

# Grants Collection

Clayton State University



UNIVERSITY SYSTEM  
OF GEORGIA



Christopher Ward and David Gilbert

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# Survey of World History I

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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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# Initial Proposal

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## Application Details

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### Manage Application: ALG Textbook Transformation Grants Round 8

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**Award Cycle:** Round 8

**Internal Submission Deadline:** Sunday, December 11, 2016

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**Application Title:** 276

**Application ID:** #001270

**Submitter First Name:** Christopher

**Submitter Last Name:** Ward

**Submitter Title:** Professor of History

**Submitter Email Address:** christopherward@clayton.edu

**Submitter Phone Number:** 6784664811

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Christopher

**Applicant Last Name:** Ward

**Co-Applicant Name(s):** --

**Applicant Email Address:** christopherward@clayton.edu

**Applicant Phone Number:** 6784664811

**Primary Appointment Title:** Professor of History

**Institution Name(s):** Clayton State University

**Submission Date:** Monday, December 12, 2016

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

Christopher J. Ward, Ph.D., Professor of History, Department of Humanities, Clayton State University, christopherward@clayton.edu

David A. Gilbert, Ph.D., Associate Professor of History, Department of Humanities, Clayton State University, davidgilbert@clayton.edu

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

Dr. Nasser Momayezi, Dean, College of Arts & Sciences, Clayton State University

**Proposal Title:** 276

**Course Names, Course Numbers and Semesters Offered:**

HIST 1111, Survey of Pre-Modern World History, Fall, Spring, and Summer semesters. HIST 1111 is a core course in Area E: Social Sciences. In addition, HIST 1111 is one of Affordable Learning Georgia's Top 100 Undergraduate Courses.

**Average Number of Students per Course Section:** 30

**Number of Course Sections Affected by Implementation in Academic Year:** 16

**Total Number of Students Affected by Implementation in Academic Year:** 480

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Required no-cost textbook: Berger, Eugene; Israel, George; Miller, Charlotte; Parkinson, Brian; Reeves, Andrew; and Williams, Nadejda, World History: Cultures, States, and Societies to 1500 (2016). This Open Textbook is free and open access from the History at GALILEO Open Learning Materials program. Cost: \$0.00

**Requested Amount of Funding:** \$10,800

**Original per Student Cost:** 0

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** \$125.00

**Projected Total Annual Student Savings:** \$60,000.00

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

Desire2Learn (D2L) will be used to deliver and administer all course content for HIST 1111 (Survey of Pre-Modern World History), a core course in Area E: Social Sciences.

**Proposal Category:** Specific Top 100 Undergraduate Courses

**Final Semester of Instruction:** Fall 2017

**Project Goals:**

This project will employ an ALG Textbook Transformation Grant to provide an open, no-cost textbook (published by the University System of Georgia) to students enrolled in HIST 1111 (Survey of Pre-Modern World History) at Clayton State University. Approximately 480 students enroll in HIST 1111 during an academic year, and the previous required textbooks used in this course cost an average of \$125.00. A course in Area E, Social Sciences, HIST 1111 is one of Affordable Learning Georgia's Top 100 Undergraduate Courses ([http://www.affordablelearninggeorgia.org/find\\_textbooks/alg\\_top\\_courses](http://www.affordablelearninggeorgia.org/find_textbooks/alg_top_courses)), and using the open, no-cost textbook in sections of HIST 1111 taught at Clayton State University will result in a total savings to the 480 students who enroll in HIST 1111 each academic year of \$60,000 per academic year.

### **Statement of Transformation:**

As a 7000-student university with a large population of first-time and non-traditional college students in addition to a majority-minority student body, Clayton State University is uniquely positioned to use an ALG Textbook Transformation Grant to enhance student success in HIST 1111 specifically and in the university experience generally. As a core course in Area E: Social Sciences, HIST 1111 is a high-enrollment course at Clayton State University with an average annual enrollment of 480 students. An ALG Textbook Transformation Grant will allow us to replace the current HIST 1111 textbooks (average cost \$125) with an open, no-cost textbook (*World History: Cultures, States, and Societies to 1500*), which is published by the University System of Georgia. This will allow many students who currently struggle with textbook costs to avoid this financial burden when enrolled in HIST 1111. The removal of textbook costs, which represents a significant barrier to student success and achievement at diverse institution such as Clayton State University, will enhance student achievement in HIST 1111 and increase students' chances of matriculating from the institution.

### **Transformation Action Plan:**

Beginning in the Fall 2017 semester, the current required textbooks (average cost \$125) for HIST 1111 at Clayton State University will be replaced with Berger et al., *World History: Cultures, States, and Societies to 1500* (2016). This Open Textbook is free (cost: \$0.00) and is provided by the University System of Georgia's GALILEO Open Learning Materials program. Clayton State University is an access institution. Approximately 22% of the institution's population who reside in Clayton State's primary service area in south metropolitan Atlanta (Clayton County, DeKalb County, Fayette County, Fulton County, Henry County, and Spalding County) live below the poverty line (data taken from United States Census Bureau QuickFacts at <http://www.census.gov/quickfacts>). Clayton State University students often cite the inability to afford textbooks as a significant barrier to their success, and an ALG Textbook Transformation Grant for HIST 1111 (a USG core course in Area E: Social Sciences) will assist the approximately 480 Clayton State students who enroll in HIST 1111 every year by providing a no-cost textbook for the course. It is our belief that the use of this no-cost textbook will increase student success in HIST 1111, a core course.

**Quantitative & Qualitative Measures:** The effectiveness of the transformed no-cost textbook will be examined with qualitative and quantitative measures. Qualitative Measures Beginning in Fall 2017, students enrolled in HIST 1111 will complete a survey at end of the semester that assesses the transformed open-access, no-cost course materials. Narrative and critical feedback received from students in Fall 2017 will be compared against the feedback from the Fall 2016 and Spring 2017 semesters in which the standard textbook (average cost \$125) was used. An anonymous survey tool in D2L will be used.

Quantitative Measures Beginning in Fall 2017, students enrolled in HIST 1111 will complete a survey that contains questions asking them to rate the no-cost course materials in the areas of accessibility, comprehensiveness, effectiveness, cost and cohesion. Scores for the survey of the transformed course materials will be compared with students' responses to the standard textbook used during the Fall 2016 and Spring 2017 semesters. Again, an anonymous survey tool in D2L will be used. Since the instructors have observed a decline in student performance during the first few weeks of school because of students' untimely purchase of the book, the grades for Fall 2016 and Spring 2017 sections will be compared with the Fall 2017 sections. The statistics feature of D2L will be used. Course grade distributions and Drop/Fail/Withdraw (DFW) rates under the original and transformed formats will also be compared from the period before and after the adoption of the free interactive book in Fall 2017.

**Timeline:**

January 30, 2017: Ward and Gilbert travel to kickoff meeting.

Spring 2017 semester (January-May): Professor Ward and Gilbert work to revise lectures, online discussions, course readings, examinations, and assessments using the no-cost HIST 1111 textbook on D2L. In conjunction with the Clayton State University Center for Instructional Development (CID) (<http://www.clayton.edu/CID>), Professors Ward and Gilbert will develop a series of recorded multimedia lectures based on the no-cost textbook to be used via D2L

beginning in the Fall 2017 semester. The transformed version of HIST 1111 will be ready for testing at the end of the Spring 2017 semester. Ward and Gilbert gather qualitative and quantitative data from student surveys of pre-transformed HIST 1111 course for use in comparison with data gathered from transformed course in Fall 2017 (see below).

Summer 2017 (May-July): Continued refinement and testing of course materials and assessments on D2L in preparation for launch of transformed HIST 1111 in Fall 2017.

Fall 2017 (August-December): implementation of transformed sections of HIST 1111 using no-cost textbook. Ward and Gilbert gather qualitative and quantitative data from student surveys of transformed HIST 1111 course.

Spring 2018 (January-May): Ward and Gilbert refine transformed HIST 1111 based on student feedback from Fall 2017 semester.

**Budget:**

Requested total budget: \$10,800

Breakdown:

1. Dr. Christopher J. Ward, Professor of History (Instructor of Record) \$5000 for course redesign and \$400 for travel to kickoff meeting.
2. Dr. David Gilbert, Associate Professor of History \$5000 for course redesign and \$400 for travel to kickoff meeting.

**Sustainability Plan:**

Starting in the Fall 2017 semester, all portions of the redesigned version of HIST 1111 will be offered to other instructors as an open resource in D2L. Course materials will be updated periodically by Dr. Ward and Dr. Gilbert. With course delivery refinement based on the instructors' experience as well as qualitative and quantitative feedback gathered from student surveys, the transformed version of HIST 1111 will be taught during the Spring 2018 and subsequent semesters.

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## Proposal Narrative

### Affordable Learning Georgia (ALG) Textbook Transformation Grant proposal

#### Round 8

HIST 1111 (Survey of Pre-Modern World History), Core  
Area E: Social Sciences (one of Affordable Learning  
Georgia's Top 100 Undergraduate Courses)

For Fall 2017 (No-Cost to Students)

Submitted by:

Christopher J. Ward, Ph.D., Professor of History, Department of  
Humanities, Clayton State University,  
[christopherward@clayton.edu](mailto:christopherward@clayton.edu)

and

David A. Gilbert, Ph.D., Associate Professor of History,  
Department of Humanities, Clayton State University,  
[davidgilbert@clayton.edu](mailto:davidgilbert@clayton.edu)

#### 1. Narrative

This project will employ an ALG Textbook Transformation Grant to provide an open, no-cost textbook (published by the University System of Georgia) to students enrolled in HIST 1111 (Survey of Pre-Modern World History) at Clayton State University. Approximately 480 students enroll in HIST 1111 during an academic year, and the previous required textbooks used in this course cost an average of \$125.00.

A course in Area E, Social Sciences, HIST 1111 is one of Affordable Learning Georgia's Top 100 Undergraduate Courses ([http://www.affordablelearninggeorgia.org/find\\_textbooks/alg\\_top\\_courses](http://www.affordablelearninggeorgia.org/find_textbooks/alg_top_courses)), and using the open, no-cost textbook in sections of HIST 1111 taught at Clayton State University will result in a total savings to the 480 students who enroll in HIST 1111 each academic year of \$60,000 per academic year.

As a 7000-student university with a large population of first-time and non-traditional college students as well as a majority-minority student body,

Clayton State University is uniquely positioned to use an ALG Textbook Transformation Grant to enhance student success in HIST 1111 specifically and in the university experience generally. As a core course in Area E: Social Sciences, HIST 1111 is a high-enrollment course at Clayton State University with an average annual enrollment of 480 students.

An ALG Textbook Transformation Grant will allow us to replace the current HIST 1111 textbooks (average cost \$125) with an open, no-cost textbook (*World History: Cultures, States, and Societies to 1500*), which is published by the University System of Georgia. This will allow many students who currently struggle with textbook costs to avoid this financial burden when enrolled in HIST 1111. The removal of textbook costs, which represents a significant barrier to student success and achievement at diverse institution such as Clayton State University, will enhance student achievement in HIST 1111 and increase students' chances of matriculating from the institution.

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The effectiveness of the transformed no-cost textbook will be examined with qualitative and quantitative measures.

## 2. Qualitative Measures

Beginning in Fall 2017, students enrolled in HIST 1111 will complete a survey at end of the semester that assesses the transformed open-access, no-cost course materials. Narrative and critical feedback received from students in Fall 2017 will be compared against the feedback from the Fall 2016 and Spring 2017 semesters in which the standard textbook (average cost \$125) was used. An anonymous survey tool in D2L will be used.

### 3. Quantitative Measures

Beginning in Fall 2017, students enrolled in HIST 1111 will complete a survey that contains questions asking them to rate the no-cost course materials in the areas of accessibility, comprehensiveness, effectiveness, cost and cohesion. Scores for the survey of the transformed course materials will be compared with students' responses to the standard textbook used during the Fall 2016 and Spring 2017 semesters. Again, an anonymous survey tool in D2L will be used.

Since the instructors have observed a decline in student performance during the first few weeks of school because of students' untimely purchase of the book, the grades for Fall 2016 and Spring 2017 sections will be compared with the Fall 2017 sections. The statistics feature of D2L will be used. Course grade distributions and Drop/Fail/Withdraw (DFW) rates under the original and transformed formats will also be compared from the period before and after the adoption of the free interactive book in Fall 2017.

### 4. Timeline

January 30, 2017: Ward and Gilbert travel to kickoff meeting.

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Spring 2018 (January-May): Ward and Gilbert refine transformed HIST 1111 based on student feedback from Fall 2017 semester.

### 5. Budget

Requested total budget: \$10,800

Breakdown:

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2. Dr. David Gilbert, Associate Professor of History \$5000 for course redesign and \$400 for travel to kickoff meeting.

6. Sustainability: Starting in Fall 2017 semester, all portions of the redesigned version of HIST 1111 will be offered to other instructors as an open resource in D2L. Course materials will be updated periodically by Dr. Ward and Dr. Gilbert. With course delivery refinement based on the instructors' experience as well as qualitative and quantitative feedback gathered from student surveys, the transformed version of HIST 1111 will be taught during the Spring 2018 and subsequent semesters.

November 30, 2016

Re: Letter of Support for FY 2017 ALG Grant Proposal

Dear Committee Members,

As the Dean of the College of Arts and Sciences, I enthusiastically support the application for the Affordable Learning Georgia (ALG) Textbook Transformation grant submitted by Drs. Christopher Ward and David Gilbert. These two full-time historians, each of whom is tenured, has taught at Clayton State for more than a decade, and is committed to the success of our students, propose to utilize grant monies awarded them to replace the existing course textbook for HIST 1111 Survey of Pre-Modern World History, which is among the Top 100 USG undergraduate courses.

Currently, our students must take at least one World History course before they graduate, and they are required to purchase a textbook that costs anywhere from \$242 new to \$147 for used editions. Each semester (excluding summer), we offer 8-10 sections of HIST 1111, with a maximum section size of 38. Most of these sections are 90%+ full. There are 258 students enrolled in HIST 1111 Fall semester 2016, and we project another 200 will take the course this Spring. With their fully-funded textbook transformation project, Drs. Ward and Gilbert estimate an annual cost savings to our students of approximately \$60,000.

This proposal will benefit a large number of our students by reducing their total cost of learning materials. Most of our students are the first in their families to attend college, they come from low income households, they work at least 20-30 hours each week, and they are Pell Grant recipients. A reduction in the cost of textbooks will more than likely enable them to complete their degree on time. It would also enhance our retention and progression rates.

Both Drs. Ward and Gilbert are capable and motivated to pursue the goals of the Affordable Learning Georgia initiative. We sincerely hope that the University is awarded this very important grant to help us achieve our ongoing commitment to a successful transformation to free and online texts. Thank you for your consideration of this proposal.

Sincerely,



Nasser Momayezi, Dean  
College of Arts and Sciences

November 30, 2016

Re: Letter of Support for FY 2017 ALG Grant Proposal

Dear Committee Members:

As chair of the Department of Humanities, I strongly support the Affordable Learning Georgia grant application of Dr. Christopher Ward and Dr. David Gilbert. Both instructors are highly qualified history professors who have taught in the USG for over a decade. They seek to transform their HIST 1111 courses by using an open source book. This is a laudable goal that will save our students money and improve the quality of instruction.

The current textbook for HIST 1111 is costly. Many of the students simply do not purchase the book. Not only does this hamper the ability of the instructors to lead class sessions, but it also harms the performances of the students in the course. HIST 1111 is part of Clayton State's core curriculum. Nearly 500 students per year take the course. The savings, therefore, to students in the revised HIST 1111 courses at Clayton State will be significant.

Both Dr. Ward and Dr. Gilbert are accomplished teachers. Both routinely score in the top 15% of all instructors in the department on their student evaluations. Both have taught in online and classroom formats. Their courses are popular with students. Both are motivated to improve the education of our students here at Clayton State. The ALG grant would be a major tool for them to help our students further.

I sincerely hope that the University would be awarded this grant. It will help us reach our students in better ways and make their education more meaningful. Thank you for your consideration.

Sincerely,



Adam Tate, PhD.

Professor of History and Chair, Department of Humanities

Clayton State University

678-466-4809

# Syllabus

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HIST 1111-90 (Survey of Pre-Modern World History): Fall 2017 (online course)

<b>Module 1</b>	TEXTBOOK: <i>World History: Cultures, States and Societies to 1500</i>	ACTIVITIES	LINKS	OTHER
Week 1	Chapter 1 (Prehistory)	Course Orientation	Optional video on Ice Age: <a href="https://www.youtube.com/watch?v=F9Fjoyc33L4">https://www.youtube.com/watch?v=F9Fjoyc33L4</a>	
Week 2	Chapter 2 (Early Middle East)	Quiz 1	Required video on Mesopotamia (34:45-39:10): <a href="https://www.youtube.com/watch?v=6tGyQqfXoSw">https://www.youtube.com/watch?v=6tGyQqfXoSw</a>	DOC: Assyrian Warfare CHART: Complex societies
Week 3	Chapter 3 (Ancient India)	Discussion 1: Comparison of Babylonian and Egyptian Societies based on documents (Hammurabi's Code and "Be a Scribe")	Optional video on Buddhism: <a href="https://www.youtube.com/watch?v=yn3lk6xTF24">https://www.youtube.com/watch?v=yn3lk6xTF24</a>	
Week 4	Chapter 4 (Ancient China)	Quiz 2		CHART: Chinese dynasties
Week 5		Test 1		
<b>Module 2</b>				
Week 6	Chapter 5 (Ancient Greece)	Discussion 2: Comparison of Mauryan India and Qin China based on documents (Kautilya-4 and Sima Qian -2)	Required video on Greece (0:00-9 :20) <a href="https://video.search.yahoo.com/yhs/search;_ylt=A0LEVu9Q7olZYUsARiknnIIQ?p=time+life+lost+civilizations+greece+a+moment+of+excellence&amp;fr=yhs-mozilla-001&amp;fr2=piv-web&amp;hspart=mozilla&amp;hsimp=yhs-001#id=1&amp;vid=c978826d62161c07ee59e6be92f92d2a&amp;action=view">https://video.search.yahoo.com/yhs/search;_ylt=A0LEVu9Q7olZYUsARiknnIIQ?p=time+life+lost+civilizations+greece+a+moment+of+excellence&amp;fr=yhs-mozilla-001&amp;fr2=piv-web&amp;hspart=mozilla&amp;hsimp=yhs-001#id=1&amp;vid=c978826d62161c07ee59e6be92f92d2a&amp;action=view</a>	CHART: Athens & Sparta DOC: Thucydides
Week 7	Chapter 6 (Roman World)	Quiz 3		DOC: Nicene Creed
Week 8	Chapter 7 (Early Europe)	Quiz 4		
Week 9		Test 2		
<b>Module 3</b>				



Week 10	Chapter 8 (Islamic Civilization)	Discussion 3: Roman Gladiators based on document (Augustine of Hippo) and article: <a href="http://penelope.uchicago.edu/~grout/encyclopaedia_romana/gladiators/gladiators.html">http://penelope.uchicago.edu/~grout/encyclopaedia_romana/gladiators/gladiators.html</a> )	Optional video on Roman gladiators: <a href="https://www.youtube.com/watch?v=h3oRe-TVf4A">https://www.youtube.com/watch?v=h3oRe-TVf4A</a>	CHART: Sunni & Shia
Week 11	Chapter 9 (Africa to 1500)	Quiz 5	Required videos on Ethiopia: <a href="https://www.youtube.com/watch?v=zI4N0KrDjLg">https://www.youtube.com/watch?v=zI4N0KrDjLg</a>	
Week 12	Chapter 10 (Ancient Americas)	Quiz 6	Required video on Maya: <a href="https://www.youtube.com/watch?v=l-ivJjbC6m8">https://www.youtube.com/watch?v=l-ivJjbC6m8</a>	
Week 13		Test 3		
<b>Module 4</b>				
Week 14	Chapter 11 (Central Asia)	Quiz 7	Required video on Genghis Khan: <a href="https://www.youtube.com/watch?v=Eq-Wk3YqeH4">https://www.youtube.com/watch?v=Eq-Wk3YqeH4</a>	MAP: Silk Road
Week 15		<i>Thanksgiving Holiday</i>	Optional video on Genghis Khan: <a href="https://www.youtube.com/watch?v=htEXmRHjf5s">https://www.youtube.com/watch?v=htEXmRHjf5s</a>	
Week 16	Chapter 12 (Medieval Europe)	Discussion 4: Islam in Mali based on document (Ibn Battuta) and video (Mali: 11:00 – 20:50): <a href="https://www.youtube.com/watch?v=A4PbXATIAkc">https://www.youtube.com/watch?v=A4PbXATIAkc</a>	Required video on Bubonic Plague: <a href="https://video.search.yahoo.com/yhs/search;_ylt=A0LEVvDO9YIZJFcAqGYnnlIQ?p=king+death+schama&amp;fr=yhs-mozilla-001&amp;fr2=piv-web&amp;hspart=mozilla&amp;hsimp=yhs-001#id=3&amp;vid=428af2d489d15007a91cefd850f3ccae&amp;action=view">https://video.search.yahoo.com/yhs/search;_ylt=A0LEVvDO9YIZJFcAqGYnnlIQ?p=king+death+schama&amp;fr=yhs-mozilla-001&amp;fr2=piv-web&amp;hspart=mozilla&amp;hsimp=yhs-001#id=3&amp;vid=428af2d489d15007a91cefd850f3ccae&amp;action=view</a>	CHART: Feudalism
Week 17		Test 4		

TEXTBOOK: Berger, Eugene; Israel, George; Miller, Charlotte; Parkinson, Brian; Reeves, Andrew; and Williams, Nadejda, "World History: Cultures, States, and Societies to 1500" (2016). *History Open Textbooks*. 2. <https://oer.galileo.usg.edu/history-textbooks/2>

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**HIST 1111-04: Survey of Pre-Modern World History**  
**Instructor: Christopher J. Ward**  
**Fall 2017**

TEXTBOOK: Berger, Eugene; Israel, George; Miller, Charlotte; Parkinson, Brian; Reeves, Andrew; and Williams, Nadejda, *World History: Cultures, States, and Societies to 1500* (2016). *History Open Textbooks*. 2. <https://oer.galileo.usg.edu/history-textbooks/2>  
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	READING	ASSESSMENT (on D2L)	DISCUSSION (on D2L)	ACTIVITY
August 14	Course Syllabus	-	-	Course orientation
August 16	Chapter 1: Prehistory	Chapter Quiz 1	-	The Agricultural Revolution: <a href="https://www.youtube.com/watch?v=Yocja_N5s1I">https://www.youtube.com/watch?v=Yocja_N5s1I</a>
August 21	Chapter 1 continued	-	-	-
August 23	Chapter 2: Early Middle Eastern and Northeast African Civilizations	Chapter 2 Quiz	Chapter 2 Discussion: The Law Code of Hammurabi as a Window into Ancient Mesopotamian Law and Worldview	Mesopotamia: <a href="https://www.youtube.com/watch?v=sohXPx_XZ6Y">https://www.youtube.com/watch?v=sohXPx_XZ6Y</a>
August 28	Chapter 2 continued	-	-	Ancient Egypt: <a href="https://www.youtube.com/watch?v=Z3Wvw6BivVI">https://www.youtube.com/watch?v=Z3Wvw6BivVI</a>
August 30	Chapter 3: Ancient and Early Medieval India	Chapter 3 Quiz	Chapter 3 Discussion: Kingship in Ancient India	Buddha & Ashoka: <a href="https://www.youtube.com/watch?v=8Nn5uqE3C9w&amp;t=13s">https://www.youtube.com/watch?v=8Nn5uqE3C9w&amp;t=13s</a>

September 4	<b>Labor Day Holiday</b>	-	-	-
September 6	Chapter 3 continued	-	-	Indus Valley Civilization: <a href="https://www.youtube.com/watch?v=n7ndRwqJYDM">https://www.youtube.com/watch?v=n7ndRwqJYDM</a>
September 11	-	<b>Exam #1 on Chapters 1-3</b>	-	-
September 13	Chapter 4: China and East Asia to the Ming Dynasty	Chapter 4 Quiz	Chapter 4 Discussion: Confucian Ideas	The Mandate of Heaven & Confucius: <a href="https://www.youtube.com/watch?v=yIWORyToTo4">https://www.youtube.com/watch?v=yIWORyToTo4</a>
September 18	Chapter 4 continued	-	-	The Silk Road: <a href="https://www.youtube.com/watch?v=vfe-eNq-Qyg">https://www.youtube.com/watch?v=vfe-eNq-Qyg</a>
September 20	Chapter 5: The Greek World from the Bronze Age to the Roman Conquest	Chapter 5 Quiz	Chapter 5 Discussion: Classical Athenian Democracy	The Persians & Greeks: <a href="https://www.youtube.com/watch?v=Q-mkVSasZIM">https://www.youtube.com/watch?v=Q-mkVSasZIM</a>
September 25	Chapter 5 continued	-	-	Alexander the Great: <a href="https://www.youtube.com/watch?v=0LsrkWDCvxg">https://www.youtube.com/watch?v=0LsrkWDCvxg</a>
September 27	Chapter 6: The Roman World from 753 BCE to 500 CE	Chapter 6 Quiz	Chapter 6 Discussion: The Age of Augustus	Rome: <a href="https://www.youtube.com/watch?v=oPf27gAup9U">https://www.youtube.com/watch?v=oPf27gAup9U</a>
October 2	Chapter 6 continued	-	-	Christianity from Judaism to Constantine: <a href="https://www.youtube.com/watch?v=TG55ErfdaeY">https://www.youtube.com/watch?v=TG55ErfdaeY</a>
October 4	-	<b>Exam #2</b>	-	Ara Pacis:

		<b>on Chapters 4-6</b>		<a href="https://www.youtube.com/watch?v=kiMNT18c4Ko">https://www.youtube.com/watch?v=kiMNT18c4Ko</a>
October 9	<b>Columbus Day Holiday</b>	-	-	-
October 11	Chapter 7: Western Europe and Byzantium circa 500-1000 CE	Chapter 7 Quiz	Chapter 7 Discussion: Western Europe & Byzantium	The Fall of the Roman Empire: <a href="https://www.youtube.com/watch?v=3PszVWZNVVA">https://www.youtube.com/watch?v=3PszVWZNVVA</a>
October 16	Chapter 7 continued	-	-	The Dark Ages: <a href="https://www.youtube.com/watch?v=QV7CanyzhZg">https://www.youtube.com/watch?v=QV7CanyzhZg</a>
October 18	Chapter 7 continued	-	-	The Vikings: <a href="https://www.youtube.com/watch?v=Wc5zUK2MKNY">https://www.youtube.com/watch?v=Wc5zUK2MKNY</a>
October 23	Chapter 8: Islam to the Mamluks	Chapter 8 Quiz	Chapter 8 Discussion: Islam	Islam, the Quran, and the Five Pillars: <a href="https://www.youtube.com/watch?v=TpcbfxtdoI8">https://www.youtube.com/watch?v=TpcbfxtdoI8</a>
October 25	Chapter 8 continued	-	-	-
October 30	Chapter 9: African History to 1500	Chapter 9 Quiz	Chapter 9 Discussion: Great Zimbabwe	Mansa Musa and Islam in Africa: <a href="https://www.youtube.com/watch?v=jvnU0v6hcUo">https://www.youtube.com/watch?v=jvnU0v6hcUo</a>
November 1	Chapter 9 continued	-	-	-
November 6	-	<b>Exam #4 on Chapters 7-9</b>	-	-
November 8	Chapter 10: The Americas	Chapter 10 Quiz	Chapter 10 Discussion: The Americas	Pre-Columbian Americas: <a href="https://www.youtube.com/watch?v=o2XjXFvruIM">https://www.youtube.com/watch?v=o2XjXFvruIM</a>

November 13	Chapter 10 continued	-	-	Cracking the Maya Code: <a href="https://www.youtube.com/watch?v=UHPXD_aGeSM&amp;t=2347s">https://www.youtube.com/watch?v=UHPXD_aGeSM&amp;t=2347s</a>
November 15	Chapter 11: Central Asia	Chapter 11 Quiz	Chapter 11 Discussion: Central Asia	The Mongols: <a href="https://www.youtube.com/watch?v=szxPar0BcMo">https://www.youtube.com/watch?v=szxPar0BcMo</a>
November 20	Chapter 11 continued	-	-	The Silk Road: <a href="https://www.youtube.com/watch?v=aIYuPgNvSYk">https://www.youtube.com/watch?v=aIYuPgNvSYk</a>
November 22	<b>Thanksgiving Holiday</b>	-	-	-
November 27	Chapter 12: Western Europe and Byzantium circa 1000-1500 CE	Chapter 12 Quiz	Chapter 12 Discussion: Western Europe in the Middle Ages	The Crusades: <a href="https://www.youtube.com/watch?v=X0zudTQelzI">https://www.youtube.com/watch?v=X0zudTQelzI</a>
November 29	Chapter 12 continued	-	-	The Plague: <a href="https://www.youtube.com/watch?v=RNbC18QNVyA">https://www.youtube.com/watch?v=RNbC18QNVyA</a>
December 4	Chapter 12 continued	-	-	-
December 11	-	<b>Final Exam on Chapters 10-12</b>	-	-

# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

**Date:** December 13, 2017

**Grant Number:** 28274 (Round 8)

**Institution Name(s):** Clayton State University

**Team Members:** Christopher J. Ward, Ph.D., Professor of History, Department of Humanities, Clayton State University, [christopherward@clayton.edu](mailto:christopherward@clayton.edu)

David A. Gilbert, Ph.D., Associate Professor of History, Department of Humanities, Clayton State University, [davidgilbert@clayton.edu](mailto:davidgilbert@clayton.edu)

**Project Lead:** Christopher J. Ward, Ph.D., Professor of History, Department of Humanities, Clayton State University, [christopherward@clayton.edu](mailto:christopherward@clayton.edu)

**Course Name and Course Number:** HIST 1111, Survey of Pre-Modern World History

**Semester Project Began:** Spring 2017

**Semester(s) of Implementation:** Summer 2017 and Fall 2017

**Average Number of Students Per Course Section:** 30

**Number of Course Sections Affected by Implementation:** 7

**Total Number of Students Affected by Implementation:** 214

### 1. Narrative

A no-cost textbook (published by the University System of Georgia) was introduced into 7 sections of HIST 1111 at Clayton State University. HIST is a course in Area E (Social Sciences) of the Core and is one of Affordable Learning Georgia's Top 100 Undergraduate Courses. The new book replaced the previously required textbooks with an average cost of \$125.00 each. The course redesigns began in Spring semester 2017 and were implemented in 3 face-to-face and 3 fully online courses in Summer and Fall semesters 2017.

The focus and structure of the new textbook is different from previously used materials, and so all courses had to be redesigned to correlate with the new format. This included the creation of entirely new lectures to reflect the topics in the new book and the creation of new learning tools for helping the students engage the material (e.g. lecture outlines and weekly learning objectives). This also required the creation of new tests and quizzes. New supplementary materials (videos, primary source documents and PowerPoint images) also had to be found.

The textbook itself presented many challenges, since the chapters are quite long and sometimes cover excessively long period of human history. Also, the amount of detail included was sometimes overwhelming for students in an introductory survey course. In the past, when students were required to buy the textbook, there was pressure to use all components of the textbook even when these were not useful. In this case, some sections of the book could be made optional without students feeling that they had wasted their money.

Above all, having a free book available eliminated the problem of students not having a textbook for the course. However, as is usually the case, getting students to read the book was still a challenge. Although there were many positive comments by students who completed the textbook surveys, some students needed additional motivation for regular utilization of the book. In the case of Dr. Gilbert, more direct connections to the textbook were made in the lectures as the semester progressed. In the future, he also plans to add additional exercises based on key sections of the textbook to encourage student engagement with the textbook.

## **2. Quotes**

- “love that it was free!”
- “This book made lessons easier. Learning with free books made it easier to focus on my education instead of student loans.”
- “I adore the use of open source textbooks and this particular text was really well written and put together.”

## **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?**

Total number of students affected in this project: 214

- Positive: 85.5 % of 77 respondents
- Neutral: 3.9 % of 77 respondents
- Negative: 10% of 77 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?**

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

### **Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

**Drop/Fail/Withdraw Rate:**

26.31 % of students, out of a total 133 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

### **3b. Narrative**

#### **1. TEXTBOOK USE:**

##### **Textbook use before implementation (2016):**

In 2016 (before implementation), 79.6% of HIST 1111 students completing the survey reported that they purchased the textbook. This means that 20.4% of students did not obtain a textbook for the course.

##### **Textbook use before implementation (Spring 2017):**

In spring semester 2017 (before implementation), 85.7% of HIST 1111 students completing the survey reported that they purchased the textbook. This means that 14.3% of students did not obtain a textbook for the course. Of those who purchased or rented a textbook, 28.6% reported that this was a financial burden to them.

### Textbook use after implementation (Summer 2017)

In summer semester 2017, 85.2% of the students completing the survey reported that they did not purchase the textbook because it was free of charge. Another 14.8% purchased or rented a hard copy of the textbook (even though it was available free of charge). 100% of students had access to the textbook.

### Textbook use after implementation (Fall 2017)

In fall semester 2017, 83.3% of students completing the survey reported that they did not purchase a textbook because it was free of charge. Another 16.7% purchased or rented a hard copy of the textbook (even though it was available free of charge). 100% of students had access to the textbook.

## 2. STUDENT REACTIONS:

### Student reactions to previously used textbooks (2016):

44.9% rated the assigned textbook “good” and 21.4% rated it “excellent.”

26.5% “strongly agreed” that the textbook was effective in helping them succeed in the course.

24.5% “agreed” and 21.4% “somewhat agreed.” This means that 72.4% of the students found the previous textbooks helpful.

### Student reactions to previously used textbooks (Spring 2017):

50% rated the assigned textbook “good” and 10.7% rated it “excellent.”

17.9% “strongly agreed” that the textbook was effective in helping them succeed in the course.

14.3% “agreed” and 21.4% “somewhat agreed.” This means that only 53.6% of the students found the previous textbooks helpful.

### Student reactions to Creative Commons textbook (Summer 2017):

48% rated the textbook good and 48% rated it excellent.

48% “strongly agreed” that the textbook was effective in helping them succeed in the course.

37% “agreed” and 11% “somewhat agreed.” This means 96% of the students found the textbook helpful.

### Student reactions to Creative Commons textbook (Fall 2017):

33.3% rated the textbook good and 52.1% rated it excellent.

45.8% “strongly agreed” that the textbook was effective in helping them succeed in the course.

22.9% “agreed” and 10.4% “somewhat agreed.” This means 79% of the students found the textbook helpful.

### 3. Student Outcomes/Grades:

The two instructors involved in the textbook transformation taught five sections of HIST 1111 in Spring semester 2017 using the old textbook. The average grades for these sections were:

A: 13%, B: 28% and C: 23% (= 64% of students earned A,B or C in the course.)

After implementing the new textbook in six sections in Summer and Spring semesters 2017, the average grades for these sections were:

A: 29%, B: 22% and C: 11% (= 62% of students earned A,B or C in the course.)

### 4. HIST 1111 DFW Rates:

DFW rates for HIST 1111 averaged 32.4% in the two semesters prior to the adoption of the new textbook. In Summer and Fall semesters 2017, the average was 29.8% for the HIST 1111 sections that adopted the new book. However, in the three sections that did not adopt the new book, the DFW rate for Fall 2017 was 27.8%.

## SUMMARY

In summary, before implementation of the new textbook, an average of 17.4% of students did not obtain a textbook for their HIST 1111 class. Of those who did purchase or rent the required textbook, almost 29% reported that this was a financial burden to them. After implementation, all students in the affected sections had free access to the required textbook for HIST 1111. Although a free book was available online, 15.8% of students still chose to buy or rent a hard copy.

An average of 85.5% of students surveyed found the new Creative Commons textbook to be effective in helping them succeed in the course. In contrast, an average of 63% of students reported that the previously used textbooks were effective in helping them succeed in the course. However, in neither case is it possible to determine how many students actually utilized the old or new textbook on a regular basis. Obviously, reading the textbook will always improve student success. Having a free book ensures that every student has access to the required course material and that no one suffers additional financial hardship for participating in the course.

The grade distribution for the instructors using the new textbook shows a comparable percentage of students passing the class with A, B or C with the old or new textbooks. However, the number of students earning A more than doubled over the previous semester before the

new book was used. This is a significant difference and indicates that students who might have passed the class with a B or C using traditional textbooks, were more likely to earn an A using the new book. It is not clear if this reflects more student engagement with the textbook (perhaps due to its online format) or another positive impact from the overall course redesigns.

In general, the change in DFW rates was not significant. This suggests that while textbook accessibility or affordability may be very important to student motivation and satisfaction, this may not be a key factor in failure and withdrawal rates. In fact, analysis of reasons given for withdrawing from all HIST courses at Clayton State University in 2017 indicates that 46% of withdrawals were unrelated to course content or instruction. Only 27% were linked to issues like the difficulty of the course or problems with the instructor or method of delivery. In fact, most withdrawals were attributed to personal, work and family issues. (No reason was given for withdrawal in 26% of the cases.)

#### **4. Sustainability Plan**

The two instructors who took part in this project will continue to use the new textbook for all future online and face-to-face classes. Other full-time faculty are being encouraged to adopt the new textbook as well. In the future, adjunct faculty will be required to use this textbook to reduce student costs.

#### **5. Future Plans**

The use of a free textbook for HIST 1111 ensured that everyone had access to required course material and seemed to have a positive impact on student perceptions of the course. Because of this, we are hopeful that in the future a similar textbook for HIST 1112 might also become available. We are also hopeful that any future editions of the book for HIST 1111 might address some of its current problems and become even more student-friendly

#### **6. Description of Photograph:**

Class: HIST 1111 (Fall 2017)

Professor Christopher Ward (*ninth from left*)

Students: *S. Barrett, C. Chaney, J. Gonzalez, J. Dupree, B. Hudson, K. Jallow, V. Lopez, S. Louangoudom, Z. Madison, K. Meads, D. Nguyen, V. Onyiorah, D. Parks, A. Persad, K. Ramirez, W. Shonfelt*