Spring 2016

Tomorrow's World Today

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Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
  - The syllabus should provide the framework for both direct implementation of the grant team’s selected and created materials and the adaptation/ transformation of these materials.
- Initial Proposal
  - The initial proposal describes the grant project’s aims in detail.
- Final Report
  - The final report describes the outcomes of the project and any lessons learned.

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Syllabus
Hello! Our initial foray into the semester will examine time management, test taking skills, critical thinking skills with a concurrent focus on advising and other administrative and academic dynamics of university success.

### Course Schedule

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-Aug</td>
<td>Welcome!!!</td>
<td>Welcome, collect necessary course materials</td>
<td></td>
</tr>
<tr>
<td>25-Aug</td>
<td>Take online quiz →</td>
<td>&quot;The bad news is time flies. The good news is you're the pilot.&quot; -- Michael Altshuler</td>
<td></td>
</tr>
<tr>
<td>27-Aug</td>
<td>Epistemology!!</td>
<td>Discussion: How do we know...we know, and who cares! Gen Ed</td>
<td>Critical thinking skills</td>
</tr>
<tr>
<td>3-Sept</td>
<td>Get our Facebook page running</td>
<td>Generate citations in MLA, APA &amp; Chicago formats for your bibliography Link: <a href="http://easybib.com/">http://easybib.com/</a> or Son of Citation</td>
<td>Assignment #1</td>
</tr>
<tr>
<td>8-Sept</td>
<td>Start thinking about Global Diversity</td>
<td>The Wheel !!! (find the diversity wheel diagram)</td>
<td>Labor day Sept 5-7</td>
</tr>
<tr>
<td>10-Sept</td>
<td>Intro to 7 Revs</td>
<td>Global Engagement Midterm Assignment</td>
<td></td>
</tr>
</tbody>
</table>

### Unit 1: Population:
This unit examines population changes and how they may impact the world of the future. We will also examine population shifts based on migrations, repatriation, and immigration. While our primary focus is on the dynamics of population increase, we will also examine population deficiencies (loss) and their root causes.
<table>
<thead>
<tr>
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<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Unit 2: Resource Management:</strong> Here we will examine the natural resources; their uses, functions, and availability. Food water and energy are our primary subjects. We will examine production, scarcity, and innovations and options.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Collect facts on global resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Presentations Opportunities:</strong> For the next three class periods we will be presenting our research. Remember to participate in 50th anniversary celebration</td>
</tr>
<tr>
<td>8-Oct</td>
<td>Group presentations</td>
<td>Group presentations on population, resource management, technology, information flow, economic integration, conflict/security, and governance</td>
</tr>
<tr>
<td>13-Oct</td>
<td>Group presentations</td>
<td>Presentations continues</td>
</tr>
<tr>
<td>15-Oct</td>
<td>Group presentations</td>
<td>Presentations continues</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unit 3: Technology:</strong> Technology impacts every aspect of our lives. Our focus here is to examine three main areas. Innovations in biotechnology, nanotechnology, and resources management (described in the previous unit) are our primary concerns.</td>
</tr>
<tr>
<td>22-Oct</td>
<td>What is our ranking in the world?</td>
<td>Find Examples of innovation, you will present Assignment in class</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unit 4: Information Flow:</strong> Here we will examine the impact of knowledge acquisition and dissemination. Our primary focus here is to identify ways knowledge allows us to bridge gaps between individuals, cultures, nations, and continents. We will examine the tripartite notions of time, space, and place with a concurrent focus on the challenges of each.</td>
</tr>
</tbody>
</table>
### Unit 5: Economic Integration

This unit examines the ever-changing economic relationship and how resources, technology, politics, and culture merge. We will also examine how mergers, trading blocks, multilateral and bilateral agreements, regional integration, and tariffs impact our lives. Thus our journey is to y aspects of global economic integration.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Essay/Reading/Discussion</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Nov</td>
<td>Movie!</td>
<td>Let’s view economic Integration <a href="https://www.youtube.com/watch?v=QKy0RiYzRjo">https://www.youtube.com/watch?v=QKy0RiYzRjo</a></td>
<td>Examine theories and take notes.</td>
</tr>
<tr>
<td>12 Nov</td>
<td>What has happened here</td>
<td>Let us examine local (micro) economic activity government budgets personal budget, spending</td>
<td>Check NY Times for similar stories</td>
</tr>
</tbody>
</table>

### Unit 6: Conflicts

Here we intend to identify the sources of global conflict. We will examine various conflicts around the world with the intent to understand the source(s). In addition, a concurrent aim is to examine the literature describing how conflict can be resolved and avoided.

<table>
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<th>Activity</th>
<th>Essay/Reading/Discussion</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 Nov</td>
<td>Why can’t the world chill out?</td>
<td>In-class global conflict share finding with peers (peer 2 peer)</td>
<td></td>
</tr>
<tr>
<td>19 Nov</td>
<td>Examine Conflict Barometer</td>
<td><a href="http://hiik.de/exhibit_09/">http://hiik.de/exhibit_09/</a></td>
<td>Integrate governance</td>
</tr>
</tbody>
</table>

### Unit 7: Governance

This final unit examines the general theme of governance and its transformation from traditional models to newer model. Here we intend to look at case studies of specific regional governments while examining the future or governance. We will also reflect on how technology is impacting governance.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Essay/Reading/Discussion</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Dec</td>
<td>Change in Government</td>
<td>The role of government is .....</td>
<td>Apply situational context</td>
</tr>
<tr>
<td>3 Dec</td>
<td>Read-Out loud</td>
<td>Read “Leadership, Ethics and Citizenship” <a href="#">QUIZ</a></td>
<td>End of course survey</td>
</tr>
<tr>
<td>7 Dec</td>
<td>Summary Review</td>
<td>Reflect LAST DAY of class, we did it</td>
<td></td>
</tr>
</tbody>
</table>

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Hello! Our initial foray into the semester will examine time management, test taking skills, critical thinking skills with a concurrent focus on advising and other administrative and academic dynamics of university success.

### Course Readings Schedule Sp 2016

<table>
<thead>
<tr>
<th>DATE</th>
<th>CLASS TOPIC</th>
<th>ASSIGNMENT</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>12--  Jan</td>
<td>Welcome!!!</td>
<td>Welcome, collect necessary course materials</td>
<td></td>
</tr>
<tr>
<td>14–  Jan</td>
<td>Course and Syllabus Review</td>
<td>Read Syllabus (discuss student success)</td>
<td></td>
</tr>
<tr>
<td>19 – Jan</td>
<td>Time Out !!</td>
<td>&quot;The bad news is time flies. The good news is you're the pilot.&quot; -- Michael Altshuler. Time Management Presentation</td>
<td>Complete daily planner</td>
</tr>
<tr>
<td>21–  Jan</td>
<td>Take online quiz → QUIZ</td>
<td><a href="http://www.mindtools.com/pages/article/newHTE_88.htm">http://www.mindtools.com/pages/article/newHTE_88.htm</a></td>
<td></td>
</tr>
<tr>
<td>26–Jan</td>
<td>Epistemology!!</td>
<td>Discussion: How do we know...we know, and who cares! Gen Ed</td>
<td>Critical thinking skills</td>
</tr>
<tr>
<td>28 – Jan</td>
<td>Get our Facebook page running</td>
<td>Generate citations in MLA, APA &amp; Chicago formats for your bibliography</td>
<td>Assignment 1</td>
</tr>
<tr>
<td>2 - Feb</td>
<td>Start thinking about</td>
<td>➔ Global Diversity The Wheel !!!</td>
<td></td>
</tr>
<tr>
<td>4 Feb</td>
<td>Intro to 7 Revs</td>
<td>Global Engagement Midterm Assignment</td>
<td>7revs Online</td>
</tr>
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Unit 1: Population: This unit examines population changes and how they may impact the world of the future. We will also examine population shifts based on migrations, repatriation, and immigration. While our primary focus is on the dynamics of population increase, we will also examine population deficiencies (loss) and their root causes.

| 9 - Feb | 40 maps that explain the world→ ➔ | http://www.washingtonpost.com/blogs/worldviews/wp/2014/01/13/40-more-maps-that-explain-the-world/ |                                            |
|        | AND...                             | http://www.washingtonpost.com/blogs/worldviews/wp/2013/08/12/40-maps-that-explain-the-world/ |                                            |
## Unit 2: Resource Management

Here we will examine the natural resources; their uses, functions, and availability. Food water and energy are our primary subjects. We will examine production, scarcity, and innovations and options.

### 23 - Feb

- **Look up PDF**
- **Examine Natural Resources by county from CIA World Factbook** [https://www.cia.gov/library/publications/the-world-factbook/fields/2111.html](https://www.cia.gov/library/publications/the-world-factbook/fields/2111.html) and **See Environmental Protection Agency Fact sheet** [www.epa.gov/osw/education/quest/pdfs/03factsh.pdf](http://www.epa.gov/osw/education/quest/pdfs/03factsh.pdf)
- **Collect facts on global resources**

### 25 - Feb

- **Sustainability**

### 1 - Mar

- **Get your popcorn/carrot sticks ready!**

### Presentations Opportunities

For the next three class periods we will be presenting our research.

### 3 - Mar

- **Midterm Findings**
- Midterm presentations on population, resource management, technology, information flow, economic integration, conflict/security, and governance

### 8 - Mar

- **Midterm**
- Presentations continues

### 10 - Mar

- **Mid...continues**
- Presentations continues

## Unit 3: Technology

Technology impacts every aspect of our lives. Our focus here is to examine three main areas. Innovations in biotechnology, nanotechnology, and resources management (described in the previous unit) are our primary concerns.

### 15 - Mar

- **Evolution or Devolution?**

### 17 - Mar

- **What is our ranking in the world?**
- Find Examples of innovation, you will present Assignment in class

### 22 - Mar

- **UN(safe): is new technology comply with our rights**

## Unit 4: Information Flow

Here we will examine the impact of knowledge acquisition and dissemination. Our primary focus here is to identify ways knowledge allows us to bridge gaps between individuals, cultures, nations, and continents. We will examine the tripartite notions of time, space, and place with a concurrent focus on the challenges of each.
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<th>Activity</th>
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<tbody>
<tr>
<td>24-Mar</td>
<td>Identify data measurements</td>
<td>Read “All Too Much” and “Data Data Everywhere” and “The More You Use Google, the More Google Knows About You”</td>
</tr>
<tr>
<td></td>
<td>QUIZ</td>
<td>Do a search for the second article</td>
</tr>
<tr>
<td>29-Mar</td>
<td>Privacy vs. Convenience</td>
<td>Read “For Some, Online Persona Undermines a Résumé”</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.nytimes.com/2012/02/05/opinion/sunday/facebook-is-using-you.html?pagewanted=all">Link</a></td>
</tr>
<tr>
<td>31-Mar</td>
<td>(MIS)Information</td>
<td>Fake is the new real!</td>
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<td></td>
<td></td>
<td><a href="http://www.nytimes.com/2012/02/05/opinion/sunday/facebook-is-using-you.html?pagewanted=all">Link</a></td>
</tr>
<tr>
<td>31-Mar</td>
<td>(MIS)Information</td>
<td>Fake is the new real!</td>
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**Unit 6: Conflict**: Here we intend to identify the sources of global conflict. We will examine various conflicts around the world with the intent to understand the source(s). In addition, a concurrent aim is to examine the literature describing how conflict can be resolved and avoided.

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<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 April</td>
<td>Let’s examine global currencies</td>
<td>Let’s view economic Integration</td>
</tr>
<tr>
<td>14 April</td>
<td>What has happened here</td>
<td>Let us examine local (micro) economic activity government budgets personal budget, spending</td>
</tr>
</tbody>
</table>

**Unit 7: Governance**: This final unit examines the general theme of governance and its transformation from traditional models to newer model. Here we intend to look at case studies of specific regional governments while examining the future or governance. We will also reflect on how technology is impacting governance.

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<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>26 April</td>
<td>Change in Government</td>
<td>The role of government is .....</td>
</tr>
<tr>
<td>28 April</td>
<td>Last Day! Read-Out loud</td>
<td>Read “Leadership, Ethics and Citizenship”</td>
</tr>
</tbody>
</table>

**FINAL EXAM DATE**
Initial Proposal
Manage Application: Textbook Transformation Grant

Award Cycle: Round 3

Application Title: 139
Submitter First Name: Carlton
Submitter Last Name: Usher
Submitter Title: Associate Professor of Political Science/First-Year and Transition Studies
Submitter Email Address: cusher@kennesaw.edu
Submitter Phone Number: 470 578 3540
Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Carlton
Applicant Last Name: Usher
Co-Applicant Name(s): Linda Lyons
Applicant Email Address: llyons5@kennesaw.edu
Applicant Phone Number: 470 578-7783
Primary Appointment Title: Director of Strategic Initiatives
Institution Name(s): Kennesaw State University

Team Members (Name, Title, Department, Institutions if different, and email address for each):
Dr. Carlton A. Usher, Associate Professor of Political Science, Department of First-Year and Transition Studies, University College
Dr. Linda Lyons, Director of Strategic Initiatives, Assistant Professor of Education, Department of First-Year and Transition Studies, University College

Sponsor (Name, Title, Department, Institution):
Ruth Goldfine, Chair, Department of First-Year and Transition Studies, University College, Kennesaw State University

Proposal Title: 139

Course Names, Course Numbers and Semesters Offered:
Project Goals:

The primary goal of this project is to improve course content delivery by investigating whether the use of an open no-cost learning materials format as an alternative to traditional textbook usage, would be an effective method of achieving the Learning Outcomes (LO) in a first-year seminar course (KSU 1111).
Statement of Transformation:
All first-year, full-time students entering Kennesaw State University with fewer than 30 credit hours are required to enroll in one of four first-year seminars or a learning community during their first year. The KSU 1111 seminar encompasses the Global Strategies Institute’s research-based twenty five year projections of seven pivotal challenges impacting a global world. These seven are: population, resource management, technology, knowledge flow, economic integration, conflict/security, and governance.

Considering the topical nature of this course, it is difficult to find a single textbook to deliver content in each of the 7 areas. The solutions to this challenge include constructing reading packets, delivering copied handouts, using common readers, and requiring a list of supplementary text. While these tools have been somewhat useful and effective, a pivotal challenge remains apparent. These items purchased together are a great cost to the students. These things considered, in our proposal we seek to investigate whether using a Facebook page fortified with links from relevant contributors will offer a more salient pedagogy and a cost efficient content delivery system. The use of Facebook will not substitute online activities for in-class activities. It will, however, present a platform where open educational resources can efficiently replace a textbook.

Using resources readily available on the World Wide Web and linking them to a Facebook page will allow access to a larger pool of peer-reviewed materials thus positively impacting the instructor’s ability to utilize the highest relevant course content. Additionally, content delivered using smart maps, real time tickers, public research data, periodicals, and other multi-media formats will benefit both student and instructor. Students benefit from using social media because: (1) it lessens the financial burden; (2) it centralizes and organizes all course content on one platform; and; (3) it is a familiar engaged space for them. Previous Scholarship of Teaching and Learning (SOTL) research using Facebook demonstrates why Facebook use will be effective alternative.

Consistent with the literature, student responses to using Facebook in the classroom were overwhelmingly positive. In fall of 2010 (N1), 76% believed that using current events and Facebook greatly improved their understanding of current issues. In 2011 (N2), 67% believed it had a high positive effect. There was 100% agreement that it had at least some effect. When asked about the best use for Facebook in the classroom, an overwhelming 85% believed that Facebook’s most important utility was that it became a usable database connected to the course—in essence, a one-stop-shop resource. (Usher, 2013)

Preliminary research on social media and first-year students indicate an overwhelming enthusiasm for Facebook as part of the course framework. The transformative impact includes a reduction of cost, inclusion of multi-media content, student-centered learning, and a non-traditional delivery of content we hope will be a future model throughout the college.


Transformation Action Plan:
The new course will require the creation of a secure group Facebook page (OWLS KSU 1111). Facebook allows for the creation of a private group page where only invited members have access and can interact and view content (see attachment). Additionally, The Family Educational Rights and Privacy Act (FERPA) guidelines regarding online privacy will not a challenge since no student records or grading criteria will be included on the page.

The syllabus will include hyperlinks to all of the required readings. Additionally each, week’s reading will be posted on the page, with link and commentary. Each of the seven topical areas will require uploading links from multi-media sites and will be posted as required reading in lieu of several textbooks. To insure students have access to a computer we will hold class in a computer lab once a week and/or use departmental lap tops available to students during lectures. Essentially, the student will need the ability to save or store downloads; a cloud is provided free for Kennesaw State University students. Dr. Lyons will construct a rubric intended to focus on first-year students’ perception of the course content. Dr. Usher’s focus will be on assessing social media’s role since that is an area of expertise. Both will be responsible for creating, delivering, and assessing content. Once the pilot is completed, the plan for providing open access to the new materials will include workshops, and the creation of an open online resource page for all faculty to use as a guide.

**Quantitative & Qualitative Measures:**

Quantitative data collection will be multi-fold. We will create a metric to compare course grades, attrition, and test scores between the ALG course and the traditional KSU 1111. Considering Facebook has a built-in poll function some data will originate from small surveys on the page. The real time data response system (clickers) will be utilized to gather real-time data from both subsets. Lastly we will offer pre-course and post-course questionnaire to measure change and compare the two courses. The collection of qualitative data will measure students’ perception of the course content and delivery. Measurements will include self-reported data and an open-ended questionnaire describing the alternative textbook experience. Additionally, we will create a grid to compare students overall perception of both ALG course and the standard KSU 1111. Taken together, the collection of comparative data will help us determine possible performance differentials, perception of the course, content strengths, and whether the effectiveness of such a course should be expanded within the department and college.

**Timeline:**
- July 15, 2015: Design KSU 1111 to reflect open content format and structure.
- August-December 2015: Teach sections of (KSU 1111) Tomorrow’s World Today
- October 15-December 9, 2015: Develop course survey instruments to measure student perceptions and attitudes. Develop questionnaire for real time data response system (clickers).
- November 30, 2015: Develop Likert Survey and seek IRB approval.
- January 8, 2016: Teach designed courses (KSU 1111) open content format.
- March 8, 2016: Collect real-time data from students during the semester.
- April 4, 2016: Administer open-ended Facebook survey.
- April 20, 2016: Administer end-of-year surveys sections taught by both Dr. Lyons and Dr. Usher. Seek open ended response and gather self-reporting materials.
- May 5, 2016: Assess collected data and create summary report.
- May 15, 2016: Complete and submit final report.

Budget:

Salary support for Dr. Usher (including benefits) $5,000
Salary support for Dr. Lyons (including benefits) $5,000
Support for travel to attend project meeting $800

TOTAL $10,800

Sustainability Plan:

It is our intent to offer several workshops on how to development a no textbook content. A web portal will also be developed for open access. The page will be divided into 7 subsections; each corresponding to the seven challenges described in the course. Each of the consecutive sections will include web links to online content. Additionally, it is also our intent to continue to teach these sections and increase the number of instructors to (10) using this model. Ultimately the sustainability plan includes a continuation of cost saving for the students and a concurrent focus of continuing to reach learning outcomes. It is our plan to review and amend as needed after each semester.
27 May 2015

Proposal Review Committee
ALG Textbook Transformation Grant
Center for 21st Century Universities
Georgia Institute of Technology
Atlanta, GA 30332

Dear Committee Members:

I am pleased to provide this letter in support of the grant proposal put forward by Dr. Carlton Usher in partnership with Dr. Linda Lyons. Dr. Usher has shared with me his concept for No-Cost-to-Students Learning Materials, as described under Category 1 of the award descriptions in the ALG Textbook Transformation Grant RFP. His innovative approach incorporates social media commonly used by students with the most up-to-date publications accessible online to design course material that is free, current, and readily accessible to students.

The approach described in Dr. Usher and Dr. Lyons' grant proposal has the potential to be replicated for a wide variety of classes in most disciplines and can be easily sustained once it has been implemented. For our department, which offers more than 150 sections of the first-year seminar course taught primarily by part-time instructors, the impact of these no-cost materials could be significant. However, the proposed approach has the potential to impact countless other courses at institutions within the USG and beyond.

I believe the grant proposal developed by Drs. Usher and Lyons merits consideration, and I hope you will deem it worthy of funding. Should you have any additional questions or concerns, I can be reached at 470-578-2471.

Sincerely,

[Signature]

Ruth A. Goldfine, PhD
Chair, Department of First-Year and Transition Studies
Affordable Learning Georgia Textbook Transformation Grants
Final Report

Date: May 15, 2016

Grant number # 139

Institution name: Kennesaw State University

Team Members: Dr. Carlton A. Usher, Associate Professor of Political Science, Department of First-Year and Transition Studies, University College
Dr. Linda Lyons, Director of Strategic Initiatives, University College
Assistant Professor of Education, Department of First-Year and Transition Studies

Project Lead: Carlton A. Usher

Semester Program Began: Fall 2015


Average Number of Students Per Course: 22

Number of Course Sections Affected by Implementation: 7

Total Number of Students Affected by Implementation: 154
Project summary and key finding

For over 10 years, KSU’s First-Year and Transition Studies have been recognized nationally as one of the best at promoting college success. When we initially started this pilot win 2014, our hope was to contribute positively to the first-year student’s financial bottom line. We knew the content of our courses were meeting Learning Objectives but believed impacting student learning using innovative pedagogy could be achieved via open resources. Open resources contributed to high-level engagement and learning according to both Professor and student.

As professors we learned that a minimum of 10 extra hours a week was necessary for the first few month so the pilot. This extra time is needed for delivering the surveys, the course content, providing platform for engagement, and assessing the outcomes. The second semester, preparation time for structure and content was cut in half. Overall, we believed that this process gives flexibility to a topical course where emphasis is on knowledge acquisition. Some of the data bears out the student’s ideas about saving money. When asked

*How did you collect the readings for this course?*

A whopping 74 of 76 (fall 2015 and spring 2016, n=76) used the links as opposed to hardcopy printouts. Fifty six percent collected the materials and saved on flash drives. Both of these activities demonstrate we achieved our goal of paperless, low cost, high quality content while saving our students some money. An overwhelming majority, 97%, (fall 2015) found retrieving the resources to be easy and accessible. Thus we met the challenge to provide clear, electronic content to replace outdated phot copied.

We did not expect that students would find minimal difference between a course using social media and a course without it. We were surprised that the participants believed social media did not significantly impact peer relationships. The end of semester survey (ALG, n=76), less than half believed no real impact occurred though when asked again in a different survey, 90% believed social media aided in developing peer relationships. However more than 80% (fall 2015, spring 2016) believed that Facebook made managing time and work more efficient. When asked about developing critical thinking skills and global awareness, and overwhelming amount believed that this process increased both. When asked to rate the tools connected to the learning experience, respondents chose smart phones, info graphics and video with narrative were much more preferred than reading with or without maps. Apparently, the traditional method of textbook use had little favor here, according to the data. We wanted to know if using social media extended the conversation outside of class. Sixty six respondents believed that using this method help extend the conversation around a topic discussed earlier. We were pleased with that result. To our surprise 46% (35 of 76) suggested they would share their work and course content with parents as opposed to peers at 33%. A clear indication that is somewhat proud of their achievement. Overall we believed this experience to be transformative for us because it offers us new opportunity reach our learning objectives. Our
course evaluations are always suburb but the chair of the department recognized that the comments were powerful, direct and demonstrates the students’ love for the course.

Students Quotes

Generally speaking respondents will leave open ended questions blank or write only a few words. All responses to the open ended question were deliberately clear; an indication that they wanted us to know that this course did in fact have a transformative impact on learning, attitudes toward learning, and innovative use of data. A few remarks are worthy of repetition here.

This course was very effective in teaching us about global issues through online materials. By using videos and websites instead of a textbook, it makes learning and engaging in class discussion much better.

I enjoyed this course. It was very helpful that we did not have to purchase any books, and I loved being able to do everything online!

The Facebook page was much better than the book. Students may spend hundreds of dollars on a book and never open it, however they always have access to Facebook and clicking a link is much easier than fumbling through pages.

The course was good. Dr. Usher makes learning enjoyable and interesting. I believe the non-textbook approach was a great idea. It not only saved us students money, but also allowed us to discuss current issues and look up the information either ourselves or through the syllabus.

Overall I believe every student should take this course. It expands the way we see the world and other's helping us make a smoother transition into the "adult world".

This was a great course I didn’t believe I needed at first, but turned out to be a great experience. The global learning you have in this course is amazing and the conversations that are sparked are well needed for our generation.

The KSU 1111 seminar encompasses the Global Strategies Institute’s research-based twenty-five year projections of seven pivotal challenges impacting a global world. These seven are: population, resource management, technology, knowledge flow, economic integration, conflict/security, and governance. Consequently we designed assignments, media projects, tests, and in-class work to coincide with the 7 challenges. We also designed several survey instruments to assess which of the assignments were least values and which was most valued.

The number of students impacted by this project over 2 semesters was ninety five. The spring semester saw enrollment in courses drop so we taught other courses not connected to this project in the spring semester. Overall, after assessing all the data which included two Qualtrics

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1 This project began in 2014, we have only included data once the proposal was accepted in 2015, thus 50 more students benefited from this project who are not listed as part of the project.
surveys, three end of semester surveys using Turning Point Technology, and pre and post surveys, it is a fair to suggest based on the data that:

- Approximately 90% of 76 respondents perceived the experience as excellent and positive
- Approximately 3% appear neutral and the remaining 2% or about 3 learners expressed a few negative feelings. Generally we believe those attitudes to be connected to overall experience of college

While we cannot present all facets of the data collected we can focus on the salient features from a few surveys. Our questionnaire was developed based on topics discussed in class. Students were asked to rate their most favorite and least favorite subject from a list of lesson plans delivered topic discussed throughout the semester. This is important to us for it will inform us how to scale topics, choose appropriate readings, and update the resources based on these student preferences.

For example Q1 asks the participant to rank topics. In this case while discussing the populations, students were most interested in exploring poverty, they were least interested in population demographics, thus we have a choice to focus more on the preferred topic or the least preferred topic for the upcoming semester. (See above).
When asked about “Conflict and Security” respondents choose surveillance of American citizens as the subject they would want peers to focus on in the future, (n=44). Thus we will add content accordingly. Additionally the observation that the differential of these average values are mere fractions of percentages demonstrates that students had an appreciation for all of the content.

Previous surveys in previous years detail how little students know about government. When asked to rank the role of government all results were somewhat even and the belief that “People are powerless to impact government” is dwindling. Yet when asked in a different set of surveys about their least favorite topic for the previous 5 years government has ranked low on the list. These past two semester were no different, thus, our future focus will include much more about governing. Notice in 2016 it actually increased after dropping a few point in 2014.
We are not clear if the current political climate may have impacted their responses, but the data suggests we have work to do in this area.

Our pre and post semester survey for the last in all sections offers us valuable information on how to instruct in the future. The pre and post course questionnaire was a very useful tool. When asked “Which of these topics most interests you about the global issues?” notice technology weighted heavily by students in the pre score. By semester’s end the survey results depicted a more even distribution of interests. We can translate that to mean we were successful in presenting content and pedagogy.²

![Pre course survey](image1)

![Post course Survey](image2)

When asked to advise the next president on regarding the most pressing matter. Most believed in the pre course that global conflict was the most important, by semesters end global conflict was still a consideration but the global resources was viewed as most important. There is no conflict of engagement here, it is clear since it was discussed how global conflict at times is the result of quarrels over global resources.

![Pre course survey](image1)

![Post course Survey](image2)

While this survey summary offers but few example of the students perception it is a snapshot and not an exhaustive assessment. The data is rich with information valuable to be more effective in our delivery of this content.

**Student Learning Outcomes and Grades**

In Fall 2014 a few sections were taught using readings from the course packet. In spring 2015 the course packet was abandoned totally for the open sources format. Withdrawals from these

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² See data labeled Global Issues Pre and Post Course Test
first-year seminar courses tend to be connected to personal issues and family, the post withdrawal interview of three students indicated they were experiencing financial hardships and personal challenges. The no cost option was important but not extended across all courses. The withdrawal (W) rates of all the KSU 1111 section was approximately 5 per course, this number appears higher than previous years because another instructor’s section had a 22% W rate, which was unusual high. The rate of withdrawals from the course we instructed was 2.3 per, well below the total courses average. According the data between AY 2014-2015, there were approximately 640 enrolled and 20 withdrew before semester’s end.

When examining the course grades, comparatively speaking, this cohort’s grades tended to be higher on average than the overall course total average. Additionally, when comparing semesters between traditional delivery and the open sources, it is clear that students did better, this may be attributed to a number of factors in addition to the course content, but it is worth repeating here. When comparing use and open stax, there is a visible difference between fall 2014 and fall 2015. In 2015 the grade A earned doubled those from the previous year in 2014 when the open sources were not used. Students earned less C grades (6) in 2015 than in fall 2014 (30) as well.

Open Stax vs. Traditional Text comparison AY 2014-2015

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To further test our supposition that no-cost textbook makes a difference beyond the cost saving, we compared sections using a traditional text and open stax. The exam was the same for all sections, the section that used open sources tended to score higher. As the graph below demonstrates, the sections using open stax results were almost double those in comparison. One of three graphs generated clearly show Series 3 (ALG) numbers as higher compared to Series 1 (Traditional Text).
Sustainability Plan

It is our intent to offer several workshops on how to develop a no textbook content. A web portal will also be developed for open access by May 30, 2016. The page will be divided into 7 subsections; each corresponding to the seven challenges described in the course will be developed. Each of the consecutive sections will include web links to online content. This platform will also allow us to create host smart maps, videos and interactive data; a central content of the course. Additionally, it is also our intent to continue to teach these sections and increase the number of instructors to (10) using this model. We will meet with the coordinator of the course and discuss strategy to implement more sections of this course. Our sustainability plan includes a continuation of cost saving for the students and a concurrent focus of continuing to reach learning outcomes. It is our plan to review and amend as needed after each semester. By December of 2016, a training module will be designed to help faculty teach the course in this format. Ultimately, we will attempt to solicit the larger grant to expand the no cost textbook innovative approach to learning.

Future Plans

It is our intent to continue to collect data on this work beyond the end date. We believe this project will aid in developing other opportunities to impact learning and save students money. Prior to this grant proposal those of us who teach topical approaches in our courses are challenged to find text that is custom, the flexibility of open source fills that void, encourage students’ saving but most important, it creates learning environment offering students independence to investigate and develop critical thinking skills from a variety of sources.

We have collected data from several electronic platforms. It is our duty to present this project at several first-year conferences, engagement conferences, and global learning conferences. Our hope is to publish a journal article as a way of professional development but also to advance a program that places students at the center financially and academically.