

Grants Collection

East Georgia State College



UNIVERSITY SYSTEM
OF GEORGIA



Dee McKinney and Katie Shepard

Western Civilization I





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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Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 6

Internal Submission Deadline: Monday, August 1, 2016

Application Title: 237

Application ID: #001114

Submitter First Name: Katharine

Submitter Last Name: Shepard

Submitter Title: Librarian

Submitter Email Address: kshepard@ega.edu

Submitter Phone Number: 478.289.2087

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Katharine

Applicant Last Name: Shepard

Co-Applicant Name(s): Dr. Dee McKinney

Applicant Email Address: dmckinney@ega.edu

Applicant Phone Number: 478 289-2062

Primary Appointment Title: Associate Professor of History, Social Sciences; Associate Dean of eLearning, Information Technology

Institution Name(s): East Georgia State College (EGSC)

Submission Date: Monday, August 1, 2016

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

Dr. Dee McKinney; Associate Professor of History, Social Sciences, Associate Dean of eLearning, Information Technology; dmckinney@ega.edu

Katharine (Katie) Shepard; Librarian; EGSC Library; kshepard@ega.edu

Sponsor, (Name, Title, Department, Institution):

Dr. H. Lee Cheek, Dean of Social Sciences, East Georgia State College

Proposal Title: 237

Course Names, Course Numbers and Semesters Offered:

HIST 1111 (World Civilization until 1648), offered spring, summer, and fall 2017

Final Semester of Instruction: Fall 2017

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

List the original course materials for students (including title, whether optional or required, & cost for each item): A History of World Societies, Volume 1, to 1500, 10th edition. Paperback. John P. McKay (University of Illinois at Urbana-Champaign) , Patricia Buckley Ebrey (University of Washington) , Roger B. Beck (Eastern Illinois University), Clare Haru Crowston (University of Illinois at Urbana-Champaign) , Merry E. Wiesner-Hanks (University of Wisconsin-Milwaukee) , Jerry Davila (University of Illinois at Urbana-Champaign) ISBN-13: 978-1-4576-5995-9 <http://www.macmillanhighered.com/Catalog/Product.aspx?isbn=1457659956> Reilly, Kevin. Worlds of History, Volume 1, to 1500 1400. 5th edition. Boston: Bedford/St. Martins, 2013. ISBN: 13-978-1-4576-1783-6. <http://www.macmillanhighered.com/Catalog/product/worldsofhistoryvolume1since1400-fifthedition-reilly> Both books are required. The price for A History of World Societies in new condition is \$135.99. The price for Worlds of History is \$64.99.

Proposal Category: Specific Top 100 Undergraduate Courses

Requested Amount of Funding: \$10,800

Original per Student Cost: \$200.98

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$200.98

Projected Total Annual Student Savings: 90 students X \$200.98 = \$18,008.22

Creation and Hosting Platforms Used ("n/a" if none):

D2L (including Curriculum Builder) & LibGuides (with a Creative Commons open license)

Project Goals:

Teaching students to think critically and engage deeply in materials in a world history course can be expensive. The current cost of textbooks in HIST 1111, World History until 1648, is \$200. All students, but particularly those at access institutions (primarily two-year degree granting institutions), find this cost daunting. Today, however, an enormous range of primary source documents, such as The Law of Hammurabi, as well as virtual tours and media, like the interactive component of the British Museum, can now “come to the student” via laptops, tablets, or even smartphones

The goals of this project:

Redesign HIST 1111, which has used a traditional textbook and printed book of primary source materials, into one that uses all online, free materials of the same quality and subject matter

Add more interactive multimedia components to the course to engage the 21st century learner

Organize the content in Brightspace by D2L, our institution’s learning management system (LMS), and LibGuides, the library’s online guides to resources, so that the course content can also be used in a traditional or flipped face-to-face classroom at EGSC or other institutions throughout the USG

Teach the course for three consecutive semesters using feedback and data to evaluate and revise materials

Statement of Transformation:

Goal: Reduce the costs of taking HIST 1111 by replacing traditional textbooks with online primary sources and media enrichment (videos, interactive museum websites, and narrated PowerPoints created by the instructor).

Stakeholders: Any students taking HIST 1111 will benefit from this cost reduction. Based on past enrollment, the cost savings per year of using online resources as opposed to textbooks will be approximately \$18,000. Other potential stakeholders include other professors of history at EGSC and across the USG. The course is set up online in D2L, but it could be

used with equal success in a face-to-face classroom.

Transformative Impact on Stakeholders: HIST 1111 is an Area E (social science) common core option, which may also be used in Area F for some majors (Area F has 18 credit hours of designated classes at the 1000 or 2000 level for a given major). It has no pre-requisites. Many students choose the course as one of their social science options or as an elective. History majors and some other social sciences majors take the course as part of their program of study. However, a challenge to students in our service sector and geographic area is the cost of textbooks. East Georgia State College (EGSC) is an access institution. Approximately 30% of the populations in counties in and contiguous to our campus live below the poverty line (via United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Students often cite the inability to afford textbooks as a huge barrier to their success. Even students on financial aid often cannot buy books until after classes begin, thus starting the semester at a disadvantage. If students have access to high quality online reading sources, in addition to the OER and instructor-created media, they can begin working with the course materials from the first day of class. Because this course requires interactive discussion, based on the readings, this access is essential to student success.

Transformative Impact on a Wider Scale: The savings to students over a three-year period is estimated to be \$54,000. Moreover, the course will be scalable across the department, the School of Social Sciences, and the USG. The use of embedded links to sources and media can be changed quickly to adapt to current events or the needs and interests of a specific faculty member. The course has ten modules. An instructor could, for example, add an additional module or substitute one in her or his area of expertise. The course design is thus customizable and advantageous for a range of instructors. Finally, students in 2016 want rich media. This course uses an array of educational short videos and interactive websites that brings world history to them in a portable way. Today's students repeatedly state they find classes with media, such as YouTube and TED Talks, more stimulating and engaging (<http://www.facultyfocus.com/articles/teaching-with-technology-articles/showtime-in-the-classroom-seven-ways-streaming-video-can-enhance-teaching/>). However, the instructor still needs to be sure those materials are of appropriate quality and provide assignments that use the media in a meaningful way. This is one reason the team of instructor plus librarian is particularly effective in this project.

Transformation Action Plan:

1. The learning materials will be adopted for use beginning in the Spring 2017 semester for one section of HIST 1111 (online with D2L and LibGuides). The course will be carefully evaluated, refined, and taught in subsequent semesters of the academic year.
2. The course syllabus will include thorough explanations of how to use the online tools, readings, and media. The reading and media links and materials will also be embedded in the course itself (thirteen modules) for redundancy. Each module will have an introduction, study guide, resources for further exploration, and content written by the instructor. All videos will have transcripts available to ensure Americans with Disabilities Act compliance.

3. Both the course overall and each of the thirteen modules will have a set of student learning outcomes (SLOs). The course design starts with these outcomes, and they establish what materials the instructor selects and creates. The course conforms to the ION (Illinois Online Network) rubric which East Georgia State College uses for online course evaluation. The librarian will also assist in gathering quality open access and GALILEO online sources and media for this project. We also hope to incorporate Curriculum Builder in D2L as a tool to organize the reading lists from GALILEO resources. The Librarian will assist in assuring that all OERs meet college and USG standards. She will also help verify copyright issues related to the material and serve within the course as a resource (updating and revising a LibGuide for the timeline assignment, for example, which worked well for students in previous semesters).

5. During the administration of the course, the librarian will be embedded in D2L to serve as an additional resource for using the materials, providing assistance with information literacy questions, and providing links to helpful LibGuides and library materials to assist students in their studies. Helping students understand and use primary and secondary sources is also an important part of her role.

6. The course instructor, who is also the instructional designer, is responsible for the content accuracy, pedagogy, selection of materials, and course assessments. She will also compile and report student success data at several points during the semester (3 weeks, 5 weeks, 8 weeks, end of semester). This data will be the result of both summative and formative assessments built in to the course. This reporting schedule is helpful to students to self-monitor their academic progress as well as a measure of course success rate that the instructor can apply to determine resource appropriateness.

7. Plan for Open Access: The learning materials and modules will be available in D2L for enrolled students' use. They will also be available to other instructors who wish to use the learning modules. The course is designed to be taught online; however, it is completely transferable to a face-to-face or hybrid format. It follows the same SLOs as recommended by the Regents Advisory Council on History for HIST 1111. The course materials will also be available via a public, Creative Commons open licensed LibGuide hosted through the East Georgia State College Library.

Quantitative & Qualitative Quantitative Measures

Measures: Several sets of data will be compiled to evaluate success rates at various points in the semester:

- 3-Week Alert Grade Average (posted in D2L and GradesFirst, an early warning notification and monitoring system that records students' academic progress. This average includes grades on the first two interactive discussions; the course has 13 interactive discussions total, one for each module, worth 20% of the course grade). This is an optional "grade update" used by the individual instructor.
- 5-Week Early Warning Grade Average (posted in D2L and GradesFirst, includes grades on first four interactive discussions and the first five video quizzes; the course has 15 video quizzes which are worth 10% of the course grade). This early warning grade is required by the college for all courses.
- Midterm Proctored Exam (Given at 7 weeks, worth 30% of grade).
- Average Grade at Midpoint (Includes five discussion grades, five video quizzes, and midterm exam, roughly 50% of course final grade). Students receive this information in time to decide whether to withdraw or stay in the course.
- Interactive Timeline Activity (Week 11, worth 10% of grade). This is a major project that requires research and analysis of various resources and major world events across a set time period. Please see the syllabus for more information on this project.
- Final Exam Online (Week 15-16, worth 30% of grade).
- Final success rates—mean course grade, number of students who earned a C or better compared to total enrolled, number of students who withdrew compared to number of students who completed the course, and mean scores on the major course assessments (midterm exam, final exam, timeline, video quiz average, interactive discussion average). This data will be compared to the success rates of previous semesters taught using the traditional textbook only.

Qualitative Measures

- Pre-test survey of Perceptions of Quality and Cost-Efficacy of Online Resources (Given at beginning of course). This survey will determine how students

perceive online resources in lieu of traditional textbooks before they begin the course in earnest.

- Post-Course Survey of Perceptions of Quality and Cost-Efficacy of Online Resources (Given at end of course). This survey will be administered post-course as a measurement of students' perceptions of online resources after they have used these for the entire course.
- Anonymous Feedback Discussion Board. This discussion board will be open in D2L throughout the semester. This allows students to contribute his or her opinion about the course, the course setup, and the course content anonymously for the instructor(s) to see.
- Student Course Evaluation (Required by EGSC). As an assessment tool for the institution, the school administers student course evaluations at the end of every semester.

Timeline:

Fall 2016 – Fall 2017

10/2016 – 12/2016: McKinney revises course content and updated visuals. McKinney and Shepard work together to find quality online primary source readings, video clips, and interactive media for the course. Shepard works on a LibGuide aimed at the timeline assessment/assignment. McKinney reviews course with ION rubric. She also checks for issues of 508 compliance (which ensures that students with disabilities can access the content with any needed accommodations) and consistency across course modules. Shepard assists with proofing the course for copyright compliance, typographic errors, and working links.

1/2017: McKinney finalizes course syllabus (see References and Attachments) and rechecks course.

1/9/2017: Class begins. Shepard introduces students to the timeline assignment LibGuide and any other relevant online guides using the course discussion tool. Invitation extended to all faculty members to be “observers” in the course—to learn more about D2L as well as OER teaching. McKinney and Shepard assist students in accessing these materials in D2L throughout the semester.

2/2017: Students receive 3-week interim grade update (posted in D2L and sent via text and email using GradesFirst).

Students receive 5-week interim grade update (posted in D2L and sent via text and email using GradesFirst).

3/2017: Midterm exams and updated grade (approximately 8 week point) posted. Shepard works with students on timeline assignments using LibGuide and the discussion tool in D2L.

4/2017: Timeline assessment due.

5/2017: Final exams and end of course/semester. McKinney makes tabulation of success and completion rates (DWR) for the course as a whole and on individual assessments (10 discussions, 13 video quizzes, timeline, midterm exam, and final exam). Using this data and the students' feedback, course revisions are made as needed by McKinney and Shepard prior to beginning of summer 2017. Course content is available to other instructors for summer with data collected from spring 2017. Initial report made to ALG committee.

6/2017-7/2017: Transformed course is taught for second time. Continue to gather data from student assessments, evaluations, and success rates for summer 2017.

8/2017: McKinney and Shepard modify and update course as needed for fall 2017. Course content is available to other instructors for fall with data collected from spring and summer 2017. Shepard makes course module and content available in a LibGuide format for instructors outside EGSC to have access to materials.

8/2017-12/2017: Transformed course is taught for third time. Continue to gather data from student assessments, evaluations, and success rates for fall 2017.

12/2017: McKinney and Shepard compile three semesters' worth of data (assessments, evaluations, DWR/success rates, qualitative commentary) and compare this to the success rates and feedback from the previous sections taught with the traditional textbook. All analysis is sent as a final report to the ALG committee. Course content remains available to other instructors at EGSC in D2L and the USG through a public LibGuide.

Budget:

Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of HIST 1111 (World Civilization since 1648). The scope of this project required work above and beyond the regularly assigned duties of the team members and will have to be in addition to the regular work and course load.

Personnel and Projected Expenses, Single Course Award:

* Dr. Dee McKinney, Associate Professor of History (Instructor of Record)

\$5000 release time for course redesign and subject matter expertise

\$400 for travel to kickoff meeting and a conference

* Ms. Katie Shepard, Librarian

\$5000 release time for research on interactive media, course-related GALILEO materials, copyright, open source materials, and online primary sources; building and revising the LibGuides

\$400 for travel to kickoff meeting and a conference

Sustainability Plan:

Starting in fall 2017, all portions of the course will be offered to other instructors as an open resource in both D2L and LibGuides. Course materials will be updated periodically by Dr. McKinney, who will continue to teach the course, and Katie Shepard, as well as individual instructors. Evaluation of SLOs, course assessments, learning objectives, retention rates, and overall student success as related to the course redesign and use of exclusively online

resources will be monitored, and re-evaluated each semester. McKinney and Shepard will give presentations at faculty meetings on campus to encourage the use of OER within courses at EGSC and throughout the USG. As McKinney is the Associate Dean of e-Learning, she can use this opportunity to be an advocate for implementing OERs and interactive media at the institution and throughout the USG. McKinney and Shepard will also pursue presentation opportunities at upcoming conferences to showcase the findings from the transformation and provide access to the materials and guidance for selecting resources for other instructors across the USG.

East Georgia

STATE COLLEGE™

July 12, 2016

Dear ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant, Round Six, being proposed by Dr. Dee McKinney, Associate Professor of History, and Ms. Katharine Shepard, Librarian at East Georgia State College. They will use Fall 2016 to work on the course.

Their proposal involves redesigning HIST 1111 (World Civilization to 1648) in the Top 100 Undergraduate Courses category to use online primary sources and interactive websites in lieu of a traditional textbook. The course also uses open source videos, a LibGuide, and written modules by Dr. McKinney for content. HIST 1111 is an Area E (Social Science) core course option, which can also be used in Area F for certain majors. Implementation of the redesigned course will begin in Spring 2017.

The cost currently for materials in HIST 1111 is \$200.00. With the movement toward OER through this proposal, East Georgia State College can provide a substantial savings to students. The redesigned course, taught every semester to approximately 30 students online, would result in savings of approximately \$18,000 per year. East Georgia State College takes great pride in its access mission, but many of our students struggle to pay for textbooks. Our home campus resides in Emanuel County, where 29.4% of the population lives below the poverty line. One of our satellite campuses is in Bulloch County; 31.3% of residents live below the poverty line (Data from the President's Address, Fall 2015, <http://www.ega.edu/images/uploads/fall-faculty-workshop-2015.pdf>). The same situation exists in most of the surrounding counties and our service area. Our students want to succeed in college, but fiscally, many of them face challenges. They often have difficulty in obtaining their textbooks due to the high costs.

With the elimination of this financial barrier, student success and retention should increase in this course. A particular strength of this proposal is the use of primary source materials, and the exploration of those materials through interactive discussions, as well as the rich media in the course. Dr. McKinney has over thirteen years of

experience in online course design and instruction in her teaching career of twenty-plus years. Ms. Shepard has been an active participant in both OER and the ALG project since its inception. The course also has numerous quantitative and qualitative measures for assessment of success.

East Georgia State College and the School of Social Sciences endorse and support this project, which we see being easily scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "H. Lee Cheek, Ph.D." The signature is fluid and cursive, with the first name "H. Lee" and the last name "Cheek" clearly legible, followed by "Ph.D." and a small flourish.

H. Lee Cheek, Ph.D.

Professor of Political Science and Dean, School of Social Sciences

Syllabus

HIST 1111: World History to 1648
Course Schedule

	Online Readings	Videos	Lecture	Assignments
<u>Lesson 1: Prehistory</u>	<ul style="list-style-type: none"> ▫ “New Women of the Ice Age” by Heather Pringle, Discover Magazine ▫ “Introduction to Prehistoric Art, 20,000–8000 B.C.” by Laura Anne Tedesco, In <i>Heilbrunn Timeline of Art History</i>. The Metropolitan Museum of Art ▫ "A Brief Look at Neanderthals" by Forrest Marchinton, [CC BY-NC-SA] 	<ul style="list-style-type: none"> ▫ Crash Course World History: The Agricultural Revolution ▫ Crash Course World History: Indus Valley Civilization 	<ul style="list-style-type: none"> ▫ Lesson 1: Prehistory Video <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▫ Lesson 1: Prehistory Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ Crash Course Videos Quiz ▫ Lesson 1: Discussion Questions
<u>Lesson 2: Mesopotamia</u>	<ul style="list-style-type: none"> ▫ The Epic of Gilgamesh by Dr. John Minniear, University of Wisconsin, Oshkosh ▫ The Epic of Gilgamesh Overview by Joshua Mark, The Ancient History Encyclopedia ▫ Code of Hammurabi, Avalon Project at Yale Law School 	<ul style="list-style-type: none"> ▫ Crash Course World History: Mesopotamia 	<ul style="list-style-type: none"> ▫ Lesson 2: Mesopotamia Video <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> ▫ Lesson 2: Mesopotamia Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ Crash Course Video Quiz ▫ Lesson 2: Discussion Questions

<p><u>Lesson 3: Egypt</u></p>	<ul style="list-style-type: none"> ▫ Advice to the Young Egyptian by Anonymous ▫ Ancient Egyptian Book of the Dead, The BP Special Exhibition, The British Museum ▫ The Amarna Period by Dr. Kate Spence, BBC 	<p>Crash Course World History: Egypt</p>	<ul style="list-style-type: none"> ▫ Lesson 3: Egypt Video <li style="text-align: center;">OR ▫ Lesson 3: Egypt Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ Crash Course Video Quiz ▫ Lesson 3: Discussion Questions
<p><u>Lesson 4: The Hebrews</u></p>	<ul style="list-style-type: none"> ▫ “Afterlife” by the Jewish Virtual Library ▫ “A History of Judaism” by Salo Wittmayer Baron, International World History Project ▫ “Women and the Law in Ancient Israel” by James C. Thompson 	<p>History Summarized: The Persistence of Judaism</p>	<ul style="list-style-type: none"> ▫ Lesson 4: The Hebrews Video <li style="text-align: center;">OR ▫ Lesson 4: The Hebrews Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ History Summarized Quiz ▫ Lesson 4: Discussion Questions
<p><u>Lesson 5: India</u></p>	<ul style="list-style-type: none"> ▫ “Dismemberment: The Primeval Man Is Sacrificed”, Excerpt from Hindu Myths: A Sourcebook translated from the Sanskrit, with an introduction by Wendy Doniger O'Flaherty. London: Penguin Books, 1975. Pages 27-28., Girardian Lectionary ▫ “Karma (Hinduism)”, Berkley Center for Religion, Peace & World Affairs, Georgetown University ▫ “Dharma and Other Terms in Hinduism” by Gavin Flood, BBC ▫ “Reincarnation: Its meaning and consequences” by Ernest Valea, ComparativeReligion.com ▫ “The Story of Arjuna and His Charioteer” from Nithyananda Times 	<p>Crash Course World History: Buddha and Ashoka</p>	<ul style="list-style-type: none"> ▫ Lesson 5: India Video <li style="text-align: center;">OR ▫ Lesson 5: India Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ Crash Course Quiz ▫ Lesson 5: Discussion Questions

<p><u>Lesson 6: China</u></p>	<ul style="list-style-type: none"> ▫ <u>“Confucius”</u>, Wikiquote ▫ <u>“Laozi” (Lao Tzu)</u>, Wikiquote 	<p><u>Crash Course World History: Chinese History & the Mandate of Heaven</u></p>	<ul style="list-style-type: none"> ▫ <u>Lesson 6: China Video</u> <li style="text-align: center;">OR ▫ <u>Lesson 6: China Narrated PowerPoint</u> 	<ul style="list-style-type: none"> ▫ Crash Course Quiz ▫ <u>Lesson 6: Discussion Questions</u> ▫ Midterm
<p><u>Lesson 7: Ancient Greece</u></p>	<ul style="list-style-type: none"> ▫ <u>“Minoan Crete”</u> by Colette and Sean Hemingway, The Metropolitan Museum of Art ▫ <u>“The Oracle at Delphi”</u>, The Oracle at Delphi ▫ <u>“Funeral Oration of Pericles”</u>, Ancient History Sourcebook ▫ <u>“Daily Life in Sparta and Athens”</u>, The British Museum ▫ <u>“Alexander the Great”</u> by Joshua Mark, Ancient History Encyclopedia 	<ul style="list-style-type: none"> ▫ <u>Crash Course: The Persians and the Greeks</u> ▫ <u>Crash Course: Alexander the Great</u> ▫ <u>Crash Course: Oedipus Rex</u> ▫ <u>Crash Course: The Odyssey</u> 	<ul style="list-style-type: none"> ▫ <u>Lesson 7: Greece Video</u> <li style="text-align: center;">OR ▫ <u>Lesson 7: Greece Narrated PowerPoint</u> 	<ul style="list-style-type: none"> ▫ Crash Course Videos Quiz ▫ <u>Lesson 7: Discussion Questions</u>
<p><u>Lesson 8: The Roman Republic & Empire</u></p>	<ul style="list-style-type: none"> ▫ <u>“Rome: Emperors and Poets”</u> by Tom Holland, The Guardian ▫ <u>“Marcus Aurelius”</u> by John Sellars, Internet Encyclopedia of Philosophy ▫ <u>“The Battle of the Milvian Bridge”</u> by Richard Cavendish, History Today 	<ul style="list-style-type: none"> ▫ <u>Crash Course: The Roman Republic (Empire)</u> ▫ <u>Crash Course: End of the Roman Empire</u> ▫ <u>Crash Course: Christianity and Judaism in the Roman Empire</u> 	<ul style="list-style-type: none"> ▫ <u>Lesson 8: The Roman Republic & Empire Video</u> <li style="text-align: center;">OR ▫ <u>Lesson 8: The Roman Republic & Empire Narrated PowerPoint</u> 	<ul style="list-style-type: none"> ▫ Crash Course Video Quiz ▫ <u>Lesson 8: Discussion Questions</u>
<p><u>Lesson 9: Islam & Africa</u></p>	<ul style="list-style-type: none"> ▫ <u>“Islam”</u>, Islamic History Sourcebook, Fordham University ▫ <u>“Africa and its Golden Age of Empires”</u> by J. Henderson, HistoryHaven.com 	<ul style="list-style-type: none"> ▫ <u>Crash Course, Mansa Musa History Summarized, Rise of Islam History Summarized, Africa</u> 	<ul style="list-style-type: none"> ▫ <u>Lesson 9: Islam & Africa Video</u> <li style="text-align: center;">OR ▫ <u>Lesson 9: Islam & Africa Narrated PowerPoint</u> 	<ul style="list-style-type: none"> ▫ Crash Course & History Summarized Videos Quiz ▫ <u>Lesson 9: Discussion Questions</u>

<p>Lesson 10: The Middle Ages</p>	<ul style="list-style-type: none"> ▫ “The Magna Carta, The National Archives” ▫ “How do we know about the Vikings?” By Gareth Williams, BBC ▫ “Thomas Aquinas: The Nature of Law by David Burr”, History Sourcebook, Fordham University ▫ “The Black Plague”, The Decameron Web, Brown University ▫ “Witnesses to Joan of Arc and the 100 Years’ War”, National Endowment for the Humanities 	<ul style="list-style-type: none"> ▫ Crash Course, Dark Ages ▫ Crash Course, Crusades ▫ Crash Course, Venice and the Ottomans ▫ History Summarized, The Vikings ▫ History Summarized, The Samurai ▫ History Summarized, Disease 	<ul style="list-style-type: none"> ▫ Lesson 10: The Middle Ages Video <li style="text-align: center;">OR ▫ Lesson 10: The Middle Ages Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ Crash Course & History Summarized Videos Quiz ▫ Lesson 10: Discussion Questions
<p>Lesson 11: The Renaissance</p>	<ul style="list-style-type: none"> ▫ "What Killed 'Em: Henry VIII", Medical Bag ▫ Excerpt from <i>The Prince</i> ed. by W.K. Marriott, Internet Medieval Sourcebook, Fordham University ▫ "War of the Roses", University of Cambridge ▫ "Italian Renaissance Art", ItalianRenaissance.org 	<ul style="list-style-type: none"> ▫ Crash Course, Renaissance 	<ul style="list-style-type: none"> ▫ Lesson 11: The Renaissance Video <li style="text-align: center;">OR ▫ Lesson 11: The Renaissance Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ Video Quiz ▫ Lesson 11: Discussion Questions
<p>Lesson 12: The Reformation</p>	<ul style="list-style-type: none"> ▫ Martin Luther, 95 Theses, Project Wittenberg ▫ Jesuit Relations with Others: A Letter of St. Ignatius, Woodstock Theological Library at Georgetown University ▫ "The Defenestration of Prague", German History in Documents and Images (GHDI) ▫ "A Review: What Happened to Monasticism?" By Dr. Dee McKinney, [CC BY-NC-SA] 	<ul style="list-style-type: none"> ▫ Crash Course, Reformation ▫ Crash Course, Russia and the Mongols 	<ul style="list-style-type: none"> ▫ Lesson 12: The Reformation Video <li style="text-align: center;">OR ▫ Lesson 12: The Reformation Narrated PowerPoint 	<ul style="list-style-type: none"> ▫ Video Quiz ▫ Lesson 12: Discussion Questions ▫ Final

Additional Material: For help with discussion questions, we use this tutorial created during this project as a resource for students via the Embedded Librarian forum:
[Thinking Critically about History Tutorial](#) by Katie Shepard, [\[CC BY-NC-SA\]](#)

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: 19 December 2017

Grant Number: 237

Institution Name(s): East Georgia State College

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

Dr. Dee McKinney, Associate Dean for Teaching and Learning & Professor of History,
dmckinney@ega.edu

Katie Shepard, Research & Instruction Librarian, kshepard@ega.edu

Project Lead: Dr. Dee McKinney

Course Name(s) and Course Numbers: Western Civilization until 1648, HIST 1111

Semester Project Began: Fall 2016 (some implementations began then)

Semester(s) of Implementation: Spring 2017, Summer 2017, Fall 2017

Average Number of Students Per Course Section: 28

Number of Course Sections Affected by Implementation: 4

Total Number of Students Affected by Implementation: 112

1. Narrative

Overall, the transformation of HIST 1111 with the ALG grant, replacing costly textbooks with OER has been a positive experience. Formal student surveys contained several compliments and expressions of appreciation for the low-cost solution. At the proctored midterm exam, students also poked in person about how having all materials free and online saved them time and money. The best part of the project, however, has been the strong collaboration between a member of the teaching faculty and a research librarian using an "embedded librarian" model. We have demonstrated this process at both the Teaching and Learning annual conference in Athens, as well as at the Critical Thinking Annual Conference here at East Georgia State College.

The **basic steps** of the transformation process included:

- Developing overall learning objectives and then course-level learning objectives along with a "road map" for the course content.
- Deciding on curriculum design (in this case, a written and narrated PowerPoint for each lesson; online readings; short videos with captions; a formative quiz for each lesson; two

summative evaluations, of which one was a proctored exam and the other consisted of a lengthy written assignment; an interactive discussion for each lesson; and finally, a study guide to lead students through the content described in the learning objectives).

- Focusing on two broad "thinking like a historian" capstones: use of primary and secondary sources, and an introduction to historiography.
- Creating the formative and summative assessments to match the learning objectives and content.
- Packaging all materials into an attractive LibGuide with external links as "further explorations" and other items to supplement the "official" course content.

Challenges, perhaps not unexpectedly, included sufficient time to reconstruct this course from its previous form using textbooks, and also assuring that colleagues understood how an OER course without a formal textbook can be an effective, scholarly teaching tool. As far as accomplishments, the grant team believes this course is more engaging to a student audience that appreciates interactive media and portable content. For example, students can now watch the PowerPoints as YouTube videos on their phones. From the point of view of instruction, not relying on a book that changes every two years with little improvement or alteration in content is ultimately a time-saver that allows for more direct instruction to students. Course reading links were selected specifically for their stability, as most are either from college and university sites or museums.

Student performance has been an interesting factor, as discussed in the narrative of part 3B. We observed, through discussions and the summative evaluations, many students gained a deeper understanding of content. With about 6-8 dual enrollment students in each course, we noticed a trend for them to earn the highest grades and produce the most sophisticated work. However, within each course section, usually 5-7 traditional students simply stopped attending class and turning in work. Outreach through our early warning system, GradesFirst, did not seem to affect student retention; some "quit" the course even before midpoint and did not complete a withdrawal process. We speculate on the reasons for the spike in the D/F/W rate in Fall 2017 in section 3B below.

B. Describe lessons learned, including any things you would do differently next time.

As far as what we did and how we did it, we would change nothing. Our collaboration has been rewarding since we brought different skills and strengths to the process, making it a fantastic project we hope to repeat with HIST 1112. We did encounter time constraints that are probably unavoidable, given that at a small institution, no release time is available for course redesign or research into course transformation.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.

- Fall 2016:

“It was jam packed with information (WHICH IS A GOOD THING). For an online class, she did not leave us hanging on a limb by our lonesome. Every question she asked was drawn in some kind of way from either the free online content or the syllabus (reading) links.

- Spring 2017:

“I really enjoyed the fact that I didn't have to purchase any books for this course, saved me lots of money. She provided all information needed. I also enjoyed the online content rather than a textbook, because it presented the material that students would be tested over.”

- Fall 2017:

“I like how the assignments had the instructions on it right when you click on them and you did not have to go all over the website to find what you need. I like how the course is set up with the Affordable Learning Georgia and Open Educational Resources. I also love the use of the Crash Course videos with the assignments.”

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Course evaluations use a Likert-type scale, with a range of 1 (lowest) to 4 (highest).

The rating of the course is measured in five domains: **Expectations** (did the instructor meet them?), **Understandable** (did the instructor make the materials understandable?), **Helpfulness** (of the instructor), **Feedback** (did the professor provide timely feedback?), and **Thinking** (did the professor and course stimulate my thinking?) An external company, IOTA Solutions, administers the surveys.

An average of 32.5% of the students responded to the course evaluation and survey, representing 44 students. The results are as follows (mean) for each domain, Fall 2016, Spring 2017, and Fall 2017 (surveys are not administered in summer):

Expectations: 3.89 (scaled score of 97.3%)

Understandable: 3.70 (scaled score of 92.4%)

Helpfulness: 3.90 (scaled score of 97.4%)

Feedback: 3.81 (scaled score of 95.2%)

Thinking: 3.87 (scaled score of 96.8%)

Setting a benchmark of "Positive" opinions at 90%, **all** responses could be considered **positive**.

Total number of students affected in this project: 112 total, 92 in the three semesters of formal evaluations.

- Positive: 100% of 92 respondents
- Neutral: 0% of 0 number of respondents
- Negative: 0% of 0 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Over a four-semester period of measurement, the total percent **decrease** in the A/B/C success rate was -5%, compared to the rate of success just prior to implementation.

See **Table A** for measurements and rates of change. It is important to note that the mean course grade each semester for students who remained in the course (A/B/C/D/F) was always above 70%, the college benchmark for success. Also, compared to the college-wide average success rate for HIST 1111 (65.3%), our success rates averaged 6.5% above this mean.

Student Drop/Fail/Withdraw (DFW) Rates

Over a four-semester period of measurement, compared to the semester prior to implementation, the total percent **increase** in the D/F/W success rate was 1.3%, a **negative** outcome. This indicates a **lower performance** outcome than previous semesters before the implementation. In the **final** semester of implementation, 32.1% of students received a D/F/W, representing 9 out of 28 students. See **Table A** for measurements and rates of change. However, it is notable that in Spring 2017, the second semester of implementation, the D/F/W rate dropped by 9% (5 out of 28 students) compared to the same time a year prior, before implementation (Spring 2016). Success rates of A/B/C were 72 %, or 23 out of 28 students.

For several years, the history department did not conduct pre and post-tests. The process began again in Fall 2017, and there was a 2% increase compared to the prior semester used, Spring 2015.

3b. Narrative

For the purpose of this narrative, data are drawn from **Table A (Success Rates)** and **Table B (Master Assessment Report)**.

Looking at the raw data, comparing various means to the semester just prior to implementation, the **average rate of success** (defined by a grade of A, B, or C) dropped slightly during implementation to 71.2%. The **mean final grade** also dropped by -3.2%, and the average **rate of change in success** (grades of A/B/C) was -5%. Looking at individual semesters, however, the second semester of implementation, when we made sweeping changes to the course, including adding videos and short, formative assessments (Spring 2017), **success rates rose** by 15% compared to the first semester of implementation. Moreover, the mean course grade each semester for students who remained in the course (A/B/C/D/F) was **always** above 70%, the college benchmark for success. Additional tables show student performance on individual

assessments matched to learning objectives. compared to the college-wide average success rate for HIST 1111 (65.3%), our success rates averaged 6.5% above this mean.

Fall 2017 was somewhat of an outlier, as was the 8-week summer 2017 semester. Analyzing the data as well as comments from students who both stayed with the class and withdrew, some of our conclusions are as follows:

- The college experienced a major transition in leadership in fall 2017 in Student Affairs, Admissions, and Academic Affairs. This “adjustment period” may account for lower numbers.
- The USG merger of Georgia Southern University and Armstrong Atlantic University has potentially had an effect on college application and enrollment numbers in area institutions including EGSC.
- When students engage with the material, they do receive successful grades. Students, by their own admission, discussed this factor in emails and in course evaluations, with comments such as “I had unexpected things happen to me this semester, which meant I did not complete all the assignments.”
- Overall, comments about the course were positive, with students appreciating the OER materials and not having to purchase costly textbooks.
- With only two exceptions (based on comments in course evaluations), students who responded said they would like to take another course using OER.
- The mean success rate of HIST 1111 at East Georgia State College is 65.3%, across all campuses and delivery formats; thus, our redesign compared favorably to the college average, with a difference of +5.9%.

Specifically, the average rate of success (A/B/C) across all 4 semesters was 71.2%, which is -1% than the rate of success just prior to implementation. **The average rate of change in success (A/B/C) across four semesters of implementation was -5%.**

The **mean final grade** across four semesters of implementation: 76.6%, a decrease of -3.2% compared to the semester immediately prior to implementation.

In meeting the learning objectives of the course (See **Table B**), students were successful with a benchmark of 70%. During the course of the project, we did eliminate one summative assessment, the annotated timeline, and replaced it with additional discussion questions. The goal of the timeline was to teach students about primary and secondary sources. We found, based on comments, that students learned more about these sources through discourse; in fact, Ms. Shepard created a forum in the course for students to ask questions about library sources, and primary sources in particular.

Student comments were positive, and several expressed gratitude regarding the use of OER and the accompanying savings. Comments from emails and surveys included the following:

- "Having the reading material alongside the course videos was helpful."

- "I really enjoyed the online material and the use of interesting, free web content."
- "I also enjoyed the online content rather than a textbook, because it presented the material that students would be tested over."
- Favorite teaching technique: "The myriad of online content that she provided."

Although our success rates and mean course averages varied over the period of the grant, **we are still highly satisfied** with the work we and our students did in HIST 1111 via ALG. First of all, the combination of an instructor with an embedded librarian is a win for the students who get personalized help with research and content. Second, we adjusted assessments to make them more robust and engaging to students as a direct result of the OER content. Finally, we increased the rigor of the course in that using OER allowed us to incorporate more interaction and media that was not present prior to implementation; we therefore pulled students into deeper studies of primary sources, rather than relying only on secondary sources found in standard textbooks. This technique, where we urged students to "think like historians" and engage with actual writings from periods studied promoted critical thinking, while course materials we created, as well as the videos, scaffolded the sometimes challenging primary source readings.

4. Sustainability Plan

The online textbook for HIST 1111 will be used as the standard text for Dr. McKinney's future course offerings. The text is hosted in a LibGuide [<https://ega.libguides.com/ALGHIST1111>] that will be updated and maintained by Shepard. Any additions or tweaks to the text and supporting materials will be reflected in the LibGuide. There is a method of contacting both McKinney and Shepard through the LibGuide if any further information is needed such as assessment for a professor interested in implementing the text.

5. Future Plans

Implementing this project has been great for the EGSC community. For students, we have plans to revise HIST 1112 in a similar way so that students can get the complete history series without having to purchase a textbook at all. Additionally, this project has greatly influenced the way we both use OER and encourage others to use them, as well. Since beginning this project, we have presented at two different conferences and at a Center for Teaching and Learning workshop at East Georgia State College. (Please see below for specifics about these activities). As a result, we have discussed the process and resources available for other professors to begin using affordable, or even free, materials. At final report writing, we are aware of several different professors who are currently revising their courses to utilize OER.

“Clio’s Quality Clearance Sale: Reducing the Cost of Western Civilization Courses” by Dr. Dee McKinney and Katie Shepard at the University System of Georgia Teaching & Learning Conference, Athens, GA. 5-7 April 2017.

“Embedded Librarians: A ‘Natural’ Solution” by Dr. Dee McKinney and Katie Shepard at Connections: A Critical Thinking Conference at East Georgia State College, Swainsboro, GA, 29 Sept. 2017.

“OER & ALG Grants” by Dr. Dee McKinney and Katie Shepard at an EGSC Center for Teaching and Learning workshop on using open education resources and Affordable Learning Georgia, 2 Nov. 2017

6. Description of Photograph

The photograph attached has (left-right) Dr. Dee McKinney, team lead and instructor of record, and Katie Shepard, librarian.