

Flipped Sociology:

Mobile Learning Teams

2016-2017

—

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Overview

During the 2016-2017 academic year, I approached my Sociology classes in a new way. I wanted them to be as invested in the learning experience as I was. To do this, I handed the teaching over to them. 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. The general idea is that the students must create an active learning environment for themselves and their classmates.

To achieve this, I began with assigning **Mobile Learning Teams** (I avoid using the term "groups" because of the negative association many students have with it). These teams remained for the semester unless problems arose. The teams were assigned using a web tool called **CATME**.

A weekly guide was posted on eLearn to guide the students through the weekly process. These assignment guides were created through **populr.me**.

Students were responsible for reading the assigned materials and completing individual assignments through the **connect** (for Introduction to Sociology) or **mindtap** (for Social Problems) programs before the first class of the week. When students entered the classroom each week, they were supposed to have a good understanding of the materials for that week. We began each week with a **Kahoot** game that quizzed students over the chapter and let me know if the students were having trouble with any specific topic.

The students had access to **team discussion** boards on eLearn to work through their weekly project.

I created a **blendspace** page that included several resources for creating interactivities and another for "how to" videos.

Remind was used to send weekly reminders about their projects and assignments.

On the last meeting day of the week, each team presented their materials to the class and were graded by their team (up to 3 points), their **classmates** (up to 3 points), and the instructor (up to 4 points).

At the end of each week, I planned on creating an **iMovie** showing what the students had accomplished during the week.

MOBILE LEARNING TEAMS

What did I use it for?

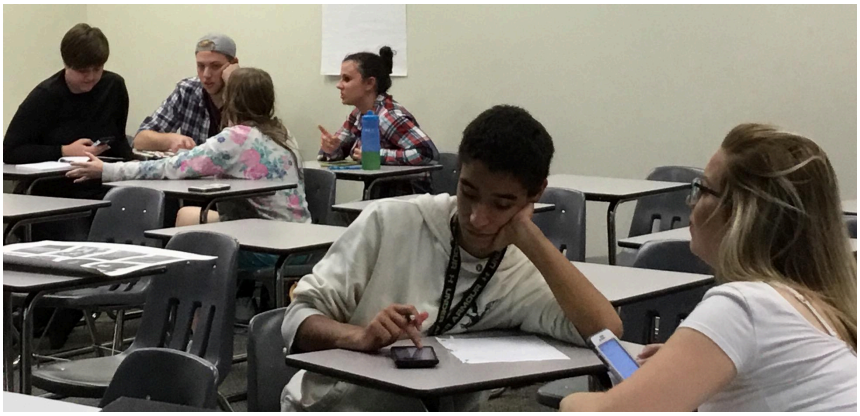
Students were placed in teams during the first week of the semester using CATME. These teams were then responsible for teaching the class a section of the material for each week. The requirements were very general--they just needed to create an active learning environment for the classroom.

How did it work?

The students really seemed to enjoy actively learning and coming up with new and interesting activities for the classroom. There were few rules and regulations about the projects, and the students seemed to like that freedom. Some weeks were more specific (ex: create a survey and administer it to a minimum number of people) while others were general (teach the class about a specific theory).

Team Work:



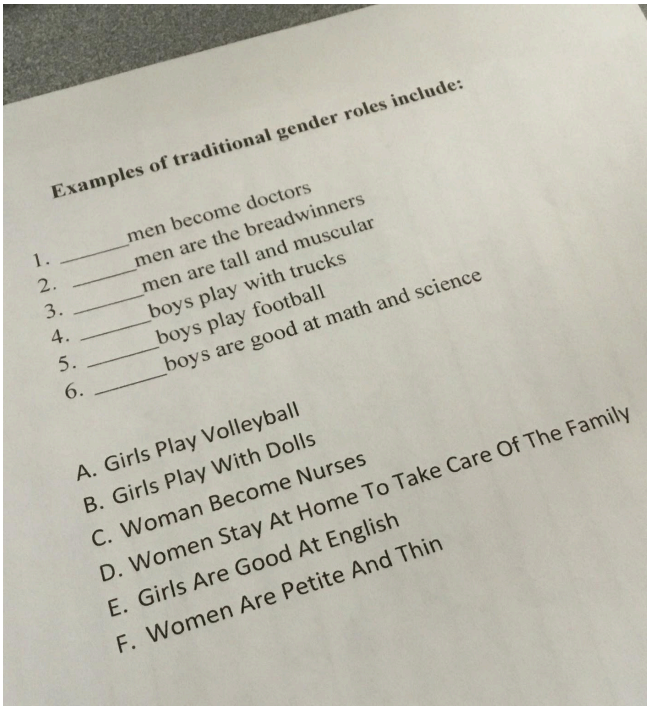








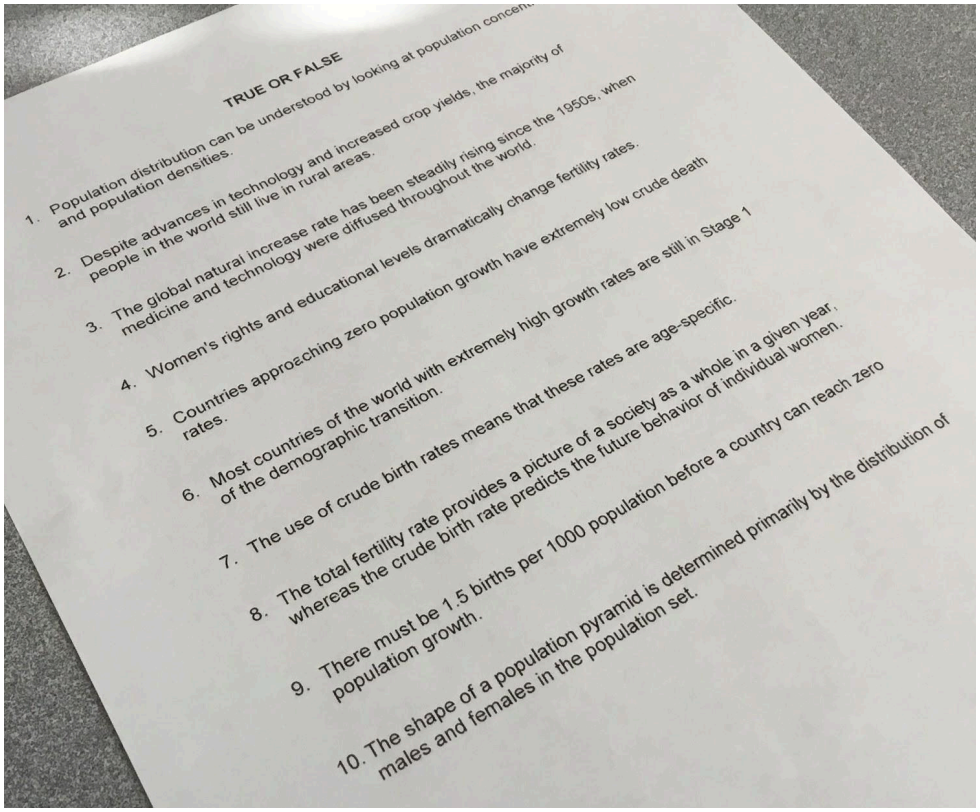
Worksheets created by teams:



Examples of traditional gender roles include:

1. _____men become doctors
2. _____men are the breadwinners
3. _____men are tall and muscular
4. _____boys play with trucks
5. _____boys play football
6. _____boys are good at math and science

A. Girls Play Volleyball
B. Girls Play With Dolls
C. Woman Become Nurses
D. Women Stay At Home To Take Care Of The Family
E. Girls Are Good At English
F. Women Are Petite And Thin

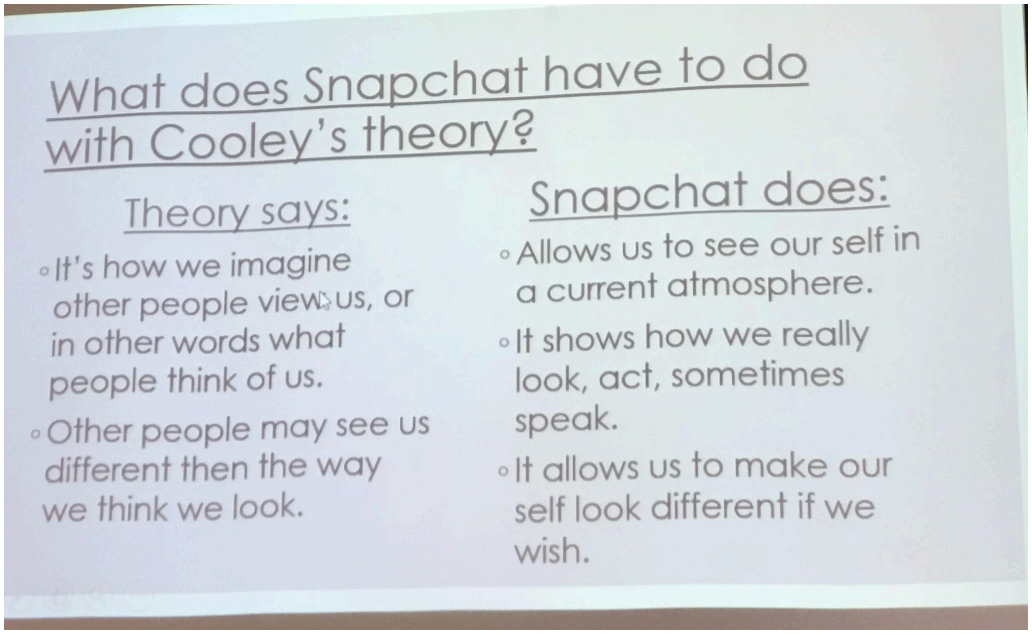


TRUE OR FALSE

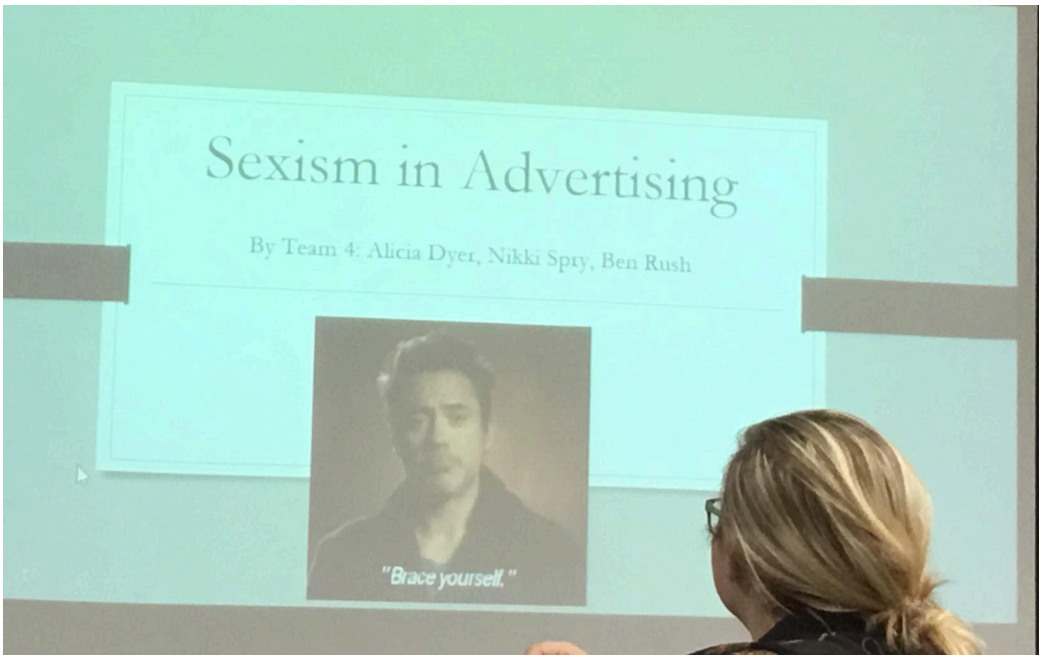
1. Population distribution can be understood by looking at population concen... and population densities.
2. Despite advances in technology and increased crop yields, the majority of people in the world still live in rural areas.
3. The global natural increase rate has been steadily rising since the 1950s, when medicine and technology were diffused throughout the world.
4. Women's rights and educational levels dramatically change fertility rates.
5. Countries approaching zero population growth have extremely low crude death rates.
6. Most countries of the world with extremely high growth rates are still in Stage 1 of the demographic transition.
7. The use of crude birth rates means that these rates are age-specific.
8. The total fertility rate provides a picture of a society as a whole in a given year, whereas the crude birth rate predicts the future behavior of individual women.
9. There must be 1.5 births per 1000 population before a country can reach zero population growth.
10. The shape of a population pyramid is determined primarily by the distribution of males and females in the population set.

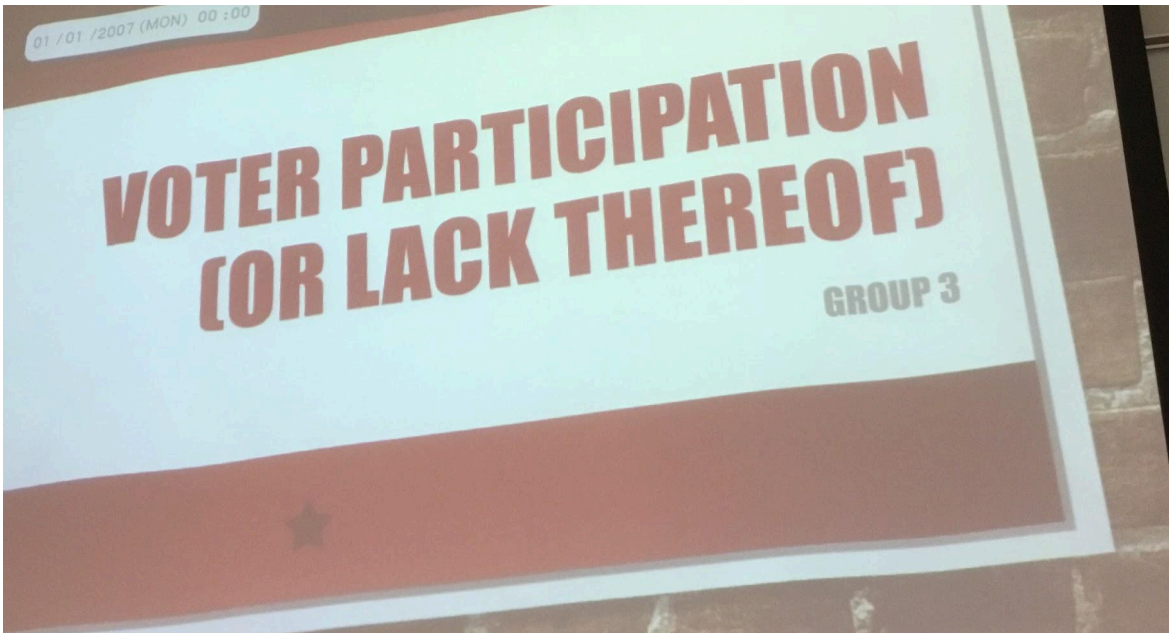
Presentations:

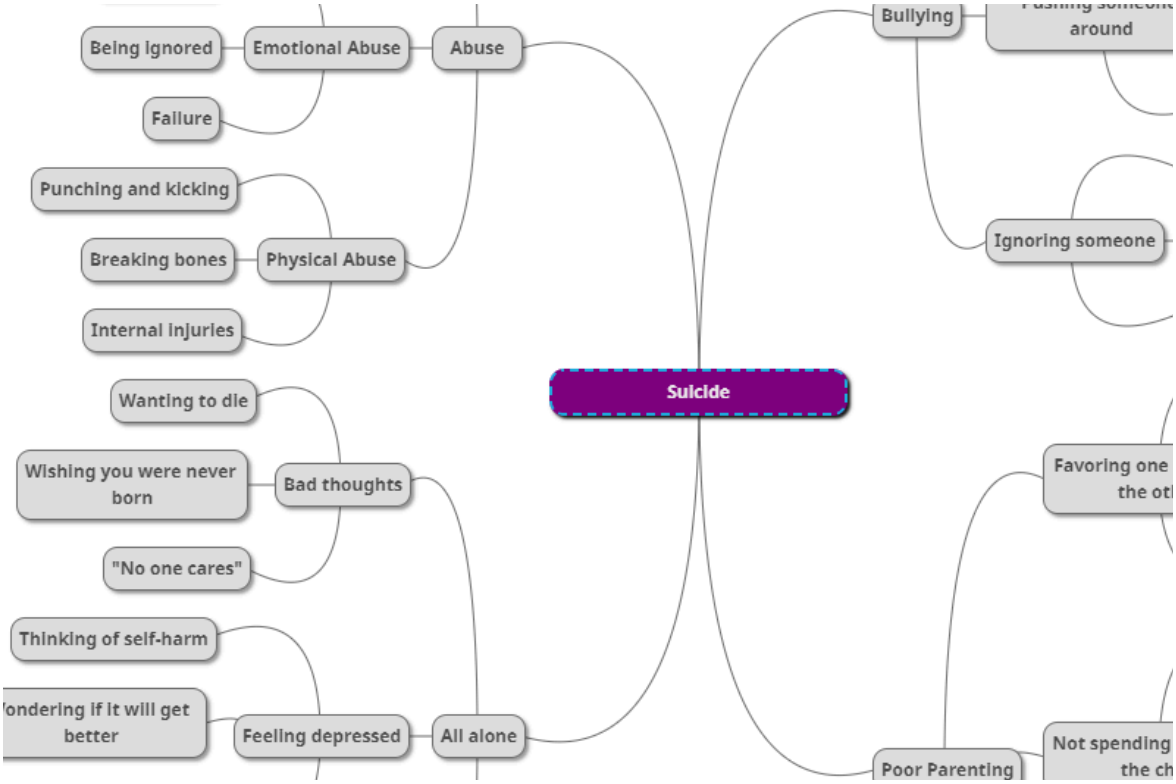




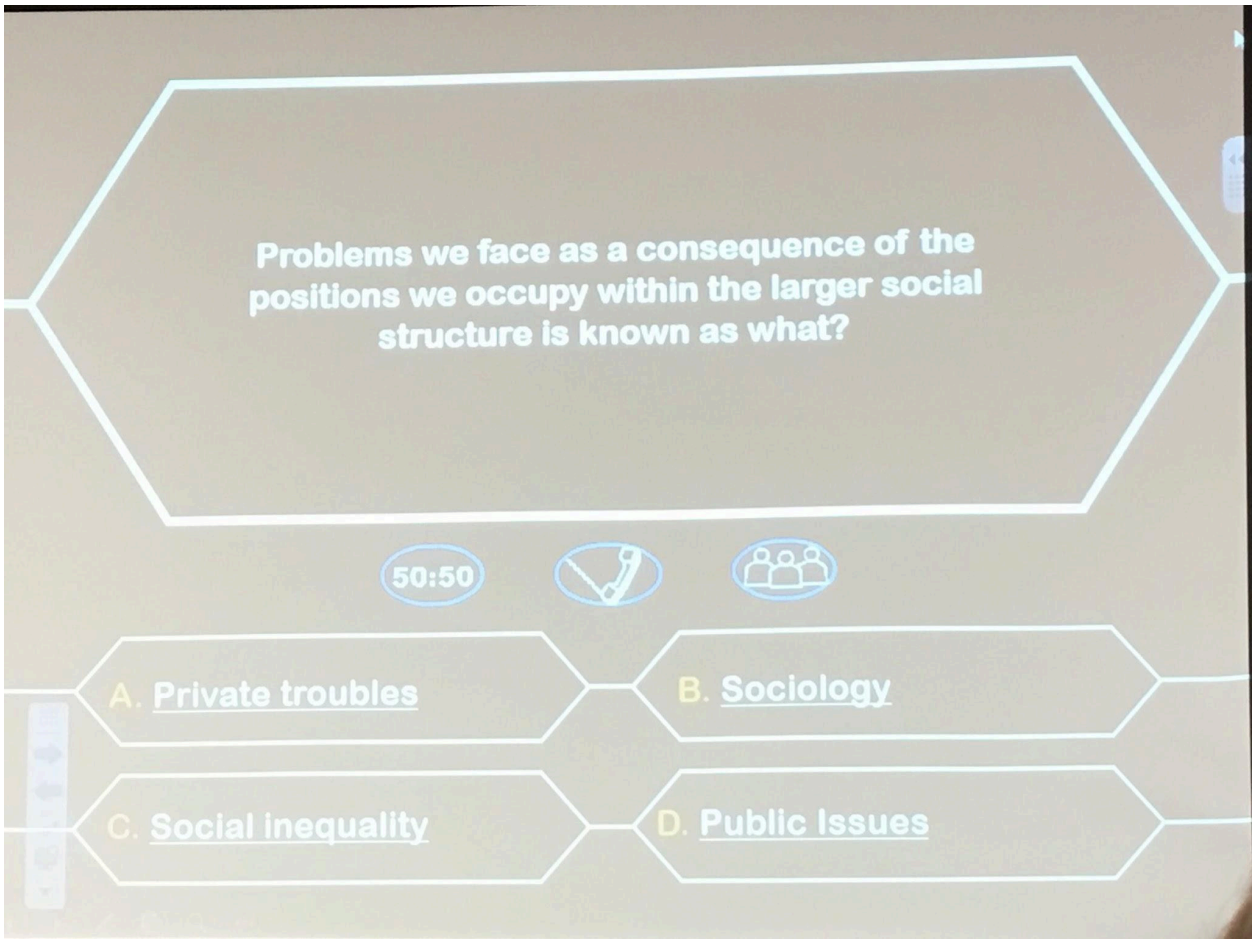

AGEISM
"Ageism refers to negative stereotyping, prejudice, and discrimination based on a person's or group's perceived chronological age" (Mooney, Knox, & Schacht, 2015).
Ageism Violates Human and Civil Rights
Forms of Ageism
There are many forms of ageism, some of which we aren't even aware of. Forms of ageism or areas where ageism is common are:
-Negative stereotypes
-Treated differently
-Birthday cards
-Anti-aging beauty products
-Employment discrimination
-Advertisement
-and so many more.
Grag, calm down. That's not whistling. They're wheezing.


Sexism in Advertising
By Team 4: Alicia Dyer, Nikki Spry, Ben Rush
"Brace yourself."


01 /01 /2007 (MON) 00 :00
VOTER PARTICIPATION
(OR LACK THEREOF)
GROUP 3


Suicide
Abuse
Emotional Abuse
Being ignored
Failure
Physical Abuse
Punching and kicking
Breaking bones
Internal injuries
All alone
Feeling depressed
Bad thoughts
Wanting to die
Wishing you were never born
"No one cares"
Thinking of self-harm
Bullying
Ignoring someone
Poor Parenting
Favoring one
Not spending

Games:



Labor Unions

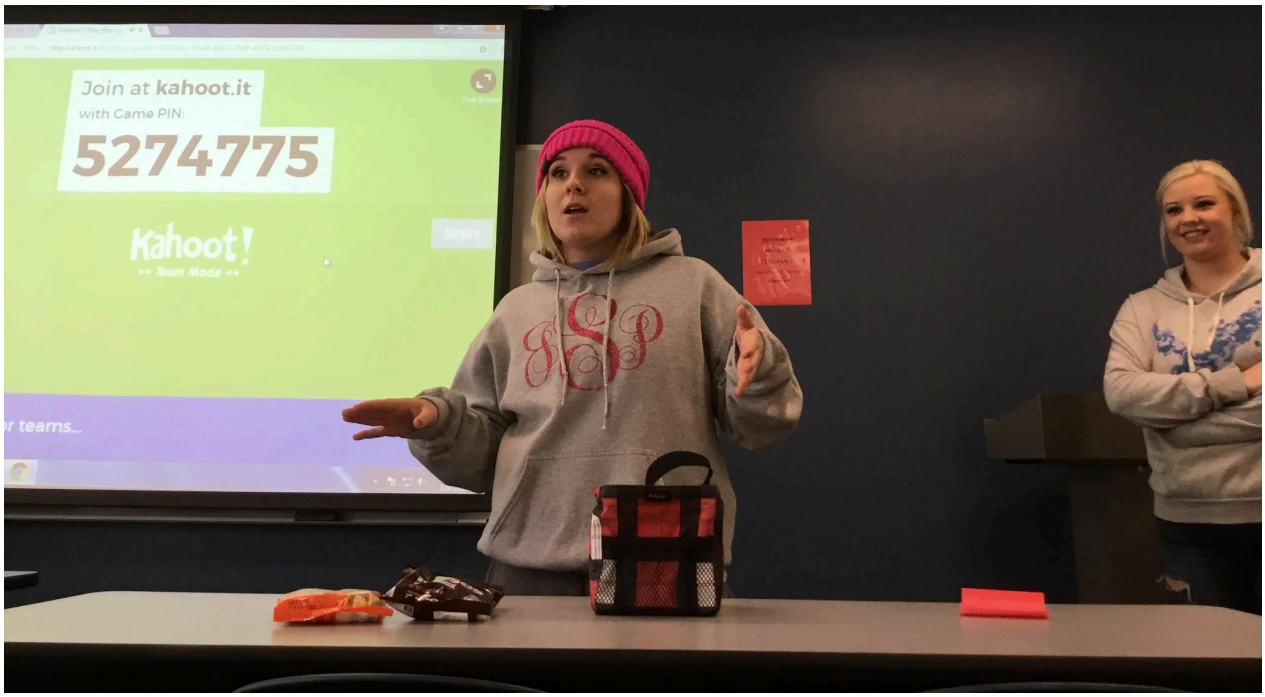
Remaining
10

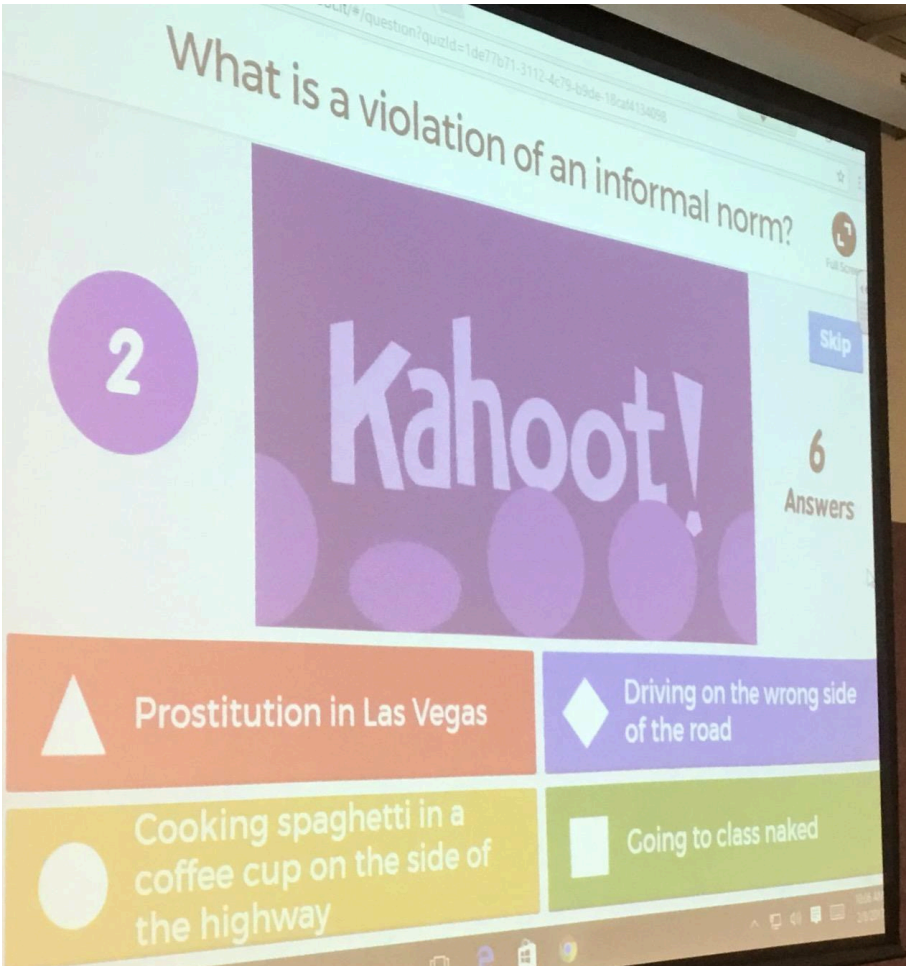
07:37.0 Quit

Question 1 of 10

Worker advocacy organizations that developed to protect workers are known as

- cooperatives
- sweatshops
- lobbyists
- labor unions


Join at kahoot.it
with Game PIN:
5274775
Kahoot!
Team Mode
Start

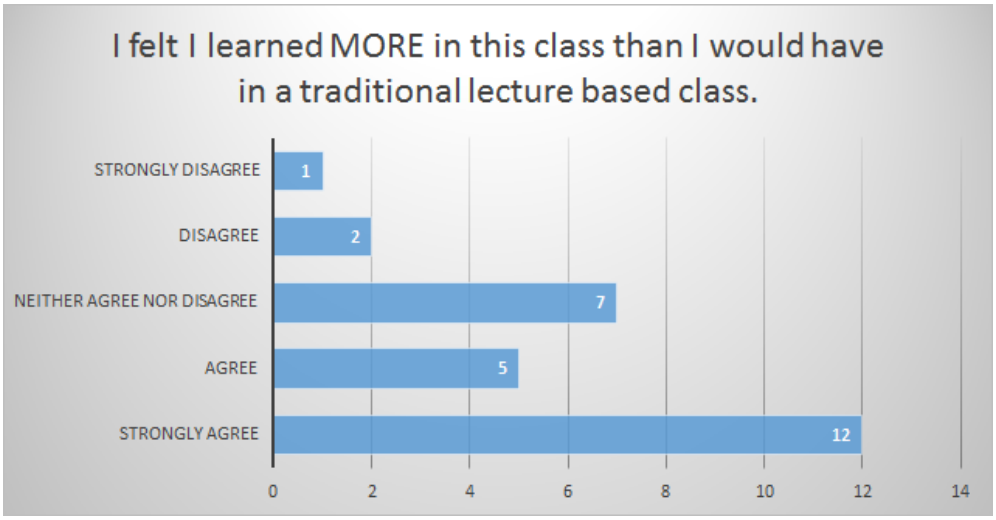

What is a violation of an informal norm?
2
Kahoot!
Skip
6
Answers
Prostitution in Las Vegas
Driving on the wrong side of the road
Cooking spaghetti in a coffee cup on the side of the highway
Going to class naked

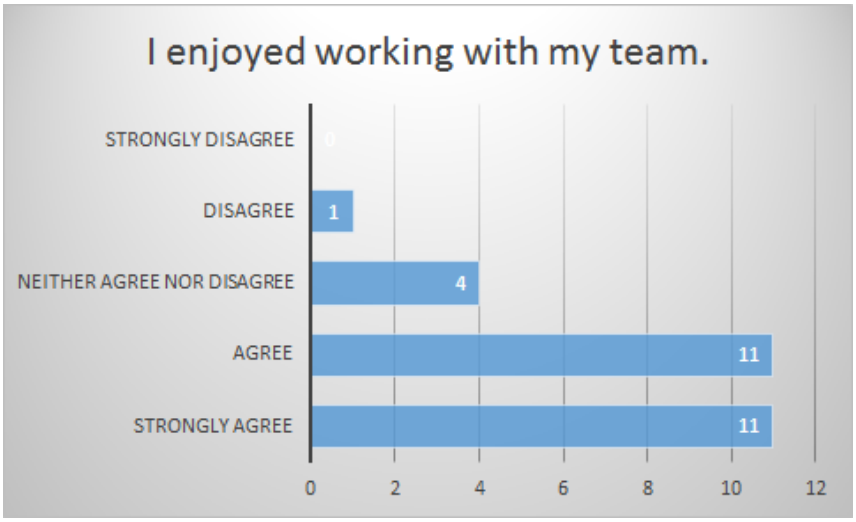


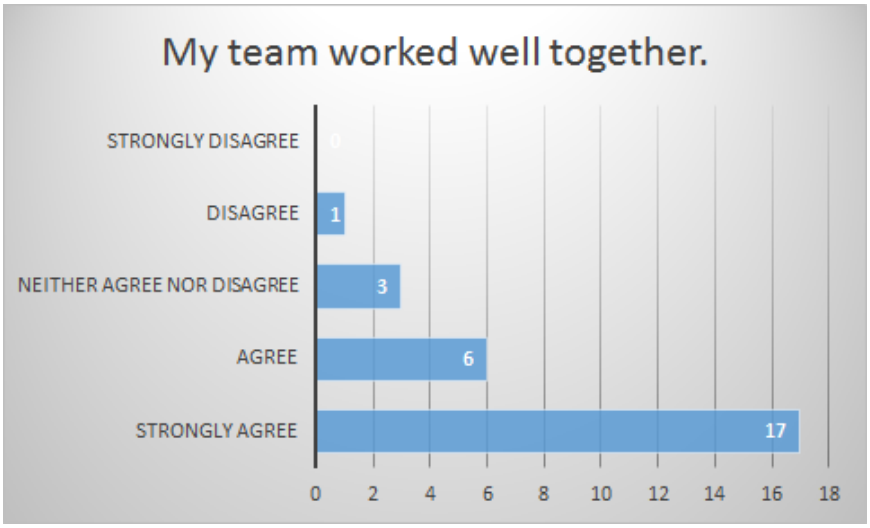
Football - We didn't just stay in the classroom!

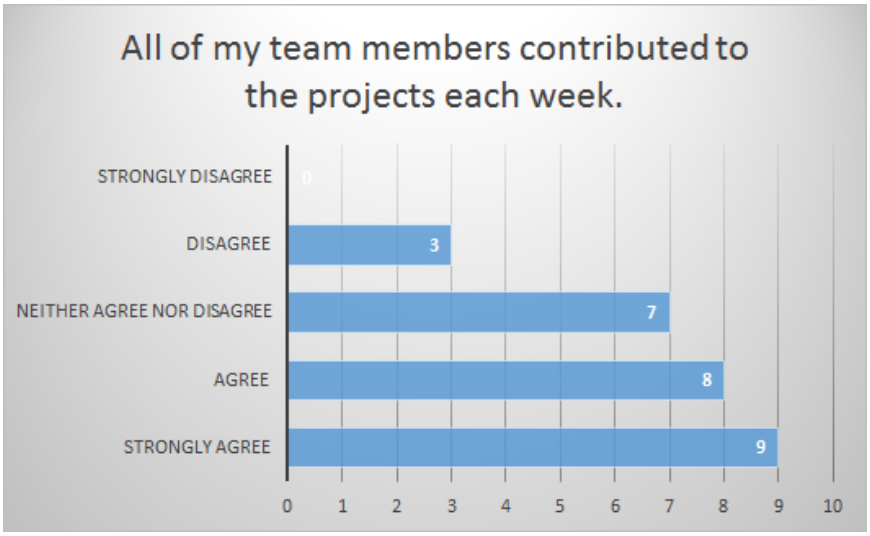
Student's opinions of the team projects:

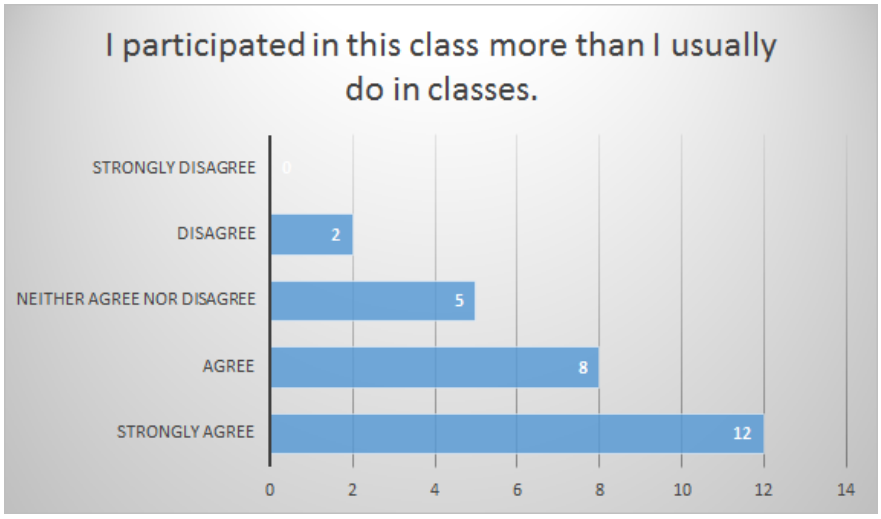



I felt I learned MORE in this class than I would have in a traditional lecture based class.
STRONGLY DISAGREE
DISAGREE
NEITHER AGREE NOR DISAGREE
AGREE
STRONGLY AGREE
1
2
7
5
12
0
2
4
6
8
10
12
14


I enjoyed working with my team.
STRONGLY DISAGREE
DISAGREE
NEITHER AGREE NOR DISAGREE
AGREE
STRONGLY AGREE
0
1
4
11
11
0
2
4
6
8
10
12


My team worked well together.
STRONGLY DISAGREE
DISAGREE
NEITHER AGREE NOR DISAGREE
AGREE
STRONGLY AGREE
0
1
3
6
17
0
2
4
6
8
10
12
14
16
18





How will I use it in the future?

I was honestly impressed with many of the presentations my students came up with and was amazed at the amount of work they put into the projects. I will continue to use this with classes.

CATME

CATME is a web tool that "prepares students to function effectively in teams and supports faculty as they manage their students' team experiences" (catme.org Mission Statement). This program is very useful in creating teams and making sure that the teams are working together.

What did I use it for?

I began the semester with each class participating in a team selection survey. This survey included hours students were available after class, current GPA, major, preferred style of leadership, commitment, etc. The purpose was to create groups that would work well together.

Sex	Race	GPA	Schedule	Pct Busy	Off-Campus Job	Age	Major	English	Writing	Commitment Lvl	Leadership Role	Leadership Pref	Big Pict	Sports	To
Female	White	2.5 (2)	2 days/week with 2+ hr meeting blocks (schedule summary)	79%	0 (1)	20 (3)	Education	Very Uncomfortable	Average	2-4 hours per week	Pref Following	Shared Leadership	Details		
Male	White	2.2 (2)		46%	20 (3)	23 (4)	STEM	Very Comfortable	Good	5-7 hours per week	Balanced	Single Leader	Balanced		
Female	White	3.5 (4)		16%	0 (1)	18 (1)	Health	Very Comfortable	Average	Whatever it takes	Pref Following	Shared Leadership	Details		
Female	White	1.9 (1)		91%	20 (3)	19 (2)	Education	Very Comfortable	Average	2-4 hours per week	Pref Leading	One Leader w/ Input	Visionary		
2.00	**0.00**	**1.00**	**-1.67**		**0.00**	**2.00**	**1.00**	**0.00**	**0.00**	**-1.00**	**1.00**	**1.00**	**1.00**	**0.00**	**6.**
Female	White	1.425 (1)	2 days/week with 2+ hr meeting blocks (schedule summary)	51%	40 (5)	20 (3)	Health	Very Comfortable	Average	2-4 hours per week	Balanced	Shared Leadership	Balanced		
Female	White	2.8 (3)		61%	20 (3)	18 (1)	Humanities	Very Comfortable	Average	2-4 hours per week	Pref Leading	Single Leader	Balanced		
Male	White	2.2 (2)		57%	30 (5)	22 (4)	STEM	Very Comfortable	Good	Whatever it takes	Balanced	Shared Leadership	Balanced		
2.00	**0.00**	**2.00**	**1.67**		**-0.67**	**2.00**	**2.00**	**-2.00**	**1.00**	**-0.67**	**0.67**	**0.67**	**-2.00**	**0.00**	**6.**
Female	White	3.0 (3)	5 days/week with 2+ hr meeting blocks (schedule summary)	17%	0 (1)	19 (2)	Health	Very Comfortable	None	5-7 hours per week	Pref Following	Shared Leadership	Prefers Detail		
Male	Black	2.0 (1)		17%	0 (1)	20 (3)	Business	Very Comfortable	Good	5-7 hours per week	Balanced	Shared Leadership	Balanced	Basketball (M)	
Male	White	2.3 (2)		38%	0 (1)	19 (2)	Health	Very Comfortable	Average	Whatever it takes	Balanced	Shared Leadership	Balanced		
Female	White	2.8 (3)		40%	8 (3)	18 (1)	Business	Very Comfortable	Basic	5-7 hours per week	Follower	Shared Leadership	Balanced		
2.00	**-2.00**	**1.00**	**5.00**		**0.00**	**1.00**	**0.00**	**-2.00**	**3.00**	**0.00**	**1.00**	**-2.00**	**0.00**	**0.00**	**7.**
Female	White	3.31 (4)	5 days/week with 2+ hr meeting blocks (schedule summary)	40%	0 (1)	20 (3)	Humanities	Very Comfortable	Good	Whatever it takes	Balanced	Shared Leadership	Balanced		
Male	White	3.9 (4)		15%	0 (1)	18 (1)	Education	Very Comfortable	Average	Whatever it takes	Pref Following	Shared Leadership	Balanced		
Female	White	2 (1)		10%	0 (1)	21 (4)	Health	Very Comfortable	Average	2-4 hours per week	Pref Following	Shared Leadership	Prefers Detail		
Other/Prefer not to answer	White	2.5 (2)		28%	0 (1)	20 (3)	Humanities	Very Comfortable	Average	2-4 hours per week	Follower	Shared Leadership	Balanced		
0.00	**0.00**	**1.00**	**5.00**		**2.00**	**1.00**	**1.00**	**-2.00**	**0.00**	**0.00**	**1.00**	**-2.00**	**0.00**	**0.00**	**7.**
Female	White	2.5 (2)	4 days/week with 2+ hr meeting blocks (schedule summary)	37%	20 (3)	20 (3)	Education	Very Comfortable	Average	Whatever it takes	Balanced	Shared Leadership	Balanced		
Female	White	2.0 (1)		33%	0 (1)	19 (2)	Health	Very Comfortable	None	2-4 hours per week	Balanced	Shared Leadership	Visionary		
Female	White	3.6 (4)		60%	25 (5)	18 (1)	STEM	Very Comfortable	Average	2-4 hours per week	Pref Following	Shared Leadership	Balanced		
Female	White	3.75 (4)		40%	20 (3)	19 (2)	Soc Science	Very Comfortable	Good	Whatever it takes	Pref Leading	One Leader w/ Input	Balanced		
2.00	**0.00**	**1.00**	**1.67**		**-1.00**	**1.00**	**2.00**	**-2.00**	**1.50**	**0.00**	**1.00**	**0.00**	**0.00**	**0.00**	**7.**
Female	White	2.4 (2)	5 days/week with 2+ hr meeting blocks (schedule summary)	25%	0 (1)	19 (2)	STEM	Very Comfortable	Average	Whatever it takes	Balanced	One Leader w/ Input	Balanced		
Female	Hispanic	2.6 (3)		56%	40 (5)	20 (3)	Health	Very Comfortable	Average	5-7 hours per week	Pref Following	Shared Leadership	Balanced		
Female	White	3.6 (4)		39%	29 (5)	18 (1)	Humanities	Very Comfortable	Good	Whatever it takes	Balanced	Shared Leadership	Balanced		
Male	White	1.8 (1)		6%	0 (1)	21 (4)	Soc Science	Very Uncomfortable	Average	5-7 hours per week	Pref Following	Shared Leadership	Balanced		
2.00	**-2.00**	**2.00**	**4.33**		**0.00**	**2.00**	**2.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**-2.00**	**0.00**	**8.**

Image showing the team selection process.

Once the teams were created, each team completed team grading each week through CATME where they analyzed their teammates' participation each week. Questions were related to the person's contribution to the team, level of interaction, how well they stayed on track, etc. Each of these was on a scale of 0-5. On the instructor side, a final score was given of 0-1.05. This is what I used to come up with the grade of the individual team member. Students were also able to leave comments about their teammates to alert me to any issues or concerns during the week.

Contrib. to Team	Interact w/ Team	Keeping on Track	Expect Quality	Having KSAs	Adj Factor (w/ Self)	Adj Factor (w/o Self)
5.0	5.0	5.0	5.0	5.0	1.05	1.05
4.0	3.0	3.0	3.0	3.0	0.91	0.91
3.0	4.0	4.0	4.0	4.0	1.05	1.05
2.0	2.0	2.0	2.0	2.0	0.57	
3.5	3.5	3.5	3.5	4.0	1.05	1.04
3.0	3.0	3.0	3.5	3.0	1.02	1.05
3.0	3.0	3.5	3.5	3.5	1.05	1.05
2.0	2.5	2.0	2.5	2.0	0.72	0.72

Image showing the results of teammate grading.

	Team ID	Contrib. to Team	Interact w/ Team	Keeping on Track	Expect Quality	Having KSAs	Adj Factor (w/ Self)	Adj Factor (w/o Self)	Note
	1	3.0	3.0	3.0	3.0	3.0	1.05	1.05	
	1	4.0	4.0	4.0	4.0	4.0	1.05		
	1	3.0	3.0	3.0	3.0	3.0	1.05	1.05	
	1	1.0	1.0	1.0	1.0	1.0	0.36	0.36	
	2	4.0	3.3	3.3	4.0	3.7	1.05	1.02	
	2	3.0	2.7	2.7	3.0	3.0	0.86	0.83	
	2	3.3	3.7	3.3	3.7	3.3	1.04	1.04	
	2	3.3	3.3	3.3	3.3	3.3	1.00	1.04	Conf
	3	3.6	4.2	3.6	4.0	4.2	1.03	1.02	
	3	4.0	4.6	4.2	4.4	4.4	1.05	1.05	Under
	3	3.4	4.2	3.6	4.0	4.2	1.02	1.02	
	3	3.4	4.2	3.8	4.0	4.2	1.03	1.02	

Image showing the results if there were conflicts or a person who undervalued their own work.

3	The girls in my group are awesome! They got me all the info i needed for the flip notes the same day or the next day, they made this assignment a priority.
3	
3	This is the first time I've ever been satisfied with a group, normally I have to pick up other peoples slack, but in my current group, everything is split equally.
3	I like my group; however, I do not want one team member to feel like they're getting the short end of the stick, by doing the most work or the most strenuous work. I hope that my team and I become more communicative in completing our projects in that we can all feel like we're doing equal amounts of the work and we can speak up if we have a different idea on what we could do to better our project. Overall, I love my group so far!
4	Our team needs to get in better touch with each other and learn to better collaborate. But since it was just the first week of doing this I understand that there will still be things that we need to work on. I have communicated with my teammates about working together better in the future and they agreed.
4	
4	
4	good first week
5	
5	
5	
5	
5	IT's too early to say, really, but the group worked out despite a few draw backs.

Image showing student comments on the first week of teammate grading

I feel like I've done most of the work for our projects recently. The preparation of the actual presentations I feel like I put the most effort in to making it look nice and make sense and be successful in teaching the rest of the class our topic. I'm okay with doing the most work, and I hope my team does not think I'm being too bossy and controlling. But overall, I love my group, they're awesome girls!

Image showing comments from a student later on in the semester.

How did it work?

The first semester I used CATME, I used the student's campus email addresses to set up their accounts. I quickly discovered that many students do not check their campus emails and it became somewhat of a nightmare to get accounts created. However, once created, the system was fairly easy to use. Due to the email issue during the first semester, I created a google form for the students to fill out for the second semester where they provided me with an email address they actually used. This virtually removed the problems associated with creating accounts.

Once accounts were set up, the students were required to go in each week and grade each of their teammates. Starting out, the students did really well with remembering to grade their teammates but as the semester went on, the students would slowly stop grading. During the first semester, I included all the grades into one lump for each week (out of 10 points). During the second semester, I separated out teammate grading so that the students could see the impact of their participation in their grades more clearly. The average week would have around 70% of the students completing the teammate grading. Those who did not complete it received a zero for their own participation grade that week. CATME gave me a fairly clear idea of how the students were participating in their teams as well as any issues that were arising (such as team conflict).

How will I use it in the future?

I had planned to continue to use this in the future but it was announced in Spring 2017 that starting in the Summer, there would be a fee associated with use. That fee made the use of CATME not feasible for what I wanted to do so unfortunately, I will not continue using it.

POPULR.ME

What did I use it for?

Each week, an assignment guide was posted on Populr.me for the students to access and view the weekly required work. Here is an example:
http://angieelkins.populr.me/chapter-1

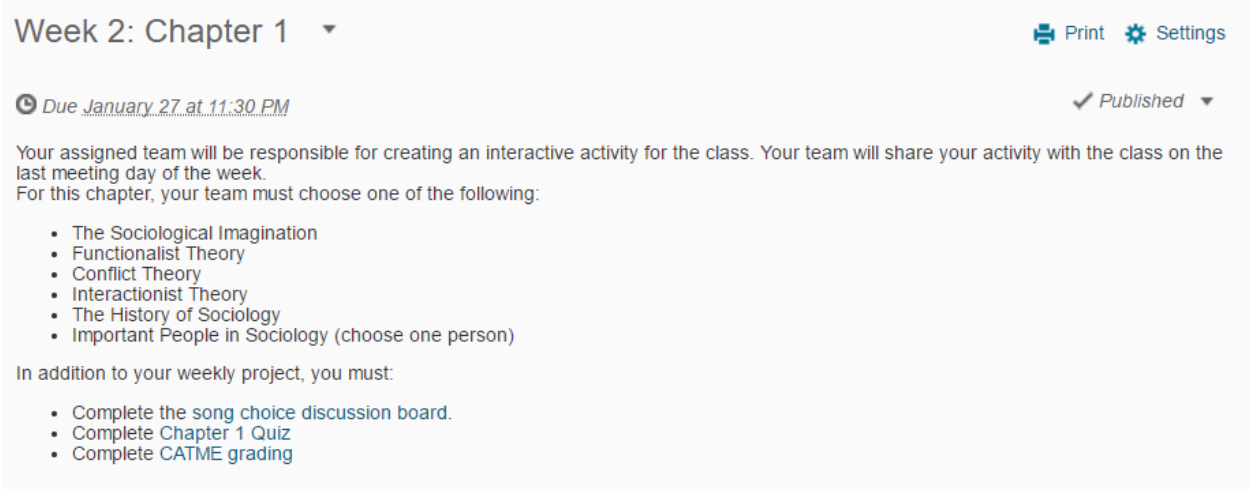
As you can see, each page includes Chapter Objectives, Individual Assignments, Team Assignments, Helpful Tools, and Grading Information. Links were included to CATME and Connect (or Mindtap for Social Problems) as well as the eLearn page.

How did it work?

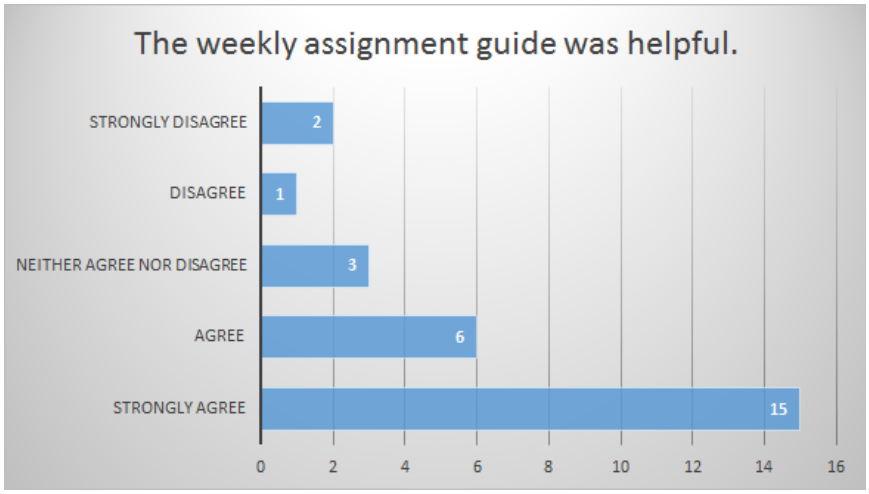
One really beneficial aspect of Populr.me is that it shows you analytics. For example, this page has been viewed 304 times as of the time of this writing. Ninety-three visitors clicked to go to Connect, 21 to CATME, 24 to the course resource page.

On the instructor side, I really enjoyed creating the pages and the ability to edit/modify them as I needed. The students, on the other side, said they would prefer not having to click out of eLearn for this information. They wanted everything to be inside eLearn so for the Spring 2017 semester, I modified the weekly assignment guide to be included in eLearn instead of through popular.me.

I did not include all of the same information but simplified it to the student's most pressing needs. It included specific assignments and linked to those assignments within eLearn (See image).



Overall, students felt that an assignment guide, whether posted on eLearn or through Populr.Me was beneficial.



How will I use it in the future?

While I am no longer using Populr.me for the original purpose I had planned, it has become very useful in other ways.

- Advising - http://angieelkins.populr.me/sw
- Resource Page - http://angieelkins.populr.me/resources

BLENDSPACE

What did I use it for?

I used TES/Blendspace to create lesson boards on how to create interactive activities and the resources available to the students.

Course Activity Resources:

https://www.tes.com/lessons/fXADKohA41VUxQ/class-activity-resources

"How To" videos:

https://www.tes.com/lessons/d29pj5aZBvrZxg/how-to-videos

How did it work?

Each of these has been viewed several hundred times and has become a valuable resource for my students. There are currently over 40 resources available on these pages. The only issue is that it doesn't provide a good way to group/categorize the resources or to give good descriptions of each one. That's why I am currently experimenting with the use of Populr.me for this instead.

How will I use it in the future?

I'm not sure that I will. I like the use of blendspace for the students to create lessons, but it didn't quite work for what I was using it for. I think other options are better.

REMIND

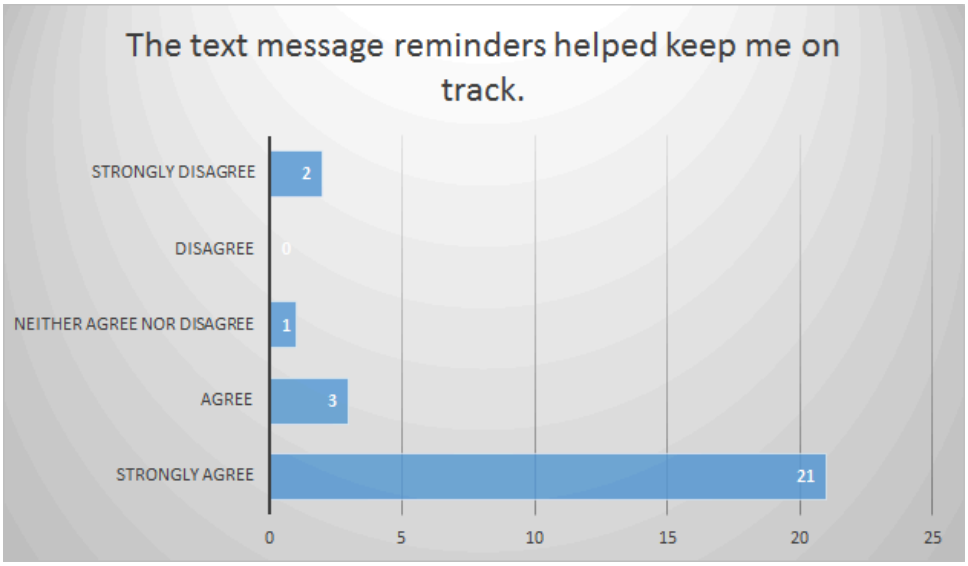
What did I use it for?

Remind is a great tool for sending out group text messages to your students without them having access to your personal phone number. During the first semester, I let the students

set up their text messages themselves and didn't have many issues with the system. During the second semester, I included a request for phone numbers and emails in the google form I had them fill out (see notes under catme) and set up this myself. It was a lot more work on my end and really didn't make that much of a difference in the overall usage of the program.

How did it work?

I think the students really appreciated the weekly reminders about projects and assignments coming up. They would also use the system to send me text messages and ask me for clarification. It became the preferred method of contact for many of my students.



How will I use it in the future?

I will continue to use Remind. It is one of my favorite programs!

CONNECT and MINDTAP

What did I use it for?

Connect is a program published through McGraw Hill as a companion to the Introduction to Sociology textbook.

Mindtap is a program published through Cengage as a companion to the Social Problems Textbook.

Both have study resources and quizzes along with short assignments. During the Fall 2016 semester, students were required to complete weekly assignments through this program as a part of their grade.

How did it work?

The concept of this program was great, but the technical problems associated with it were frustrating to both students and the instructor. It did not flow well and the students had numerous access problems. Also, the program was "yet another website" the students had to visit (their words).

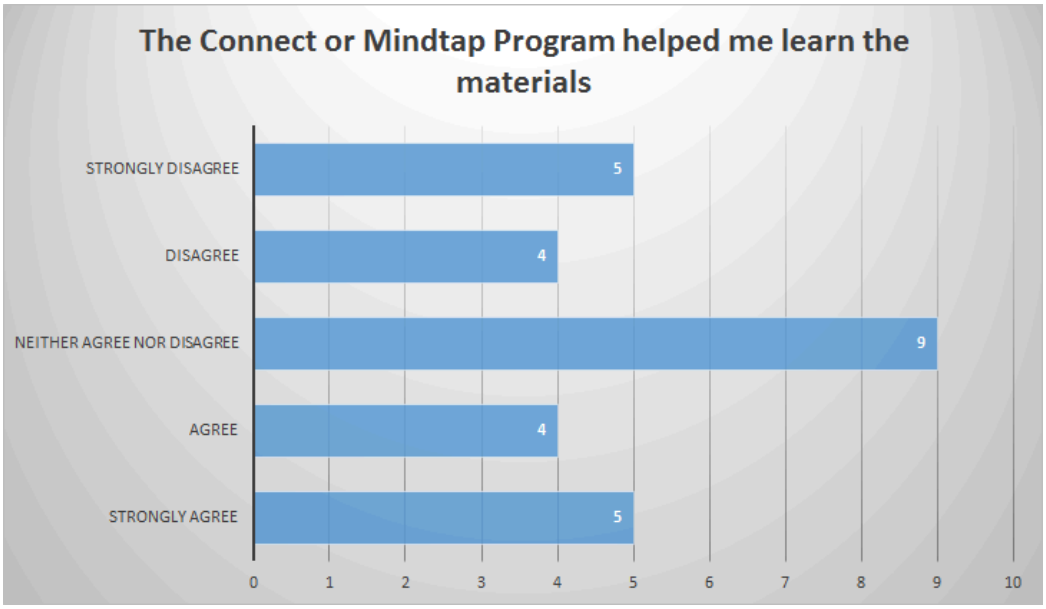


Chart showing student opinions of the use of Connect or Mindtap.

How will I use it in the future?

I will not use either one. The technical problems made it too much hassle for both students and the instructor.

KAHOOT

What did I use it for?

Each week began with the students completing readings before coming to class. When arriving in the classroom, the first thing we did was play a team kahoot. This increased team bonding and also created a sense of competition among the teams in each classroom. It also gave me a clear idea of any assigned topics that were not clearly

understood from the readings and I used the Kahoot time to clarify any questions that the students had on those topics.

How did it work?

The Kahoots increased team bonding and also created a sense of competition among the teams in each classroom. It also gave me a clear idea of any assigned topics that were not clearly understood from the readings and I used the Kahoot time to clarify any questions that the students had on those topics. Some students felt that the Kahoots got boring every week, but most said it was fun.

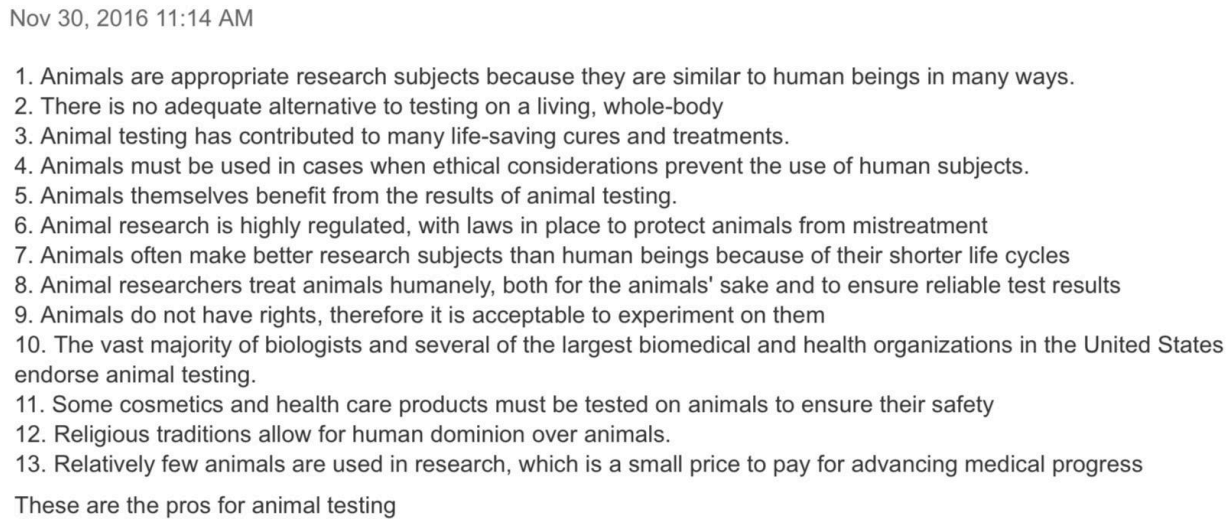
How will I use it in the future?

I will continue to use Kahoot for material comprehension activities in the classroom. I may switch it up with a few other programs (ex: Quizziz) for variety.

TEAM DISCUSSION BOARDS

What did I use it for?

Each team had a discussion board that they could use to freely discuss their projects and activities. These discussion boards were not monitored by the instructor and the students could use them as they wished.



Nov 30, 2016 11:14 AM

1. Animals are appropriate research subjects because they are similar to human beings in many ways.
2. There is no adequate alternative to testing on a living, whole-body
3. Animal testing has contributed to many life-saving cures and treatments.
4. Animals must be used in cases when ethical considerations prevent the use of human subjects.
5. Animals themselves benefit from the results of animal testing.
6. Animal research is highly regulated, with laws in place to protect animals from mistreatment
7. Animals often make better research subjects than human beings because of their shorter life cycles
8. Animal researchers treat animals humanely, both for the animals' sake and to ensure reliable test results
9. Animals do not have rights, therefore it is acceptable to experiment on them
10. The vast majority of biologists and several of the largest biomedical and health organizations in the United States endorse animal testing.
11. Some cosmetics and health care products must be tested on animals to ensure their safety
12. Religious traditions allow for human dominion over animals.
13. Relatively few animals are used in research, which is a small price to pay for advancing medical progress

These are the pros for animal testing

Image from a team discussion board for creating a presentation on the pros and cons of animal testing.

How did it work?

In the beginning the majority of the teams used the team discussion boards to have conversations about their work, especially in my online classes. As the semester progressed, students began to drift to other methods of communication such as group text messaging. One of the main reasons students chose to switch was the lack of alerts when messages were posted. Also, the lack of an app made the communication slower. The majority of students moved to other programs by the end of the first semester and the second semester, I gave the students the options to use whatever they wished to keep in contact with their teammates. The majority used group texting. Some students also used the discussion board to share a project in progress with their team. Some students moved over to Google Docs for the ability to edit and collaborate as a team.

How will I use it in the future?

I will incorporate team discussion boards in different ways in my future classes, but will not be using it for basic team communication.

CLASSMATE GRADING THROUGH ELEARN SURVEYS

What did I use it for?

The first semester of this project, I asked the students to grade their other classmates on their projects. I created surveys for each weekly project and asked the students to grade each team.

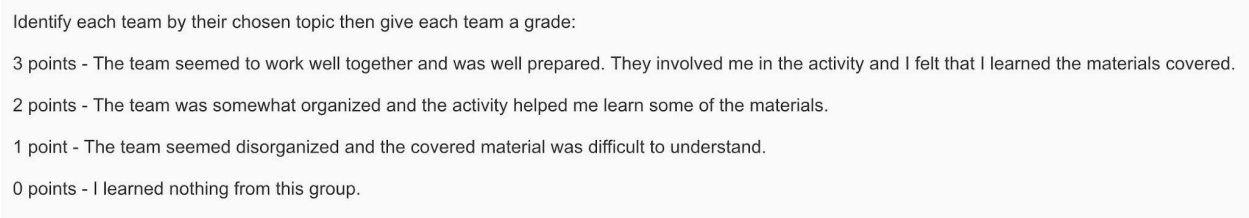
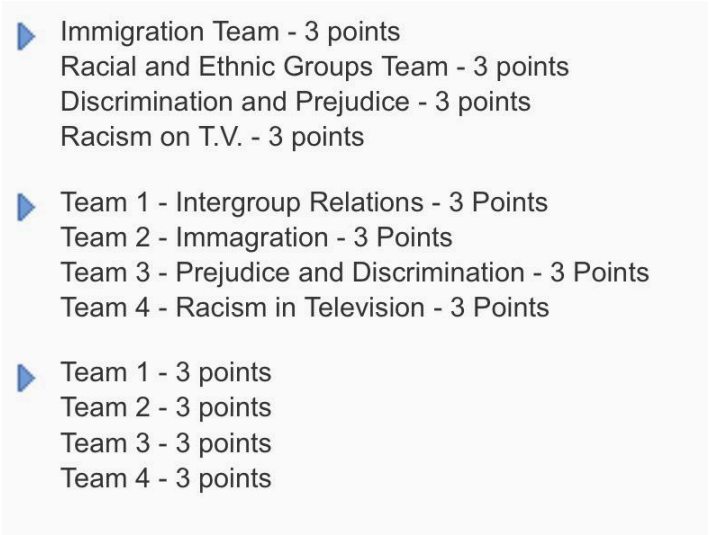


Image showing the classmate grading process.

How did it work?

The students pretty much gave everyone 3 points. They did not want to give their classmates bad grades so they just gave everyone the highest score possible.



How will I use it in the future?

I am looking at other types of classmate grading such as having a worksheet or different type of scale to ask for more specific information.

iMovie

What did I use it for?

At the end of each week, I created an iMovie to showcase the student presentations and activities so that other students would be able to see what was going on in all of my classes and get ideas and for their own presentations.

Example: https://youtu.be/uk73hB2niqM

How did it work?

It went really well for the first semester but was rather time consuming, so I did not continue it for my second semester. Instead, I would post images of the presentations on my twitter account for the students to view.

How will I use it in the future?

I plan on having my students create videos for some of their projects in the future by using iMovie.

Addendum:

In Summer 2017, I traveled to Europe with a group of students through TNCIS (TNCIS.org) and I continued using technology, though not in the same way.

OpenStax - Introduction to Sociology 2nd Edition (textbook)

https://openstax.org/details/books/introduction-sociology-2e

For this class, textbook weight was a big issue so I opted to use a digital textbook published through OpenStax that was completely free for the students. This reduced student costs and also allowed for easier packing for their trip.

Quip

I began using QUIP for this class as a collaboration tool and discovered a few weeks in that they were going to begin charging so I switched to Google Docs.

Google Docs/Google Forms

I used Google docs to create lecture notes and discussion boards for the students to access since we did not have access to eLearn for the course. Tests were created through Google forms. Each student used their own devices or borrowed one from me to access the materials and complete assignments.



What change would you like to see in society and why? How could you go about creating that change?

[redacted] I would like to see a change in gender stereotypes in American society because I believe the pressure and judgement for meeting those stereotypes can be harmful to a person's growth and self identification. I'm trying to change this aspect of society be sticking up for those who don't conform to society's standards and by challenging the norm myself. People should be able to express themselves the way they want without being labeled, or fearing judgement, or being cast out.

[redacted]: I would probably first want to make changes regarding women in society. This may seem selfish, but I am a devout feminist and genuinely think it benefits everyone. I don't just want the wage gap to be closed for white females like myself, I thinking should be closed for all people, including minority women AND men. I also thinking that eliminating gender stereotypes benefits men just as much as women.

[redacted] would want to decrease the stigma around seeking medical treatment. Individuals seeking mental health treatment or long term treatment, like with HIV/AIDs are often stigmatized to the point where people don't feel comfortable going to the doctor. Because of the stigma, people have lower life quality. Part of having good access to healthcare is ensuring that a community is open to care.

[redacted] I would like the society to change its perspective on gays, bisexual, lesbian, and so on. Even though over the years a lot of things in this aspect has changed, there is still something that needs to be done. I feel like everyone has the right to love whomever they want, but not a lot of people feel that way. This is one of the many reasons why a lot of homosexuals commit suicide. Changing this problem in society would not only be great for everyone, it can also save lives.

Image showing an example of discussions on Google Docs

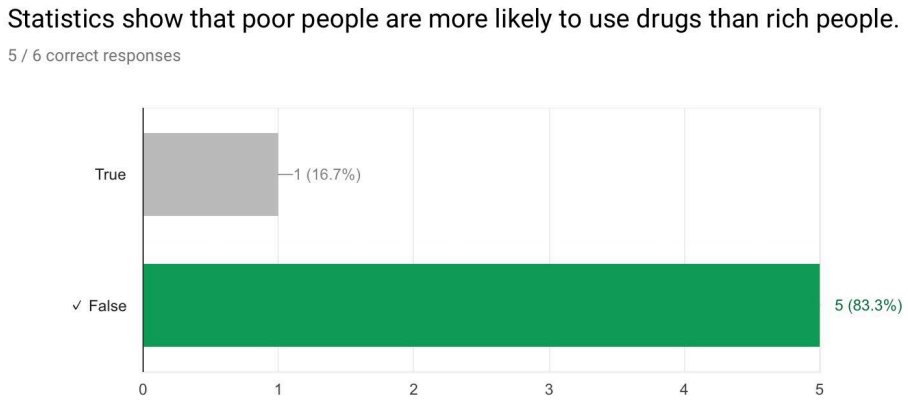


Image showing an example of a quiz question and the results from Google Forms.

As you can see, Google Docs and Google Forms both helped with my overseas teaching (we do not have access to a LMS for these trips).