

'High Speed' Learning - Insights into a Course Redesign to Blended-accelerated, and Fully Online

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WATERLOO

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**2013 Opportunities and New
Directions Conference**
April 25, 2013



SMF 206 **Couples, Families, and Marriages**



Before
You Begin



Schedule



Syllabus



Contact Us



News



REMINDER: SUBMITTING YOUR REFLECTION #2 (Due Friday March 1)



Posted Feb 27, 2013 3:49 PM

Hi Everyone,

I hope you had a restful reading week and that you are looking forward to the rest of the course! Just a quick reminder that your second reflections are due this **Friday March 1st**. Please note that your reflections **must** be uploaded to your **ePortfolios** and are submitted by including a link to your ePortfolio in the dropbox. **We will not be accepting late assignments or those that are not formatted properly in your ePortfolio**. Please check the ePortfolio instructions for details on how to package up and submit your ePortfolio to the dropbox.

If you are having difficulty, you can contact extendedlearning@uwaterloo.ca for technical assistance.

Blended Accelerated

F2F Components	Online Components
Lecture – dynamic, interactive, discussion, application of knowledge.	Lecture – didactic. Students able to view, stop and review at own pace. Expectation was this material would help students prepare to apply their learning actively in the classroom.
Discussion	Some online discussion tried.
Explain, prompt, guide during class time.	Creation of Assignments – ePortfolio Tool
Set expectations and keep students on track	Submission of Assignments
	Marking/Grading

Course Schedule (B)

Colour Key

ONLINE VIDEOS
READING TEXT
ONLINE LECTURES

ONLINE GROUP WORK
REFLECTIONS
EPORTFOLIO WORK

Week	Tuesday Class	Wednesday Online Activities	Thursday Class	Friday to Monday Online Activities
Week 1	1.1 - May 7 <ul style="list-style-type: none"> • Introduction to Sexuality, Marriage and Family. • What is Family? • ePortfolio Introduction. • Group Research Assignment Part I, B: Meet Group Members. • "What is Family?" Class Discussion Activity. 	May 8 <ul style="list-style-type: none"> READ CHAPTER 1 (1 HR) ANTHROPOLOGY OF THE FAMILY IN CANADA. SOCIOLOGICAL APPROACHES TO FAMILY. THEORETICAL AND RESEARCH APPROACHES TO STUDYING THE FAMILY. 	1.2 - May 9 <ul style="list-style-type: none"> • Group Research Assignment – Part 1, B: Create a Group Contract. • Parts II and III. (Start these parts in-class) • History of Courtship and Dating in Canada. <p>SUBMIT GROUP CONTRACT</p> <p>Thursday, May 9, 2013 at 5:00 PM</p>	May 10 to 13 <ul style="list-style-type: none"> READ CHAPTER 1 AND 2 (1 HR) GROUP RESEARCH ASSIGNMENT: (4 HRS) PART II - EXPLORE A FAMILY RESEARCH QUESTION ON YOUR OWN <p>Friday, May 10, 2013 at 5:00 PM</p> <ul style="list-style-type: none"> PART III - CREATE A GROUP PERSPECTIVE ON A FAMILY RESEARCH QUESTION <p>Sunday, May 12, 2013 at 11:55 PM</p> <ul style="list-style-type: none"> PART IV - PROVIDE GROUP FEEDBACK ON CLASS PERSPECTIVES <p>Monday, May 13, 2013 at 11:55 PM</p>

Instructor Online Presentations

My Home | Email | Locker | Calendar | ePortfolio | Blog | Competencies Logged in as gdrawns | Logout | Help

WATERLOO | LEARN SMF 206 - Spring 2016

Course Home | Content | Discussions | Dropbox | Quizzes | Classifications

Content Map

[Collapse All](#) [Expand All](#)

- Syllabus
 - [Course Schedule](#)
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 - [About the Course Author](#)
 - [Materials and Resources](#)
 - [Course Policies](#)
 - [University Policies](#)
- Activities and Assignments
 - [Grade Breakdown](#)
 - [Class Discussion Activities](#)
 - [Group Research Assignment](#)
 - [Reflections Assignment](#)
 - [Mid-Term Test](#)
 - [ePortfolio Presentation - Final](#)
- Content Modules
 - [Week 1](#)
 - [Week 2](#)
 - [Week 3](#)
 - [Week 4](#)

Content Modules » Week 3

- [Acknowledge that...](#)
- [Consider the ways...](#)
- [Explore the ways th...](#)
- [Integrate what we h...](#)

In-Class Activities

- [Class Discussion Activities](#)
- [Marital Quality and Communication Presentation](#) (16:23)
- [The Things I Cannot Live Without](#) (55:09)
- [Family Work and Family Change](#) (Recorded Classroom Video) (70:21) | [Slide Show](#)
- [Class Discussion Activities](#)
- [Mid-term \(In-class\)](#)

Online Activities

- [Gender and Communication](#) (42:00)
- [Gendered Communication](#) (Think about examples)
- [Article: Gender and Communication](#)
- [Student made video: Gender and Communication](#) (Youtube Video)
- [Class Discussion Activities: Part II - Creating A Budget](#)

Browser: https://learn.uwaterloo.ca/content/enforced/63969-SMF206_081_cel_1131/lecture_content/M03_W03_L10_SMF206

Page Title: M03 W08 L10 | SMF 206

Content: **Marital Satisfaction**

Marital Quality and Communication

Slide Title	Duration
1. Marital Quality and ...	00:05
2. Overview	00:32
3. Marital Quality	05:38
▶ 4. Marital Satisfaction	03:35
5. Vulnerability-Stress...	02:44
6. Communication	02:07
7. Marital Quality and ...	01:39
8. Copyright	00:04

6 Minutes 39 Seconds Remaining

Slide 4 / 8 | Stopped 03:31 / 03:35

Fully Online Components and Strategies	Successes/Challenges
<p>Up front student expectations with Instructor Video course introduction. Video 'Prof moments' to create instructor presence normally achieved easily f2f.</p> <p>Planning formal communication methods to achieve instructor presence (which is one of the important elements needed to engage online learners).</p> <p>Participation is not exactly the same as in-class participation and may need to be considered differently.</p> <p>Lectures and other media – Variety, range of perspectives and sources all within context of each course topic.</p> <p>Eportfolio culminating assignment and reflections, instructions for these assignments need to be very spelled out</p>	<p>Allowed students to get a feeling for who the “prof” is / Not all students viewed it</p> <p>Audio news items kept students on track/Challenging to think about since presence is typically ad hoc, in formal, and more dynamic to achieve instructor presence in classroom.</p> <p>Students were participating in the online discussions and did engage in the material to achieve learning outcomes/ Authenticity and grading of the participation</p> <p>Access to all the materials anywhere, anytime / Students may not access the material in the sequence that was planned for them</p> <p>Students always have access to these instructions/ Balance of too much information vs not enough – some students never seemed to read the instructions</p>

Creating Instructor Presence in the Online Classroom

The screenshot displays the Blackboard LMS interface for the course SMF 206 - Spring 2013. The top navigation bar includes links for My Home, Email, Locker, Calendar, ePortfolio, Blog, and Competencies, along with user information (Logged in as gdabrows) and Logout/Help options. The course title and semester are prominently displayed. Below the navigation, a Content Map on the left lists various course components such as Syllabus, Activities and Assignments, and Content Modules (Week 1-4). The main content area shows a video player titled 'Welcome to SMF 206' featuring an instructor in a library setting. The video player includes standard playback controls and a progress bar. The background content area lists various activities and assignments, including 'What is Family?', 'Defining Family', and 'Anthropology of the Family'.

Course Schedule (B)

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Discussion Areas

-  Discussions List
-  Subscriptions
-  Group Restrictions
-  Statistics
-  Settings

Instructions

- ▶ The Discussions tool provides a place for users to communicate by posting messages into defined topic areas and responding to messages posted by other users.
- ▶ Discussions take place inside topics, where messages are posted, read, and replied to. Discussion topics are organized into forums, which are collections of related topics.
- ▶ Use this page to create and manage discussion forums

Forums & Topics List

 **Forums & Topics List**
 **New Forum**
 **New Topic**
 **Copy**
 **Reorder**
 **Delete**

Display: All Forums and Topics

★ Title	Actions
<p>★ Asking Questions</p> <p>★ Ask the Instructor 54 messages - 0 unread</p> <p>Use this discussion forum to ask your instructor questions. This discussion topic should be used to ask your instructor questions about course content.</p>	    
<p>★ General Discussion 1 messages - 0 unread</p> <p>This board has been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic but will not participate in the discussions.</p>	 
<p>★ Group Work Research Activity Boards</p> <p>★ Group 1 Topic 6 messages - 0 unread</p> <p>★ Group 2 Topic 5 messages - 0 unread</p> <p>★ Group 3 Topic 0 messages - 0 unread</p>	        

Class Discussion Activities

Description

The Class Discussion Activities will give you an opportunity to analyze and discuss course topics with your peers. There are four activities worth 5% each. Please check the [Course Schedule](#) for due dates.

There are two types of Class Discussion Activities:

1. **Individual Response:** You will respond to the week's question on your own and communicate with the entire class.
2. **Group Response:** You will formulate a response with your group and then post the final response to the entire class and interact with two other groups.

These discussion forums are strictly student discussion areas. While your instructor or teaching assistant will read and grade all of the postings, they will provide feedback only when necessary.

Individual Responses to a Class Discussion

Due	Discussion Topic	Question	Weight (%)
Week 1	What is Family?	What is your definition of family? Read some of your classmate's posts and consider how they are similar or different from your own.	5%
Week 6	Is Marriage Modern?	Post a response to the question, "Is Marriage Modern?"	5%

Instructions:

1. Post your initial response to each discussion question in the appropriate *Class Discussion Activity Forum*. Keep your post length at less than 250 words.
2. Return to the discussion topic to:
 - Read the postings of class respond to 2-3 of them.
 - Review responses to your original post and reply. Keep your post length at less than 50-75 words.

Group Responses to a Class Discussion

Due	Discussion Topic	Question	Weight (%)
Week 5	Sexuality and Dating.	Have our ideas about dating and sexuality changed radically from those historical traditions discussed today? What observations have you made about this in your own life? Are there class, ethnic, geographical differences in views toward sexuality?	5%
Week 9	Creating a Family Budget.	In your group, work together to develop a cash flow statement (aka family budget), taking into account the following parameters: <ul style="list-style-type: none">• Assume you have a family of 4 to support;• Both spouses are working;• Two children in the family (grade 1 and junior kindergarten);• Family disposable income (after taxes) is \$5,500/month;• Be sure to consider and account for all the various costs a family would have (break the costs into groups like housing, living, vehicles, etc.) Submit your cash flow document along with your group's reflection on the process (max. 500 words). Consider:	5%

Reflections Assignment (15%)

Overview

- [Description](#)
- [Due Dates](#)
- [Reflection Questions](#)
- [Student Sample Reflection](#)
- [Format](#)
- [How To Submit](#)
- [Grading Criteria](#)
- [Help](#)

NOTE: Failure to submit all three reflections will result in a 0/15.

Description

You will create three reflections this term. Reflections will be built on three pages of the

In each reflection, you will contemplate what you have learned from at least two course s

- module content and lectures,
- readings,
- discussion activities.

Demonstrate your understanding of the main points of topics covered. Reflect on any as
You may also want to comment on how your ideas and thoughts change as you encount

Reflections are the first step to building your Final ePortfolio Presentation. You will be ex
ePortfolio Presentation submission.

Students are encouraged to write reflections on course sources on a weekly basis to hel

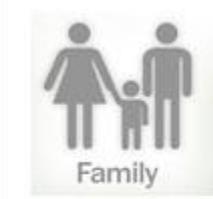
Due Dates

Please check the [Course Schedule](#) for due dates.



- About Me
- Conceptualizing Family**
- Forming Relationships
- Marital Quality and Communication
- Families Through the Life Course
- Future of The Family

Conceptualizing Family



Reflection 1
Last modified on Tuesday, November 13, 2012 10:07 AM EST

Families come in many forms. There is the biological family in which you were born, there is the nuclear family that you create for yourself later in life when choosing a spouse and/or to have children, and then there are the personal connections with friends, some of whom are close enough that you would refer to them as family (Baker, p.3). It is a well-known fact that everyone comes from different family backgrounds with different customs and traditions that are upheld within each family (Baker, p.12). When asked to define 'family' in class, my group found it difficult to come up with a concrete, all-encompassing definition because we could not base it solely on our own personal family experiences; however, there were certain aspects that our group agreed were important and should be included when trying to conceptualize what 'family' means as these aspects highlight the role and function of families. These characteristics were that these individuals may or may not cohabitate or be blood-related, that a family is a group of individuals who act as a support unit for one another, and that members of a family feel a sense of belonging to the group (Group Discussion, January 9).

When I think of family, I immediately think of my immediate and extended family. It is important to remember that everyone's living situation is undeniably different. For instance, in the case of

Next Steps?

- More accelerated courses?
- Collecting student feedback on accelerated courses

Questions?