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The next time any student from her class logs into Bluepulse, they see a feedback box with that learning poll, as shown in Figure 1. Over the next several days, the responses come in from most of Professor Ducharme’s students. As she suspected, more than one-third of her students are not confident enough in French to go to a restaurant. To find out more, Ducharme broadcasts a message to all students who rated the learning poll at 3 or less, asking why they’re not more confident. She doesn’t ever see their names.

When those comments come back, the clear message is that the textbook exercises set in Paris don’t connect to the “real world.” Many students have no chance to use their French, and they say more practical exercises would help them to learn and retain it.

3 REAL-WORLD SCENARIOS USING BLUEPULSE

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Provides every must-have capability
Plus many unique features

CONCLUSIONS

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Introduction

The mission of any educational institution is to help all students flourish.

This white paper presents three real-world scenarios that show how listening more effectively to students, and taking appropriate action, can help educators achieve this mission.

One scenario is set in a university, one in a college, and one in a high school. These scenarios cover different disciplines: French, computer science, and geometry.

All three scenarios are based on real-world experience using Bluepulse®, a unique social feedback platform designed to help educators achieve excellence in teaching and learning.

By supporting a culture of continuous improvement, Bluepulse helps educators deliver better learning experiences, promote teaching excellence, and engage and retain at-risk students.

For more details about the features and benefits of Bluepulse, please see the accompanying white paper, *How to Ensure That All Students Succeed, By Taking the Ongoing Pulse of the Classroom.*
A first-year university class in French includes eight modules. By the end of October, the class has covered two modules: counting money and going to a restaurant.

But Professor Emilie Ducharme is getting blank looks from some students whenever she does any simple math or mentions food in French. She isn’t sure how many of her students have really mastered both modules.

The prof decides to take a learning poll to see how her students feel they are doing.

She logs into Bluepulse and creates a learning poll, a statement students can rate to self-assess their progress in a course. Students use a scale of 1 to 5, where 1 means “Not at all” and 5 means “A great deal.”

Ducharme’s learning poll states, “I am comfortable ordering in a restaurant and paying the bill, all in French.” All students are then prompted to answer, “How much do you agree?”

The next time any student from her class logs into Bluepulse, they see a feedback box with that learning poll, as shown in Figure 1.
Over the next several days, the responses come in from most of Professor Ducharme’s students. As she suspected, more than one-third of her students are not confident enough in French to go to a restaurant.

To find out more, Ducharme broadcasts a message to all students who rated the learning poll at 3 or less, asking why they’re not more confident. She doesn’t ever see their names.

When those comments come back, the clear message is that the textbook exercises set in Paris don’t connect to the “real world.” Many students have no chance to use their French, and they say more practical exercises would help them to learn and retain it.

Professor Ducharme can’t leave so many students behind. So she announces that the next class will be a review of the first two modules.

But she decides to try something different.

For the next two-hour class, she brings props: French restaurant menus, plastic fruit and vegetables, empty wine bottles, and poker chips to use for euros. And she stops off in the cafeteria to borrow a cart piled with plates, cutlery, napkins, and wineglasses.

She assigns every student a role, either as:

- Customers ordering in a French restaurant
- Waiters setting tables and taking orders
- Sommeliers recommending wine
- Cashiers collecting the bills
- “Gendarmes” (police) who circulate and “fine” any student who lapses into English, five euros per infraction

The students love playing their roles, and the two-hour exercise goes by in an instant.
The professor decides to take a learning poll to see how her students feel they are doing. She logs into Bluepulse and creates a learning poll, a statement students can rate to self-assess their progress in a course. Students use a scale of 1 to 5, where 1 means “Not at all” and 5 means “A great deal.”

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The next time any student from her class logs into Bluepulse, they see a feedback box with that learning poll, as shown in Figure 1.

Without knowing who the students are, the teacher uses Bluepulse to broadcast a message to all three. He queries them, “Please tell me more. Where do you have questions?” None of the students see each other’s interaction with the teacher.

Since he’s still online, Emru responds immediately. He even sends in his question on that day’s class. Later that same evening, the other two students reply.

When the teacher checks Bluepulse the next morning, he sees that all three students want time to ask questions. Two send him their questions. One asks for more examples. Over the next several days, the responses come in from most of Professor Ducharme’s students. As she suspected, more than one-third of her students are not confident enough in French to go to a restaurant.

To find out more, Ducharme broadcasts a message to all students who rated the learning poll at 3 or less, asking why they’re not more confident. She doesn’t ever see their names.

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Taking another poll

After the role-playing exercise, Ducharme wonders how well it worked.

So she uses Bluepulse to take another learning poll. This one states, “After doing our role-playing, I feel more comfortable ordering in a restaurant and paying the bill, all in French.” All students are prompted to answer, “How much do you agree?”

This time, it’s clear many students got a lot out of the restaurant exercise.

Compared to the first poll, only half as many answer “Not at all.” And many students comment how much the exercise motivated them to learn more French.

Adjusting the course

After seeing this feedback, Professor Ducharme feels her students are ready to move on to the next module. And she’s excited to update the course outline. At the end of every module, she plans to stop doing traditional reviews and start running a real-world scenario. She shares her excitement with some colleagues, and they pool ideas to use for each module.
Delivering an excellent learning experience

In this scenario, Bluepulse ensures that more students have a positive learning experience.

By taking the pulse of her classroom, a professor discovers many students are lagging behind. She reviews the material with a more lively approach, which many students appreciate. Then the prof adjusts the course outline going forward.

Listening and taking effective action ensures that more students have a positive learning experience; this motivates many of them to master the course content.
The professor decides to take a learning poll to see how her students feel they are doing. She logs into Bluepulse and creates a learning poll, a statement students can rate to self-assess their progress in a course. Students use a scale of 1 to 5, where 1 means “Not at all” and 5 means “A great deal.”

Ducharme’s learning poll states, “I am comfortable ordering in a restaurant and paying the bill, all in French.” All students are then prompted to answer, “How much do you agree?”

The next time any student from her class logs into Bluepulse, they see a feedback box with that learning poll, as shown in Figure 1.

Back in his room that evening, Emru logs into Bluepulse and sends the teacher an anonymous suggestion, “We used to have lots of time to ask questions at the end of class? What happened?”

Emru’s comment is sent to Ogsden only; no one else sees it.

Later that evening, when the teacher logs into Bluepulse, he sees Emru’s suggestion, but not his name. Ogsden notices two other anonymous suggestions on the same issue—that there’s not enough time for questions.

Ogsden wonders: How many more students need help to absorb the material? Is he trying to cover too much material too fast?

Without knowing who the students are, the teacher uses Bluepulse to broadcast a message to all three. He queries them, “Please tell me more. Where do you have questions?”

None of the students see each other’s interaction with the teacher.

Since he’s still online, Emru responds immediately. He even sends in his question on that day’s class. Later that same evening, the other two students reply.

When the teacher checks Bluepulse the next morning, he sees that all three students want time to ask questions. Two send him their questions. One asks for more examples.
Ogsden uses Bluepulse to answer both questions, and to send the third student some links to online code samples. He realizes that in a few minutes, he could answer all his students’ questions, and give them more confidence in the course material.

But how many of his students really need that?

Rating a teaching initiative

To find out, Ogsden uses Bluepulse to create a teaching initiative, a statement that every student in class can rate. His initiative says, “There’s plenty of time to ask questions at the end of class.”

The next time any student in that class logs into Bluepulse, they see the new initiative. Each student can rate how much they agree with the initiative on a scale from 1 to 5, where 1 means “Not at all” and 5 means “A great deal.”

Within a day, almost half the class votes, and Bluepulse displays the results in an easy-to-understand bubble chart, as shown in Figure 2.

Ogsden is surprised to see that many of his students want more time to pose questions after class.
The teacher takes action

Ogsden figures it’s better for his students to get their questions answered as they go, instead of making coding errors later.

So he decides to stop rushing, and start devoting more time for questions after every class. And he encourages his students to give him feedback on that initiative.

Over time, he watches the student responses go up and down, and he tweaks the balance between lectures and questions. When the feedback on the initiative reaches a steady positive line, he’s found the mix that works best for most students.

Promoting excellence in teaching

In this scenario, Bluepulse helps to detect a teaching issue quickly, and deal with it effectively.

By taking the pulse of his class and getting timely feedback, the teacher knows what to start, stop, and continue doing.

He makes a small adjustment, tests it with ongoing feedback, and gains new insights he can apply to every class he teaches in the future.

Listening to student feedback and taking concrete action to address it makes Ogsden’s students more motivated to fill in the end-of-term course evaluations, and more likely to award him higher scores.

Bluepulse generates a win-win for both the teacher and his students.
Scenario #3: Engaging and retaining at-risk students

Geometry is a compulsory subject that Grade 11 student Jamie must pass to graduate from high school. But Jamie is floundering.

For example, he can’t understand pi. The whole idea doesn’t make sense to him. He can’t imagine any practical reason to find the area of a circle.

Jamie is doing well in other subjects, especially Spanish and shop. But if he doesn’t pass geometry, he won’t get out of high school.

Without that, he could experience a lifetime of fewer opportunities. In fact, statistics show that young adults who don’t complete high school earn a median of $7,100 a year less than those who graduate. And they only earn half as much as college grads.¹

Giving spontaneous comments

Sitting by himself on the bus home from school, Jamie logs into Bluepulse and sends a rather hopeless suggestion to his teacher, “I don’t get pi. Why do we gotta learn that? I’m gonna flunk math again.”

That evening, when geometry teacher Brandi Anderson logs into Bluepulse and sees Jamie’s message—although not his name—she’s alarmed.

She knows several students are repeating the class and not doing well on their tests. This must be one of them.

Finding at-risk students

Anderson thinks, “This student doesn’t understand basic geometry. I wonder how many others feel the same way?”

So she creates a learning poll that states, “The material we’re covering on geometry is clear and understandable.” All students are prompted to answer, “How much do you agree?”

1. The statistics regarding the earnings of high school graduates and non-graduates are based on data from the U.S. Census Bureau. The earnings gap between high school graduates and non-graduates is a well-documented phenomenon.
The results trickle in over the next several days.

One afternoon Anderson looks at the results on her laptop in the teacher’s lounge. The majority of students say they agree “Quite a bit” (4) or “A great deal” (5). These are clearly students who aren’t likely to fail.

But Anderson sees two students who both disagree strongly with the poll, answering, “Not at all” (1). These are likely students at risk of failing.

Anderson wants to help those two students before it’s too late, and they flunk their final exam. So she uses Bluepulse to broadcast a message to both of them.

“I’m here to help,” she says. “What if we text? I will never see your name, or tell anyone. You can ask me questions. I will answer. Or suggest pages in your text to review. Or send you neat stuff to look at on YouTube.”

When Jamie sees this message, he perks up. “Wow,” he thinks. “She really cares!”

He texts back eagerly, saying he needs help with \( \pi \). He just doesn’t get it.
Coaching anonymously

Anderson moves Jamie into a private one-on-one conversation, as shown in Figure 3. Over the next few weeks, she sends Jamie YouTube videos to watch, websites to visit, and apps to look at. Jamie does everything she suggests.

One YouTube video really helps him understand \( \pi \): A homeowner needs to calculate how much paint to buy to recoat his circular swimming pool. Doing this correctly saves him more than $150. “At last,” thinks Jamie, “a practical use for \( \pi \)!”

A few breakthroughs like this encourage Jamie, and he applies himself to geometry with more energy than ever. When the final exam comes, he passes, clearing the way for him to graduate from high school. Unknown to him, so does the other student getting anonymous one-on-one coaching.

Retaining at-risk students

In this scenario, Bluepulse helps a teacher detect at-risk students, and engage them anonymously for extra coaching and support.

For their part, the students feel like someone is paying attention without singling them out in front of the whole class.

This personalized, but anonymous, attention encourages students to identify areas where they need extra help. And it motivates them to make a concerted effort, instead of giving up and flunking out.

By taking the pulse of the classroom, Bluepulse makes sure no students are left behind.
Bluepulse is a unique social feedback platform designed to help institutions achieve excellence in teaching and learning.

Bluepulse provides every must-have capability to effectively gather student feedback:

- **Privacy** for teachers, so that no interactions with students are shared
- **Anonymity** for students, so that their comments and feedback are not identified and they are comfortable engaged in a continuous improvement process
- **Two-way interaction** with students through an easy-to-use dashboard with built-in anonymous communications
- **Frequent feedback** available instantly, whenever a teacher or student logs in
- **Structured (quantitative) feedback** with polls and teaching initiatives for students to rate on a 5-point scale, from “Not at all” to “A great deal”
- **Unstructured (qualitative) feedback** so that at any time students can make open-ended or freeform comments

In all these ways, Bluepulse is designed to support continuous improvement in teaching and learning.
Bluepulse also provides advanced features that other solutions do not offer, including:

**Anonymous coaching** which enables teachers to detect students at risk and coach them one-on-one with additional materials and support

Runs on **any desktop, laptop, tablet or smartphone** running Android, Blackberry, iOS, Linux, or Windows with any popular browser including Chrome, Firefox, Internet Explorer, or Safari

Integrates with **any learning management system** including Blackboard Learn®, Brightspace® by D2L, Canvas by Instructure, and Moodle

**Accessible to all**, since the system meets the WCAG 2.0 (Level AA) standards for accessibility, meaning that it provides an equivalent experience for all students

**Aggregate analytics** that show overall statistics for the institution, without identifying any individual teachers or students

For more details about the features of Bluepulse—and how it surpasses every other channel typically used to collect student feedback—please see the accompanying white paper, *How to Ensure that All Students Succeed, By Taking the Ongoing Pulse of the Classroom.*
Conclusions

Bluepulse is a unique social feedback platform designed to help institutions achieve excellence in teaching and learning by supporting a culture of continuous improvement.

This white paper has presented three real-world scenarios that show how Bluepulse can help educators deliver better learning experiences for students, further their commitment to teaching excellence, and engage and motivate all students.

To find out how more about how Bluepulse can benefit your institution, visit our website at www.bluepulsehub.com.
Bluepulse® is a unique social feedback platform designed to help institutions achieve teaching and learning excellence. It helps instructors discover what to start doing, what to stop doing, and what to continue doing to improve the teaching and learning experience for students.

Putting an emphasis on how students learn as much as what they are learning, instructors can make real-time adjustments using real data exclusive to them.

By receiving continuous daily feedback, instructors can take the pulse of the classroom to address issues prior to mid- and end-of-term evaluations. This gives instructors a chance to get back on track and refine their teaching methodologies before end-of-term evaluations.

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At eXplorance, we believe that continuous improvement is at the heart of progress.

By providing tools that assess knowledge, competencies, and skills, we assist organizations in developing a culture of improvement. Blue® helps build that culture by powering a cycle of improvement resulting in strategic insights for future innovation.

Blue is a Learning Experience Management (LEM) system that includes applications for course and instructor evaluations, broad-based stakeholder surveys, psychometric and knowledge tests, 360 degree feedback, and more. Putting being better at the forefront, Blue provides benchmarks, stakeholder assessments, sophisticated reporting, adapted insights, and continuous monitoring.

Founded in 2003, eXplorance is a privately held corporation based in Montreal, Canada. Some of eXplorance’s clients include RMIT University, UAE University, University of Groningen, University of Louisville, University of Toronto, UMPQUA Community College, and organizations such as The American Petroleum Institute, Fidelity Marketing, loanDepot, and NASA.

Notes
