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## The New Sociology Classroom: How Incorporating Varied Pedagogies Increase Student Learning

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# The New Sociology Classroom: How Incorporating Varied Pedagogies Increase Student Learning

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**Abstract:** As the higher education landscape changes, faculty need to change with it. This paper outlines various pedagogies that are being used to increase student learning in an Introduction to Sociology course. The pedagogies discussed in this paper include Transparency in Learning (TiLT) (Winkelmes, 2013), Flipped Classroom (Walvoord and Anderson, 1998), "Make It Stick" note taking format (Brown, Roediget, McDaniel, 2014; Alby, 2020), Kahoot! (Kahoot!, 2020), and Quizzlets (Quizzlet.com, 2020). In addition, this paper discusses the need for student responsibility in learning and provides suggestions for this including "Accomplishing Your Goals" suggestions (Alby, 2020), and "Study Suggestions". Although the goal of this paper is to provide successful examples of these practices in an Introduction to Sociology course, the hope is also to encourage faculty to use any or all of these in their courses.

**Keywords:** Pedagogy; Student learning

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As the college classroom continues to become more diverse, college faculty are increasingly teaching students with varied learning styles, varied backgrounds and often, inexperience with effective learning strategies. Considering the major goal for faculty is student learning, there are two primary questions to consider: How can we effectively teach and have our students actually learn information (instead of memorizing facts for an exam)? How can we help students see the relevance of the information presented in class? As a college faculty member, I have been teaching for almost 30 years, and have seen a number of pedagogical practices come and go. Although I have employed a number of different techniques including High Impact Practices such as "Diversity and Global Learning", "Service Learning" and "Undergraduate Research" (AACU, 2020), I have found that my students' knowledge (as exemplified on their exams) has not really increased. I am aware that exams only measure one part of knowledge and how an exam is structured significantly contributes to the grade on the exam. But, with the incorporation of these High Impact Practices (of which I am a strong proponent), I expected to see improvement in their knowledge.

Considering these grade disappointments, I decided to change the structure of my classes and facilitate a different way students prepare for class. I have always been frustrated with the trend/pressure (it seems to me) for faculty to change what they are doing in the classroom so students can learn. While I appreciate the diversity of college students today, certainly, they need to take ownership and responsibility for their own learning. The burden cannot fall solely on the faculty member. So, how do we, as faculty members, encourage this? This paper addresses the questions posed above with thoughtful and new pedagogical strategies for an Introduction to Sociology course.

Teaching strategies that have been used in the past, although have merit, may not be the best way to foster learning. When I started teaching my Introduction to Sociology course, I employed the traditional lecture format. As I gained confidence in the classroom, I began trying new strategies that proved minimally effective for learning (in my personal experience). It was not until I participated in our university system's Governor's Teaching Fellowship and my institutions Faculty Learning Circle, that I was introduced to resources that

proved effective. My favorite resources to draw upon are Small Teaching: Everyday Lessons from the Science of Learning (Lang, 2016), Make It Stick: The Science of Successful Learning (Brown, Roediger, McDaniel, 2014), and Learning Assessment Techniques: A Handbook for College Faculty (Barkley and Major, 2016). Each of these resources provide unique yet compatible strategies to promote learning.

Small Teaching (Lang, 2016) is a teaching pedagogy that “seeks to spark a positive change in higher education through small but powerful modifications to our course design and teaching practices (Lang, pg. 5)”. Small Teaching practices can take one of three forms. They can be “brief (5-10 minute) classroom or online learning activities”, “one time interventions in a course”, or “small modifications to course design or communication with your students” (Lang, pgs. 7-8). Research has shown that small teaching activities raise student performance on learning tasks equivalent of a full letter grade or higher (Lang, pg. 9). Since the introduction of small teaching in my introduction to sociology classes, I have observed incremental improvements in student’s grades.

Make It Stick (Brown, Roediger, McDaniel, 2014) is a book about “what people can do for themselves right now to learn better and remember longer (Brown, Roediger, McDaniel, pg. xi)”. The three basic ideas guiding the principles in the book are that “learning requires memory”, “we need to keep learning and remembering all our lives” and “learning is an acquired skill” (Brown, Roediger, and McDaniel, pg. 2). One of the ways I am encouraging learning in my Introduction to Sociology course, is by having students revise the way they take notes (which is discussed later). This new note taking strategy has proven effective in student’s knowledge and excitement about various topics and fostered thoughtful dialogue in the classroom. Once students adjust to taking notes in this format, they often tell me they have incorporated the strategy in other classes and it has been helpful in learning the material. In addition, I make learning in my classes relevant to their lives, community, state, and nation. I also encourage them to think globally and how what we are

discussing can be applied not only at the micro-level, but at the macro-level as well.

Learning Assessment Techniques (Barkley and Major, 2016) is a wealth of practical information. The primary question addressed in this textbook is, “how can we best teach to promote learning?” (Barkley and Major, pg. 1). The Learning Assessment Techniques (LAT’s) have two key characteristics. First, they are defined by their integration of identification of a meaningful set of learning goals; an active learning instructional activity that requires students to create an assessable product; and guidance on how to analyze the product (Barkley and Major, 2016). Second, they are designed to assess learning regardless of how the information will be used by the faculty member (Barkley and Major, 2016). Ultimately, this resource was written to help college faculty identify what is important for students to learn, how to implement activities to ensure learning takes place and then document/interpret the information.

Many of the strategies discussed in this paper come from these sources. Although there are many learning strategies and teaching pedagogies, this paper specifically illustrates what I do in my Introduction to Sociology course. Even though these are being discussed for this particular sociology course, they can be utilized for all courses in all disciplines. In addition, considering the monumental pedagogical changes faculty have had to adopt as a result of the COVID-19 pandemic, these strategies are still relevant in online and hybrid class formats.

### **The Need for Student Responsibility in Learning**

To begin with, students must take responsibility for their own learning. I have found that students come to my class with varied study and preparation techniques. Typically, though, they use old strategies to learn material (i.e., re-read the text, write down definitions). They are unaware there are multiple study strategies that can better prepare them for learning, not just performing well on an exam. To help students take the first step for responsibility in their learning, is requiring them to get the textbook and read it. Although students

do not have to purchase a new copy of the textbook for my class, they must have access to the current edition of the textbook in order to be successful in the course. Some faculty do not require the textbook (in other words, the textbook is optional), but I think this is an important requirement. In the COVID-19 era, having the textbook is a critical component in having access to the information discussed in the course. If students are in an online setting, do not feel comfortable coming to in-person class, or they have been exposed to COVID-19, at the very least they can read the textbook.

When we begin the course, I encourage students to have a "Growth Mindset" (Dweck, 2016). The basis of this perspective is to encourage students to realize and embrace the idea that their abilities can be developed. To elaborate on this idea further, growth mindset is based on the "belief that your basic qualities are things you can cultivate through your efforts, your strategies and help from others (Dweck, pg. 7)." Persistence is key. With a growth mindset, students learn to "take on risks, confront challenges and keep working at them (Dweck, pg. 9)." In my classes, no question is bad, no answer is bad and students are encouraged to learn from me, each other, the textbook, and supplemental information and resources. In addition, I want students to see themselves as "fully capable human beings who can have a meaningful impact...on their surroundings" (Hanstedt, 2018). If students have a growth mindset and feel encouraged in the classroom, learning can occur. In addition, a growth mindset can have a long-term benefit for students when they begin their careers and experience challenges and set-backs. These can be viewed as learning opportunities. In one study, first year, struggling college students increased their test scores after embracing the belief that intelligence is not fixed but rather malleable (Aronson, Fried, Good, 2002). In addition, one year later, these students were 80% less likely to drop out of college (Aronson, Fried, Good, 2002).

I amended my syllabus to have more inclusive and student-centered language. For example, I changed the wording "Office Hours", to "Student Hours", so students are not confused about the purpose of these hours. I

have found many students think office hours are when the student should *not* come to the office because the faculty member is working. I revised my Course Objectives to be more streamlined (I have 4 objectives instead of 9) and use some of Bloom's Taxonomy (Bloom, Engelhart, Furst, & Krathwohl, 1956) action verbs in each objective. Within the syllabus, I give more specific instructions for their assignments and I include rubrics when necessary. In addition, I review the syllabus with my students and encourage them to ask questions. In the COVID-19 era, this can also be done virtually by encouraging students to send an email indicating they have read and understand the syllabus.

In my face-to-face classes. I require attendance and participation in each class. I take roll and have this count as 10% of their final grade. Although this may seem juvenile, students who attend and participate do better than those who do not. In addition, students seem to appreciate that coming to class enables them to get a perfect score for 10% of their overall grade. In class, students are asked to put away technological distractions and use computers for note-taking purposes only. The only time students are allowed to be on their phones during class is when we play Kahoot! (Kahoot.com).

Considering the pivot I had to make as a result of the COVID-19 pandemic, many of my classes are now Hybrid Touch-Points. In these classes participation is measured by their written discussions within the course in our online learning platform, D2L. In the one class that does meet face-to-face I no longer take roll as a result of departmental and university suggestions. Participation, though, is measured and rewarded by providing students who do attend class regularly, extra credit opportunities on their quizzes (all students have extra credit opportunities when available virtually).

In addition, I encourage students to create "Quizlet's" to study/prepare for quizzes, tests, and exams. Quizlet is a web-based application created to help students study information through interactive tools and games (Quizlet.com). The mission of Quizlet is to help students practice and master what they are

learning (Quizlet.com). It is a great tool for students, and I have found that many of my students are already familiar with the application having used it in high school.

Lastly, I provide students with two handouts. The first lists strategies for “Accomplishing Your Goals” (Appendix A) and the second provides them with “Study Suggestions” (Appendix B). In each of these, students can use any or all of the suggestions to meet their individual needs.

### **Effective Teaching Strategies in Class**

First and foremost, it is important to know who your audience is. When I began my teaching career in 1992, my students primarily belonged to the millennial generation. Today, most of my students belong to the Gen Z generation. This generation has always had access to the Internet and digital technology. They are learning on iPads, computers, phones and other screens. In addition, because learning can be accessed anywhere at any time, students are becoming familiar with the flipped classroom (Brame, 2013). In addition, there is a great deal of diversity in the college classroom (Matson, 2019). For example, the population of people who are two or more races is projected to be the fastest growing racial/ethnic group over the next several decades (Armstrong, Medina and Vespa, 2018). Black and Hispanic students are about half as likely to complete a four-year degree as their white and Asian classmates (US Department of Education, 2014). There are complexities of gender identity and expression. First generation students also make up some of the college population. These students are 51% less likely to graduate in 4 years than students whose parents completed college (Ishitani, 2006). There are low-income students. These students lag far behind those students whose family incomes are above the bottom quartile (Tough, 2014). Considering the amount of diversity, faculty need to promote best-practices for inclusivity in class (Harbin, 2015-2016). A best practice for faculty to embrace is transparency. As a teaching method, when students and teachers focused together on how college students learn what they learn and why learning experiences are structured in particular ways,

this showed promise for improving underserved college students’ educational experiences (Winkelmes, 2013).

In addition, the higher education landscape has changed. For example, a few decades ago, instruction in higher education was typically taking place within a classroom with a faculty member and students. Today, college courses are no longer confined to the traditional classroom (Barkley and Major, 2016). Online learning is growing rapidly, and millions of students are taking advantage of this learning platform. Students can take advantage of Massive Open Online Courses (MOOC’s). Individual colleges and universities are offering their own online courses, and some university systems offer online courses within each state. In addition, there are multiple hybrid classroom models that incorporate both online and in-person instruction. These opportunities and models, coupled with “flipped, and blended classes challenge the basic concept of what a ‘classroom’ is (Barkley and Major, pg. xiii)”. Considering the almost endless opportunities for a classroom, faculty have many choices available to them to impart information, foster learning and encourage knowledge.

Since the COVID-19 global pandemic, this is increasingly true. Unfortunately for many students, the options for online learning are not optional and many students are being forced into an online learning environment (either fully or in a hybrid format) in an effort to slow the spread of COVID-19. Considering this, many students who do not want online/hybrid learning or have limited experience with online/hybrid learning can benefit from the varied pedagogical strategies discussed in this paper. For example, faculty can employ Transparency in Learning (TiLT) (Winkelmes, 2013). The information for assignments, etc. is available all the time in writing (via syllabus, detailed instructions, rubrics). Homework can be done anytime/anywhere. Lectures can be videoed, lived streamed, and/or recorded so students can watch on their own time. Relevant information can be viewed in many different formats such as Youtube, Netflix, and/or TED Talks. In a Flipped Classroom students can do individual work and preparation at home then discussions that are done in class can be done virtually.

Third, I require homework each week. Students are expected to read the chapter we are currently discussing and take “weekly notes” on their reading. For these weekly notes, I have a specific format following suggestions in *Make It Stick: The Science of Successful Learning* (Alby, 2020; Brown, Roediger, McDaniel, 2014). They are to have a spiral notebook (preferably) or two sheets of paper. On the left side of the page, at the top they are to state the Resource and Questions they hope the resource will answer. For example, the Resource: Chapter 1 and Question/s: What is sociology? Under this the page is divided in half. On the left side of the left page, students will write Review Questions and on the right side of the left page, students will put Key Ideas in their own words. On the right page at the top, they write Ideas and Insights. Here students can write thoughts or insights about the reading and can simply write these any time they come up. Under this section, students have Elaborations. In this section, students offer explanations examples and connections with information. In addition, they can relate the information to their life (Appendix C).

Although some faculty do not require homework, I think it is important for students to do homework to prepare for class. The homework I require forces them to read the textbook, think about the information in a particular chapter, synthesize the information and then be prepared to discuss the information in class. Considering that credit for doing homework is a strong motivator for homework completion (Carkenord, 1994; Ryan and Hemmes, 2005), in my classes homework counts as 10% of the final grade. As a whole, homework when meaningful and purposeful, is beneficial. The benefits of homework completion are linked to improvements in student test performance and higher retention rates in enrollment (Grodner and Rupp, 2013; Ramdass and Zimmerman (2011). In addition, homework can reinforce information learned in class or prepare students for upcoming classes. It reinforces individual responsibility in learning and can help students better understand the information they are currently learning. Homework benefits also include improved self-regulatory behaviors such as motivation to study, self- efficacy, goal setting and time

management (Grodner and Rupp, 2013; Ramdass and Zimmerman (2011). To further maximize the benefits of homework, it should relate to course goals and be appropriate for the level of performance for students. In addition, it is good practice to keep in mind the external factors that infringe on a student’s time such as work and family obligations.

Since the COVID-19 pivot to online and hybrid learning, the amount of homework given should be thoroughly considered by faculty. Not only do students have their work and family obligations, but their time to do homework may be compounded by their technological constraints. Some students do not have internet at their home. Some students have unreliable internet at home. Many students have to share one computer at home. Sometimes, if the computer at home is provided by the K-12 system, certain functions used at the collegiate level do not work (i.e. in the D2L platform Lock-down browser does not work). If students are expected to homework under these conditions, the homework must be relevant and beneficial.

Fourth, in my face-to-face classes, I incorporate a number of different lecture strategies in each class period. For example, I use various TED Talks, You Tube videos, On-Demand videos, websites, images, Netflix documentaries (optional in the event students do not have an account) and supplemental information to make the discussions and class activities more interesting and relatable. In my online and hybrid classes, discussions and readings are supplemented by providing internet links.

Another strategy I use specifically for teaching sociological theory is the “Flipped Classroom” (Berrett, 2012), which was promoted by Barbara Walvoord and Virginia Johnson Anderson (1998). The flipped classroom is a blended learning technique in which students are first exposed to the material outside of class (via reading, assignment or lecture video) and class time is spent developing metacognitive skills regarding the topic. During class, the student has the support from peers and the professor while participating in discussions, group exercises or other

problem-solving activities. In other words, using Bloom's Revised Taxonomy, students do lower levels of cognitive work at home while focusing on the higher levels of cognitive work in the classroom (Anderson and Krathwohl, 2001).

To illustrate the flipped classroom, when we are learning about sociological theory (Conflict Theory, Structural Functionalism, Symbolic Interactionism), I have students read the section on theory prior to the class period and take notes using the note taking format discussed above. When they come to class, I divide students into five groups of 3. Each group is handed a sheet of paper with a topic, each of the three students is assigned a theory, and then they are asked to apply each of the theories (using a set of questions as guidelines) to their specific topic. We spend 10 minutes on this. Once they finish, I then have each student from each group meet with other students in the class who were assigned the same theory (i.e. students assigned Conflict Theory meet with other students assigned Conflict Theory). Students spend 10 minutes working with their specific theory group deepening their understanding and applications of the theory to the different topics. They teach each other. Once the students finish this activity, we come back together as an entire class, and students then teach the class about the application of each theory for the various topics (Appendix D). I do this same exercise when we are discussing various deviance theories as well (Appendix E)

Sixth, when I give assignments to my students, I utilize Transparency in Learning and Teaching (TiLT). The purpose of this initiative is to make the learning process explicit and equitably accessible for all students (Winklemes, 2013). Transparent instruction is accomplished when faculty and students have a mutual understanding of the purpose of the work for the class, the tasks involved and the expected criteria in the form of real-world examples (Winklemes, 2013). Generally speaking, transparency is increased any time a faculty member makes the purpose of an activity clear, explains how the activity relates to course goals, makes tasks for completion of activity clear, explains how the activity will benefit the student, provides clarification, provides

examples of past work, and provides tools for success (Winklemes, 2013; taken from Alby, 2020). Transparency in Higher Learning and Teaching significantly increases underserved college student's success, especially that of first-generation, low-income, and underrepresented college students (Winklemes, Bernacki, Butler, Zochowski, Golanics, Weavil, 2016). Students who received more transparency reported gains in academic confidence, sense of belonging, and master of skills that employers most want when hiring (Winklemes, Bernacki, Butler, Zochowski, Golanics, Weavil, 2016). In addition, student's short-term retention rates were higher in more transparent courses than less transparent courses (Winklemes, Bernacki, Butler, Zochowski, Golanics, Weavil, 2016). Ultimately, when faculty clearly communicate to students the rationale for instructional choices, students are more likely to do and benefit from the work requested of them. An example of a transparent (TiLT) assignment in my class is the Multicultural Paper assignment (Appendices F and G).

Lastly, I use Kahoot's to review for quizzes, prep for the upcoming class and/or review the day's information. Kahoot! is a game-based learning platform (Kahoot.com). Students' text a pin number to enter the game I have created and then use their phones to answer multiple choice and true false questions. Although faculty can create a number of different types of questions, I like these types of questions for quick reviews. In general, quizzing helps students recognize what they do and do not know (Alby, 2020). Quizzing is one of the best strategies to increase learning (Alby, 2020), and making it fun is an even more effective strategy to increase knowledge. The Kahoot's I use do not count as a grade and they are meant to be fun and not stressful. Students are not allowed to use their notes because we are trying to see what information they have assimilated. We discuss each answer in the Kahoot! and I clarify information each time we play. Generally, we will play Kahoot's when we finish a chapter and the day before an exam. My students have stated they love playing and that it is very helpful for learning information. Since the COVID-19 pandemic pivot to online learning, I have not used Kahoot in this

format. I hope to amend the online parts of my courses to incorporate this strategy.

## Conclusion

In conclusion, as the higher education landscape continues to change, faculty need to change with it. Although there are many ways to amend pedagogies used in the discipline of sociology, the ones discussed here have proven beneficial to the students in my Introduction to Sociology course and me. In addition, these pedagogies have also worked well in the new COVID-19 era of online and hybrid teaching platforms,

particularly for students who had no choice in the method of instruction. As faculty and students navigate the new world of higher education, these varied pedagogical strategies and knowledge of the changing student landscape, will continue to be beneficial to both the faculty member and the student. The pedagogies discussed here enable faculty members to more effectively teach. They also create an environment where learning can take place. The more students see the relevance of the information presented in class to their individual lives, the more learning will occur. The more learning that occurs will possibly lead to greater student success and quite possibly, overall retention.

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## Appendix A

### Accomplishing Your Goals

Dr. Williamson (taken from C. Alby, 2020)

1. Whatever you are trying to change, keep tabs on it I started using an excellent app called "Track n Share" which helps me **keep track of some things I am trying to change**. "Monitoring is crucial for any kind of plan you make - and it can work even if you don't make a plan at all."

2. **Gather a support network**. In a variety of studies, people have been more successful when they attend meetings related to their goals, announce their goals, and discuss their progress. So create a little support group (perhaps on-line), tell those people what you are trying to do, and discuss your progress.

3. **Find ways to keep social media, Netflix, and other time suckers at bay**. "Rescue Time" is a website for helping people keep track of how much time they spend on the internet each day and what they spend it doing, I would think that might be great for students (or professors) who are trying to cut back on wasted Internet time. There is a software program named "Freedom" that locks you off the Internet for set periods.

4. **Find a way to hold yourself accountable**. For example, [www.stickK.com](http://www.stickK.com) is a site where you set a goal and then create ramifications. For example, if you fail a round of e- mails might go out to the people you designate. Or you can set up an automatic payment to go from your credit card to a group you do not want to support. People who draw up a contract without a financial penalty or a referee succeed only 35 percent of the time, whereas those with a penalty and a referee succeed nearly 80 percent of the time, and those who risk more than one hundred dollars do better than those who risk less than twenty. Tell a friend or family member what is due in the coming week and then send them evidence of completion so that person can referee. They don't have to actually read what you send, just glance to see that it is done.

5. **Organize your surroundings**. There is a link between external order and inner self-discipline. For example, when offered snacks and drinks in a study, people in the neat lab room chose apples and milk instead of the candy and colas preferred by their peers in the pigsty.

6. **Use your self-control to create daily habits**. People with high self-control can be distinguished by the behaviors they do more or less automatically. They develop good habits and then they don't have to expend self-control for those behaviors anymore. The goal is to automate more of your life so fewer aspects of your life deplete your limited willpower. "People with strong self-control spend less time resisting desires than other people do... These people have less need to use willpower because they're beset by fewer temptations and inner conflicts. They're better at arranging their lives so that they avoid problem situations. "...people with good self-control mainly use it not for rescue in emergencies but rather to develop effective habits and routines in school and at work... people with high self-control consistently report less stress in their lives. They use their self-control not to get through crises but to avoid them. They give themselves enough time to finish a project; they take the car to the shop before it breaks down; they stay away from all-you-can-eat buffets. They play offense instead of defense

7. **Eliminate temptations**. Having to resist is not fun. Don't bring sugary foods into the house. Don't work in places where you are surrounded by temptations. "Bad habits are strengthened by routine: The doughnut shop you pass on the way to work, the midafternoon cigarette break or chocolate binge, the after-work drink, the late-night bowl of ice cream while watching the same TV show in the same easy chair. Changing your routine makes it easier to break these habits.

Take a different route to work. Go for a midafternoon stroll. Schedule a session at the Wm after work. Eat ice cream only at the kitchen table and switch to doing sit-ups during that TV show. Do your Web surfing on a different computer from the one where you work. To break a really entrenched bad habit like smoking, do it on vacation, when you're far away from the people and places and events you associate with cigarettes."

8. **Be specific.** It helps to have "bright lines." These are clear, simple, unambiguous rules. If you promise yourself to drink or smoke "moderately," that is not a bright line. "I will only have one drink per day and absolutely no more" is a bright line. "I will do the work for course X from 8-1pm today with a five minute break every 25 minutes" is a bright line.

9. **Eat healthfully and sleep well.** "Your supply of willpower is limited, and you use the same resource for many different things. Each day may start off with your stock of willpower fresh and renewed, at least if you've had a good night's sleep and a healthy breakfast. But then all day things chip and nibble away at it. The complexity of modern life makes it difficult to keep in mind that all these seemingly unrelated chores and demands draw on the same account inside of you."

10. **Plan carefully.** "You should always have a vague five-year objective along with more specific intermediate goals... Have an idea of what you want to accomplish in a month and how to get there. Leave some flexibility and anticipate setbacks."

11. **Set a firm time limit for tedious tasks.** 'Clean out basement' or 'reorganize closets' could take up the whole day - if you ever got around to it, which you won't because you don't want to lose a day of your life to something so mundane. But if you set a clear limit of one or two hours, you might get something done this Saturday."

12. **Force yourself to think about your past or ask people who know you well to help you plan.** "Whenever you set a goal, beware of what psychologists call the "planning fallacy." Researchers asked seniors to predict when they would finish their honors theses along with best and worst case scenarios. "On average, the students predicted it would take thirty-four days to finish, but in fact they ended up taking nearly twice as long... Not even half the students finished by their worse-case predicted date... Students were much more realistic and hence more accurate at predicting the completion dates for other students' theses."

13. **Prioritize.** A high achieving company president says, "We simply ask our managers and other workers to set their top three goals for the week. You can't have more than three goals, and it's fine if you have less than three. Each week we go over what we did last week and whether we met those goals or not, and then each person sets the top three goals for this week. If you only get goals one and two done, but not three, that's fine, but you can't go off working on other goals until you've done the top three. That's it - that's how we manage. It's simple, but it forces you to prioritize, and it's rigorous."

14. **Use the anti-procrastination trick.** One way to avoid procrastination is this. You sit down to the task. You don't have to do it, but you can't do something else.

## Appendix B

### Dr. Williamson Study Suggestions

1. **Before coming to class each day**, skim ahead a few pages in the chapter we are focusing on. This will make you familiar with the information I am about to go over in class.
2. **Come to class** each day
3. **Take notes** each day
4. **Participate** in class discussions
5. If you bring a **computer** to class, do NOT surf the internet, shop on the internet, update your facebook status, tweet, etc. This takes your focus away from important information in the class.
6. **Do not text** your friends during class, play on the phone, etc. This takes your focus away from important information in the class. A good practice is to put your phone away during class.
7. After class, **re-write or type up your notes**. Review what we went over in class.
8. **Supplement the notes** you take in class with the textbook (i.e. elaborate on definitions, additional examples, etc.)
9. **Begin studying** for exams well in advance by using various techniques for learning information.
10. Fill out the **study guide** for each exam.
11. The class before the exam when we review for the exam, be sure and **ask questions**, ask for clarification, etc. (You cannot successfully do this if you have not gone through the study guide and are not familiar with the textbook.)
12. Make **flashcards** to help you study.
13. Consider studying with a **study group** (Be sure and STUDY/REVIEW with the group and don't spend time gossiping, talking about your plans for the weekend, etc.)
14. **Use me** (come see me, email me, talk to me before/after class)! I am your greatest resource for information.
15. **Do NOT stay up all night** the night before the exam.
16. Get your **#2 pencil and scantron**, the day before the exam.
17. Get to **class a little early** on the exam day. Many times I get to class early on exam days and can answer any last minute questions you may have.
18. **During the exam**, go through the exam and answer all the questions you know. Save more challenging questions for after you finish answering what you know.
19. Make the **information** we are learning in class, **relevant to your life**. Apply what we are learning to your day-to-day life.
20. As general rule, on an exam **don't "over think" questions**, and don't go back and change answers (I never try and "trick" you on an exam!).
21. **Manage your time during the exam**. Be aware of how much time is remaining during the exam period.
22. **Don't stress!** Exams are opportunities for you to brag about and show off how much knowledge you have!
23. In **Online** classes and/or **Hybrid Classes**, be sure and **communicate with your professors**. Ask them questions.
24. In **Online** and/or **Hybrid Classes**, be sure and **set aside specific times each week** to do your work. Stick with this schedule and try not to deviate.
25. In **Online** and/or **Hybrid Classes**, make sure your **technological devices are compatible** with your institutions online learning platform.
26. In **Online** and/or **Hybrid Classes**, make sure you have **good internet accessibility** (if not at home, try your institution's library, public library, other public space or even go to your institution's parking lot).

Appendix C

<p>Left page</p> <p><b>1. Resource:</b></p> <p><b>2. Questions</b> I hope this resource will answer</p>	<p>Right page</p> <p><b>Ideas and insights – Write these anytime they come up!</b></p> <p>Sometimes a great idea will occur to you while you are taking notes. It may not even directly relate to what you are working on; write it here. Or sometimes you might have an interesting insight. Write it here so it has a place of prominence.</p>	
<p><b>5. Review questions</b></p> <p>Note that you won't necessarily have a question for every key idea. Also note that the key idea should answer the question you write.</p> <p>Wait at least 5 minutes and then Come back and see how many of The questions you wrote you can actually answer. Then come back again a day later, a week later, a month later. Self-quizzing multiple times over time is THE most effective learning strategy.</p>	<p><b>3. Key ideas <i>in your own words</i></b></p> <p>Get all the key ideas down and then go back and elaborate on each one to review it and cement it. Then write the review question.</p>	<p><b>4. Elaborations</b></p> <p>Explanation: Why is this so?</p> <p>Examples, questions, wonderings, critique</p> <p>Connections to previous learning and to life (how this is similar to and different from...)</p> <p>Areas of disagreement ("But I will remain open to the possibility")</p> <p>Visuals, graphic representations, metaphors</p>

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## Appendix D

### Introduction to Sociology

#### Sociological Theory: Flipped Classroom Group Exercise

For this class period, we will be participating in a “flipped classroom”.

In order to “flip” this class period, it is imperative you come to class prepared. To be prepared for the upcoming class, you are to do the following:

- Read Sections 1.4-1.5 “Theoretical Perspectives in Sociology” in your textbook (pgs. 14- 20).
- Take notes on Functionalism, Conflict Theory and Symbolic Interactionism using the “make it stick” note taking format.
- Be prepared to discuss each theory and apply the theories to the topics below.

The purpose of this exercise is to have you apply each theory to an event in our society. You will discuss how each theory would explain the topic below.

You will be divided into 4 groups of 6/7 people. Each group will be assigned a topic (from below).

Each person/s will pick a theory to apply/discuss.

#### Super Bowl

##### Functionalism:

What are the functions of the Super Bowl? Does the Super Bowl impact social structures?

##### Symbolic Interactionism:

What are the meanings associated with the Super Bowl?

##### Conflict Theory:

Who has power in the Super Bowl? Who are the Bourgeoisie?

Who are the Proletariat?

What conflicts arise?

#### Tattoos

##### Functionalism:

What function do Tattoos serve?

How do Tattoos impact social structure?

##### Symbolic Interactionism:

What are the meanings behind Tattoos?

What are the meanings behind Tattoo placement?

##### Conflict Theory:

Who has the power over Tattoos? \*Thoughts on picture?

What conflicts arise?

## Social Media

### Functionalism:

- What function does Social Media serve?
- How does Social Media impact social structure?

### Symbolic Interactionism:

- What is the meaning of social media?

### Conflict Theory:

- Who has power in Social Media? Who are the Bourgeoisie?
- Who are the Proletariat?
- What conflicts arise?

## Engagement Rings:

### Functionalism:

- What functions do engagement rings serve?
- Do/How do engagement rings impact social structure?

### Symbolic Interactionism:

- What are the meanings of engagement rings?

### Conflict Theory:

- What is the power of an engagement ring?
- Who is the Bourgeoisie?
- Who is the Proletariat?
- What conflicts arise?

## Introduction to Sociology

### Deviance Theory: Flipped Classroom Group Exercise

*For this class period, we will be participating in a "flipped classroom".*

*In order to "flip" this class period, it is imperative you come to class prepared. To be prepared for the upcoming class, you are to do the following:*

- *Read Sections 6.3-6.5 in your textbook (pgs. 168-181).*
- *Take notes on Differential Association, Control, Labeling, Functionalist, Strain and Conflict Theories using the "make it stick" note taking format.*
- *Be prepared to discuss each theory and apply the theories to the topics below.*

*The purpose of this exercise is to have you apply each theory to a deviant act in our society. You will discuss how each theory would explain the deviant behavior.*

*You will be divided into 5 groups of 6 people. Each person will pick a theory to apply/discuss.*

#### Car Theft

Differential Association Theory  
Control Theory  
Labeling Theory  
Functionalist Theory  
Strain Theory  
Conflict Theory

#### Body Modification

Differential Association Theory  
Control Theory  
Labeling Theory  
Functionalist Theory  
Strain Theory  
Conflict Theory

#### Illegal Drug Use

Differential Association Theory  
Control Theory  
Labeling Theory  
Functionalist Theory  
Strain Theory  
Conflict Theory

#### Drunk Driving

Differential Association Theory



Control Theory  
Labeling Theory  
Functionalist Theory  
Strain Theory  
Conflict Theory

**Gang Membership**

Differential Association Theory  
Control Theory  
Labeling Theory  
Functionalist Theory  
Strain Theory/Conflict Theory

## Appendix F

### Introduction to Sociology: Multicultural Paper

For this Introduction to Sociology course, you are to write a research paper comparing your “culture” to another culture. An example of this comparison would be to compare the United States to some other country.

**Culture** for this assignment is defined as “the language, beliefs, values, norms, behaviors and material objects, etc. that characterize a group and are passed down from generation to generation” (Henslin, 2019). In Chapter 2, there are over 20 components of culture.

The paper should be organized and look like this:

- i. Culture  
In this section, you are going to thoroughly define culture.
- ii. Description  
In this section, you are going to thorough apply all the terms in Chapter 2 to the culture you are comparing the United States to. For example, if you are comparing the United States to Eritrea, you will describe the cultural components of Eritrea in this section.
- iii. Similarities  
In this section, you are to discuss the similarities between the United States the other culture using the terms in Chapter 2. For example, you would discuss the cultural components that are similar between the United States and the other country.
- iv. Differences  
In this section, you are to discuss the differences between the United States and the other culture using the terms in Chapter 2. For example, you would discuss the cultural components that are different between the United States and the other country.

With regard to the organization of the paper, I do want you to provide the roman numerals and underline the headings for each section.

Please make sure you provide in-text citations and you have a reference page.

I do not care what format the paper is in (i.e. APA or MLA).

You may use the first person writing style within the paper.

The paper should be a *minimum* of 5 pages (not including the reference page), but most papers will be longer.

I do not have a set number of references that need to be used in the paper.

I have provided a rubric to illustrate how the paper will be graded.

## Appendix G

### Introduction to Sociology Multicultural Paper Rubric

Area E Student Learning Outcome 1- "*Students will analyze the complexity of human behavior as a function of the commonality and diversity within or between groups.*"

**Expected Result E:** Students will experience a cultural group different than their own, and demonstrate knowledge of diversity.

**Task:** Students will analyze the complexity of human behavior as a function of commonality and diversity within or between groups via a written paper. The paper will be graded based on the rubric below.

Dimension/Capability	Exemplary 5pts	Accomplished 4pts	Sufficient 3pts	Developing 2pts	Insufficient/ Unacceptable 0 points
Defining culture*	Student able to define culture <i>without error</i>	Student able to define culture <i>with few errors</i>	Student definition of culture <i>has moderate errors</i>	Student definition of culture <i>has major errors</i>	Student had no definition of culture
Identification and Description: the major elements** and characteristics of the cultural group	Student <i>fully</i> identified all the major cultural group characteristics	Student <i>adequately</i> identified all the major cultural group characteristics	Student <i>partially</i> identified all the major cultural group characteristics	Student <i>failed/unable</i> to identify all the major cultural group characteristics	Student did not identify any of the major cultural group characteristics
Comparing: similarities in cultural values/customs a)observation b)description	Student observed/recognized/described <i>all/many</i> significant similarities between the two groups	Student observation/recognized/described <i>most</i> significant similarities between the two groups	Student observed/recognized/described <i>some</i> significant similarities between the two groups	Student observed/recognized/described <i>very few</i> significant similarities between the two groups	Student did not observe/recognize describe any similarities between the groups
Contrasting: differences in cultural values/customs a)observation b)description	Student described <i>all/many</i> significant differences between the two groups	Student described <i>most</i> significant differences between the two groups	Student described <i>some</i> significant differences between the two groups	Student described <i>very few</i> significant differences between the two groups	Student did not describe any differences between the groups.
Proper In-Text Citations	Student had no errors with in- text citations	Student had minimal errors with in text citations	Student had some errors with in-text citations	Student had many errors with in-text citations	Student did not have any in-text citations.
Proof Read Paper	Student had no grammar errors	Student had minimal grammar errors	Student had some grammar errors	Student had many grammar errors	Student had unacceptable amount of grammar errors

Paper Total Score: \_\_\_\_\_/30\_\_\_\_

\* *Culture: ways of thinking, acting, and feeling acquired by an individual*

\*\* *Elements of culture include: material artifacts or products, such as, clothing, tools, etc. and the non-material aspects: norms, values, beliefs, knowledge, attitudes, symbols (including language)*