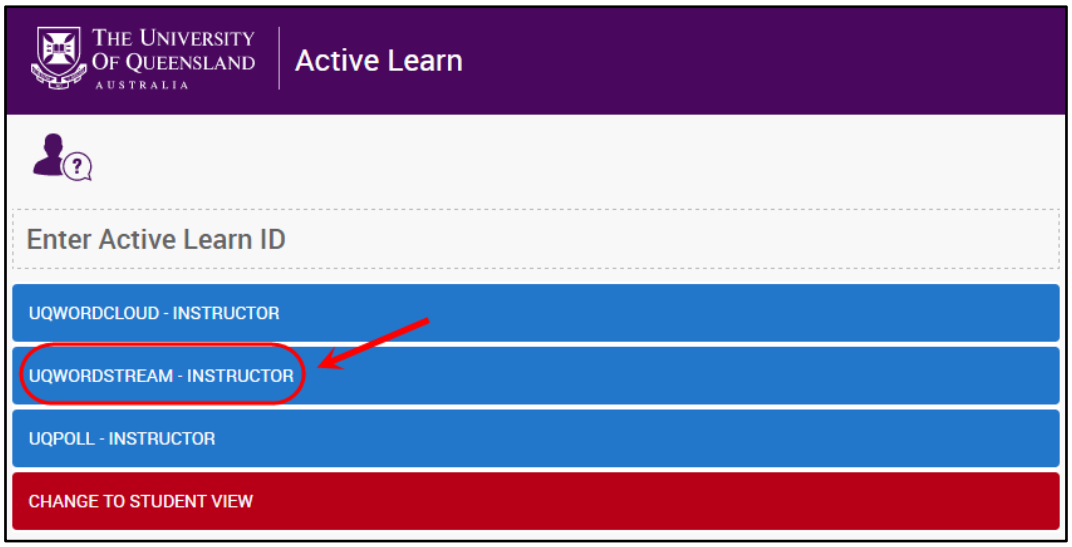
- Verbally
- Written on the whiteboard
- In a PowerPoint presentation

UQwordstream - Instructor view

- Browse to the main page to open the UQ Active Learn suite of applications. https://apps.elearning.uq.edu.au/

- Click on the CHANGE TO INSTRUCTOR VIEW (CHANGE TO INSTRUCTOR VIEW) button.
- Click on the relative application from the list (UQwordstream in this instance)

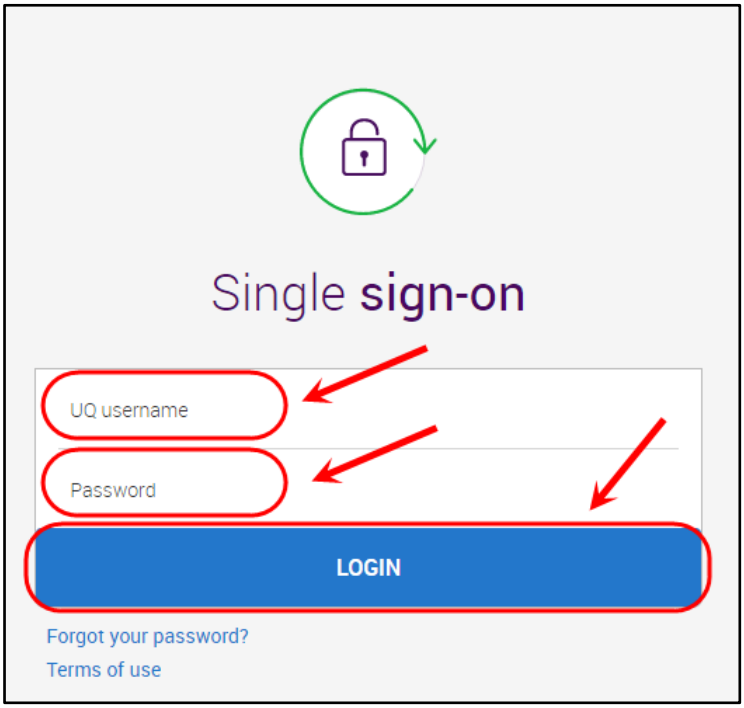




- Or, browse directly to the UQwordstream- Instructor website where the student responses will be displayed: https://apps.elearning.uq.edu.au/wordstream/instructor/

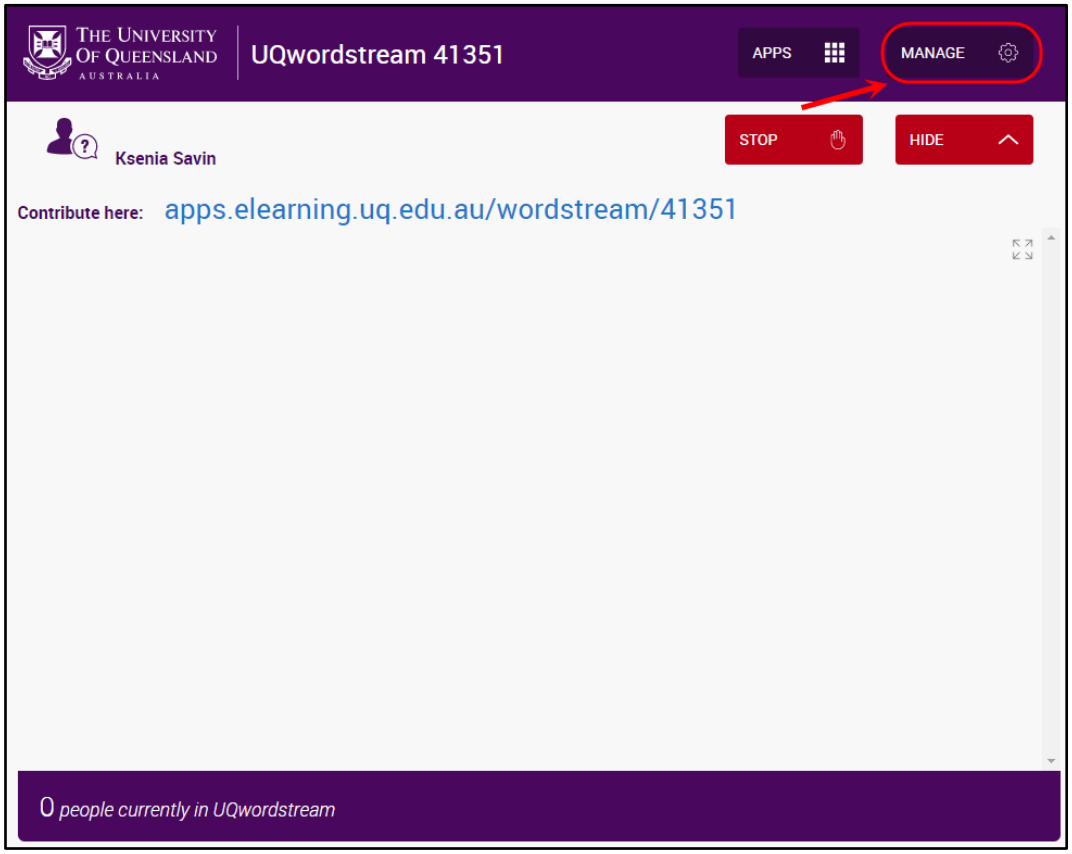
Note: All UQ staff have their own UQwordstream account with a unique Active Learn ID number.

- If you are not already logged in:
  - Enter your UQ username and password.
  - Click on the LOGIN (LOGIN) button.

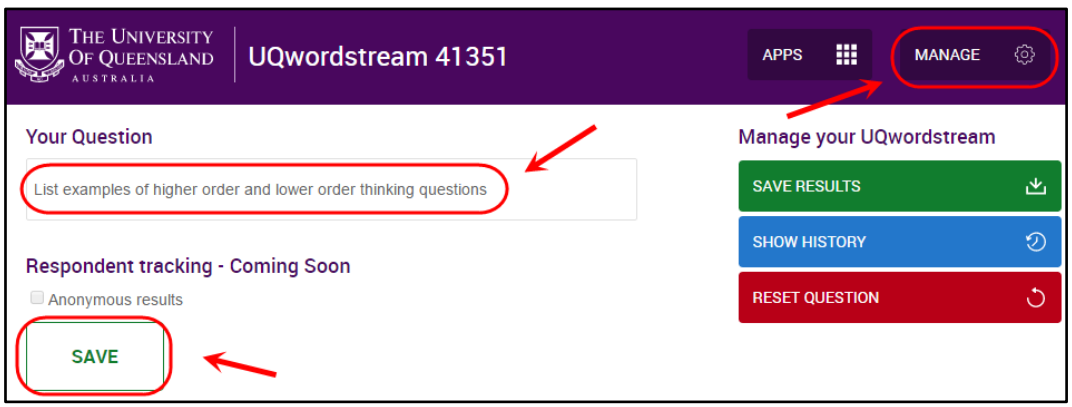


UQwordstream setup

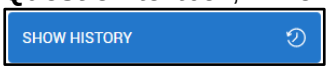
- Click on the MANAGE (MANAGE) button.



- If there are currently responses displayed in UQwordstream, click on the RESET QUESTION (RESET QUESTION) button.
- Optionally type your question into the **Your Question** textbox (maximum 64 characters for textbox).
- Click on the SAVE (SAVE) button.
- Click on the MANAGE (MANAGE) button again to close.



Note: You could enter your question and save the required settings before your lecture / tutorial.

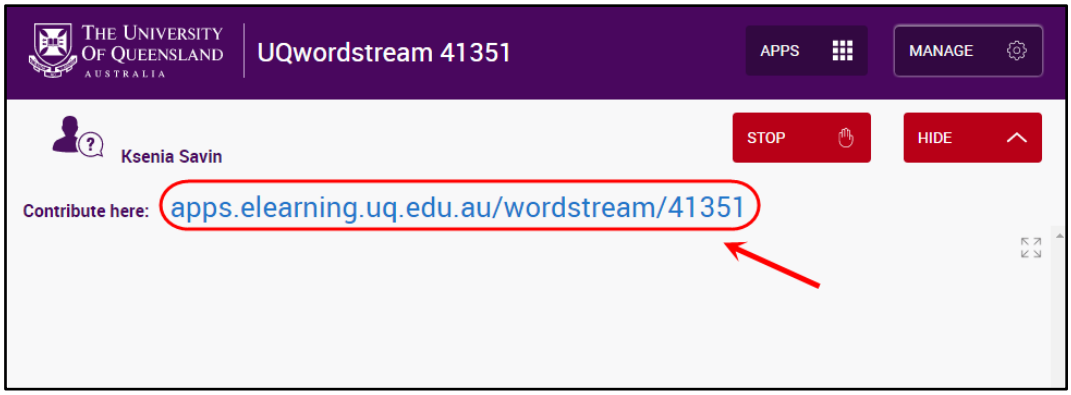
Tip: Entering the question (or a shortened way to identify the question posed) into **Your Question** textbox, will enable you to better search for the question responses using the 

(SHOW HISTORY) button for purposes of downloading a record of the student responses in the future.

Warning: Students are able to enter open-ended responses which gives them the ability to type inappropriate responses. It is recommended that you remind students of the Acceptable Use of UQ ICT Resources policy and access the downloaded responses to track down and follow up on any inappropriate submissions.

UQwordstream - Student view

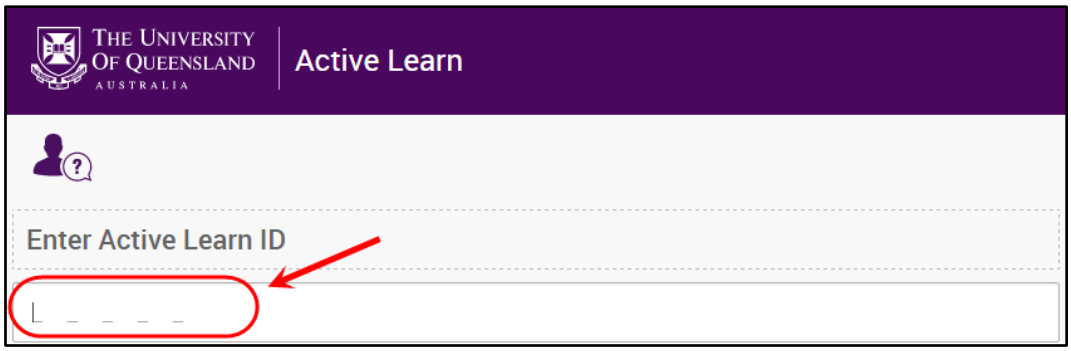
- Instruct students to browse to their instructors' (your) UQwordstream student view webpage (**contribute here**) address.



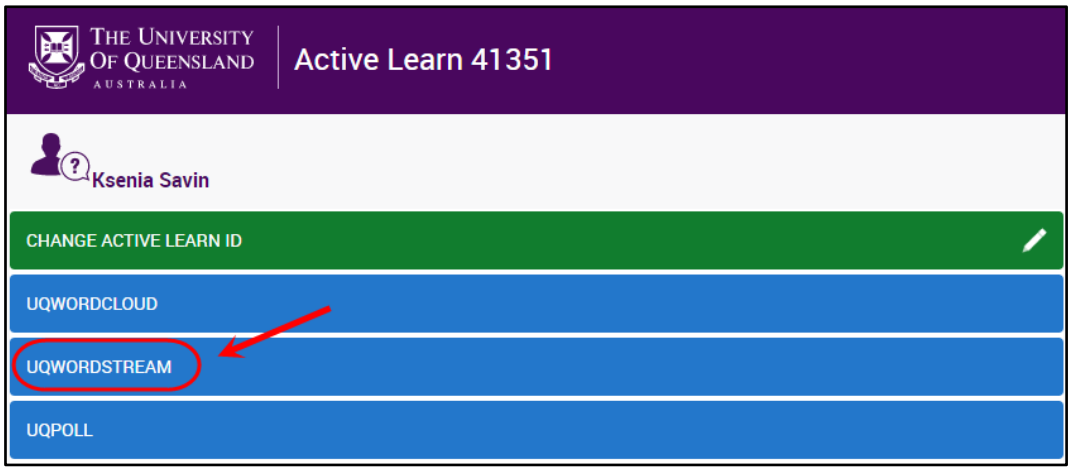
- Alternatively, students can access the relative application through the UQ Active Learn suite. Students will need to:
  - Browse to the website: https://apps.elearning.uq.edu.au/
  - Check that they are accessing the applications under their instructors' (your) **Active Learn ID**
  - Click on

(CHANGE ACTIVE LEARN ID) button ***if*** the Active Learn ID does not match their instructors' (your) Active Learn ID.

- Get students to enter their instructors' (your) **Active Learn ID**

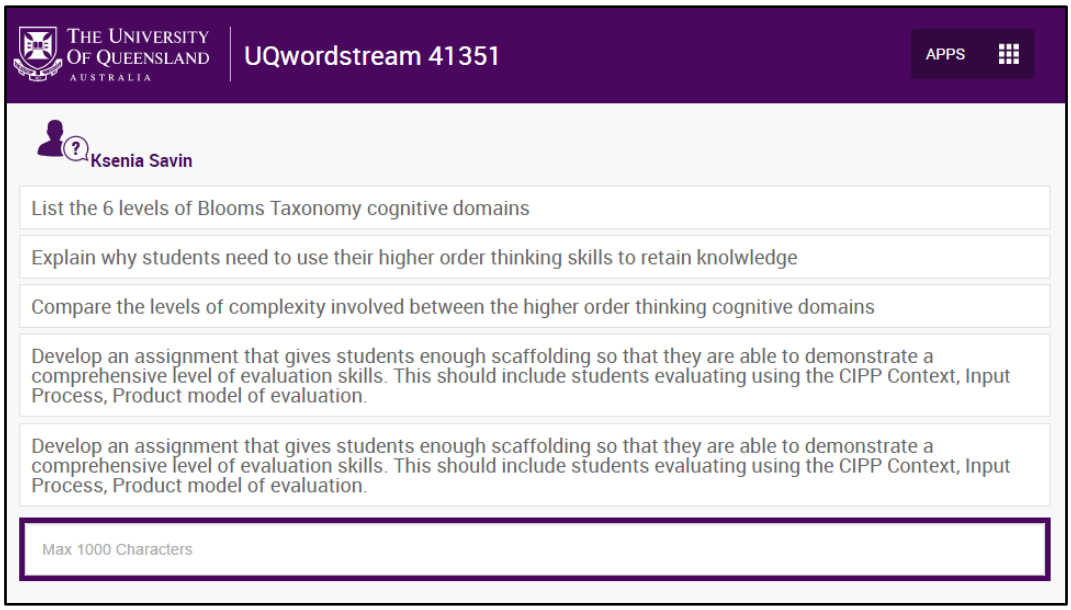


- Click on the relative application to enter their responses (UQwordstream in this instance)

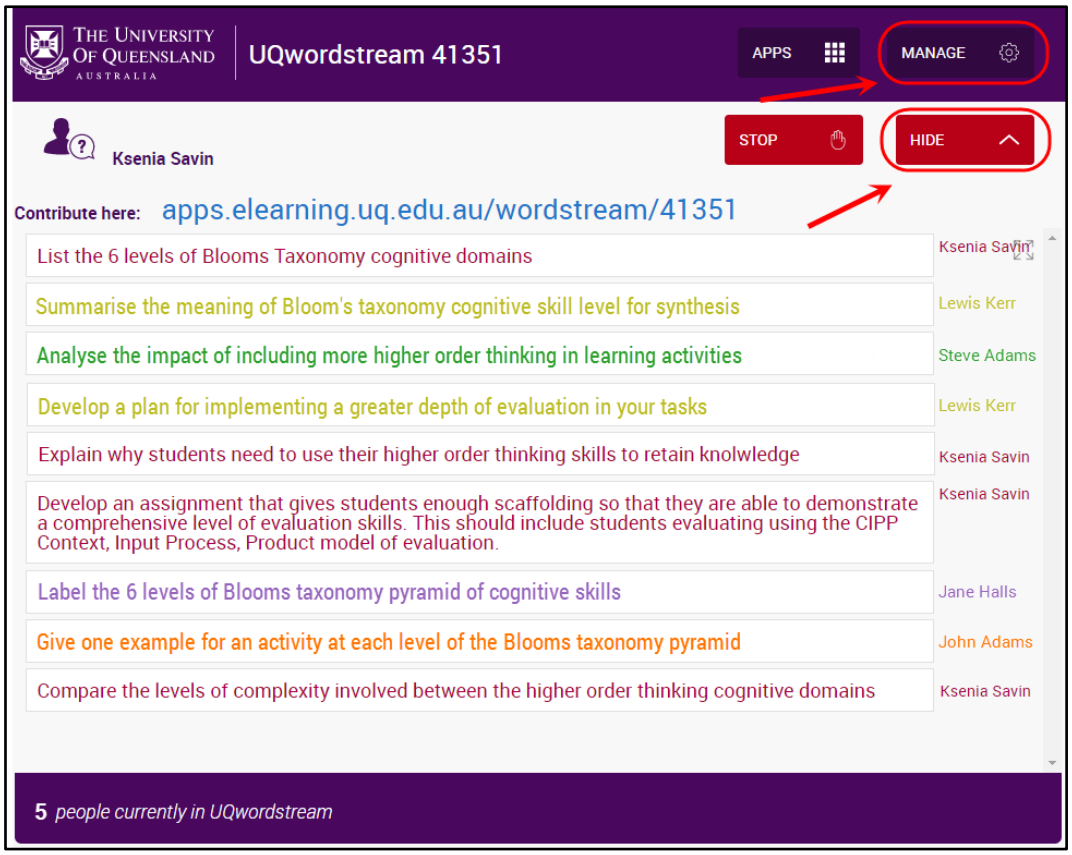


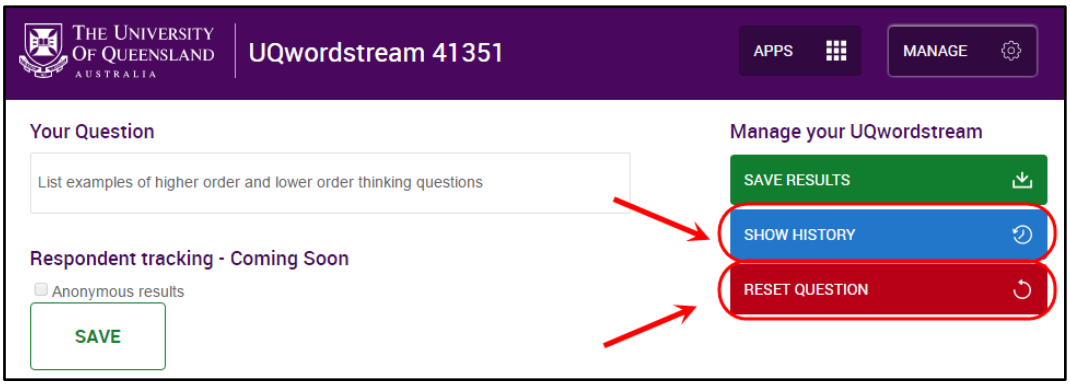
Students should then:

- Type in their response and press the Enter key on their keyboard (or GO on their mobile). Student responses can be a maximum of 1000 characters long (approx. 3-4 paragraphs).



- ***Tip:*** Students are unable to remove / undo any responses once they have been entered. If an inappropriate response is entered, the instructor may:
  - Click on the HIDE (HIDE) button.
  - Click on the MANAGE (MANAGE) button.
  - Click on the RESET QUESTION (RESET QUESTION) button to clear the UQwordcloud responses.
  - After the session, use the SHOW HISTORY (SHOW HISTORY) button to download a record of the responses and follow up with the student that entered an inappropriate response.
  - Remind students of the Acceptable Use of UQ ICT Resources policy.


THE UNIVERSITY OF QUEENSLAND AUSTRALIA
UQwordstream 41351
APPS
MANAGE
Ksenia Savin
STOP
HIDE
Contribute here: apps.elearning.uq.edu.au/wordstream/41351
List the 6 levels of Blooms Taxonomy cognitive domains
Ksenia Savin
Summarise the meaning of Bloom's taxonomy cognitive skill level for synthesis
Lewis Kerr
Analyse the impact of including more higher order thinking in learning activities
Steve Adams
Develop a plan for implementing a greater depth of evaluation in your tasks
Lewis Kerr
Explain why students need to use their higher order thinking skills to retain knolwledge
Ksenia Savin
Develop an assignment that gives students enough scaffolding so that they are able to demonstrate a comprehensive level of evaluation skills. This should include students evaluating using the CIPP Context, Input Process, Product model of evaluation.
Ksenia Savin
Label the 6 levels of Blooms taxonomy pyramid of cognitive skills
Jane Halls
Give one example for an activity at each level of the Blooms taxonomy pyramid
John Adams
Compare the levels of complexity involved between the higher order thinking cognitive domains
Ksenia Savin
5 people currently in UQwordstream

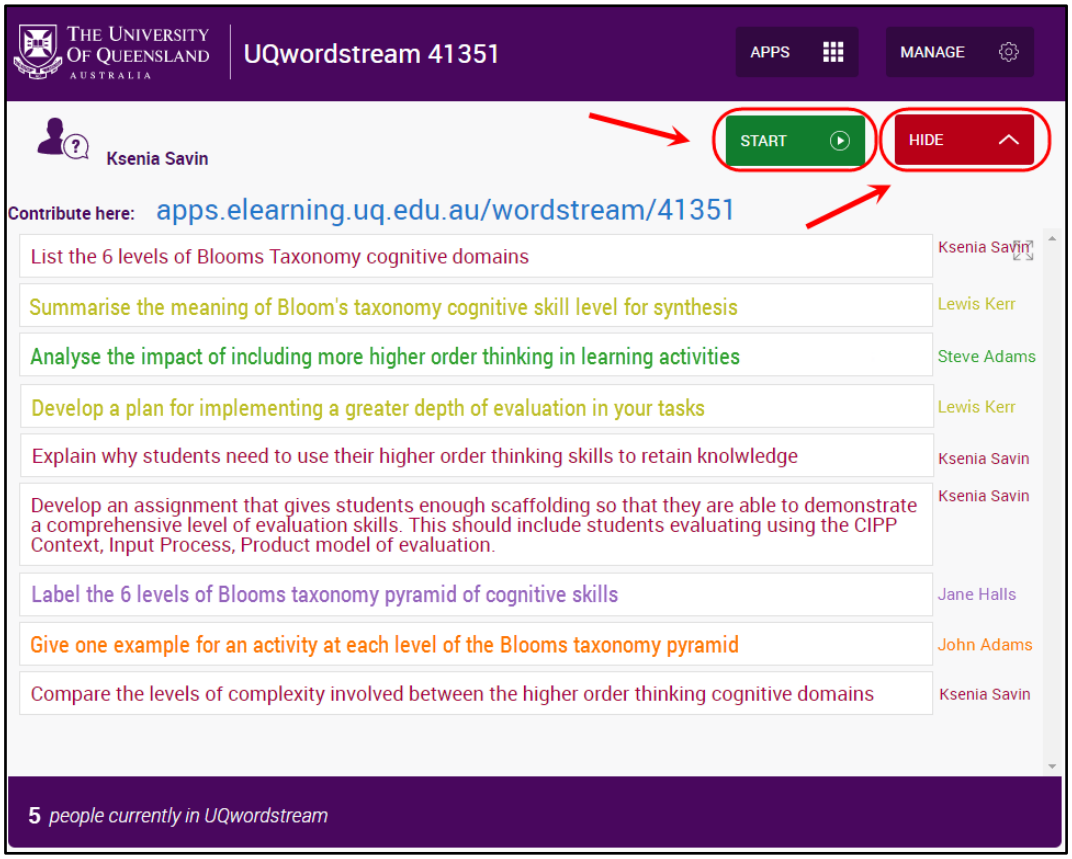

THE UNIVERSITY OF QUEENSLAND AUSTRALIA
UQwordstream 41351
APPS
MANAGE
Your Question
List examples of higher order and lower order thinking questions
Respondent tracking - Coming Soon
Anonymous results
SAVE
Manage your UQwordstream
SAVE RESULTS
SHOW HISTORY
RESET QUESTION

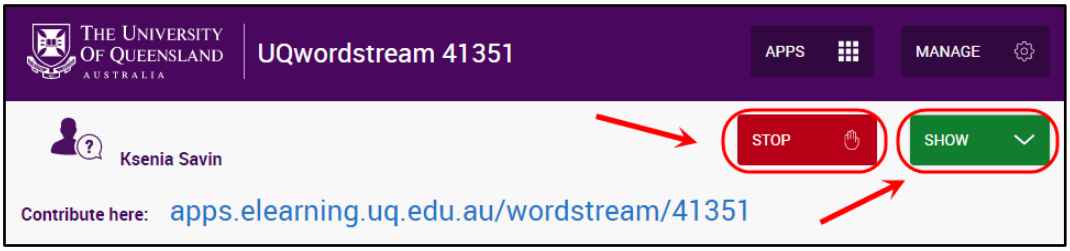
UQwordstream - Collecting responses

Your UQwordstream will automatically update the display as students enter responses.

Warning: If you refresh the browser any responses submitted will be reset and students will need to resubmit their response.

- Click on the START (START) button to begin /continue collecting student responses.
- Click on the STOP (STOP) button to end/pause responses coming in
- Click on the HIDE (HIDE) button to hide the UQwordstream responses entered
- Click on the SHOW (SHOW) button to view the UQwordstream responses entered





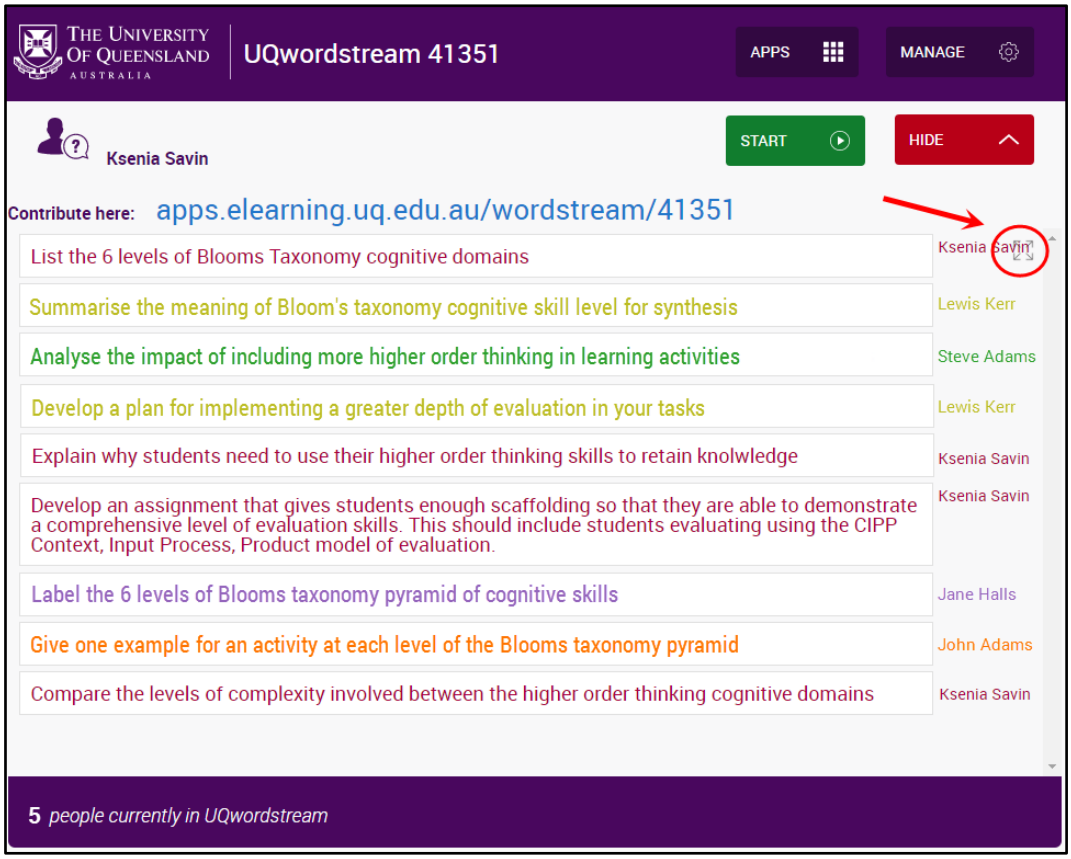
UQwordstream display

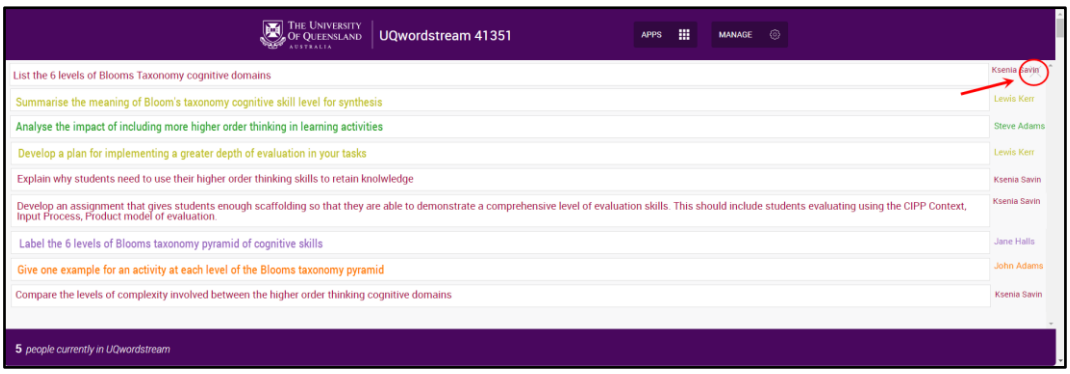
Your UQwordstream will automatically update the display as students enter responses.

Warning: If you refresh the browser any responses submitted will be reset and students will need to resubmit their response.

- The number of students who have submitted one or more responses is displayed. i.e. The total number of responses is not displayed.

- Click on the (full screen) icon in the top right of the Wordstream to enter Full screen view.
- Click on the (cross) icon in the top right of the Wordstream to return to the standard display.



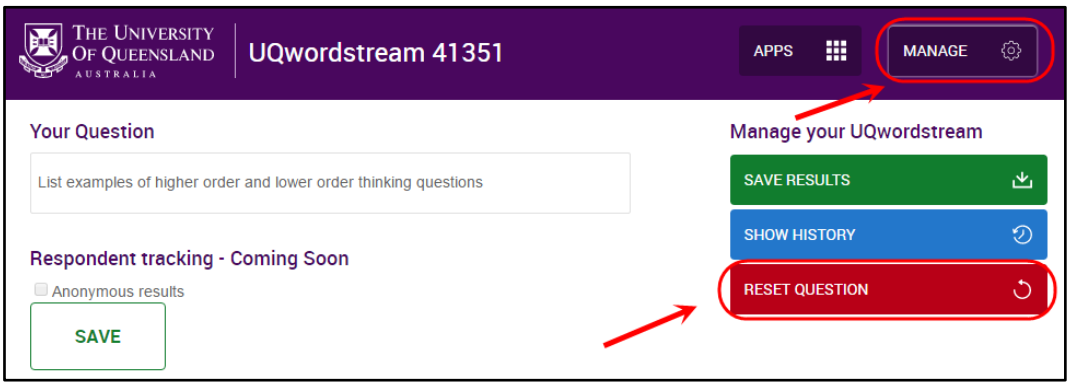


UQwordstream – Clearing responses

- Click on the

(MANAGE) button
- Click on the reset

(RESET QUESTION) button.



- Refer to *UQwordstream setup* section for details on how to setup a new question.

UQwordstream - Saving results

Refer to the *Saving results- UQ Active Learn* guide.

UQ Active Learn – Saving results

Saving results

Saving student responses is similar across the 3 applications within the UQ Active Learn suite. The variations for saving results between the three applications are as follows:

- UQpoll – can save results as an image and also as a csv spreadsheet file.
- UQwordcloud – can save results as an image and also as a csv spreadsheet file.
- UQwordstream – can save results as a csv spreadsheet file only

Note: You will only be able to save an image of the results within UQpoll and UQwordcloud for the ***current*** view. Once you reset the question, you will only be able to save the results as a csv spreadsheet from the history area.

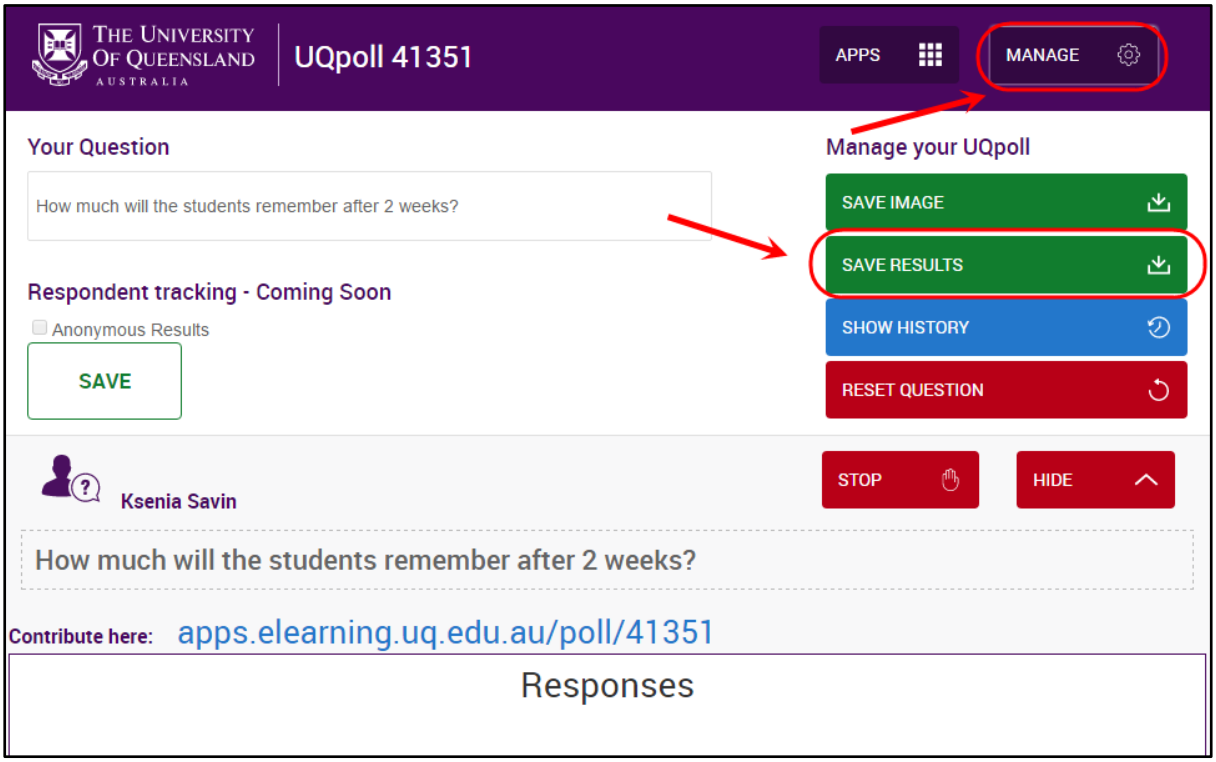
Saving current results to a csv file

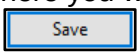
You can save the current view of results to a csv file that can be opened in Excel.

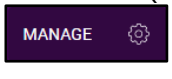
- Click on the

(MANAGE) button
- Click on the

(SAVE RESULTS) button.



- Browse to where you want to save the file.
- Click on the 

(Save) button.
- Click on the 

(MANAGE) button again to close.

Note: The file name will have the below format:

application_<Active Learn ID>_results_YYYYMMDD_HHMMSS.csv

i.e. UQwordstream_41351_results_20160525_153827.csv

- When you open the file, it will be displayed in Excel as shown:
  - Row 1: Your Active Learn ID number
  - Row 2: Question typed into **Your Question** textbox when setting up the application.
  - Row 3: Create date – the date and time that the question was posed in your session
  - Row 4: Export date – the date and time that the results were saved/ downloaded.
  - Column A: The date and time the response was submitted.
  - Column B: The response submitted
  - Column C: UQ username of the respondent
  - Column D: Firstname of the respondent
  - Column E: Surname of the respondent

Note: If **One response only** was selected all words submitted will be included in the list even though only the last word submitted is displayed in UQwordcloud.

Note: Attempts to submit words on the Banned Word list (common swear words) are not recorded.

UQpoll – csv downloaded example

	A	B	C	D	E
1	Active Learn ID	41351			
2	Question	How much will the students remember after 2 weeks?			
3	Create Date	12/05/2016 10:51			
4	Export Date	25/05/2016 14:50			
5					
6	Timestamp	Response	Username	Firstname	Lastname
7	25/05/2016 14:14	C	uqlkerr	Lewis	Kerr
8	25/05/2016 14:14	D	uqsadams	Steve	Adams
9	25/05/2016 14:14	C	uqjhalls	Jane	Halls
10	25/05/2016 14:14	D	uqjadams	John	Adams
11	25/05/2016 14:14	C	uqksavin	Ksenia	Savin

UQwordcloud – csv downloaded example

	A	B	C	D	E
1	Active Learn ID	41351			
2	Question	How can you get students to be more active in your sessions?			
3	Create Date	24/05/2016 11:02			
4	Export Date	25/05/2016 15:00			
5					
6	Timestamp	Response	Username	Firstname	Lastname
7	25/05/2016 14:56	discussion	uqlkerr	Lewis	Kerr
8	25/05/2016 14:56	take away phones	uqsadams	Steve	Adams
9	25/05/2016 14:56	engagement	uqlkerr	Lewis	kerr
10	25/05/2016 14:56	role-play	uqjhalls	Jane	Halls
11	25/05/2016 14:56	group work	uqjadams	John	Adams
12	25/05/2016 14:56	reflection	uqjhalls	Jane	Halls
13	25/05/2016 14:56	have a discussion	uqlkerr	Lewis	Kerr
14	25/05/2016 14:56	video	uqjadams	John	Adams
15	25/05/2016 14:56	video and discuss	uqsadams	Steve	Adams
16	25/05/2016 14:56	share examples	uqsadams	Steve	Adams
17					

UQwordstream– csv downloaded example

	A	B	C	D	E
1	Active Learn ID	41351			
2	Question	Higher order thinking, lower order thinking questions.			
3	Create Date	25/05/2016 11:30			
4	Export Date	25/05/2016 15:38			
5					
6	Timestamp	Response	Username	Firstname	Lastname
7	25/05/2016 15:28	How does communicating effectively help you to be resilient?	uqlkerr	Lewis	Kerr
8	25/05/2016 15:28	What are coping skills?	uqsadams	Steve	Adams
9	25/05/2016 15:29	What actions would you take to manage stress	uqjhalls	Jane	Halls
10	25/05/2016 15:29	What does it mean to be resilient as a student?	uqlkerr	Lewis	Kerr
11	25/05/2016 15:29	How do the steps for managing stress compare with the steps for taking action?	uqsadams	Steve	Adams
12	25/05/2016 15:29	How resilience is different from wellbeing	uqjhalls	Jane	Halls
13	25/05/2016 15:29	How does communication help to enhance students resilience?	uqjadams	John	Adams

Save Image – Current View Only

You can save the current view for UQwordcloud and UQpoll as an image (PNG file). Once you reset the question you will be unable to save the image file for any previously collected UQwordcloud or UQpoll responses.

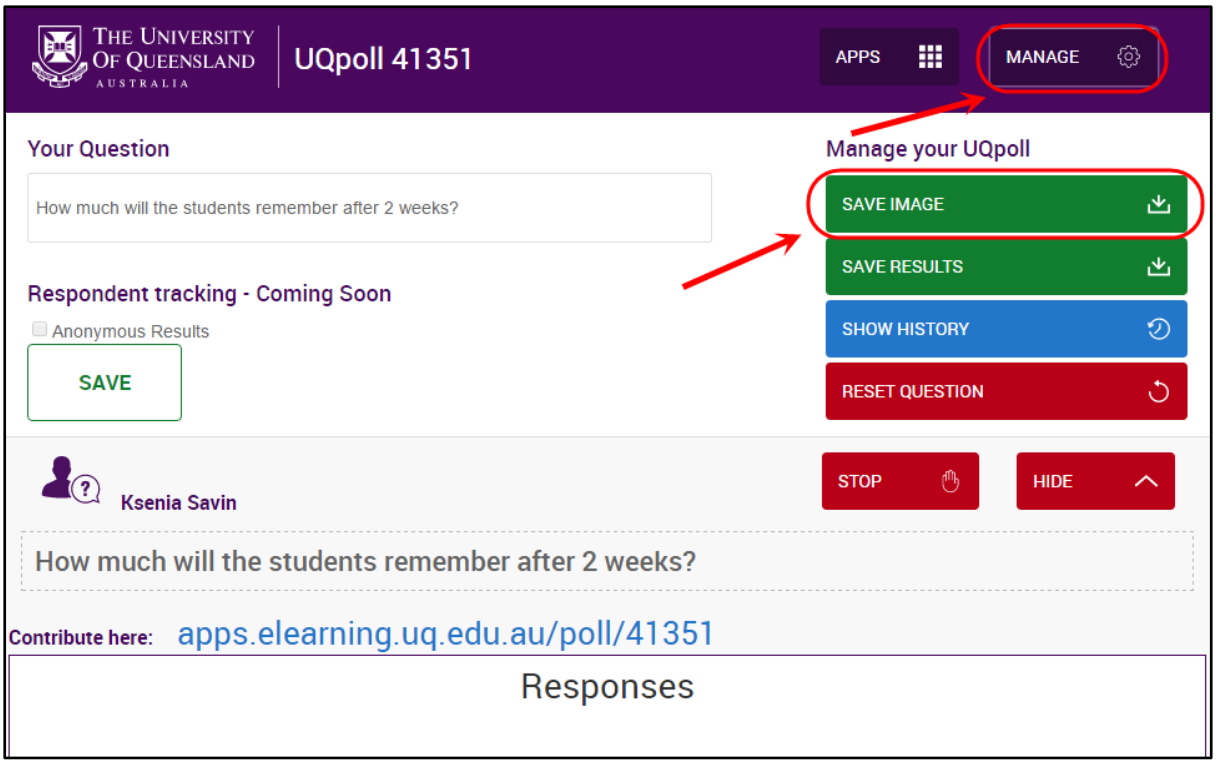
Note: The **Save Image** function does not work properly in Internet Explorer or FireFox.

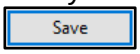
Note: The **Save Image** function is not available for UQwordstream.

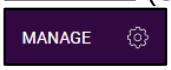
- Click on the

(MANAGE) button
- Click on the

(SAVE IMAGE) button.



- Browse to where you want to save the file.
- Click on the 

(Save) button.
- Click on the 

(MANAGE) button again to close.

Note: The file name will have the below format:

application_<Active Learn ID>_results_YYYYMMDD_HHMMSS.png

i.e. UQpoll_41351_results_2016617_155151.png

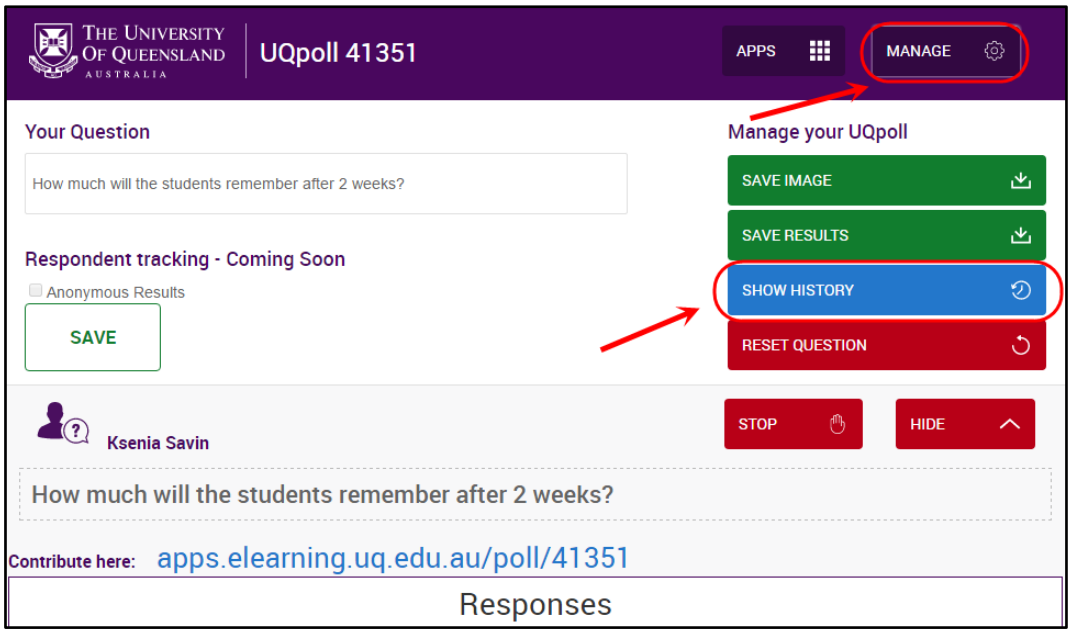
Show History

You can save any previous results to a csv file that can be opened in Excel.

- Click on the

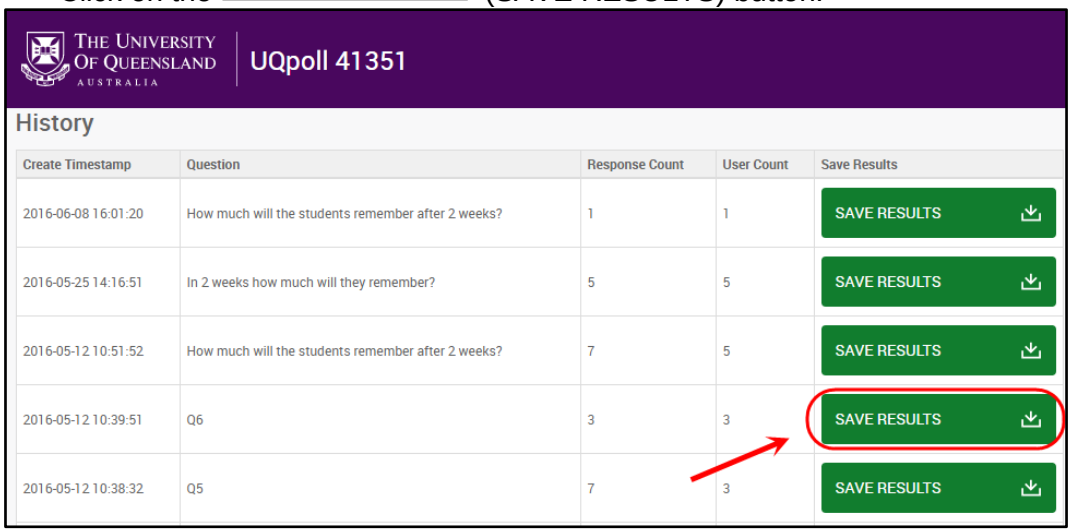
(MANAGE) button
- Click on the

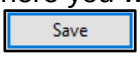
(SHOW HISTORY) button



- A history of the questions you have previously collected responses for will open in a new browser window.
- Select the set of responses that you want to download for the required question.
    - Create Timestamp column shows the date and time of when the question responses were collected during your session
    - The question is listed in the Question column for identification purposes
- Click on the

(SAVE RESULTS) button.



- Browse to where you want to save the file.
- Click on the 

(Save) button.
- Click on the

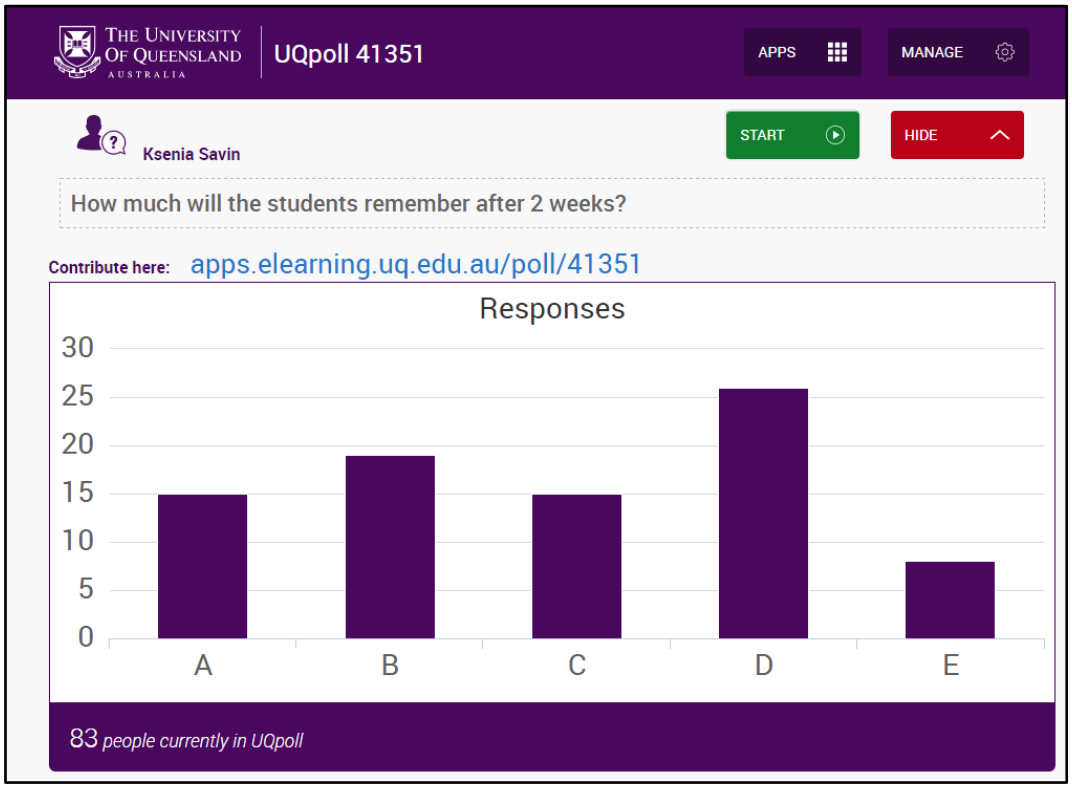
(MANAGE) button again to close.

Note: The file name will have the below format:
application_<Active Learn ID>_results_YYYYMMDD_HHMMSS.csv
i.e. UQwordstream_41351_results_20160525_153827.csv

Planning active learning sessions

Using UQpoll in a lecture

- Using UQpoll, the lecturer can present some theory, then ask the students a conceptual question about the theory.
- The question goes onto a Power-point slide with a set of multiple choice responses.
- Students use their devices to vote on the answers.
- All responses are received and then a histogram of the responses is immediately calculated and shown on the screen at the front of the class within UQpoll – Instructor View. Thus the students can vote anonymously, but then see what everyone else thought the answer was.
- The histogram helps the lecturer to see what the class is thinking: eg.



Further teaching tips

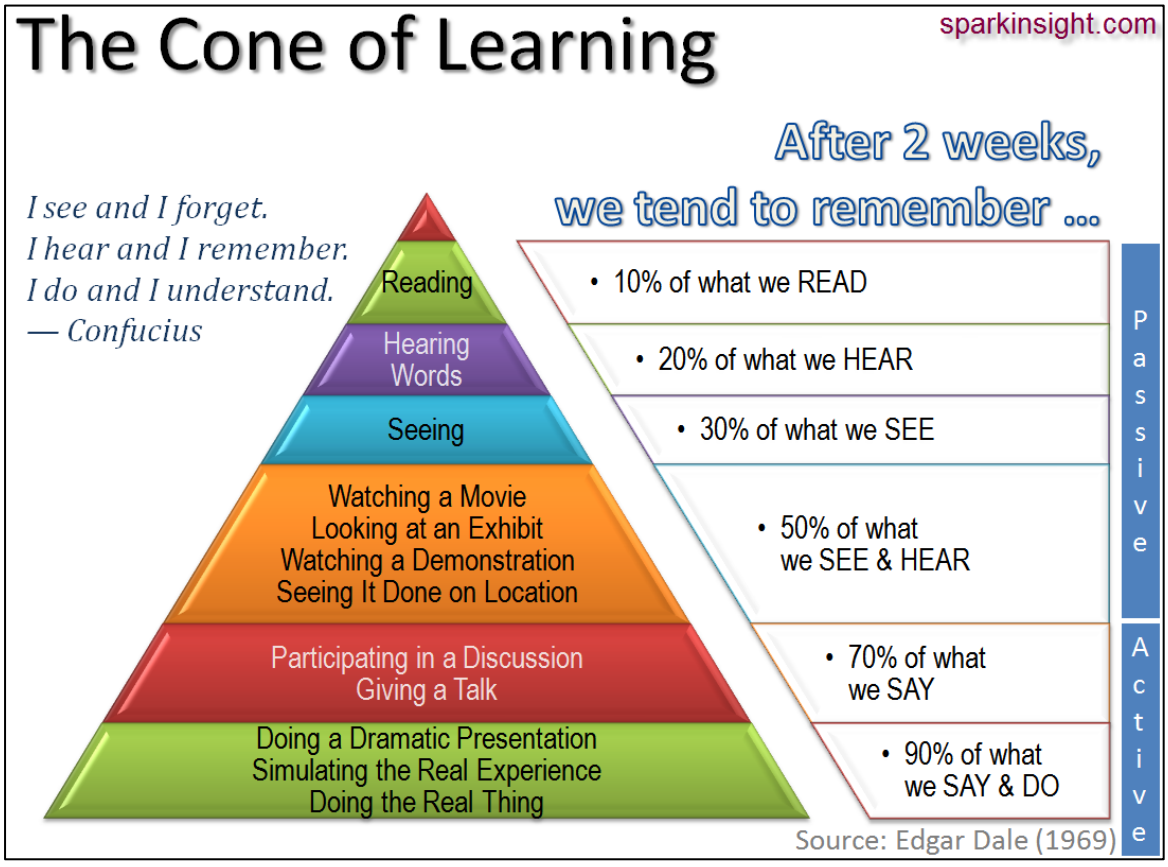
- In the presentation, give some theory (10 mins), then ask a voting question, then repeat, rather than leave all questions to end.
- If you ask a question and between 30-70% of students get it wrong, ask them to discuss with their neighbours (tell them to 'convince their neighbour of their answer') for 3 to 5 minutes, and then vote again. This clears up many misconceptions on the spot (well cited results from Eric Mazur, Physicist)

Benefits of using polling tools

- When UQpoll is used, the lecturers are able to see immediately how the class is going with their understanding of the material.
- This feedback allows the lecturer to change the pace or the direction of the lecture to accommodate misunderstandings etc.
- Feedback is a useful mechanism in helping lecturers to ascertain how helpful the lecture is to student understanding.
- UQpoll feedback helps to give the class a more interactive feel, taking the teaching and learning closer to what is possible in smaller classes.
- Allows lecturers to ask conceptual questions and include several diagrams as possible conceptualisations for each problem. This is very effective, and helps the students to see how to conceptualise problems using a diagram – the most important step in problem solving in many STEM courses.
- Students report that UQpoll sessions help their understanding of concepts.
- Students report that use of UQpoll makes lectures more interesting.

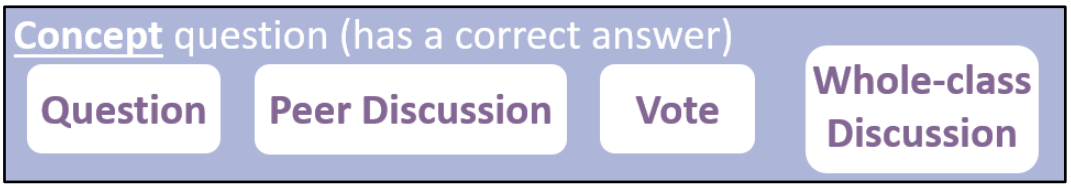
Dr Julie McCredden, SBS Educational Designer

Why are UQpoll questions and peer discussions effective?



Two recommended questioning approaches

1) Concept questions (have a right answer)



Step A: Question

Instructor poses the question, often with some remark about its purpose.

Step B: Peer Discussion

Students have time to think about the question individually (possibly answering individually with clicker), and then discuss the question in pairs or small groups (peer discussion).

Step C: Vote

Students submit answer using clicker.

Step D: Whole-class Discussion

Instructor and students have follow-up discussion, usually emphasizing the "why" of correct options and "why not" for incorrect options.

2) Discussion starter (there is no right answer)

Step A: Question

Instructor poses the question (No right answer or right answer may depend on the context)

Step B: Vote

Students submit answers individually.

Step C: Peer discussion

Students discuss their answers in pairs or small groups (peer discussion). May feedback as a group using a tool such as Padlet.

Step D: Whole-class Discussion

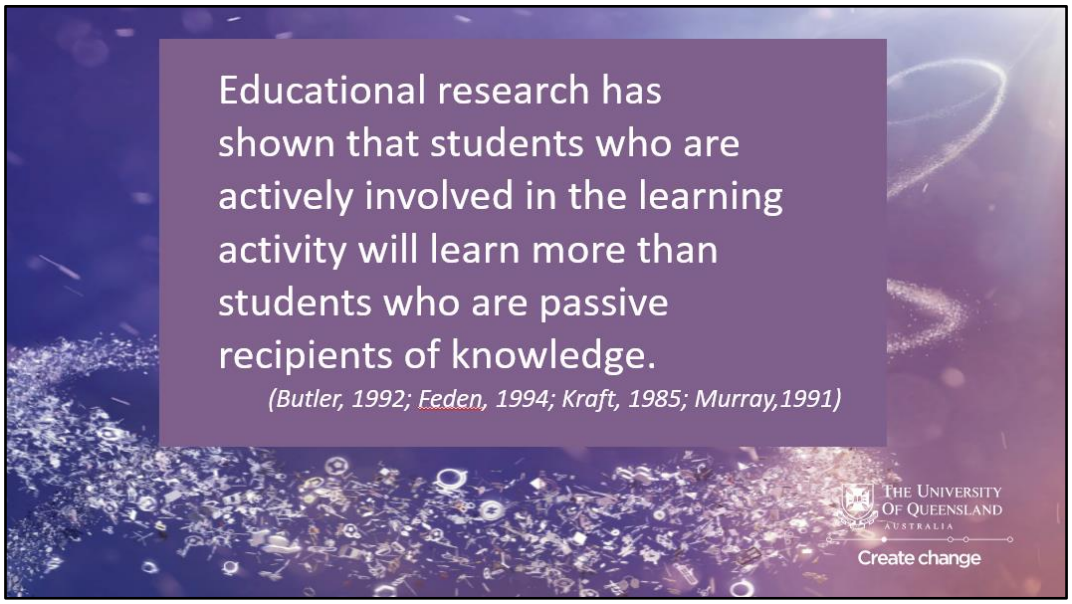
Instructor follows up on ideas from different groups.

Tip: Use 4-6 questions per lecture, you can always start off by including 1-2 questions.

In-class active learning tools are not a magic bullet

Using the applications from the Active Learning Suite is not a magic bullet for improving engagement of students and promoting active learning.

- It depends on the implementation.
- It depends on the quality of the questions.

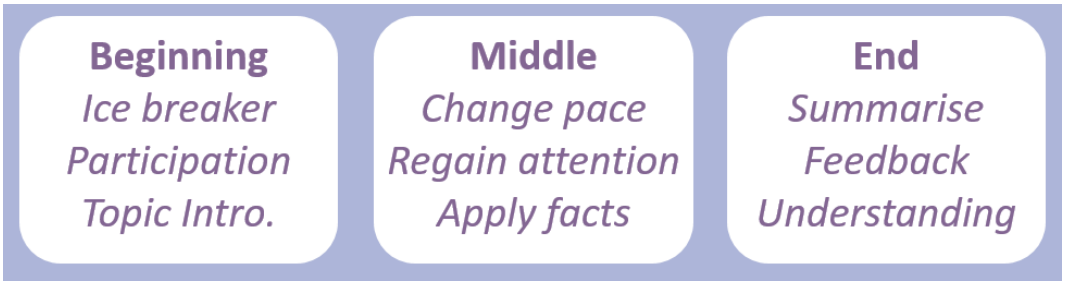


Brainstorming

Brainstorming can be used at different points in the lecture. At the beginning, it can be used to invite everyone in the group to participate and to put them at ease. Brainstorming at the beginning of a session has the added benefit of providing an evaluation of the students' knowledge of a particular area prior to teaching.

Brainstorming in the middle of a lecture can be helpful to change the pace, to regain the group's attention, or to apply certain `facts' presented so far. For example, the teacher might ask the following: "What are the common side effects of antidepressant medication?" Brainstorming at the end of a lecture allows the students to summarize the information discussed, to develop a framework for the material covered, and to provide feedback on what was understood or learned.

http://med.ubc.ca/files/2012/03/Interactive-Lecturing-Strategies.pdf

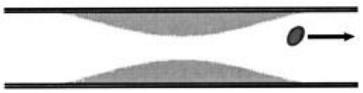


Example questions

Concept questions

- Focus on a single concept
- Can't be solved using equations
- Have good multiple choice answers
- Area clearly worded
- Area of intermediate difficulty

A blood platelet drifts along with the flow of blood through an artery that is partially blocked by deposits.



As the platelet moves from the narrow region to the wider region, its speed

1. increases.
2. remains the same.
3. decreases.

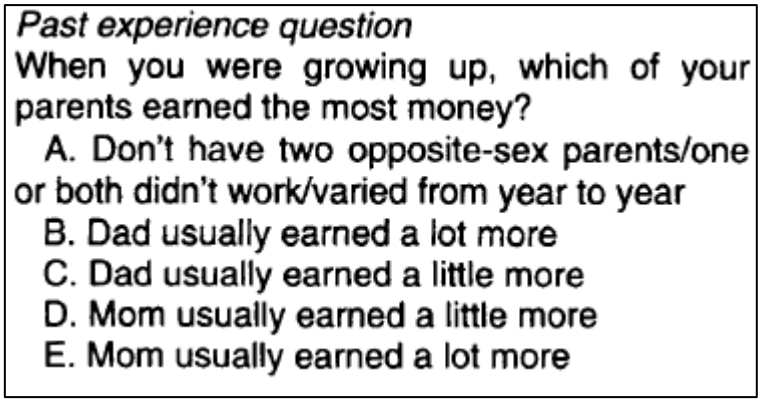
Fig. 1. An example of a ConcepTest, taken from Ref. 4. (Answer: 3.)

Crouch, C. H., & Mazur, E. (2001). Peer instruction: Ten years of experience and results. American Journal of Physics, 69, 970.

Discussion starters

Opinion question:
How much do you personally think cultural factors explain differences in evidence of violent behaviors between men and women?

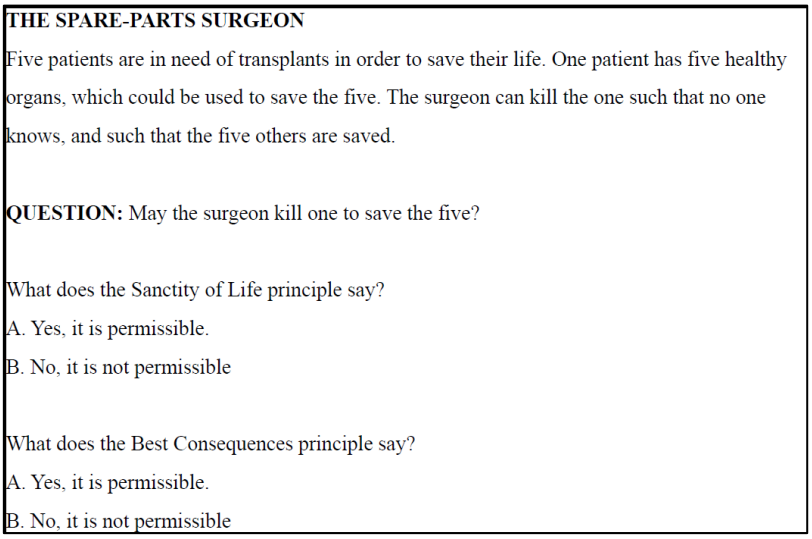
A. Not much at all
B. A little
C. They are sometimes useful
D. They explain most of what we see
E. Don't know/other



Past experience question
When you were growing up, which of your parents earned the most money?
A. Don't have two opposite-sex parents/one or both didn't work/varied from year to year
B. Dad usually earned a lot more
C. Dad usually earned a little more
D. Mom usually earned a little more
E. Mom usually earned a lot more

Mollborn , S. , & Hoekstra , A. 2010 . "A meeting of minds": Using clickers for critical thinking and discussion in large sociology classes . Teaching Sociology , *381* , 18 – 27

Questions about theories and principles



THE SPARE-PARTS SURGEON

Five patients are in need of transplants in order to save their life. One patient has five healthy organs, which could be used to save the five. The surgeon can kill the one such that no one knows, and such that the five others are saved.

QUESTION: May the surgeon kill one to save the five?

What does the Sanctity of Life principle say?
A. Yes, it is permissible.
B. No, it is not permissible

What does the Best Consequences principle say?
A. Yes, it is permissible.
B. No, it is not permissible

Butchart, S., Handfield, T., & Restall, G. (2009). Using Peer Instruction to Teach Philosophy, Logic, and Critical Thinking. Teaching Philosophy, 32(1), 1-40.

Questions about concepts, definitions and distinctions

Do the following passages contain arguments or not?

1. A number is said to be 'prime' if it is divisible only by itself and one. The first five prime numbers are 2, 3, 5, 7 and 11. Long ago, Euclid proved that there is no end to the sequence of prime numbers – that is, for any prime number, there is a greater one.

A. Yes, the passage does contain an argument.
B. No, the passage does not contain an argument.

2. Capital punishment is justified if it deters people from committing violent crimes. However, the statistics on violent crime show that capital punishment does not act as a deterrent. Therefore, capital punishment is never justified.

A. Yes, the passage does contain an argument.
B. No, the passage does not contain an argument.

Butchart, S., Handfield, T., & Restall, G. (2009). Using Peer Instruction to Teach Philosophy, Logic, and Critical Thinking. Teaching Philosophy, 32(1), 1-40.

Case studies

In this "clicker case," students are introduced to Abby, a college student who has been diagnosed with ovarian cancer. As they follow Abby's plight, students learn about basic cellular and genetic mechanisms that are responsible for cancer formation, gaining a general understanding of how cells become cancerous through genetic mutations, how cancers can spread throughout the body by metastasising, and how modern medicine is currently treating patients diagnosed with cancer through surgery, radiation, and chemotherapy. Developed for use in a large introductory biology course, the case consists of a PowerPoint (~2MB) presented in class that is punctuated by multiple-choice questions the students answer using "clickers."

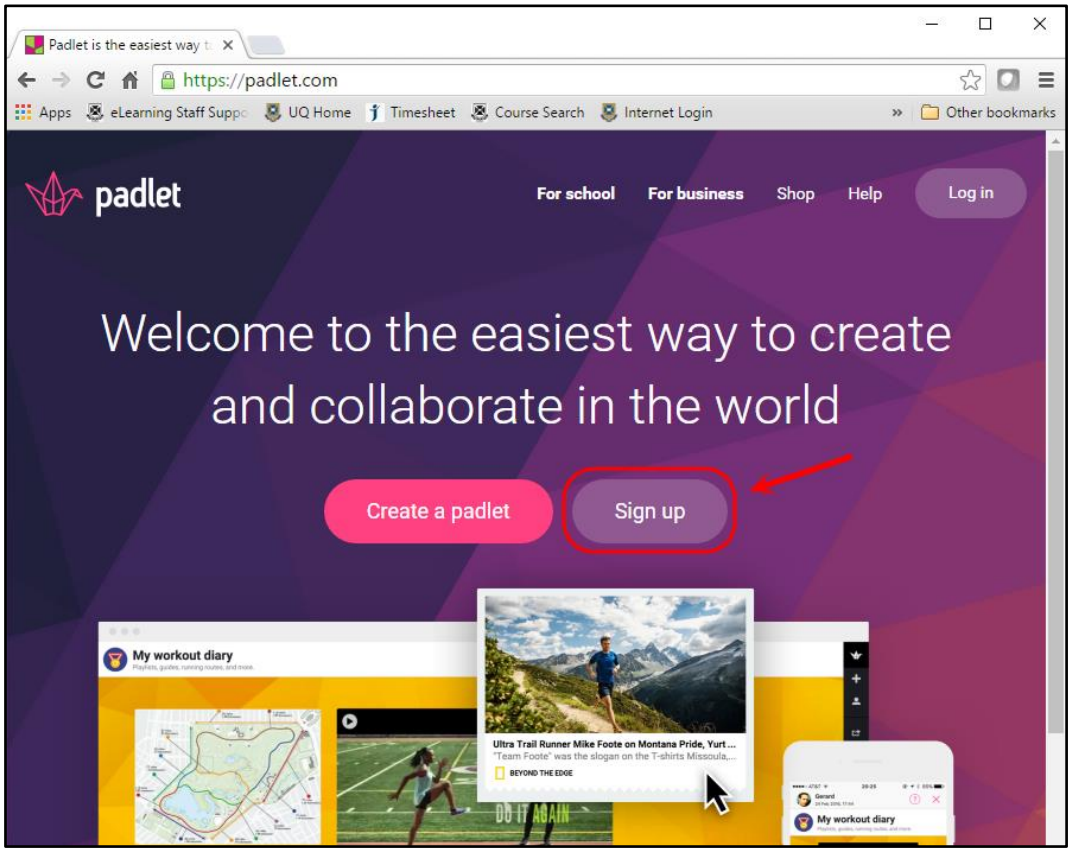
http://sciencecases.lib.buffalo.edu/cs/collection/detail.asp?case_id=481&id=481

Lundeberg, M. A., Kang, H., Wolter, B., delMas, R., Armstrong, N., Borsari, B., et al. (2011). Context matters: increasing understanding with interactive Clicker Case studies. *59*, 645 - 671

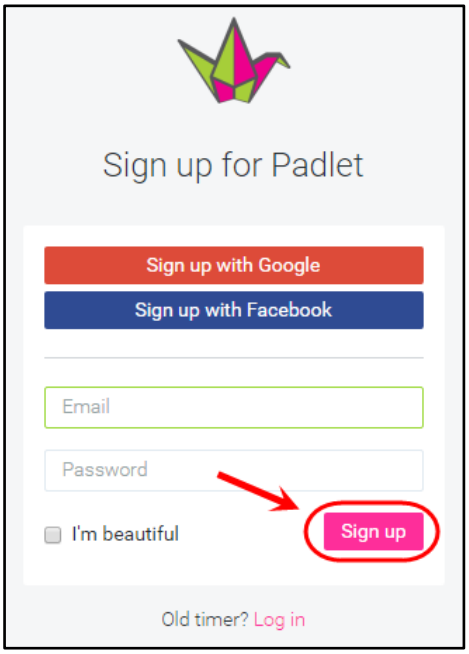
How to sign up to Padlet

Visit the web address: www.padlet.com

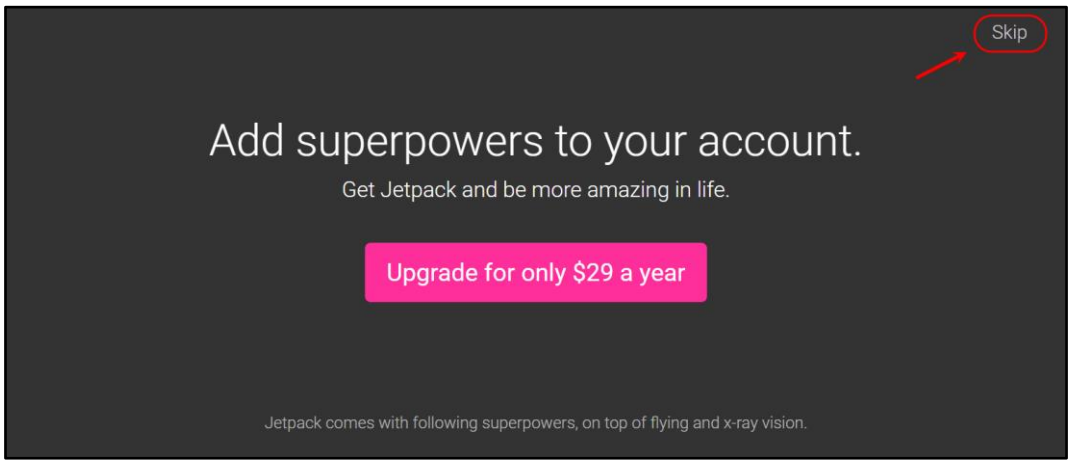
- Click on the Sign up (Sign up) button.



- Enter your email address and a password.
- Click on the Sign up (Sign up) button.



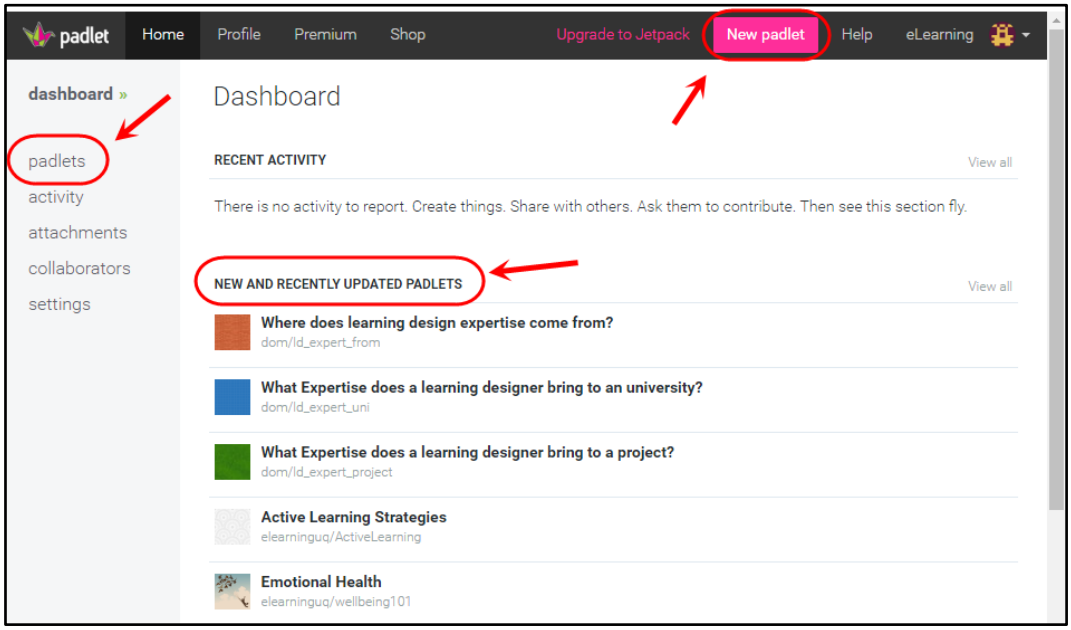
- Click on **Skip** to ignore any upgrade advertisements.



Padlet Dashboard – home

When you login to Padlet, you will enter your dashboard or home page. From here you can:

- Click on New padlet (New padlet) to create a new padlet.
  Refer to *Setup and/or modify a Padlet wall* guide.
- Click on **padlets** to access any previously created padlet walls.
- Access any of your recent padlets from the **NEW AND RECENTLY UPDATED PADLETS** section.



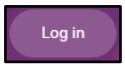
Set up a Padlet wall

Set up a Padlet wall

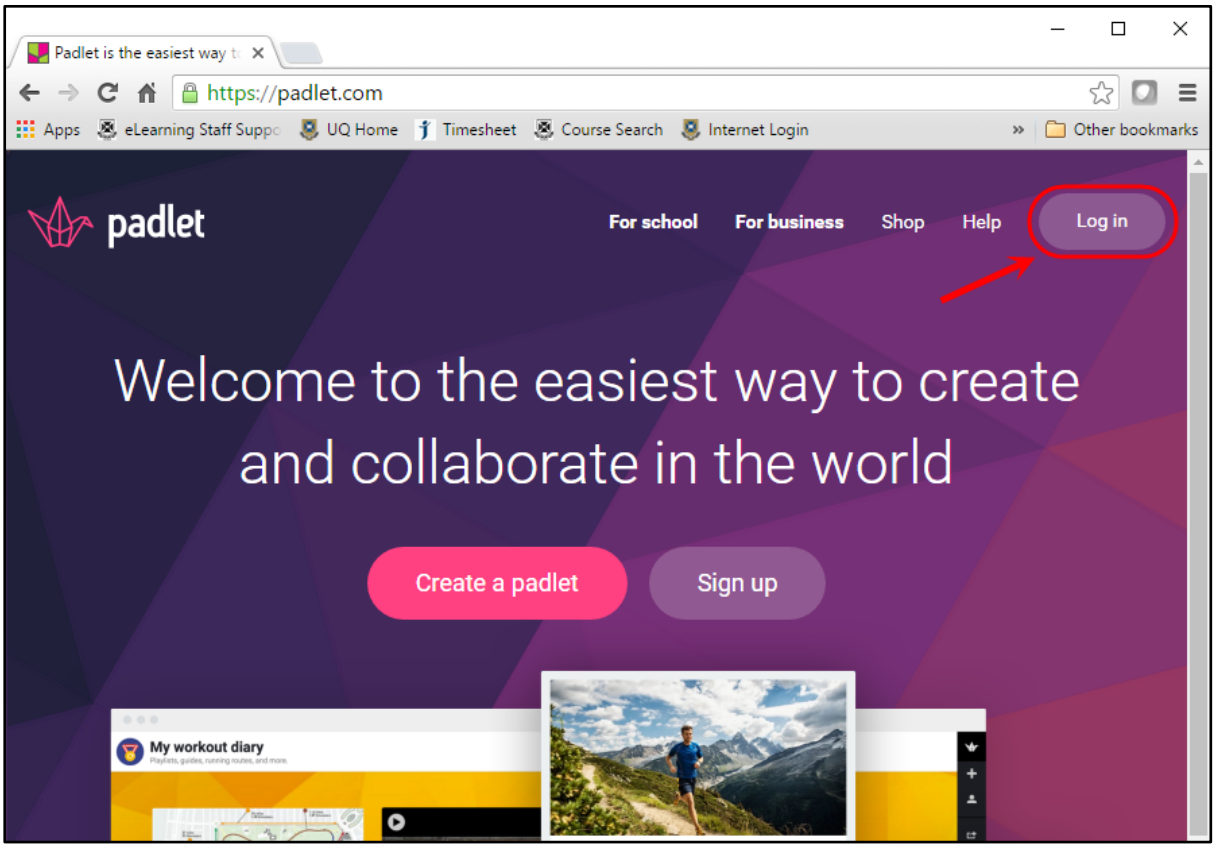
Padlet account

Although Padlet can be used without setting up a user account, not all of the functionality below will be available.

Access Padlet

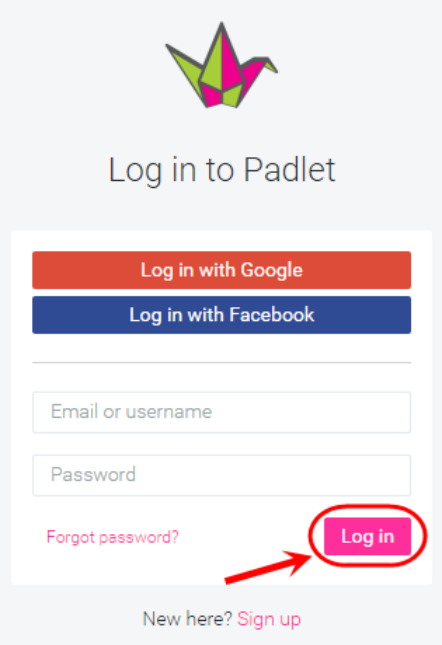
- Visit the web address: www.padlet.com
- Click on the 

(Log in) button.



- Enter your Padlet username and password.
- Click on the

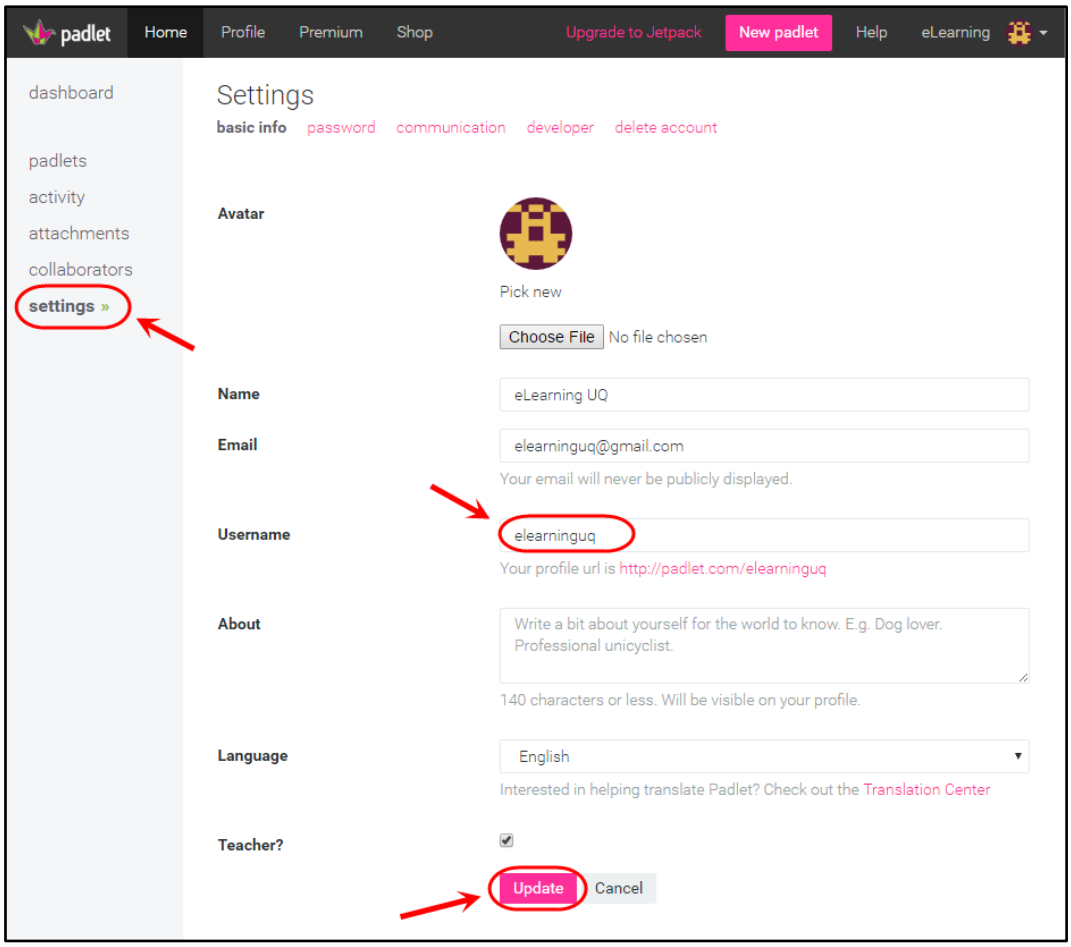
(Log in) button.



Change your username

Your username is part of the web address of all your Padlet walls so it is important that it is short and easy to type.

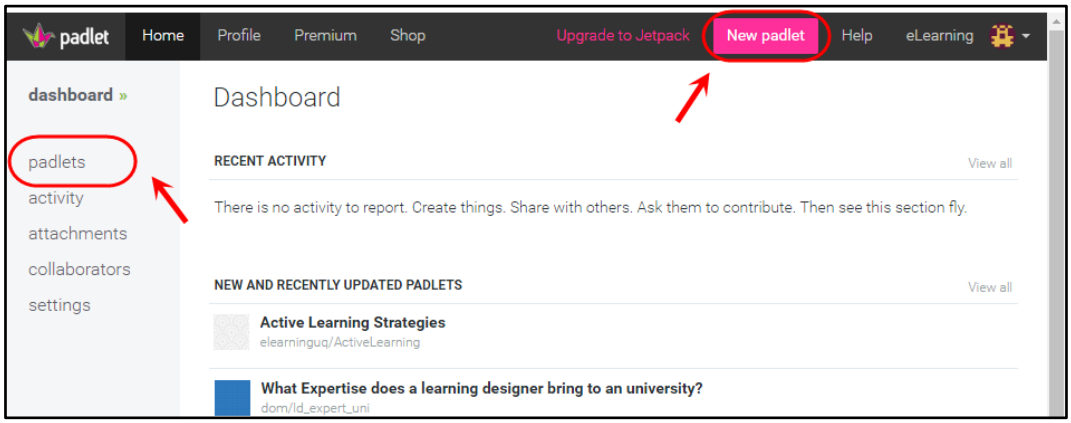
- Click on **settings** in the left menu bar.
- Type in an alternative username in the **Username** textbox.
- Click on Update (Update) button to save your changes.



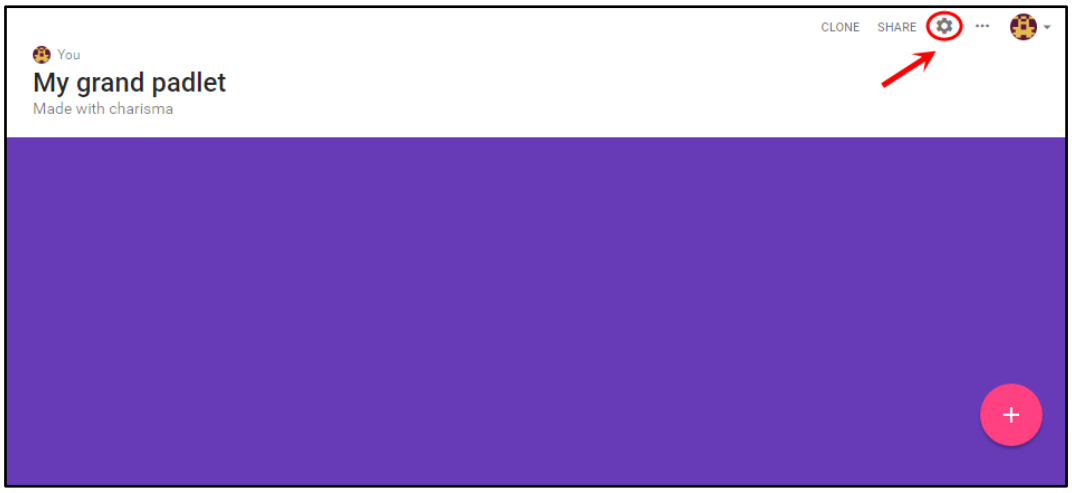
Set up / Modify a Padlet wall

- To create a new Padlet, click on

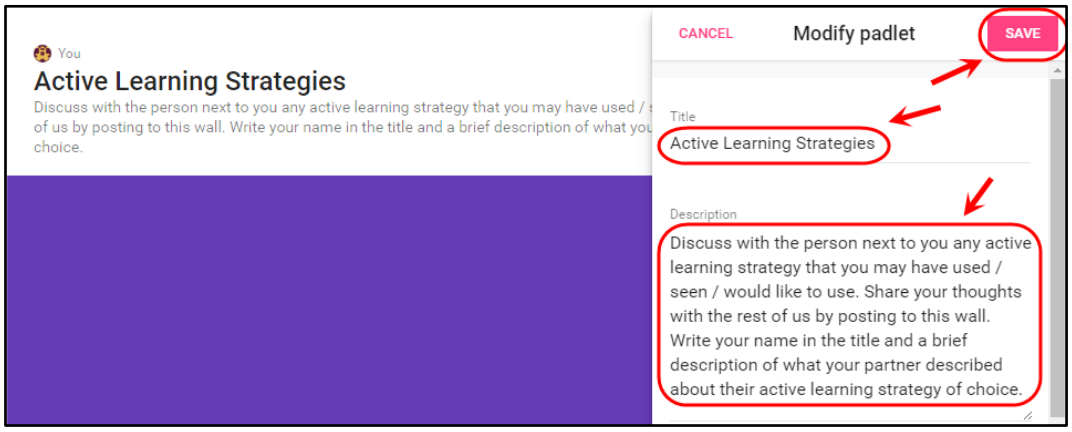
(New padlet) button from the top menu bar.
- Alternatively, select a previously created padlet from the **padlets** menu item.



- Click on the (Modify) button.

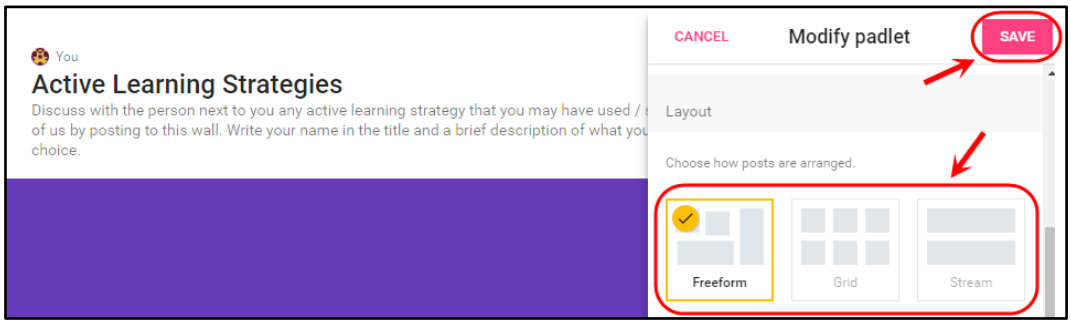


- Enter a heading or question for your padlet activity into the **TITLE** text field.
- Enter some instructions for your padlet activity into the **DESCRIPTION** text field.
- Click on the SAVE (SAVE) button to save any changes as you go.



Layout

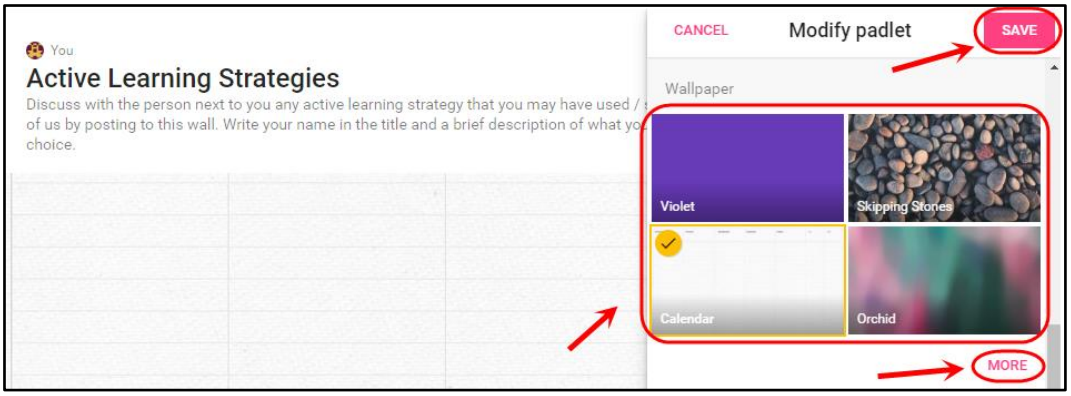
- Under the **Modify padlet** settings, scroll to the **Layout** section.
- Select a layout option from: Freeform, Grid, Stream.
- Click on the SAVE (SAVE) button to save any changes as you go.



Tip: You can swap between layouts during an activity. i.e. use **Stream** while the answers are being entered and swap to **Grid** when all answers have been submitted.

Wallpaper

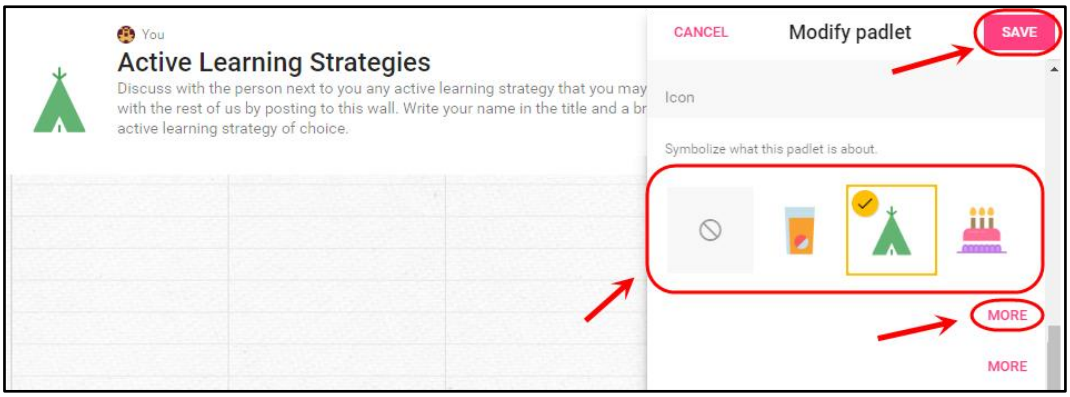
- Under the **Modify padlet** settings, scroll to the **Wallpaper** section.
- Click on an image or background colour to make a selection.
- Or, click on **MORE** for other options or to upload your own image / background.
- Other backgrounds are available for you to download from *UQ colour background images*.
- Click on the SAVE (SAVE) button to save any changes as you go.



Tip: Select different wallpapers for different activities. This makes it easier to visually check if participants have opened the correct wall.

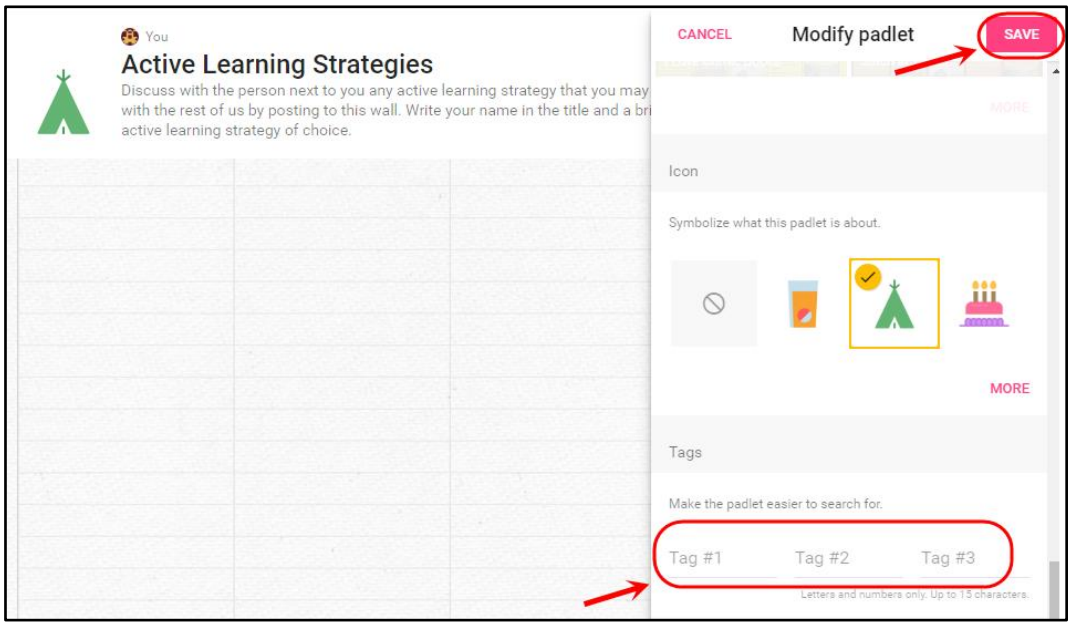
Icon

- Under the **Modify padlet** settings, scroll to the **Icon** section.
- Click on an image icon to make a selection.
- Or, click on **MORE** for other options or to upload your own icon image.
- Click on the SAVE (SAVE) button to save any changes as you go.



Tags

- Under the **Modify padlet** settings, scroll to the **Tags** section.
- Type in any tags so that the padlet is easier to search for / identify i.e. #lecture_ideas, #active_learning, #collaboration
- Click on the SAVE (SAVE) button to save any changes as you go.



Address

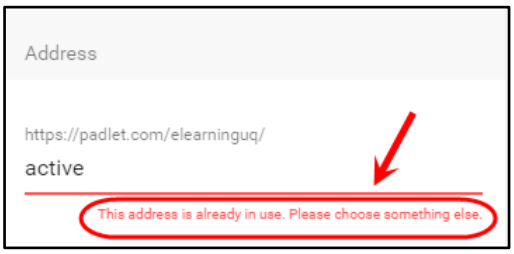
Tip: Change your profile username to something that is easy to remember and type – refer to *Change your username* section of this guide. Similarly pick an address that is easy to remember and type. i.e. your course code

Tip: Use one wall only for course activities so that students can bookmark the address. Save the results to PDF after each activity and clear the wall.

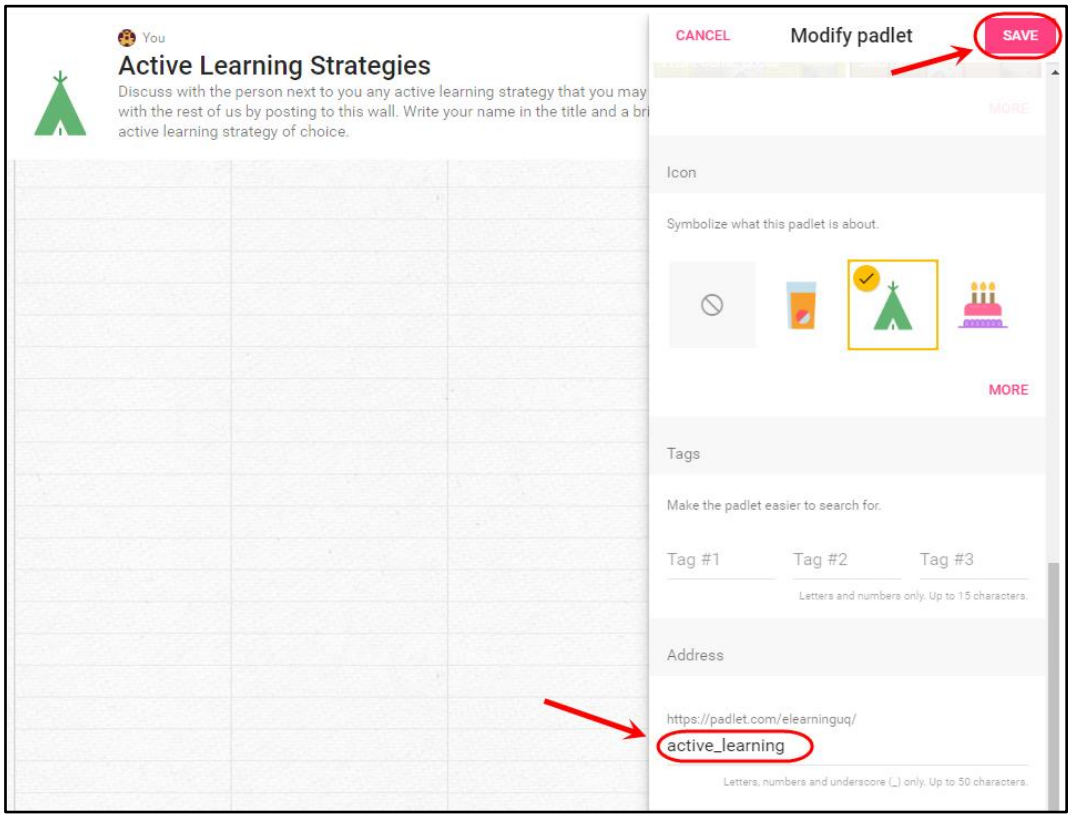
Note: The default address is in the format:

- Under the **Modify padlet** settings, scroll to the **Address** section.
- Enter an address for the wall.

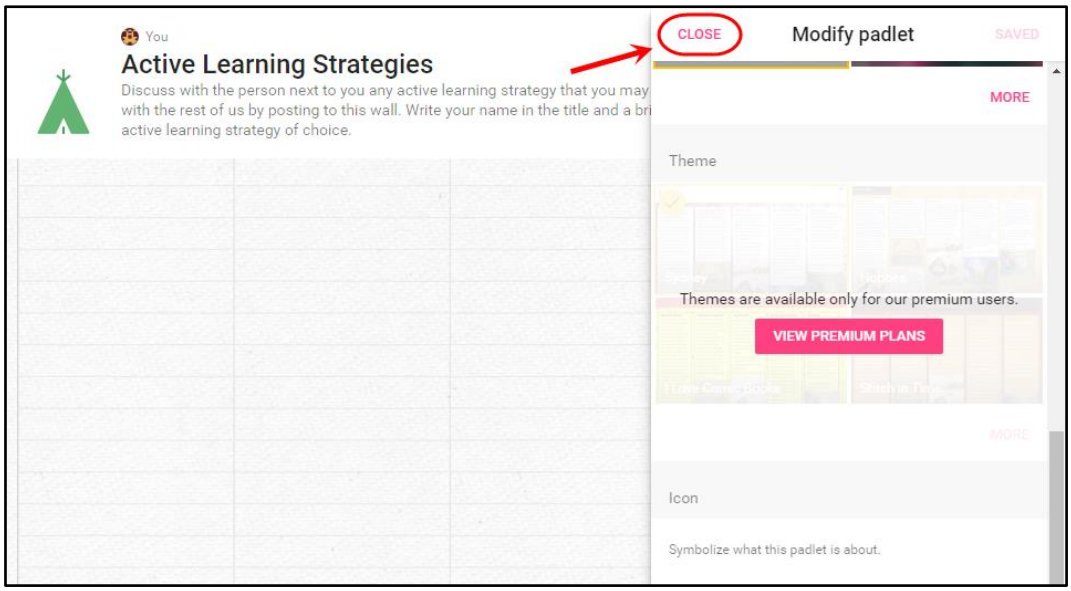
Note: If the address you type in has already been used, you will be required to type in an alternative unique address.



- Click on the SAVE (SAVE) button to save any changes that you made.
- Click on the CLOSE (CLOSE) button to hide the **Modify padlet** settings section, once your changes have been saved.



Tip: Add a comment to your Padlet wall that contains the Padlet wall address.


You
Active Learning Strategies
Discuss with the person next to you any active learning strategy that you may
with the rest of us by posting to this wall. Write your name in the title and a bri
active learning strategy of choice.
CLOSE
Modify padlet
SAVED
MORE
Theme
Themes are available only for our premium users.
VIEW PREMIUM PLANS
MORE
Icon
Symbolize what this padlet is about.

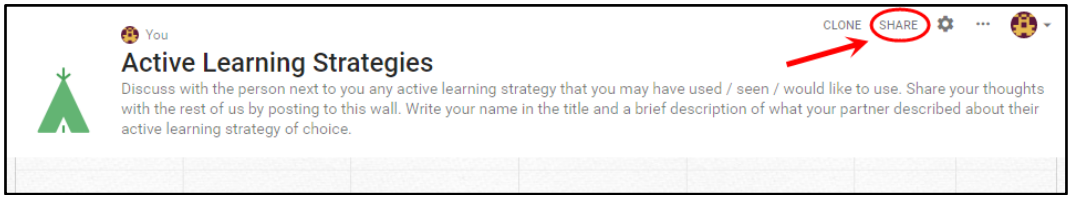
Sharing your Padlet wall

Students will be able to access your Padlet wall by typing the Padlet wall address into their Internet browser. There is also the option to give other staff members full contributor rights, where they will be able to modify the Padlet wall settings.

Using with students

Inform your students of the Padlet address so they can post answers to your Padlet wall.

- Click on **SHARE** from the top menu bar.

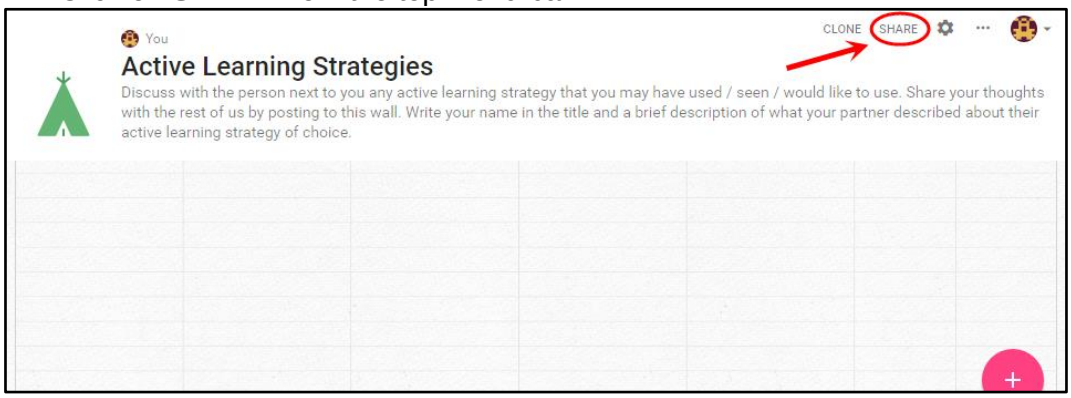


- Click on **SHARE/EXPORT/EMBED** to access this section.
- Select **Copy link to this padlet**.
- Paste the link somewhere for students to access.

Tip: Post the link (by pasting it) on your course Learn.UQ site so students can bookmark it before the lecture / tutorial.

Setting up privacy and adding contributors

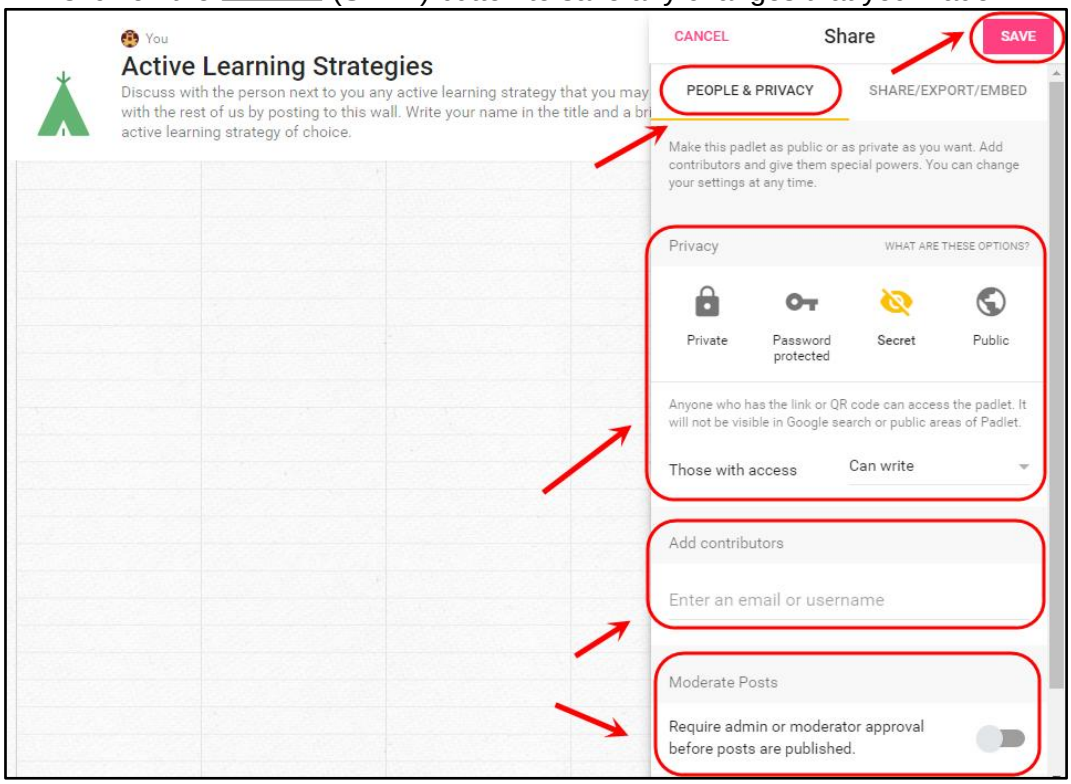
- Click on **SHARE** from the top menu bar.



- Click on **PEOPLE & PRIVACY**.
- It is recommended that you do not change the default **Privacy** option settings.
- Under the **Add contributors** section – enter the email addresses of any contributors for collaboration purposes (contributors can be other teaching staff). Contributors have the same access rights as you and will be able to delete student posts as well as change any of the settings.

Tip: If you are concerned about inappropriate comments from students you could turn on the **Moderate posts** option. You or a tutor would then need to check and approve posts before they are displayed.

- Click on the SAVE (SAVE) button to save any changes that you made.



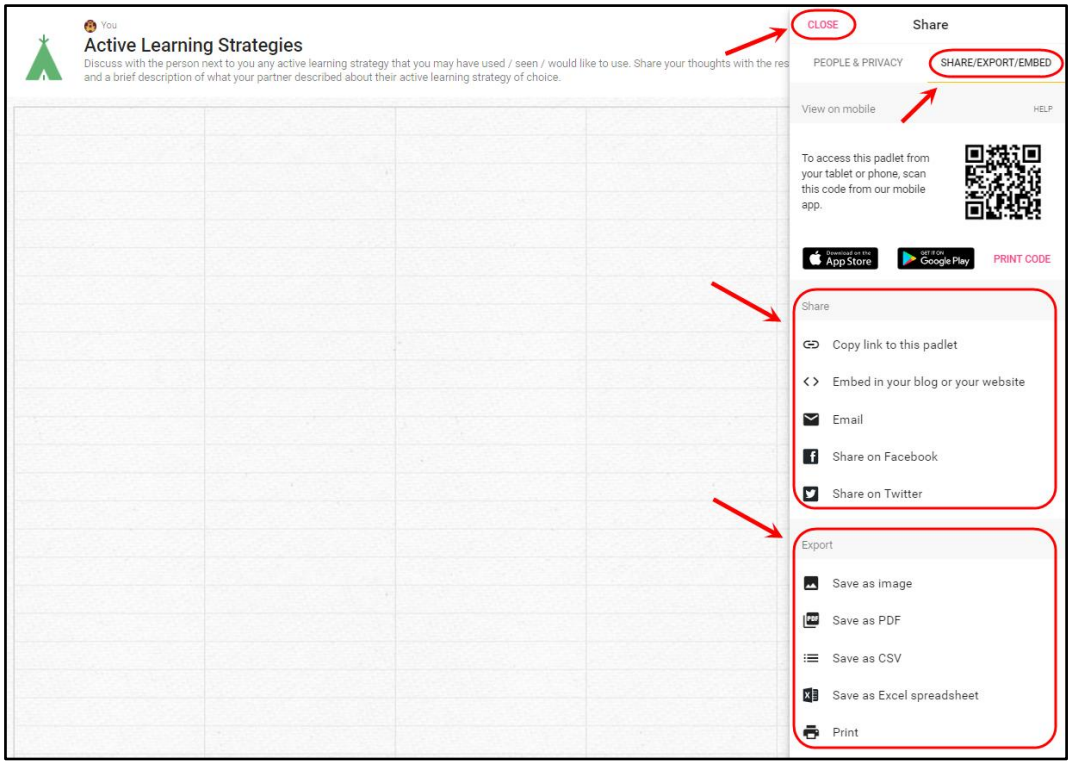
Saving the contents of a Padlet wall

- Click on **SHARE** from the top menu bar.

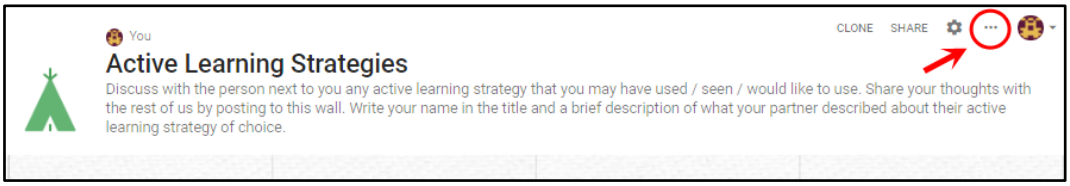
- Click on **SHARE/EXPORT/EMBED**.

Note: To embed or share your padlet wall online with others, select your preferred option to *share* the Padlet wall *with others online* from the **Share** section.

- To save a copy of your Padlet wall contents, select your preferred option to *save or print* your Padlet wall from the **Export** section.
- Click on the CLOSE (CLOSE) button to hide the **Share** settings section

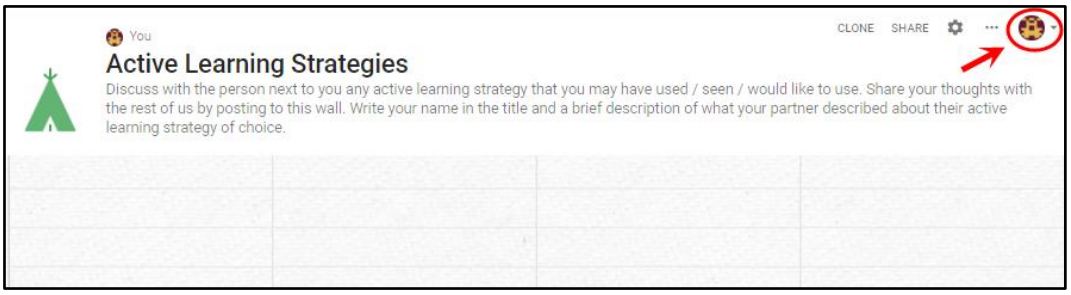


Tip: Click on the ··· (More) button for shortcut menu options to save and/or share.

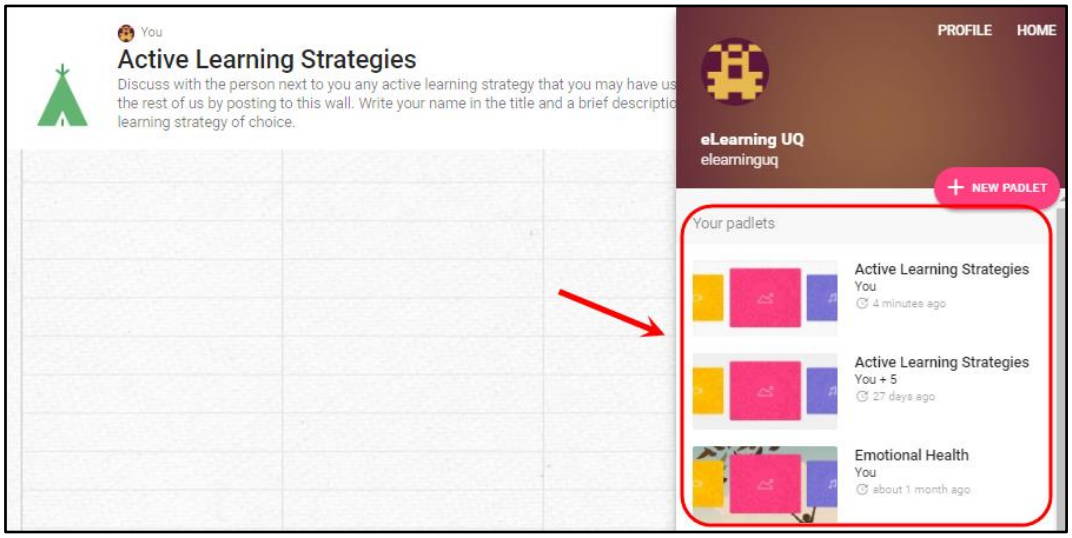


View another wall

- Click on the (profile icon) button.



- Select the Padlet wall you would like to open from **Your padlets** section.

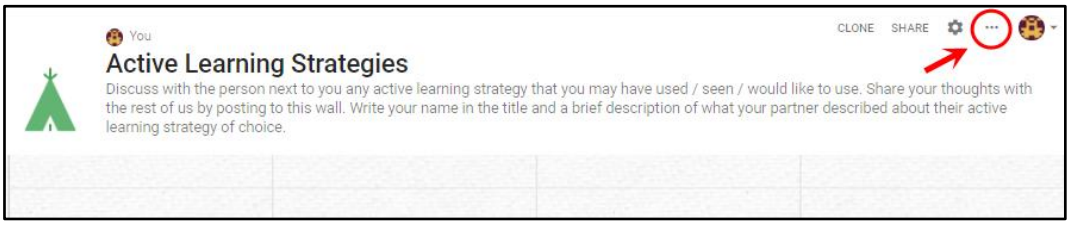


Reuse / delete a wall

Tip: Use the same wall (or set of walls) for all your lectures and advise students to bookmark them.

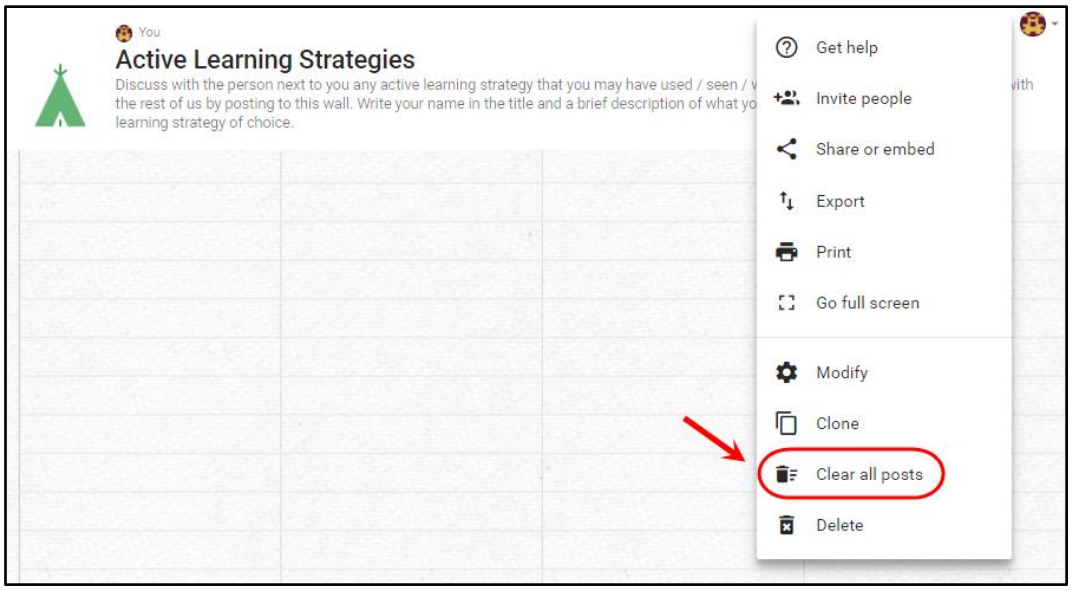
Reuse a wall

- Click on the ··· (More) button.



Note: To keep a copy of any previous student posts on your Padlet wall you will need to save the contents of the wall first. Refer to *Saving the contents of a Padlet wall* guide.

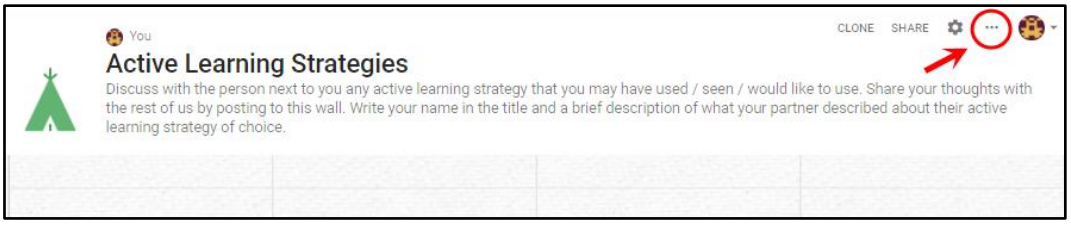
- Click on **Clear all posts**.



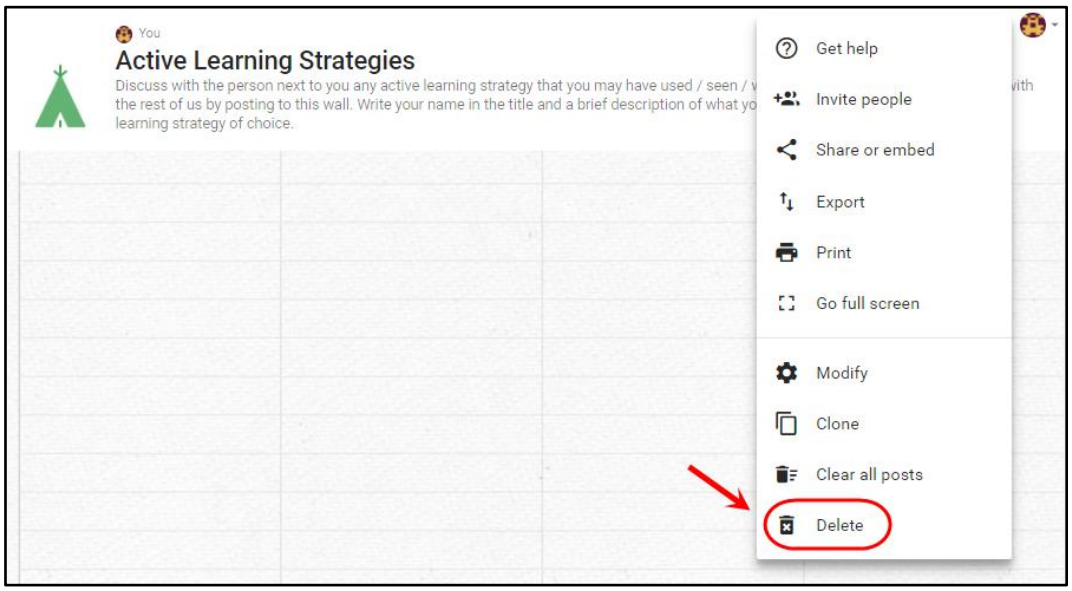
Delete a wall

Tip: Save the contents of the wall first. Refer to *Saving the contents of a Padlet wall* guide.

- Click on the ··· (More) button.



- Click on **Delete**.



Further Resources

Technical Support

Helpdesk staff – Gary Smith, Paul Dutton and Daniel Lui.
help@learn.uq.edu.au or Ph 336 56000

eLearning Solutions Service

The eLearning Systems and Support team provide an eLearning Solutions Service to help staff implement eLearning solutions for the most common teaching and learning problems, using centrally supported eLearning tools.

ITaLI Teach Assist

TeachAssist is provided by ITaLI for the UQ community to offer support for their teaching and learning. If you are considering changing your curriculum, its delivery or assessment, evaluating your teaching or perhaps even educational research then get in contact through the ITaLI TeachAssist website.

Faculty Educational Designers

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Science	Pablo Riveros	p.riveros@uq.edu.au	336 58869

eLearning Resources

A range of resources are available on our eLearning website, including self-help text based guides, self-help videos, teaching and learning quick-guides and information on known technical issues. Additionally, updates are also available on the progress of eLearning projects such as the implementation of new tools and upgrades to current systems.

eLearning Newsletter

The eLearning newsletter is published fortnightly and includes articles on eLearning tips for the start and end of semester, promotion of new tools, tool functionality and how tools could be used to improve teaching and learning. Other relevant communications on policy updates, tool upgrades and outages are also included in the newsletter.

UQ eLearning Twitter

https://twitter.com/elearningUQ

Pedagogical Resources

The Institute for Teaching and Learning Innovation (ITaLI) provides leadership, engagement and advocacy in educational innovation, teaching excellence and learning analytics.

Student Resources

Library Services provides AskUS a help and information service for students. They also offer face-to-face help, provide online Learn.UQ student guides and run workshops for students.

eLearning Workshops

A range of technical eLearning workshops are offered throughout the year. For descriptions of the workshops, dates and to enrol, visit the Teaching and Learning Technologies series on the Staff Development website.

ITaLI Workshops

A range of pedagogical eLearning workshops are offered throughout the year. For descriptions of the workshops, dates and to enrol, visit the Teaching, Learning and assessment series on the Staff Development website.

Custom Workshops

Custom workshops for schools can be provided by the eLearning Systems and Support team and ITaLI.

- eLearning technical workshops: elearningtraining@uq.edu.au
- eLearning pedagogical workshops: itali@uq.edu.au
- combined technical and pedagogical workshops: elearningtraining@uq.edu.au or itali@uq.edu.au

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