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A Qualitative Inquiry on Instructional Strategies and Assessments in Teaching Social Science General Education Courses in the Online Learning Modality

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Abstract. The immediate transitioning of instructional delivery from the traditional face-to-face teaching to online learning prompted college instructors to design pedagogical strategies and assessment tools appropriate for the online learning environment. Instructional strategies and assessments in teaching Social Science general education courses online in the context of state universities and colleges (SUCs) however have not been previously established. Anchoring on social constructivism, post-positivism, and pragmatism, this qualitative inquiry was conducted to determine the teaching methods and assessments employed by social science instructors in SUCs in teaching Readings in Philippine History and Life and Works of Rizal online. Semi-structured interviews were conducted with 7 social science instructors from 6 SUCs. Member checking and audit trail by a qualitative research expert were used for data trustworthiness and Lichtman's 3 Cs was used for data analysis. The qualitative inquiry revealed 7 major themes for online instructional strategies: blended learning activities; synchronous online activities; interactive lecture discussion; group reporting; short videos and films presentation; use of modules in print and soft copy; and advanced readings. Likewise, 5 themes for online assessment were identified: objective test; subjective test; term examination; group projects; and output-making. Results of the study revealed that the instructional strategies and assessments used are constructively aligned with the learning outcomes set in the CHED-prescribed course syllabus but are still the traditional types. Instructors therefore only migrated their teaching practice from the in-person classroom instruction to the online mode.

Keywords. Education, Social Science, instructional strategies, assessments, Philippines

1. Introduction

The unexpected global surge of the coronavirus pandemic caused an unprecedented large-scale immediate transitioning in instructional delivery from traditional face-to-face classroom instruction to online learning (Armstrong-Mensah et al., 2020). The sudden shift prompted educators to design online pedagogical strategies and assessment tools that could continue to deliver the curriculum content (Sharoff, 2019). Online instruction can be mainly facilitated in three pedagogical approaches: synchronous, asynchronous, and blended learning (Lapitan et al., 2021). Courses are delivered online using emerging technologies that engage

students in interactive learning tools and facilitate effective teacher-student communication (Sadeghi, 2019). Assessment of learning is also administered using technology such as asynchronous online discussion boards and web-posted writing prompts (Montenegro-Rueda et al., 2021).

In teaching social science courses online, college instructors utilize digital tools to deliver content through pre-recorded lectures. These are uploaded in advance in the college's learning management system to provide students ample time to peruse the material and prepare for the online discussion. To further ensure students' interactive participation, instructors provide reading materials and engage students in short practical lessons (Kabilan & Annamalai, 2022). In assessing online learning in social science courses, instructors typically administer a combination of various assessment tools such as discussions, assignments, and testing. They also modify these assessments based on student feedback (Dietrich, 2011).

In the Philippines, the Commission on Higher Education (CHED) released the Guidelines on the Implementation of Flexible Learning beginning AY 2020-2021 to guide the implementation of modified learning modalities. This prompted higher education institutions (HEIs) including state universities and colleges (SUCs) to migrate to online learning (OL) using digital and non-digital technology (Joaquin et al., 2020). In relation to the teaching of Social Science general education courses, HEIs are to modify curricular structures, employ different instructional methods, and formulate alternative assessments that can assist students achieve the course learning outcomes. Teaching Social Science online may be facilitated through various learning modalities including technology; online learning materials; formative and summative assessments; and student and teacher attendance, all in off-line, blended, and online modes (CHED, 2020).

The teaching of social science general education courses in an online learning modality among SUCs in the Philippines has not been given substantial attention which could be attributed to the status of online education in many HEIs or SUCs still being underway (Oducado, 2020). Previous studies on online teaching and learning in general and of social science in particular in the context of SUCs reported on variables such as the perception and readiness of SUC faculty toward online education (Agapito et al., 2021). Among private HEIs, teaching social science general education courses was reported to have course content and assessments not flexible with distance learning (Alic & Bual, 2021). Social Science teachers also expressed that online teaching demands the creation and utilization of technology-based instructional materials (Lazaga & Madrigal, 2021).

While these previous studies have focused on barriers to and enablers of online learning, the issue of how to teach social science and assess student learning in the discipline in the online mode particularly in the context of SUCs has not been previously the subject of any inquiry. There seems to be a dearth of literature on what teaching methods and assessments social science instructors should employ in teaching social science general education courses in the online learning modality. This study was therefore conducted to explore the instructional strategies and assessments utilized by social science instructors in SUCs in teaching Readings in Philippine History and Life and Works of Rizal in the online mode. The results of this inquiry were utilized as basis of a proposed Guide in Teaching Social Science General Education Courses in the Online Learning Modality.

2. Method

2.1. Design

This is a qualitative study that explored the teaching strategies and assessment methods used by SUC instructors in teaching Readings in Philippine History and Life and Works of Rizal in the online learning mode.

2.2. Sampling and Inclusion Criteria

Participants of this study were 7 social science instructors in 6 SUCs in a province in the Philippines. They were selected using purposive sampling technique. The inclusion criteria are: (1) instructors in SUCs teaching social science general education courses who have regular permanent status; (2) have rendered teaching service for a minimum of 5 years; (3) and have master's or doctorate in the field of social sciences. Using this technique, the researcher selected these participants in the study because they can purposefully inform an understanding of the research problem or the central phenomenon under investigation.

2.3. Data Collection Instrument

The instrument used was an interview guide that contained the major question that pertains to the instructional strategies and assessments that instructors use in teaching Readings in Philippine History (RIPH) and Life and Works of Rizal (LWOR) in the online mode. The principal question was, "What are the innovative instructional strategies you have employed in teaching each subtopic of the courses Readings in Philippine History and Life and Works of Rizal in the online learning modality? What are the innovative assessment tools you have employed in assessing student learning for each of these sub-topics under the online learning modality?" Additional questions were asked by the researcher so that the participants could elaborate, rectify, or affirm their previous statements.

2.4. Data Gathering Procedure

Data were collected from the participants through an in-person or virtual in-depth semi-structured interview that utilized the guide questions. The interview is one of the primary methods utilized in data collection in qualitative research. It can be used in different settings to inquire about a specific topic or theme (Creswell & Creswell, 2017). The interview was semi-structured so that follow-up questions could be asked based on the initial information shared by the participants (Roulston & Choi, 2018). Before the interview, the researcher submitted a letter to the respective President of the six SUCs in the province to request approval to interview their social science instructor who meets the inclusion criteria. Once the social science instructor has been selected, the researcher established rapport with them and oriented them to the nature and purpose of the interview and the study in general. The researcher explained to the participants the purpose and methods of the research, the approach and duration of the interview, the observance of confidentiality of information, the obtaining of the participants' informed consent, the method and procedure of recording the interview, the utility of the interview data, and the manner of storage and disposal of the data. All interviews were done either in the state college or university where the instructors teach or through online platforms. With the consent of the participants, the interviews were audio-recorded to ensure that the information collected was accurate.

During the interview, the participants were informed of their freedom to speak in a language they feel most comfortable with to more clearly and conveniently express their ideas. After the interview, the researcher conducted a debriefing in which she restated to the

participants the purpose of the research. At the conclusion of the interview, the researcher expressed appreciation and gratitude to the participants for the time they spared and the knowledge they shared. Each interview was transcribed verbatim, and themes and codes were identified. Jacobs (2019) explained that transcription of interview data enables the researcher to accurately make direct quotes of interviewees, prove a particular outlook, stress a specific point, and offer a better framework for his findings.

2.5. Data Analysis Procedure

To analyze qualitative data, the researcher used recursive textual data analysis to identify the instructional strategies and assessments in the online learning modality used by the instructors. Lichtman's (2013) three Cs of coding, categorizing, and conceptualizing were employed to fully understand the participants' experiences.

2.6. Rigor and Trustworthiness

Potential bias and subjectivity in a qualitative inquiry were accordingly addressed by utilizing strategies that ascertained the rigor and trustworthiness of the research process (Lincoln & Guba, 1985).

To establish the trustworthiness of the data, the researcher conducted an initial interview of the participants followed by a transcription of the interview data. The transcriptions were then provided to each participant for their perusal, correction, or affirmation. The participants were then invited to conduct a second interview for member checking or response validation. Member checking is a method of returning the interview transcripts or analyzed data to the research participants that is utilized to validate, verify, or evaluate the trustworthiness of qualitative data (Birt et al., 2016). The second interviews were then transcribed verbatim. The codes, categories, and concepts formulated were organized and presented in a matrix format with the numbers of their corresponding significant statements also indicated as references. The transcribed interview data and the summary matrix of the codes, categories, and concepts were subjected to an audit trail by an expert in qualitative research. Field notes were also taken during the interview and kept to establish the dependability of the research.

2.7. Ethical Consideration

The researcher considered the general ethical principles of respect for persons, justice, and beneficence to ascertain that the study has ethical soundness. The researcher deemed it timely, important, and compelling to respond to the issue of how to teach Social Science general education subjects in SUCs using technology and internet-mediated pedagogy and assessment after the abrupt necessity of migrating to online learning has occurred as triggered by the COVID 19 pandemic. Social Science instructors in SUCs were informed of the nature, objectives, scope, and terms of the research and the advantages and risks that will accrue from their participation. They were informed that their participation is voluntary and that they are guaranteed their right to discontinue or withdraw if they feel discomfort or threat to their privacy. Sharing only those practices they are willing to share and not those which they viewed would jeopardize their teaching practice or put their uniqueness at stake was made clear to the participants. They were guaranteed their anonymity and the confidentiality and respect for their privacy of personal information. Standard safety and health protocols were observed accordingly to avoid health risks for the researcher and participants. For the face-to-face interviews, face masks were worn to observe sanitary practices in accordance with the protocols implemented by the government. The researcher guaranteed the participants that the study

would be for academic purposes only, which can serve as useful reference for important educational policies.

3. Results

Themes culled from qualitative data can be grouped mainly into two for each of the general education courses: Innovative Instructional Strategies and Assessment.

3.1. Instructional Strategies in Teaching Social Science in the Online Learning Modality

3.1.1. Blended Learning Activities

Professors testified to their university or college's employment of blended learning activities, a combination of online instructional delivery and module-based instruction. Under blended learning, there are two periods of classes: synchronous, in which the professor meets with students online; and asynchronous, in which students engage in self-learning of materials provided by the instructors and completion of activities included in the module. The use of blended learning activities was called for in response to the challenge of delivering instruction when face-to-face class was not permitted. Continuous online meetings with students could also not be facilitated due to internet connectivity problems.

3.1.2. Synchronous Online Activities

Professors from SUCs tried their best to conduct synchronous online classes despite students' problems with internet connection. In the second year of flexible learning, most SUCs have policies for their professors to conduct classes online. However, professors attest that they do not make attendance to online classes required of students but are only highly encouraged. The non-requirement of attendance to online sessions is attributed primarily to the inaccessibility of internet connection and limited availability of electronic gadgets among students. Synchronous classes were usually conducted once or twice weekly, for a maximum of 2 hours per session. Synchronous online class was one-way professors communicate with students regarding various concerns foremost among them being the conduct of lecture-discussions seconded by following up on students' submission of outputs and projects. As attendance in an online class is not required, professors still communicate with students about when to conduct an online meeting in conjunction with their class schedule. But although attendance is not required, professors highly encouraged students to attend the online class.

3.1.3. Interactive Lecture Discussions

Instructors engage students in interactive lecture-discussion during a synchronous online class. Lecture discussions are conducted to ensure that students learn the materials presented in the module. They believe that the presence of teachers is essential to facilitate the explanation and clarification of concepts and provide real-time answers to students' questions. Professors testified that the conduct of lecture discussion is augmented with the use of PowerPoint presentations while, for some others, by film and video presentations. Lecture discussion is crucial right now while students are still guaranteed safety in expressing their views. The questioning technique facilitates discussion and student-teacher interaction and solicits from students their ideas regarding the topic at hand. Discussing issues directly relevant to students' life also triggers an interactive response from them. Professors testified on the usability of lecture discussion in an online mode.

3.1.4. Group Reporting

Besides delivering lectures and generating interactive discussion during online class, professors also assign topics to students to research and report or present. Reporting is usually done by the group and typically on content and contextual analysis of primary sources in Readings in Philippine History and life, education, and travels of Rizal. For the topic, Controversies, and Conflicts in Philippine History, in particular, professors assign students to present the arguments of the issue and, in the process, engage them in a mini debate. The report is mainly comprised of the content of the assigned learning materials and the student's analysis. Following students' reporting is also the questioning phase where professors ask questions to determine students' understanding and classmates post questions for clarification.

3.1.5. Short Video and Film Presentation

Videos, for instance, of lectures of known historians are shown particularly in the subject Life, Works, and Writings of Rizal to supplement the professors' lecture. Films that tackle the life of Jose Rizal are also shown in class or assigned for students to view online during their asynchronous period. In one university, a video that recapitulates the topic for the week is also shown to students. The general purpose of video and film presentations is to supplement the lecture discussion by providing additional information and summary of the topic.

3.1.6. Use of Modules

Modules are the most widely used instructional tool and serve as the primary learning material during asynchronous periods. The use of modules is true for all SUCs considering that face-to-face instruction was not allowed during the pandemic. Modules already contained the lessons, readings, required activities and outputs, and the rubrics in grading these outputs all for the entire midterm and finals. Modules come in both print and soft copy formats. Especially during the first year of implementation of the flexible learning scheme, printed modules were distributed and collected by the university or college at designated drop-off and pick-up points in cities and towns where students reside. Modules in soft copy formats were uploaded in online platforms such as the class group chat boxes and learning management systems or sent to the teacher's electronic mails. Most modules are used university-wide or college-wide, but professors have the leeway to add reading materials, online references such as websites, and output requirements as they deem appropriate or necessary.

3.1.7. Advanced or Further Readings

Reading materials are provided to students as the primary learning materials or supplementary references. Professors expressed that in social science courses, assigning readings to students is a fundamental teaching strategy in view of the nature of the subject. Reading in advance or for further information is an indispensable strategy because the subject themselves call for an exploration, examination, investigation, and verification of facts long been presented by searching for other primary references that could compensate or even overturn this information. Reading is typically assigned during asynchronous activity.

3.2. Assessments in Teaching Social Science in the Online Learning Modality

3.2.1. Objective Types of Test

Social Science instructors still administer objective type of tests such as multiple choice, true or false, matching type, and identification types, even in an online learning modality. The administration of online quizzes is done through online platforms. Questions are formatted in

free web-based software, posted in group chats or learning management system, or sent to students' emails. Students are provided the link of the online software through which they can access the quizzes that are administered for a certain amount of time. For questions posted in group chats or sent to emails, students are to send back their responses to the instructor's email. Questions that are posted in the learning management system can be directly answered by the students.

3.2.2. Subjective Types of Test

The most commonly used and administered subjective type of test is essay. Essays are preferred by instructors because it allows them to explore more deeply students' understanding of concepts and principles. Students will provide their answers through explanation, allowing instructors to more effectively assess their learning. Students are also tasked to write their reflection on certain topics.

3.2.3. Term Examinations

Term examinations are still administered in the online mode. Types of tests are a combination of objective types like multiple choice, true or false, and identification and subjective type like writing essays. Examinations are usually given at midterms and finals, while for some professors, only one exam for the whole semester. Examinations are administered online, most commonly through free web-based software, or exam questions are uploaded in group chats.

3.2.4. Group Projects as Alternative Assessments

Instructors assign students projects either by individual or by group. The kind of project assigned to them to submit would also depend on the topic, ranging from engagement in mini-research of local history to production of a printed or digital output. These projects are most commonly authentic assessments in that students will formulate, create, and produce an output relying on their knowledge and creativity. Outputs could be in print or digital form.

3.2.4.1. Conducting Oral History

In the subject Readings in Philippine History, several professors assign students to conduct an oral history of their local community. The commonality in practice among instructors is their requirement that students look for the oldest member of their community and engage them in an interview to collect information on the origin of and changes that happened in their place. Students are to submit the audio-recordings and transcript of the interview as proof of their conduct of the project.

3.2.4.2. Making a Digital Output on One's Locality

The conduct of research is followed by the production of digital output. The digital outputs could range from transcriptions and recordings of the interview and analysis of oral history to tourism campaign materials such as digital pamphlets and video presentations of their research on the local history of their locality.

3.2.4.3. Individual Monologues

In assessing learning on the novels of Jose Rizal, students are assigned to submit their individual monologue about their chosen character. They will read and research more about the chosen character, construct a script of their monologue, and perform their monologue with

video-recording. The video-recording will serve as the final output to be submitted to the email of the instructor.

3.2.4.4. Digital Arts

One form of authentic or alternative assessment that students are required is digital arts. These are types of art that are fashioned with the use of computer software and electronic devices. The digital arts could be created using software like PowerPoint or adobe photoshop. This assessment type is more typically employed in the subject Life, Works, and Writings of Rizal. Pubmat is another form of art required of students to submit. This is a one-page digital output that incorporates both texts and graphic materials. The Pubmat is assigned in Readings in Philippine History particularly on the topic local history.

3.2.5. Output-Making as Authentic or Alternative Assessment

Aside from assessments on students' cognitive abilities, instructors also administer assessments in which students will showcase their skills by creating and producing outputs. In the course Readings in Philippine History, some instructors ask students to make caricatures reflecting their observation, understanding, and analysis of present-day social, political, and economic issues in the Philippines. In both RIPH and LWOR, students are tasked to construct graphic organizers showing concepts and their relationship to one another.

3.2.5.1. Drawing and Analyzing Caricatures

One topic in Readings in Philippine History is Political Cartoons during the American Period in the Philippines. These political cartoons or caricatures that reflect the Philippine society during the American colonization were published in American newspapers that circulated in the Philippines from 1900 to the 1940s. Requiring students to draw and analyse their own caricatures enable instructors to determine what for the students are the most appealing and significant issues in the Philippine society today. This assessment type also allows for the exposition of different skills and not only assess the cognitive component of student learning.

3.2.5.2. Graphic Organizers

Graphic organizers were assigned by professors to students generally to determine their knowledge of the subject matter and ability to summarize pertinent information. The most common graphic organizers used are Venn diagram and timeline

4. Discussion

On Instructional Strategies in Teaching Social Science General Education Courses in the Online Learning Modality

The implementation of Flexible Learning by the Commission on Higher Education (CHED) has engendered the utilization of blended learning among six State Colleges and Universities (SUCs) in one province. In the experience of these six SUCs, blended learning has been implemented as a combination of synchronous and asynchronous periods. However, in the first year of the pandemic, the online meeting of teachers and students was not feasible for various reasons. Paramount among them is students' poor to no internet connection. This is admissible because there are areas in the Philippines where internet connection is not yet available or could not be reliable (Lapitan et al., 2021). The impracticability of a consistent online meeting to substitute the regular in-person classes is compensated by modules. Students

were provided with their learning module in which all lessons, readings, required outputs, and rubrics were included for them to peruse in advance (Tomej et al., 2022).

When safety measures during the pandemic became moderate and people's activities were permitted to gradually return to the old normal, the SUCs implemented a policy requiring professors to handle regular synchronous online classes at least once or twice a week. Professors considered online meetings important to engage in useful activities such as interaction with students, following up on students' submission of outputs, and discussion of lessons in the module. Synchronous class has been identified as strong in facilitating real-time interpersonal communication, utilizing natural language, and providing immediate feedback (Fabrizz et al., 2021). But while the conduct of synchronous online classes was a requirement by SUCs among their instructors, the latter does not require students' attendance in online classes in consideration of their various situations and conditions. Hence, the projecting motif in this aspect is attendance may not be required but is strongly encouraged.

Instructors deem it necessary to conduct lectures to explain and clarify concepts, principles, and theories and correct misconceptions that potentially arise. For instructors, this is a rudimentary task they should perform to ensure that students learn the lessons and attain the set learning objectives. Lectures combined with active learning practices such as argumentative interaction enables students to immerse themselves in more meaningful and deeper learning (Archila et al., 2022). Hence, the question-and-answer method was employed and still proved viable to kindle discussion. Professors relate the lessons to students' real-life experiences to rouse their interest and attract them to participate in the exchange of ideas. Lecture discussion remains an indispensable strategy in delivering instruction even in the online modality. The online platform facilitates the conduct of lectures, the interaction between teachers and students, and the discussion and exchange of views (Coman et al., 2020). The use of PowerPoint presentations to supplement online lecture-discussion is ubiquitous among college professors to improve students' satisfaction with lectures and understanding of content, especially with the use of illustrations (Ansayam & Tan, 2021). SUC instructors also present videos and films to augment the lecture-discussion because videos enable students to create mental images that aid in their visualization of abstract theoretical concepts. Videos were opined to be helpful in students' acquisition of an overview and basic understanding of the lessons, although they may be inappropriate for comprehensive learning (Lochner et al., 2016).

Professors do not monopolize the creation of content in online learning; rather, they provide learning opportunities for students to collect information about a topic assigned to them to report or present in class. The presentation is followed by an examination of students' knowledge and analysis through the employment of the questioning technique. Group reporting is one form of collaborative learning where students are left to perform learning activities in small groups. This is an avenue for learner-learner interaction in online settings that promotes students' academic abilities because they learn within a dynamic and creative environment that enhance their social skills and enrich their overall learning experience. Group reporting as collaborative learning also permits an active interchange of ideas within the group, increases students' motivation, promotes their critical thinking, stimulates socialization, and improves their attitudes toward learning (Crisanto, 2018).

As the daily online class is also not encouraged much more permitted, asynchronous sessions are also observed. During this period, modules served as students' primary learning material. It includes all necessary elements such as instructions, motivational activities, lessons, readings, assessments, and rubrics that will permit students to engage in independent learning. Modules formulated by SUC instructors are interactive and capable of supporting student

learning even without the presence of the professors. Modules must facilitate students' acquisition of 21st-century skills, engagement in collaborative undertakings, enhancement of problem-solving skills, and knowledge creation (Bachner, 2014). One module content is a list and link of reading materials suggested for advanced or further readings. These materials are either already provided in the module, looked up by students online through the links provided by the instructors, or the pdf copy of which are provided by the professors themselves. These resources enforce or complement the content already structured in the module, so there will be a free-flow exchange of ideas during synchronous sessions. From the list of references in the modules, students can acquaint themselves with various online tools like discussion boards, podcasts, and screencasts.

Often, learning resources for use in class can be accessed online. Varying and supplementing the reading materials in the module with online learning materials permit students for informed use and capacitates them to design the learning environment most responsive to their individual needs and preferences (Sharoff, 2019). The instructional strategy that taps educational sites on the internet and the provision of materials to reinforce lessons were found to have enhanced students' academic self-reliance and self-confidence (Ansayam & Tan, 2021).

On Assessments in Teaching Social Science General Education Courses in the Online Learning Modality

Along with the distribution of instructional materials and conduct of lectures in the online mode, assessment is also administered online. One form of online assessment is objective type of test administered mostly with computer-based assessment tools. The marking of objective tests is based on the answer as only either right or wrong. Subjective or normative judgments are eliminated. Multiple choice tests are the most common, followed by true or false, chronological ordering, matching type, and filling-in of blanks. Multiple-choice tests and exams are the typical tests administered because of their effectiveness and capability to yield the same test scores and their ease of administration and management of learner response. They are shown to improve retention of the material being tested and to enhance performance on consequent tests. Online learning calls for a summative assessment that includes tests and examinations (Johnson & Davies, 2012).

Essay tests are also employed to compensate for the limitations of objective tests to assess other areas of learning. Constructed-response tests like essays earned positive feedback from online lecturers regarding their ease of test administration, submission, and provision of feedback and grading. Essay questions are utilized because they can test not only knowledge of content but also the skills in writing comprehensively and persuasively. A student who participated in one study focusing on essay format exams showed an increase in their average mark in essay tests compared with their previous performance (Moore, 2018).

Examinations are stressed by SUC instructors as still being administered in the online learning modality. Despite the challenges they and their students face, they try to provide midterms and finals or any of these two exams only. Exams are administered because they serve as basis for the assimilation of learnings attained by the students at the end of a term. Exams provide both teachers and students relative assurance that students know that they can draw from their knowledge when called for. Exams also serve as an indicator of learning as students' marks were reported to be dependent on their performance in the exam (Godor, 2016).

One form of alternative assessment SUC instructors administer is group project in which students will produce outputs using multimedia formats. One of these group projects is to

conduct an oral history of one's locality under the subject Readings in Philippine History. Professors group students according to their residence so that barriers to communication and engagement can be minimized, geographic dispersions can be addressed, financial expenses will be lowered, and the project can be of high quality, owing to the student's familiarity with their local place. The instructor leading the creation of groups is preferred to ensure the distribution and balance of skills, knowledge, and work attitude (Ekblaw, 2016). In producing their outputs, students employ technology-like creation tools to prepare and produce multimedia outputs (Lebenicnik et al., 2015), as in this study, digital outputs such as video and PowerPoint presentations. Students are also assigned to produce a video recording of their monologues in the subject Life, Works, and Writings of Rizal. Termed by the instructor historical imagination through interior monologues, this project will require students to create a script, perform a monologue pertaining to their chosen character in the *Noli Me Tangere* and *El Filibusterismo*, and capture their performance in a video format. Studies have reported that students' video production can enhance their engagement and learning in online courses (Stanley & Zhang, 2018). Creating videos also allows students to comprehensively understand the lesson, articulate their knowledge of the subject matter, and enhance their communication, technical and problem-solving skills (Rupasinghe, 2021).

Professors also employ graphic organizers as forms of alternative assessment. Commonly used graphic organizers are Venn diagrams, timelines, and matrices. Studies have reported that students who generate graphic organizers as their assessment have achieved higher levels of cognitive engagement and considered alternative views in discussions. Students only summarize previous lessons or point out new issues instead of elaborating on new topics if they do not produce graphic organizers (Kwon et al., 2018).

5. Conclusion

This qualitative exploration has revealed the practices of SUC instructors in social science in their pedagogy and assessments under the online learning modality. Teachers and students demonstrated resourcefulness and initiative in meeting online to conduct classes, especially in the first year of the pandemic. Most of the instructional strategies employed online are similar with the traditional strategies used in face-to-face classes. Assessment types are also only migrated and adjusted to the online platform. The teachers' use of conventional instructional strategies and assessments implies that students' experience in learning social science courses is the same regardless of the learning modality. This also implies that the modernity of the times and the advancement of technology has not been fully taken advantage of in teaching courses that are the most relevant to students' understanding of the intricacies of the fast-changing world. Still, the instructional strategies and assessments used in the online mode can target the enhancement of the critical thinking skills of students. These are the strategies and assessments always used because they are appropriate for the students' attainment of the set learning outcomes as indicated in the course syllabus and they satisfy the requirement for constructive alignment among learning outcomes, content, teaching strategies, and assessments.

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