



Kritik

Focus Group Discussion

Learning by Teaching helps Students Retain Knowledge



Dr. Jonathan Wisco
Associate Professor
Department of
Anatomy and Neurobiology
Boston University
School of Medicine



Dr. Heidi Engelhardt
Lecturer
Department of Biology
University of Waterloo



Eli Samarasinghe
Instructional Designer
Kritik

Agenda

- **AI-Driven Peer-to-Peer learning - Kritik Method**
- **Discussion with Educators**
 - **Competency-based Activities in A&P courses**
 - **Student Environment for Success**
 - **Best Practices for peer evaluation**
- **Q&A for Guest Faculty Members**
- **Chat with Kritik Team**



Authentic **peer-to-peer** learning
for a
New Era of Education.



Technology Based
on Science



Proprietary AI-Powered
Platform



Increase Critical
Thinking Skills



Driven by an
Experienced Team



World-Class Support for
you & your Students

3 Stages of Peer Evaluation

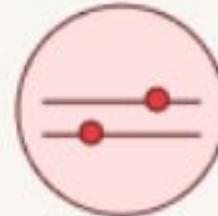
Create



Evaluate



Feedback



Activities Dashboard

 **Engineering Group Activity!** **Grading**

 →  → 

Create 100% Evaluate 50% **Grading**

[View And Finalize Activity](#) ⋮

Feedback Phase **Due in 5 years**

 →  →  → 

Create 80% Evaluate 100% **Feedback** Grading

Feedback Completed 12 / 12 ⋮

Evaluate Phase **Due in 5 years**

 →  →  → 

Create 80% **Evaluate** Feedback Grading

Evaluations Completed 12 / 15 ⋮

Create Phase **Due in 5 years**

 →  →  → 

Create Evaluate Feedback Grading

Creations Completed 2 / 5 ⋮

Create Phase

Activity Details >

Rubric >

YOUR CREATION

EVALUATIONS

FEEDBACK

Your Creation

Due in 5 years

Paragraph



B

I



Ethiopia is a developing country and has the second-largest population in Africa. The total population of Ethiopia has increased from 87.64 million (2010) to 109.22 million (2018). The government type is a federal republic. In recent years, due to agriculture, foreign investment, and exports, Ethiopia's economy is fast-growing. Its GDP in 2000 was 8.24 billion US dollars. However, it has boosted to 29.93 billion and 84.36 billion in 2010 and 2018, respectively. Agriculture, forestry, and fishing occupied 31% of the total GDP in 2018, and industry (including construction) accounted for 27%. Exports of goods and services made up 8% of the 2018 annual GDP. The top three export goods are coffee and spices, vegetables, and precious stones and metals. The privatization of Ethiopia's industries and state-owned enterprises plays a crucial role in economic growth, which is also a significant target made by its government.

Sources:

https://databank.worldbank.org/views/reports/reportwidget.aspx?Report_Name=CountryProfile&id=b450fd57&tbar=y&dd=y&inf=n&zm=n&country=ETH

<https://globaledge.msu.edu/countries/ethiopia/government>

<https://globaledge.msu.edu/countries/ethiopia/economy>

<https://www.nationsencyclopedia.com/economies/Africa/Ethiopia-INDUSTRY.html>

Word count:148

Attach a file

Save & Submit

Evaluate Phase

Activity Details >

Rubric >

YOUR CREATION **EVALUATIONS** FEEDBACK

Evaluate your peers

View creations from your peers and evaluate them based on the rubric.

EVALUATION 1 EVALUATION 2 EVALUATION 3



**Anony-
mous**

Anonymous Peer Creation 1

127 words

My country, Tanzania, is a presidential republic and one of the least developed countries in the world declared by the United Nations. According to the data from here, the annual population growth rate of Tanzania has exceeded 2%, which indicates that the population growth rate of our country is very high. On the other hand, my country's poverty rate is also very high, the level of consumption is very low. There are several agro-ecological zones in my country, but all of them are planted with major food crops, such as corn, rice, and wheat. Therefore, Tanzania's industry is also dominated by agricultural processing. Agriculture, the mainstay of our economy, provides 75 percent of jobs, 50 percent of GDP, and 66 percent of foreign exchange for exports.



**Jane
Ed-
wards**

Score

Content	×	★ ★ ★ ★	Intermediate	0.50 / 1 pts
Relevance	×	★ ★ ★ ★ ★	Advanced	0.88 / 1 pts
Research and Sources	×	★ ★ ★ ★	Proficient	0.63 / 1 pts

Written Evaluation

Great job! Keep it up! Great job! Keep it up!

Edit Evaluation

Feedback Phase

Creation Score 96% 2.88/3

[Dispute Score](#)
[View Class Average](#)

Content	×	★★★★☆	Advanced	0.88 / 1 pts
Relevance	×	★★★★☆	Advanced	1.00 / 1 pts
Research and Sources	×	★★★★☆	Advanced	1.00 / 1 pts

Activity Details >

Rubric >

[YOUR CREATION](#)
[EVALUATIONS](#)
[FEEDBACK](#)

Provide feedback on evaluations

Please review the evaluations you received from your peers, and provide feedback on how motivational and critical their comment was.



Peer Evaluation 1

May 21st, @ 05:23 PM

Anonymous

Written Evaluation

[Report](#)

1. Proficient content with important details

Useful details are provided for evaluating the economy in Ethiopia. For example, the country's demographics, government. The logic is pretty clear. However, it is ideal to cover more general economic factors in the introduction.

2. Advanced grammar with no grammar errors

The grammar is generally accurate in this paragraph and there's no confusion in understanding. Great job!

3. Sufficient research and data with appropriate citations

Comments on resource material provide clear and logical analysis.

Summary:

Overall great, I think it is ideal to cover more economic factors in the introduction



Jane Edwards



Motivational

How did you find the tone of the written evaluation?



Generic

I feel the evaluator was not empathetic and did not use some positive reinforcement for my efforts or the areas I did well.



Critical

How helpful was the critique you received in the written evaluation?



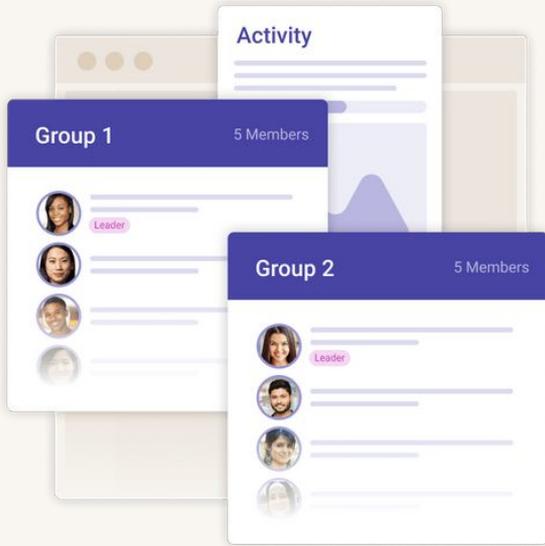
Great Critique

The student submitting feedback felt the evaluator gave them extremely helpful comments that aided in their learning while also being descriptive, specific, and actionable.

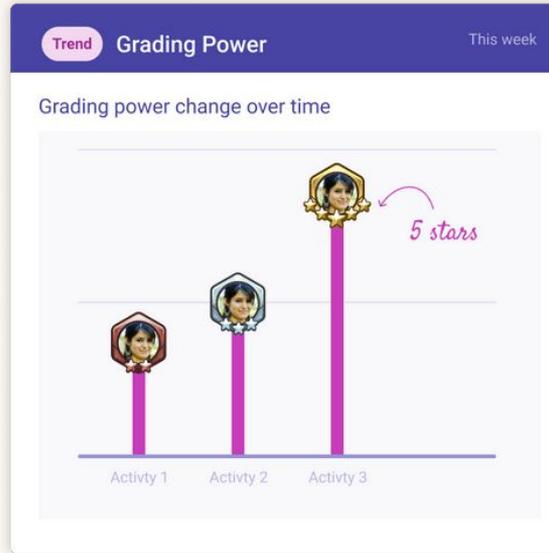
Feedback Comment

No comment

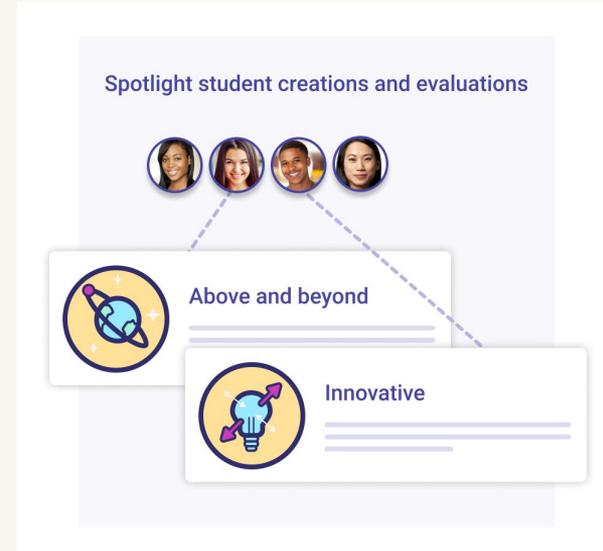
Key Features



Group Work



Calibration



Spotlight

Focus Group Discussion

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Designing Competency-based activities for A&P courses

Activity 1 Showcase - 'Teach a Classmate' from Heidi

Kritik #1 - Central Nervous System

[Edit Schedule](#)[Edit Activity](#)

Activity Details

8 Individual Activity

Weight

1 pt

Objective

Prepare a narrated PowerPoint in which you address your assigned topic (either A or B, below). Your upload must be a pptx file, 5 minutes max, 2 slides max (no animation, no title slide).

In the Evaluation phase, you will be assigned to review 3 assignments on the *other* topic.

Some assignments must be viewed in 'presentation mode' to hear audio or see pointer features.

NOTE ON ANONYMITY: Evaluations are anonymous *unless* ...

- You include your name as part of your filename.
- You include your name in the presentation, either verbally or on a slide.

The intention is that reviews are anonymous. There is NO need to include your name anywhere.

Instructions

Topic A: Describe the production and circulation of cerebrospinal fluid.

keywords: ependymal cells, subarachnoid space, dural sinus

Topic B: Describe the structure of the spinal cord, with respect to dorsal and ventral roots and organization of gray and white matter.

keywords: dorsal root ganglion, dorsal/ventral horns, tracts

Due in 8 days

May 27th, @ 11:55 PM

Creations Completed

0/290

Schedule



Create

May 18th

May 27th

@ 8:40 AM

@ 11:55 PM

2 hours Grace



Evaluate

May 28th

May 30th

@ 1:55 AM

@ 11:55 PM



Feedback

May 30th

Jun 1st

@ 11:55 PM

@ 11:55 PM

Course Contexts

This assignment design has been used in:

- Large intro cell biology course, first year (1,200 students)
- Human physiology course, second/third year (700 students)
- Fourth year physiology course (120 students)

Typically 4-5 assignments, 5% each

- Weight of lowest assignment can be transferred to final exam

Sample Topics - Cell Biology

Biomolecules

1. Teach a classmate about proteins, including the properties and structures of the monomers that make up peptides, how these monomers are linked, and how/why the protein folds to obtain a three-dimensional shape.

2. Teach a classmate about the two members of the nucleic acid family, including their similarities and differences focussing on the monomers that make them up, their stability, the bonds that link them together, and what interactions lead to their final shapes.

Catalysis / Bioenergetics

1. What are enzymes and how do they work as biological catalysts? Discuss the mechanisms by which their activity can be regulated.

key terms: active site, ΔG , regulation - allosteric, competitive, covalent

2. Describe where and how glucose is converted to CO_2 and H_2O and how that leads to the synthesis of ATP during aerobic respiration. Address how this process changes in the absence of oxygen.

key terms: energy carriers, TCA/Krebs cycle, oxidative phosphorylation

Sample Topics - Human Physiology

Water and Electrolyte Balance

1. On your way home, you come upon a person lying by the roadside, bleeding heavily. After you call 911, the only thing you can think to do is check for a pulse (it is rapid). When you get home, your mother asks you to explain what was going on in that person's body to try to compensate for the blood loss in 5 minutes ...

key terms: renin, angiotensin 2, baroreceptor reflex

2. Your friend, an Arts student, has been very ill with a 'stomach bug', with severe diarrhea for many days. You take her to the ER of the local hospital. As you sit in the car in the parking garage, she calls you with an update. She has been told that in addition to disturbed acid-base balance, she has issues with potassium homeostasis. She asked you to explain this to her in 5 minutes.

key terms: proximal tubule, intercalated cell, H^+/K^+ -ATPase

Sample Topics - Human Physiology

Endocrine Control of Metabolism

1. Your friend, an Arts student, has been told she may be diabetic. She is booked for an 'oral glucose tolerance test'. She hates the taste of the fake orange juice she is going to have to drink and asks why they don't just inject the glucose. Explain to her how the response to ingested versus injected glucose differs.

key terms: GIP/GLP-1 insulin GLUT4

2. You are cramming for an evening midterm. As you prepare to write the test, you realize that you forgot to eat lunch; you haven't had anything to eat or drink for six hours. Describe the strategies that your body is using to maintain the supply of energy substrates to your tissues.

key terms: glucagon liver muscle

Activity Design Considerations

- Topic design
 - Integrative
 - Key terms chosen carefully
 - About paired topics
 - Complementary without too much overlap
 - Based on content delivered fairly close together
- Tech support for narrated ppts ...
- Calibration activity - run it EARLY
- Proactive messaging on ...
 - Evaluations, grade expectations, rubric
 - Disputes, grade expectations ...

Group Activity: Experimental Design

Unit 1 – Business: Session C2 Next Experiment Proposal

Activity Details

 Group Activity

Weight

1 pt

Objective

Critique KDG literature, and develop an experimental design that tests a hypothesis on the effectiveness of methods to improve teaching and learning.

Instructions

Each TEAM will submit a proposed Next Experiment on Kritik. This will be instructor and peer evaluated. Template and grading rubric will be provided. **Due on Kritik Monday, January 4, 11:59 pm.**

1. What will be the overall impact of the work to the community?
2. How will the work address an important problem or a critical barrier to progress in the field?
3. How will the work challenge and seek to shift current research or clinical practice paradigms by utilizing novel theoretical concepts, approaches or methodologies, instrumentation, or interventions?
4. To the best of your ability, determine to what extent will the overall strategy, methodology, and analyses be well-reasoned and appropriate?



Graded

Schedule



Create

Jan 4th - Jan 4th
@ 8:25 AM - @ 11:59 PM

2 hours Grace



Evaluate

Jan 5th - Jan 5th
@ 1:59 AM - @ 11:59 PM

 Peer evaluation of Next Experiment **Due on Kritik Tuesday, January 5, 11:59 pm.**

Group Activity Rubric

Unit 1 – Business: Session C2 Next Experiment Proposal Rubric

	Level 0 (Worst)	Level 1	Level 2	Level 3	Level 4	Weight
	Level 0	Level 1	Level 2	Level 3	Level 4	
Clarity of Thoughts	did not submit / did not address	Central idea and the purpose of the essay are unclear	Central idea is not expressed clearly. Minimal sense of purpose is present in the essay	Central idea is developed. The purpose is clear in most of the essay. There are minor unclear segments present	Well developed central idea. Clarity of the purpose is demonstrated throughout the essay	2 pts
Innovative thinking	did not submit / did not address	The essay demonstrates no innovative thinking	Some new ideas are mentioned but are ambiguous or irrelevant to the concept	The author presents some new ideas in relation to the concept	Author puts the concept in an innovative perspective and introduces novel ideas	2 pts
Context and Purpose	did not submit / did not address	The essay has no central idea nor supporting details	The essay has a vague central idea and supporting paragraphs include multiple errors	The essay has clear central idea in the opening paragraph. The support includes some minor errors and confusions	The essay has a clear and specific central idea in the opening paragraph that is followed by appropriate, original, detailed and focused support	1 pt

Student Environment for Success

Best Practices for peer evaluation



Dr. Jonathan Wisco

Associate Professor

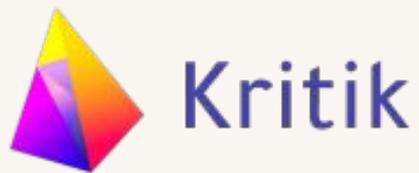
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Q&A SESSION



Authentic **peer-to-peer** learning for a
New Era of Education.

SCHEDULE A 1:1 MEETING
WALKTHROUGH OF KRITIK TAILORED TO YOUR COURSE

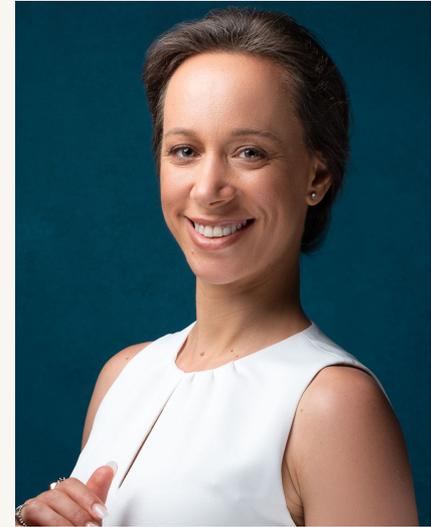
<https://www.kritik.io/>

Educators: Get Started



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- Contact us over live chat

For Research Collaboration
contact: carine@kritik.io



Carine Murette, Co-founder
Ed.D. in Instructional Systems Technology,
Indiana University