

Multimodalities in Sociology Course Design

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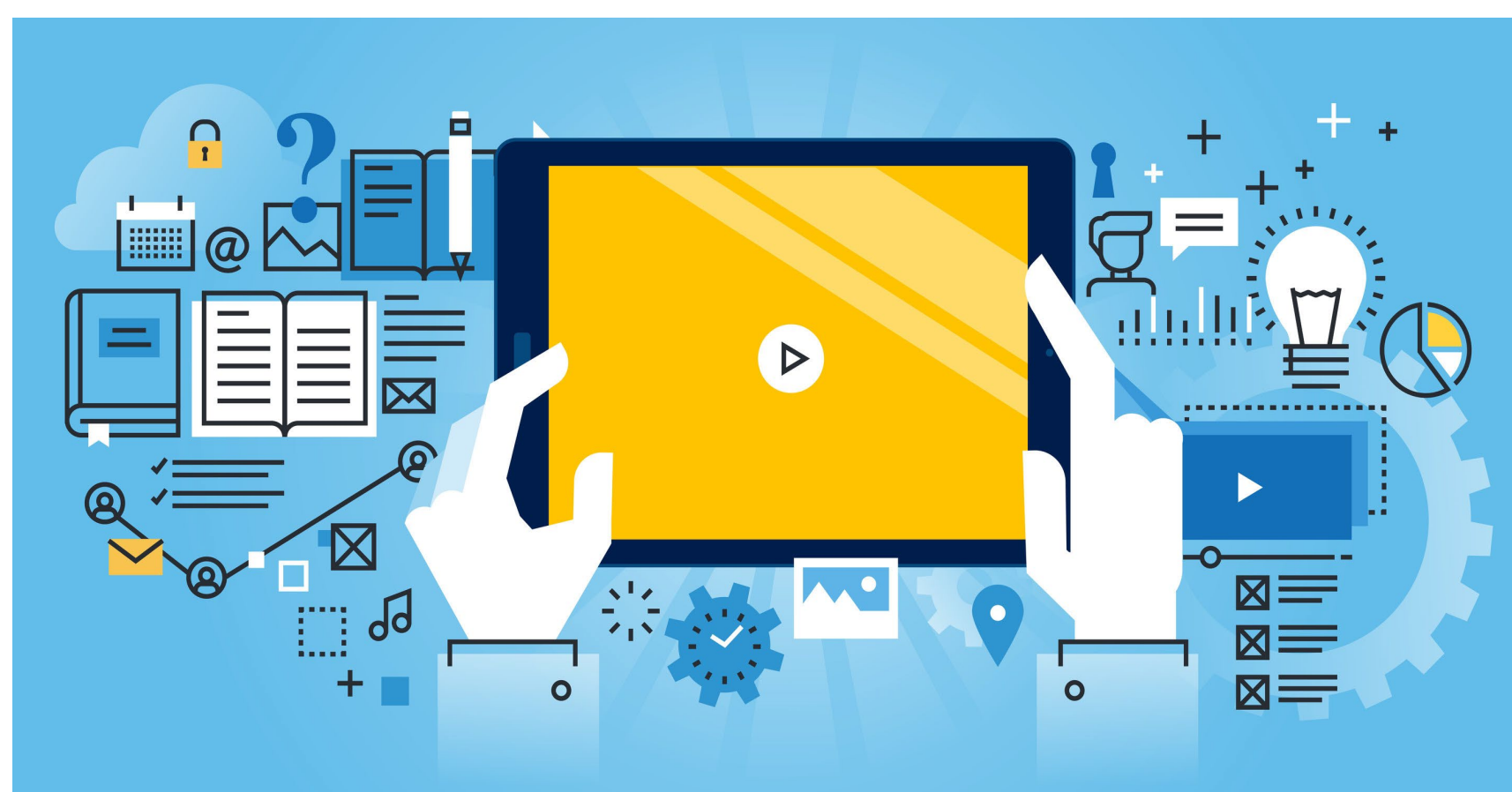
Overview

The goal of this project is to redesign a pilot set of Sociology and Family Studies courses into hybrid and fully online courses to **offer students structured flexibility** in their learning, **increase accessibility** of course content, **improve sustainability** by decreasing commutes to campus and by **opening access** to courses for individuals with non-traditional schedules. The aim is to engage with pedagogical theories and evidence as well as what we have learned from teaching during the pandemic to redesign courses that will engage and challenge students in a modality that best suits their learning needs.

Project Goals

Through course redesign:

1. Fully **utilize learning technologies** to increase the sustainability of investment and efforts made by instructors in developing learning materials,
2. **Increase student and instructor well-being** by decreasing exposure to crowded campus spaces for those who are in need these protections,
3. Increase sustainability by **reducing the need to commute** to campus by providing online options and hybrid classes,
4. **Enhance faculty and TA capacity** to implement evidence-based hybrid and online course pedagogies and strategies.



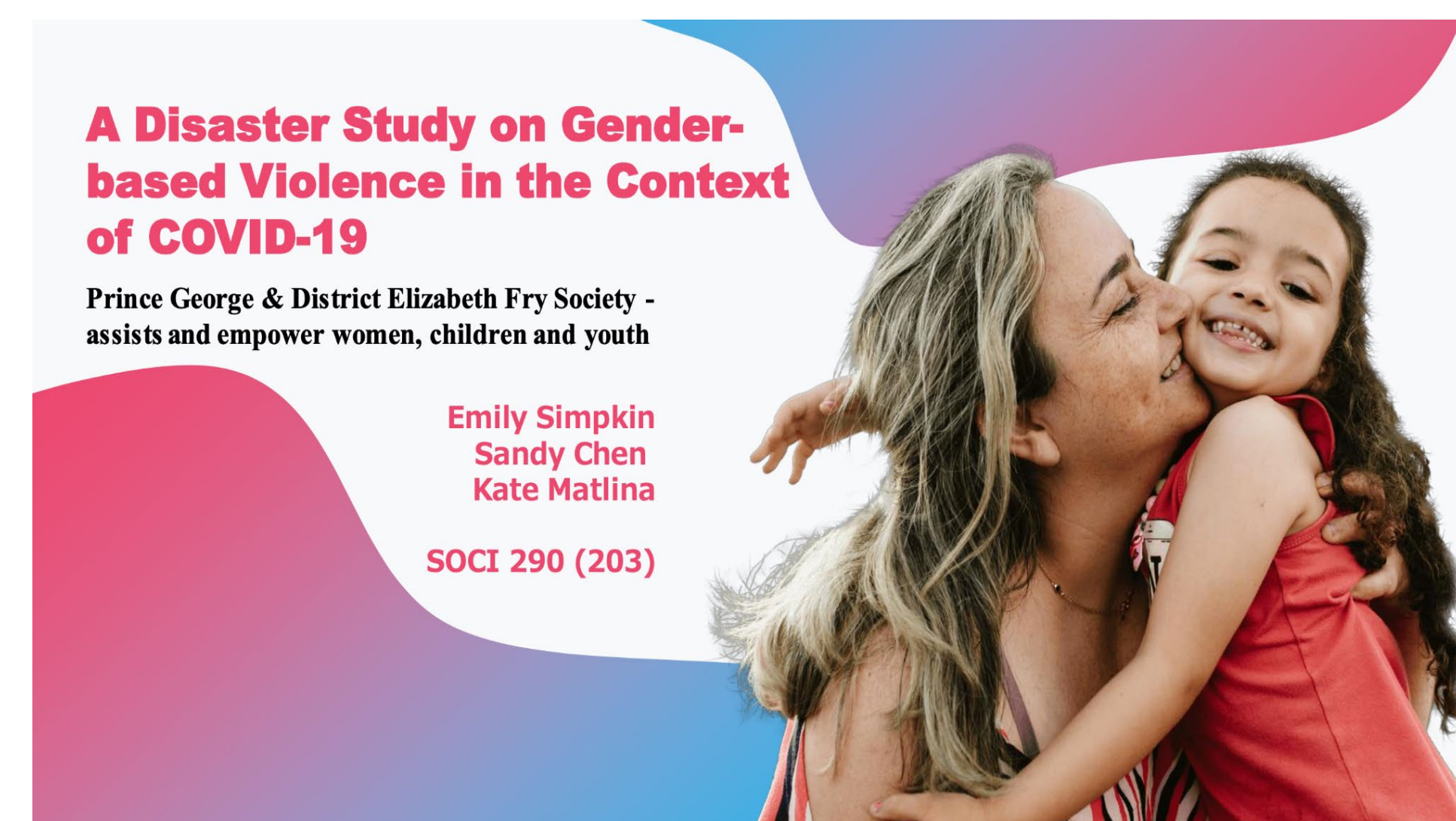
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Global Pandemics (SOC1 290)

Course context: A mid-size course with no prerequisites where students explore the subfield of disaster studies. Students examine the ways social inequalities affect groups' abilities to anticipate, cope with, and recover from pandemics and other disasters.

Pedagogical approach: The course is redesigned using hybrid problem-based and community-engaged learning.

Implementation: Each week, students first engage asynchronously with short e-lectures featuring experts in the field and formative quizzes with feedback, and then apply this material through real pandemic case studies in-person in teams.



Interview synthesis presentation PowerPoint from SOC1 290 students who worked remotely with the Prince George and District Elizabeth Fry Society

In collaboration with UBC Office of Regional & International Community Engagement (ORICE), students also conduct Zoom interviews with community organizations that support disaster-affected groups. A different student team shares their [interview synthesis](#) with the class each week (sample presentation above).

Sociology of Family (SOC1 200)



Course context: A mid-size course with no prerequisites where students are introduced to the subfield of family sociology. Students examine diverse family forms and their development over the life course, internal dynamics of family life, and the place of the family in North American society.

Pedagogical approach: The course is redesigned into a hybrid course using problem sets and video lectures with integrated quizzes.

Implementation: Each week, students engage asynchronously with video lectures with integrated (graded) quizzes and problem sets. During the synchronous session, activities assigned in the video lectures are completed and discussed in class.

Future Directions

Social Inequality and Change (SOC1 102): We plan to develop smaller hybrid learning communities within the larger course structure in order to make a large class feel smaller.

Diversity in Family Forms (SOC1 320): We aim to develop an online course using short lectures with embedded H5P interactives and group podcast assignments to build community online.

Relationship Development (FMST 314)

Course context: A mid-sized course with first or second year prerequisites where students are introduced to the empirical study of the development of close relationships. It examines how relationships begin, grow, and decline and secondarily examines the development of relationships across the lifespan.

Pedagogical approach: The course is redesigned into both hybrid and fully online course versions incorporating podcasts and video lectures, including open education resources developed for the "Advice from the Field" TLEF project.

Implementation:

Each week, students engage with video lessons with integrated H5P quizzes. These include both instructor lectures as well as interview excerpts from experts in the field of relationship science. Activities (synchronous or asynchronous) include podcast 'relationship challenge' case studies, reflection and analysis of media (e.g., messaging in music, film etc.).



Video OER developed from 'expert' interviews for the "Advice from the field: Creating open resources in relationship science" TLEF project.

References

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