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Project Title: Flipped Sociology: Mobile Learning Teams

Explain what you want to achieve and how:  
I would like to promote team learning and the use of technology to better understand society. I believe that a student who is active in the learning process is better able to take in the information and understand it than a student who is passively listening in the classroom. I would like the students to understand that Sociology is relevant in their lives and their careers.

The Plan:  

During the first week of class, Mobile Learning Teams will be assigned using CatMe (www.catme.org). These teams will remain the same throughout the semester unless there are significant changes to the class roll.

A weekly guide will be posted on eLearn. An example of Chapter 1 is here: http://soci1010-ch1.populr.me/chapter-1. The weekly guide tells the students exactly what is required of them.

Each week will begin with students reading the assigned material and completing individual assignments from Connect before the first class of the week.

Note: Connect is an online learning system that helps assess student knowledge as they read the text. It includes quizzes, study resources, and short assignments.
Each week, a team discussion board will be posted on elearn (access will be limited to the students within the team). Students can use that discussion board and in person meetings (in class or on their own time) to choose which topic they want to pursue and discuss the details of their activities. The general assignment is to create an active learning environment for their chosen topic.

Possible interactive activities are listed here https://www.tes.com/lessons/fXADKohA41VUxQ/class-activity-resources (note: This list is still being updated as I find more resources). Here are "how to" videos on several of the possible activities: https://www.tes.com/lessons/d29pj5aZBvrZxg/tools-for-visual-discussions (note: This list is still being updated).

Depending on how comfortable the students are with the assignments and technology, I may assign specific web tools or apps (from the above lists) for some assignments instead of giving them freedom to choose their own. For example I could have the teams create a game for the chapter on education and religion or a blendspace for social stratification.

On the last meeting day of the week, each team will present their materials to the class.

Grading Scales:

Team Participation (3 points - graded by group members):

3 points - Student joined the conversation frequently by sharing their own thinking (ideas and opinions) and by responding to others. Student fully participated in designing the activity and the presentation of the activity to the classroom.
1.5 points - Student only joined in the conversation when prompted or directly asked a question. Student somewhat participated in the design and presentation of the activity.
0 points - Student was not involved in the discussion or presentation of the activity.

Class Activity (3 points - graded by the rest of the class):
3 points - The team seemed to work well together and was well prepared. They involved me in the activity and I felt that I learned the materials covered.
2 points - The team was somewhat organized and the activity helped me learn some of the materials.
1 point - The team seemed disorganized and the covered material was difficult to understand.
0 points - I learned nothing from this group.

Topic Covered (4 points - graded by instructor)
4 points - completely covered the chosen topic.
3 points - covered the majority of the chosen topic.
2 points - covered some of the main points of the topic.
1 point - minimally covered the topic.
0 points - did not cover the topic.
Provide some background on how you came up with this project:
I have had students show interest in sociology and the world around them but most students seem to just want a grade and to be done with the class and assignments. I have browsed through several options for ideas to get them more invested in the classroom and decided that mixing together technology and team learning seemed to be the best route for the ideas in my head.

How will you evaluate the effectiveness of the project: (This portion of the plan will be completed after the summer Instructional Design training)
The effectiveness of this project will be analyzed through both formative and summative assessments, both of which are included in Connect. Additional formative and summative assessments will be designed by the instructor.

By submitting this form, I acknowledge and agree to abide by the terms of this proposal and WSCC Fellows Program. I will complete all assessment tools (reports and video). I have read and agree to the terms of the WSCC Intellectual Property Rights policy. Click here to read the WSCC Policy and Procedures Manual; search for page 287 and read “Intellectual Property Rights,” or click here to read the TBR Intellectual Property Policy. I understand that to receive the stipend I must complete the project and present the findings at Inaugural Week.