

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

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# Tricks of the Trade

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

## SOCY210: Introduction to social research methods (Fall 2019)

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

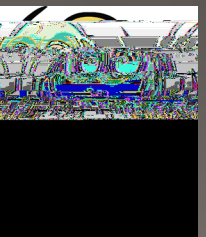
Total =3

## SOCY210: Introduction to social research methods (Fall 2021)

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

Total = 19

x 5 = 95



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



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









Add dates and restrictions...

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

## Dr. K's Curated List of

### Online/Remote Learning Help

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

### Motivation & procrastination

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

### Note-taking & Studying

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

### Improve your Writing

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

## Study Skills

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

## Studying for Exams

## Grading Rubrics & Teaching Philosophy

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

## Communication

- How to email your professor or teacher
- How to email your professor
- Finding a professor to write a reference letter for you (Advice from Dr. K)

## Other Helpful Resources!

- Information on Extension and Academic Advising
- Graduate books to help you succeed at university recommended by Dr. K
- SASS Student Academic Success Services
- Learning Resources
- Mentorship Program

## Queen's Student Support

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

## Getting tips, Job Training, and Resources to help you

3. Have a digital detox: Reclaim the classroom

Two tips:

- 1.

## 4. HUMAN TRAFFICKING

### WHAT IS THE DIFFERENCE BETWEEN HUMAN TRAFFICKING AND HUMAN SMUGGLING?

The United Nations defines human trafficking as “the recruitment, transportation, transfer, harbouring















## LEARNING OUTCOMES

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

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

## E VALUATION :

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

**The essay assignment** consists of a 10-page (double-spaced) paper. The essay offers students an opportunity to apply what we are learning about gender and crime to programs and policy interventions. Details regarding the essay are posted onQ in the module, [Assignments](#)

5. Be purposeful with grading rubrics





| Dimension                            | Excellent<br>(8-10/10)   | Competent<br>(6-7/10)  | Needs Work<br>( $<$ 6/10)   |
|--------------------------------------|--|--|---|
| <b>Introduction &amp; Conclusion</b> | <p>The introduction clearly outlines the essay's plan and central argument. It includes complete, clear statements outlining the following: 1) the argument, 2) the question being answered, and 3) the key concepts from the course that will be addressed.</p> | <p>The introduction briefly outlines the essay's plan and central argument. It includes statements partially or incompletely outlining the following: 1) the argument, 2) the question being answered, and 3) the key concepts from the course that will be addressed.</p> | <p>The introduction unclearly or does not outline the essay's plan or central argument.</p> |
| <b>/10</b>                           | <p>Conclusion offers a clear summary of the essay's main contributions.</p>  | <p>Conclusion offers a summary of some of the essay's contributions.</p>   |   |
|                                      |  |  |   |

| Dimension  | Excellent (8-10/10)   | Competent (6-7/10)   | Needs Work (< 6/10) |
|--|---|--|---------------------|
| <p data-bbox="308 188 438 254"><b>Use of Evidence</b></p> <p data-bbox="384 525 438 554">/20</p> | <p data-bbox="461 188 963 402">Student uses various sources of evidence that extend beyond course readings (e.g., government statistics, newspaper quotes, criminology journal articles, books, etc.) to provide strong support for claims advanced.</p> <p data-bbox="461 449 963 521">All sources selected are credible and are cited properly. Bibliography is complete.</p> | <p data-bbox="1014 188 1541 402">Student uses some evidence that goes beyond course readings (e.g., government statistics, newspaper quotes, criminology journal articles, books, etc.) to provide</p> |                     |
|  |   |  |                     |
|  |   |  |                     |
|  |   |  |                     |

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



3 easy tips:

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

















## 8. Scaffold assignments & feedforward

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

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



# Conclusion: my original frustrations?

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