Application Details

Manage Application: Textbook Transformation Grant

**Award Cycle:** Round 3

**Internal Submission Deadline:** Sunday, May 31, 2015

**Application Title:** 135

**Submitter First Name:** Shalonda

**Submitter Last Name:** Heard

**Submitter Title:** Director of Grants

**Submitter Email Address:** shalonda.heard@darton.edu

**Submitter Phone Number:** 229-317-6489

**Submitter Campus Role:** Grants Office

**Applicant First Name:** Deborah

**Applicant Last Name:** Liss-Green

**Applicant Email Address:** deborah.lissgreen@darton.edu

**Applicant Phone Number:** 229-317-6865

**Primary Appointment Title:** Assistant Professor of Theatre/Theatre Program Coordinator

**Institution Name(s):** Darton State College

**Team Members (Name, Title, Department, Institutions if different, and email address for each):**

Deborah Liss-Green

Assistant Professor of Theatre & theatre Program Coordinator

deborah.lissgreen@darton.edu

Elizabeth Perkins

Dean of Humanities and Social Science

elizabeth.perkins@darton.edu
Proposal Title: 135

Course Names, Course Numbers and Semesters Offered:
THEA 1100: Theatre Appreciation
Offered: Fall, Spring, & Summer

Final Semester of Instruction: Fall 2015
Average Number of Students per Course Section: 30
Number of Course Sections Affected by Implementation in Academic Year: 3
Total Number of Students Affected by Implementation in Academic Year: 90
Project Goals:
Ms. Liss-Green has been teaching Theatre Appreciation (1100) as a course with a strong online learning component for the past five years. The online component asks that students go beyond the textbook to research a variety of topics and post findings to the online discussion board. Her experience with her students has led her to identify the following project goals:

- To reduce student cost associated with the current THEA 1100 textbook.
- To identify open access reading and viewing material that provides current information on theatre history, craft, and practitioners.
- To increase general education students’ ability to engage with online source materials in ways that involve higher order thinking.
- To enable general education students and the instructor to personalize the course content to individual interests while maintaining current information and meeting course objectives.

Statement of Transformation:
Identification of the Problem: The current textbook, while a comprehensive overview, is continually being updated to new editions of increasing cost to our students. As an access institution that services many students of limited financial means, high textbook costs may pose a barrier to successful classroom performance. The instructor has found that students often delay the purchase or rental of the text to their detriment. In addition, students only minimally engage with the textbook, an experience that is apparently widespread in General Education courses (Parks). The performance of her students mirrors those in a recent study of business students by Berry, Cook, Hill, and Stevens, reporting “that only 18% completed assigned reading prior to class” (qtd. in Parks 47). Additionally, studies indicate that the students who do complete the required reading prior to class time engage in a “shallow level of reading” and a heavy reliance on “rote memorization” and “rehearsal” (Parks 47). Considering the lack of engagement and deep learning, asking students to spend an increasing amount of money on a textbook, which they will more than likely only skim, is wasteful and fruitless.
Proposed Transformation: THEA 1100 is taught every semester, and as an Area C core curriculum course, is of value to all students in all areas, including several career track programs. The course offers two options for completion, academic and applied, both of which require engagement with the assigned reading. The applied option students expand their growing knowledge by working in practical areas of theatre production on campus, while academic option students expand theirs by completing a series of projects and papers. In both options, comprehension of reading is assessed through online quizzes and discussion board posts. While open resource theatre survey textbooks are available, the team has not identified one that is strong enough to meet the objectives of the course as it has been developed. The proposed transformation involves identifying and organizing a broad array of resources to broaden the learning experience of the students. With its free and ready access, the adoption of a variety of expert source material will increase engagement with quality information that will more effectively complete the experience of both applied and academic study. In addition, it is our hope that combining the option to gain practical knowledge with no-cost course materials will increase the number of students enrolling in and successfully completing the course. The majority of our Area C course options involve the purchase of costly textbooks. One exception is Music Appreciation (MUSC 1100) which has experienced an increase in enrollment since adopting no-cost course materials.

In addition to content-specific student learning outcomes, THEA 1100 is designed to increase the students’ information literacy (Darton State’s QEP) through the course discussion board. The students are required to post researched information for all to discuss according to guidelines that foster critical thinking. The transformation to OER material that is selected from GALILEO and additional reputable sources will increase student facility with academic source material and allow learners to more readily select topics and information of interest to them, enabling a more rigorous and learner-centered approach.

Transformation Action Plan:

Because all THEA 1100 courses are taught by a single instructor, this transformation will be comprehensive, affecting all fall and spring sections of the course. No student taking THEA1100 will be expected to purchase a text effective Fall 2015. Our plan includes the use of materials already identified by the instructor, as well as the identification of additional, high-quality materials. We are interested in organizing, identifying, and gathering an assortment of resources.

The course materials may include:

- A variety of TED Talks, including celebrated voice and acting teacher, Patsy Rodenberg’s “Why I do Theatre” (http://www.ted.com/talks/patsy_rodenburg_why_i_do_theater) and director/choreographer/designer Julie Taymor’s “The Lion King, Spider Man and Life on the Creative Edge” (https://www.ted.com/talks/julie_taymor_spider_man_the_lion_king_and_life_on_the_creative_edge#t-82291)

The course syllabus will continue to require engagement with live theatre as well as hands-on experiential projects for both the applied and academic options. However, the Learning Modules will be re-organized around OER resources with new assessments created to measure the Student Learning Outcomes. The OER will be organized for storage within a Darton State College LibGuide and uploaded into the GA View course.
Quantitative & Qualitative Measures: In order to measure the success of this project, we will begin by piloting a new final exam in Summer 2015 to get baseline data. The final exam will link specific questions to student learning outcomes (SLOs). The same final exam will be given in Fall 2015 and Spring 2016. We will compare the mastery of SLOs from Summer 2015 to that of the mastery of SLOs with the new OER platform to see if the new learning materials have a significant impact. We will also review the DFW rate for the course for Fall 2015/Spring 2016 and compare it to information for the past 10 semesters in which the course has been taught. The goal is to have a pass rate (C or higher) of at least 90% in the Fall 2015/Spring 2016 sections. In addition to these measures, we will examine the means for question #2 on the student evaluation of faculty form to measure student satisfaction with required materials: “Books, study guides, and other required materials were relevant to the nature and subject of the course.” The goal for this standard is to have all students answer strongly agree. Naturally, the overall mean for the student evaluations will also be compared for Fall 2015/Spring 2016 to previous semesters to gauge overall student satisfaction.

Another quantitative measure we will use will be the enrollment number for Spring 2016 as compared to Spring 2015. As mentioned previously, we have seen enrollment increase when students know a no-cost course materials option exists in an area. The goal is to not only increase retention but to increase interest in the course, ultimately enabling an additional section(s) of the course.

Finally, a survey with both quantitative and qualitative questions will be given to students to specifically request information about how the required course materials impacted their experience, the mastery of information, and their interest in theatre. We will give the survey beginning Summer 2015 to get comparative data to see if the new materials had a significant impact on student engagement. The survey will include 5-10
Timeline:

June 23, 2015

Initial meeting to discuss full project plans and responsibilities; begin research

June 25, 2015

Create master list of all topics to be covered and compile current resources and data

July 8

Finalize topics and subtopics; revise syllabus and student learning outcomes

July 13, 2015

Attend kick-off training

July 14, 2015

Create student surveys to be implemented

Statements using a scale of strongly agree to strongly disagree. A sample of these statements is as follows:
The resources provided to me through the course and LibGuide made the course more interesting.
The resources provided to me through the course and LibGuide improved my understanding of theatrical works and concepts.
The resources provided to me through the course and LibGuide enhanced my desire to learn more about theatre and theatrical works.
Create final exam

July 15, 2015

Finalize full collection of all open resources to be used

July 16-20, 2015

Administer Summer 2015 student surveys

July 29-30, 2015

Administer Summer 2015 final exam

August 3, 2015

All created materials sent for editing

August 6, 2015

Calculate Summer 2015 baseline data from student surveys and evaluations, final exams, enrollment numbers, and DFW rates.

August 11, 2015

All created materials integrated with open resources and uploaded to LibGuides

August 14, 2015

Submit progress report outlining progress to date and baseline data for comparison.

August 19, 2015
THEA 1100 begins with new OER materials

November 20, 2015
Administer Fall 2015 student surveys

December 10-15, 2015
Administer Fall 2015 final exam

January 15, 2016
Calculate Fall 2015 data from student surveys and evaluations, final exams, enrollment numbers, and DFW rates; compare to baseline data
Submit final report

Budget:
Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of THEA 1100. Nearly all of the work necessitated for this project demands work above and beyond the regularly assigned duties of the team members and will have to be completed outside of work hours.

Team members include two faculty members, a faculty librarian, and an editor.

- Deborah Liss-Green, Assistant Professor of Theatre, will be primarily responsible for the researching, identification and alignment of course materials, the writing of original course documents, and travel.
- Elizabeth Gassel Perkins, Dean of Humanities and Social Science, will be responsible for the design of student surveys, assessment data, the submission of required paperwork, and travel.
- Caryl Nemajovsky, Assistant faculty librarian, will upload materials and create the designated LibGuide.
- Shalonda Heard, Director of Grants, will serve as project editor, compile and edit documents, and travel as needed.

Deborah Liss-Green
$5,000.00

Elizabeth Perkins
$2,000.00

Caryl Nemajovsky
$1,500.00

Shalonda Heard
$1,500.00

Travel/Design Materials
$800.00

Total Project Budget
$10,800.00

Sustainability Plan:

Ms. Liss-Green, the sole instructor of the course, teaches the course every semester, including summer. The possibility of a second theatre instructor exists; however, such an instructor will be asked to teach technical theatre, thereby freeing Ms. Liss-Green to offer an additional section of THEA 1100. Due to the frequency of the course offering and the consistency of the instructor, review of course materials will be done on a regular basis to ensure that they align with course objectives and activities.

The use of Open Educational Resources (OER) for THEA 1100 has a high level of support.
from campus administrators including the VPAA, Dean of Humanities, and the incoming Chair of Fine Arts.
May 24, 2015

University System of Georgia
Affordable Learning Georgia
Athens, GA 30606

Dear Selection Committee:

As Dean of the School of Humanities and Social Science, I fully support the University System of Georgia’s desire for institutions to transform their use of textbooks and create lower cost learning materials. I pledge my full support of the THEA 1100: Theatre Appreciation textbook and learning resource transformation plan being submitted to Affordable Learning Georgia.

It is Darton State College’s desire to increase access to a college education by making learning resources affordable and accessible to students. The proposal being submitted by faculty in the Fine Arts Department will provide significant cost savings for students taking the Theatre Appreciation course because it will fully replace the existing costly course textbook with a no-cost option. The planned transformation will also serve as a model for transforming other courses at our institution.

We are fully committed to sustaining the use of the newly created, no-cost textbook and learning materials for the Theatre Appreciation course. The Fine Arts Department will use this new no-cost textbook and learning material in all future course offerings.

Sincerely,

Elizabeth Gassel Perkins
Dean of Humanities and Social Science
May 13, 2015

University System of Georgia
Affordable Learning Georgia
Athens, GA 30606

Dear Selection Committee:

As Interim Vice President of Academic Affairs, I am excited about the proposed ALG Textbook Transformation Initiative. I fully support the use of Open Education Resource (OER) course material for THEA 1100: Theatre Appreciation at Darton State College. Our institution has a long history of dedication to meeting the needs of Southwest Georgia and I firmly believe that this textbook transformation project will further that aim.

The proposed project will fully replace the existing textbook and replace it with no-cost-to-student learning materials. This project will provide financial savings for students as well as serve as a model for transforming other academic courses on campus. Darton State College looks forward to the creation, completion, and adoption of OER course materials for THEA 1100. Darton State College is committed to sustaining the use of course material after the project period and adopting it for use in all sections of the course when offered.

Sincerely,

[Signature]

Dr. Joan Darden
Interim Vice President for Academic Affairs

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C: File
   Ms. Heard
Reference