

# *Raising the Bar: Sociology*

## Strategies for Successful Online Teaching

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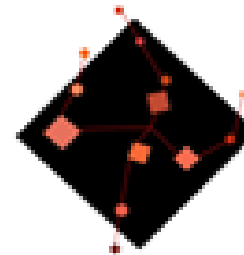
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**COLORADO STATE  
UNIVERSITY**



**REINVENTION  
COLLABORATIVE**

# Learning Outcomes

At the end of this conversation, participants will be able to:

1. Describe 5 “best practice” strategies for online course development
2. Integrate sociology-specific recommendations within online course development

# Online as a Modality

## Learning is the constant



Face-to-  
Face



Web-  
Enhanced



Hybrid or  
Blended



Fully  
Online



# “Top 5 Strategies for Success”

- ▶ 1. Begin with the end in mind
- ▶ 2. Learn how learning happens
- ▶ 3. Use “chunks”
- ▶ 4. Leverage the strength of all of your resources
- ▶ 5. Be sociologically informed




# #1 “Big Picture”

## Begin with the end in mind...

- ▶ What do you want your students to “look like” at the end of the class?
- ▶ Change in:
  - ▶ Content mastery?
  - ▶ Skills?
  - ▶ Affect/behavioral/dispositional?



- 
- ▶ The change we are seeking represents our learning objectives.
  - ▶ Do they...should they... differ in online setting?
  - ▶ It is all about the learning...

## #2 Learn how learning happens.



The biology of it all...



The community of it all...



# Does learning differ online?

## ► Major Constraints



Time



Anonymity



Complexity



# Some of the differences

- ▶ Generally less spontaneity
  - ▶ You need to have everything done before the class starts
- ▶ Need for more clarity
  - ▶ More text is not always better
- ▶ Benefits from structure
  - ▶ Think in terms of Chunks/Modules/Weeks/Units, etc.

## #3 Use “chunks” or modules.

### ▶ Decide...

- ▶ what you need to do
- ▶ what students need to do
- ▶ what peers need to do

To reach that goal....

- ▶ Then choose...how you best accomplish that online...
- ▶ Where does being co-present matter most?

Learning occurs through experience,  
engagement, and practice

- ▶ What will your students experience?
  - ▶ *What is your role and the role of peers?*
- ▶ How will your students engage?
  - ▶ *What is your role and the role of peers?*
- ▶ When will your students practice?
  - ▶ *What is your role and the role of peers?*

# Comparing F2F and online

## Similar

- ▶ Readings
- ▶ Writing assignments
- ▶ Movies/videos
- ▶ Lectures
- ▶ Demonstrations

## Different

- ▶ Group activities
- ▶ Group discussions
- ▶ Interactive activities
- ▶ Labs/presentations
- ▶ Assessment

# Translating F2F to Online

In-person peer edit assignment → Online peer editing assignment

Hands-on work → Interactive online tutorials

Worksheets → Interactive LMS lessons

Presentations → voice over Powerpoint to MP4, media player to YouTube video, etc.

# Translating F2F to Online

Lectures → Video clips and digital resources

Class discussions → Online forums, group texts

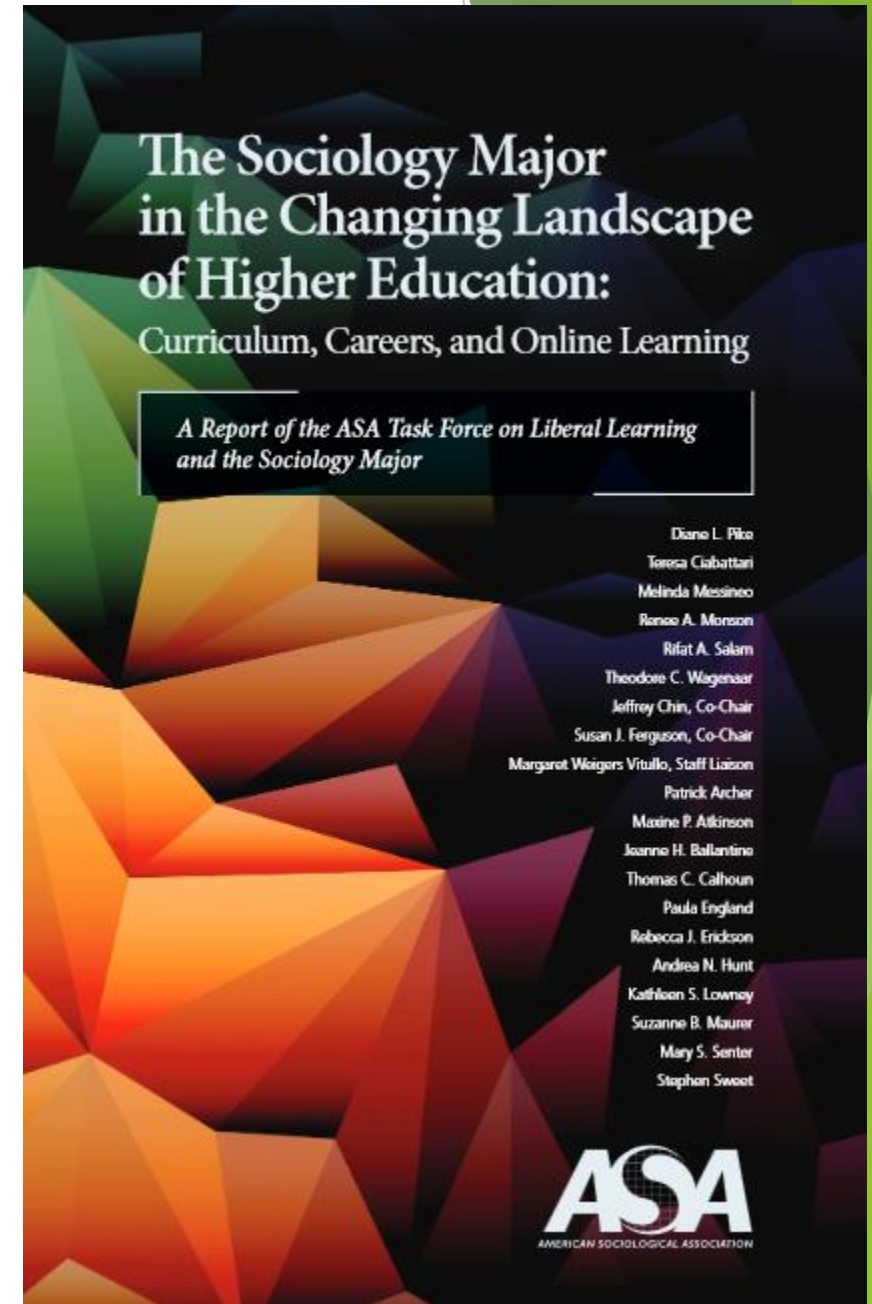
Group work → Private group wikis, Google docs, groups in LMS

Exams → Online timed quizzes, essay assignments, or other tasks

What does “having learned it” look like?

## #4 Leverage all of your resources.

- ▶ Content and Competencies?
- ▶ Stand on those “giant’s shoulders!”





# Content and Competencies

- What are the main things we want people to take away?

When it comes down to it...

.....the Sociological Literacy Framework...

**And the Six Essential Competencies....**

Adapted from Ferguson and Carbonaro, 2016

# Sociological Literacy Framework

- ▶ The Sociological Eye
- ▶ Social Structure
- ▶ Socialization
- ▶ Stratification
- ▶ Social Change and Social Reproduction



# Six Essential Competencies

- ▶ Apply Sociological Theories to Understand Social Phenomena
- ▶ Critically Evaluate Explanations of Human Behavior and Social Phenomena
- ▶ Apply Scientific Principles to Understand the Social World
- ▶ Evaluate the Quality of Social Scientific Methods
- ▶ Rigorously Analyze Social Scientific Data
- ▶ Use Sociological Knowledge to Inform Policy Debates and Promote Public Understanding

# Check Out ASA List of online Resources

- ▶ <https://www.asanet.org/teaching-learning/faculty/teaching-online>



# Resources

Indivisible: Stories of American Communities

<http://www.indivisible.org/home.htm>

National Archives <http://www.archives.gov/education/lessons/vietnam-photos/activities.html>

Sociological Images <http://thesocietypages.org/socimages/>

Allan Johnson <http://www.agjohnson.us/>

Everyday Sociology Blog <http://www.everydaysociologyblog.com/>

Sage Social Science Space <http://www.socialsciencespace.com/>

Sociology in Focus <http://www.sociologyinfocus.com/>

The Society Pages <http://thesocietypages.org/teaching/>

This Week in Sociology <http://www.thisweekinsociology.com/>

Kanopy <https://www.kanopy.com/>

# Resources, cont.

- ▶ ASA Introduction to Sociology  
<http://www.asanet.org/introsociology/home.html>
- ▶ Digital History <http://www.digitalhistory.uh.edu/>
- ▶ Diversity Inc <http://www.diversityinc.com/>
- ▶ Gap Minder <http://www.gapminder.org/>
- ▶ Globalization  
[http://news.bbc.co.uk/hi/english/static/events/reith\\_99/week1/week1.htm](http://news.bbc.co.uk/hi/english/static/events/reith_99/week1/week1.htm)
- ▶ Merlot <http://www.merlot.org/merlot/assignments.htm?category=2825>
- ▶ Pollution in Your Community <http://scorecard.goodguide.com/>
- ▶ SocioSite <http://www.sociosite.net/index.php>
- ▶ Teaching with Data <http://www.qssdl.org/>
- ▶ Virtual Explorations  
[http://www.wadsworth.com/sociology\\_d/special\\_features/virtualtours.html#](http://www.wadsworth.com/sociology_d/special_features/virtualtours.html#)

# Videos and Podcasts

- ▶ Frontline <http://www.pbs.org/wgbh/pages/frontline/>
- ▶ PBS Now <http://www.pbs.org/now/>
- ▶ Public Sociology Live! <http://www.isa-sociology.org/public-sociology-live/>
- ▶ Sociology Cinema <http://www.thesociologicalcinema.com/index.html>
- ▶ Sound Portraits <http://soundportraits.org/>
- ▶ Sociology Sounds <http://www.sociologysource.org/sociologysounds/>
- ▶ Sociology through Documentary Film  
<http://sociologythroughdocumentaryfilm.pbworks.com/w/page/17194965/FrontPage>
- ▶ Ted Talks <http://www.ted.com/talks>



## #5 Be sociologically informed.

### Values of the Discipline

We want to remove **barriers to inclusion**.

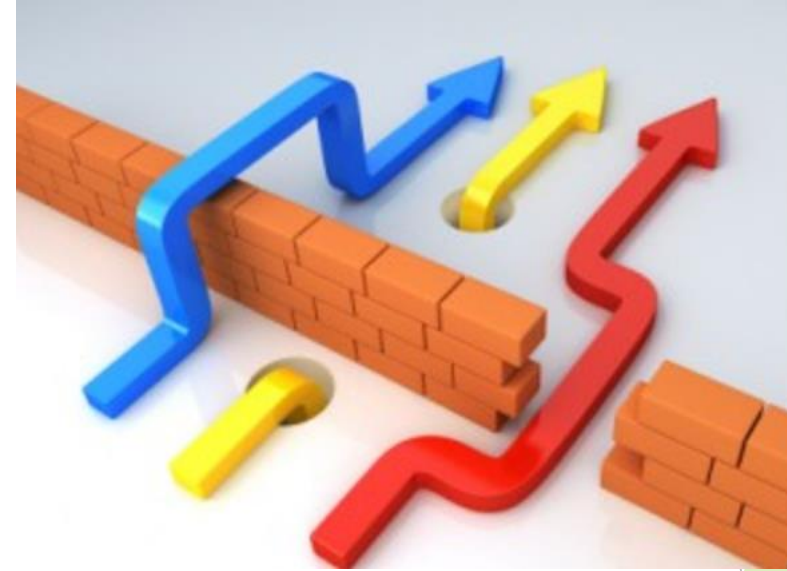
Universal Design - Making class content and engagement available to all.

We want to lessen the impact of **pre-existing inequality** as much as possible.

Does success in a course element depend on access to resources?

# Reducing Inequality

- ▶ Universal Design elements
  - ▶ Are there barriers in your course?
  - ▶ Are files and sites machine readable?
  - ▶ Are videos captioned?
  - ▶ Is image contrast high?
  - ▶ Is font large enough?
  - ▶ Is information relevant?
  - ▶ Are there multiple ways to access materials?
  - ▶ Are there multiple ways to demonstrate mastery?



# Consider Mastery-Based Learning

- ▶ What if every student reached all of the objectives?
- ▶ What would it take for this to happen?
- ▶ Can you structure your course to enable this approach?

# Recap

- ▶ In this conversation we:
  1. Described 5 “best practice” strategies for online course development
  2. Integrated sociology-specific recommendations within online course development

# Let's chat!

► Q & A



# FAQs

1. Should I try synchronous sessions?
2. What about tests and assessment?
3. Do students 'cheat' more online?
4. How do I make my class more accessible?
5. What if my student has poor internet access?
6. How do I make my class more interesting?
7. Some students want to use a different schedule...should I?
8. Will my student evaluation ratings be different?
9. Are online classes easier or more efficient?
10. Who owns my course? Copyright of other's work?







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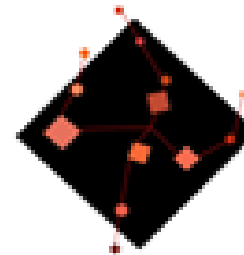
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