

Spring 2017

Introduction to Exercise Science

Bridget Melton

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Nicholas Murray

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Bridget Melton and Nicholas Murray

Introduction to Exercise Science



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 Round Five

Award Cycle: Round 5

Internal Submission Deadline: Tuesday, December 15, 2015

Application Title: 206

Submitter First Name: Eleanor

Submitter Last Name: Haynes

Submitter Title: Executive Director

Submitter Email Address: research@georgiasouthern.edu

Submitter Phone Number: 912-478-5465

Submitter Campus Role: Sponsored Programs Office

Applicant First Name: Bridget

Applicant Last Name: Melton

Co-Applicant Name(s): Nicholas Murray

Applicant Email Address: bmelton@georgiasouthern.edu

Applicant Phone Number: 912-478-1973

Primary Appointment Title: Associate Professor

Institution Name(s): Georgia Southern University

Team Members (Name, Title, Department, Institutions if different, and email address for each. Include the applicant in this list.):

Bridget Melton, Associate Professor, School of Health & Kinesiology,
bmelton@georgiasouthern.edu

Nicholas Murray, Assistant Professor, School of Health & Kinesiology,
nmurray@georgiasouthern.edu

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

James McMillan, Interim Department Chair, School of Health & Kinesiology, Georgia Southern University

Proposal Title: 206

Course Names, Course Numbers, and Semesters Offered:

Final Semester of Instruction (This is your final semester of the project):	Fall 2016
Average Number of Students per Course Section:	60
Number of Course Sections Affected by Implementation in Academic Year:	6
Total Number of Students Affected by Implementation in Academic Year:	360
List the original course materials for students (including title, whether optional or required, & cost for each item):	Hoffman, S.J., ed. Introduction to Kinesiology: Studying Physical Activity. (4th ed.). Champaign, IL: Human Kinetics, 2013; required \$107.00 American Psychological Association. (2009). Publication manual of the American Psychological Association. Washington, D.C.: American Psychological Association. \$39 McDougall, C. (2009). Born to Run. New York: Random House Inc. \$18
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	\$10,800 for a single course with multiple sections
Original per Student Cost:	\$166
Post-Proposal Projected Student Cost:	\$0
Projected Per Student Savings:	\$166(100%)
Plan for Hosting Materials:	D2L

Project Goals:

*Promote student success within the School of Health and Kinesiology by navigating from a costly, although informative and helpful, textbook to open-source-education materials to lower the cost of education for Kinesiology students at Georgia Southern University.

* Use engaging and sustainable materials from current known open-source-education sites hosted by American Kinesiology Association, National Academy of Kinesiology, and

Agricultural and Mechanical College of Texas to an online affordable setting.

* Provide quality and specific open-source-education videos, voice over lectures, and content specific literature examples from experts in the subdisciplines within the field of Kinesiology.

* Provide a flexible learning environment where content will be organized, readily available, and accessible by various instructors.

* Develop and provide expert opinion and fact based content about career pathways for Health and Kinesiology students.

* Develop Open Access Introduction to Exercise Science course content that will be available to other USG and non-USG colleges and universities.

Statement of Transformation:

The transformation will begin during the Spring 2016 semester, followed by a pilot of the course during two sequential sections of Summer 2016, and then implementation Fall of 2016. The course will navigate away from the expensive textbooks to open-source-education (OSE) materials provided by the American Kinesiology Association (AKA), National Academy of Kinesiology (NAK), and Agricultural and Mechanical College of Texas (Texas A&M) Health and Kinesiology Distinguished Lecture Series. All of these sources are indexed and available via MERLOT II open course material. No current OSE textbook exists for this specific content, as such it is the aim of the authors to collate OSE materials from context expert lectures, recorded testimonials, factsheets, and specific literature examples of the known Exercise Science career pathways and navigate this material to an online space hosted by Desire 2 Learn (D2L). These materials will serve as the major content of the course and are all currently available (by subdiscipline) as OSE materials by the associated sources listed above. If subdiscipline material is unavailable or taken off-line, the authors will seek out, create and provide additional OSE materials to meet the missing content.

The **major** stakeholders that will be affected by this transformation are predominantly sophomore level students that have declared or are interested in Exercise Science at GSU. This includes approximately 360 students per year. Furthermore, the **minor** stakeholders will be faculty at GSU who will have the opportunity to adopt and teach this course in the future.

*The **major** student stakeholders will be impacted by the course transformation in the form of affordable and flexible access to materials of the course.* Furthermore, this transformation will provide an interactive online learning environment that can be accessed at the students' discretion. This will provide the students with the opportunity to access to this critical course material at any time during the semester. Furthermore, as it is the aim of this transformation to provide materials that span career pathways within Exercise Science from already available OSE materials hosted and maintained by discipline specific governing bodies. Furthermore, it is a goal of the transformation that the course content will be available to the students until graduation to aid in future career pathway decision making. This could aid and enhance on-time graduation rates. Lastly, by directly lowering the cost of education materials and delivery of course content, overall retention rates and success of the students could be enhanced.

*The **minor** faculty stakeholders will be impacted by the course transformation in the form of a fluid, easily managed and maintained, and completely controlled online environment. By*

providing an established online forum for instructors, they will have control over the content and how it is delivered. They can adapt the course with the newest information without having additional preparation time and deliver the material in a hybrid (partial in-class/partial online) or purely online format. This could enhance faculty success and student retention rates by limiting the total amount of preparation time required for faculty.

*The transformation will have a direct impact on the course by providing a **consistent and high quality shell** for multiple instructors to implement into their individual sections of the course.* This will alleviate the repetitive and time consuming preparation of a traditional textbook. Moreover, this shell will provide consistent basic course material that Exercise Science majors must accomplish. Kinesiology includes the following subdisciplines: History of Sport, Philosophy of Sport, Sociology of Sport, Motor Development, Biomechanics, Sport and Exercise Psychology, and Exercise Physiology. Although, Kinesiology faculty are familiar with all of the subdisciplines, they typically specialize within their own sub-discipline. As such, a consistent and high quality course shell will allow faculty to tailor the course based on their teaching and research strengths and also provide them with the support for less familiar areas.

The School of Health and Kinesiology supports and serves the second most popular major on the campus of Georgia Southern University (GSU), with well over 800 student majors attend courses spanning a myriad of Exercise Science disciplines. The popularity of Exercise Science is not limited to Georgia Southern University; it is a popular major across the state and country.¹ Exercise Science falls under Health Sciences and is an appropriate undergraduate major for Allied Health Field. The majority of Exercise Science students have an expectation of graduating and attaining graduate degrees within Physical Therapy (PT), Occupational Therapy (OT), and Physician Assistant (PA). However, Doctorate of PT programs accept less than 40% of qualified applicants², OT Masters Program accept less than 45% of qualified applicants³, and PA programs accept less than 12% of applicants nationwide⁴ (PAEA annual report). These rates are alarming and could indicate that well over 60% of Exercise Science majors at GSU will need to pursue alternative career paths. Introduction to Exercise Science is a newly required course at Georgia Southern University for all declaring majors or interested student majors for acceptance into the Exercise Science program. Numerous other schools, including University of Georgia, Kennesaw State University, Georgia State University, and Armstrong State University also have a similar course, which introduces the importance of physical activity, the sub-disciplines of kinesiology and specific career pathways. This course is vital to promote the knowledge base of Exercise Science majors for future success in the discipline.

The transformation can extend to other colleges and universities within and outside of the USG. The creation and development of the course materials will be able to be easily transferred within the University of Georgia System (USG) Desire 2 Learn (D2L) course learning management system and it will also be able to be exported outside of that learning management system. Content will be developed locally in HTML pages and then uploaded to a web server hosted by Georgia Southern University and finally shared with the USG, via the Affordable Learning Georgia website.

Transformation Action Plan:

Step 1: Identification and Collection, Game Plan

Team members will identify and collect materials from known open-source-education sites hosted primarily by AKA, NAK, and Texas A&M Health and Kinesiology Distinguished Lecture Series to an online affordable setting. All of these materials are indexed and available via MERLOT II. In addition, further identification will take place as needed to include other professional organizations and OSE materials as identified by the current course text, Introduction to Kinesiology 4th Edition. The Team will meet with the University supported centers, Center for Teaching and Excellence and the Center for Technology and Teaching, to storyboard the content development and delivery.

Step 2: Review and Selection

After materials are identified and collected, team members will filter through and select the most appropriate content materials per the structured and agreed upon subdisciplines. Dr. Bridget Melton will lead the content review and selection process. She is the senior most faculty on the project with over 10 years of experience as a faculty member in Exercise Science field and education. In addition, Dr. Melton was one of the principle faculty involved in the original course creation. Dr. Nicholas Murray will be responsible for course creation and navigation to an online OSE setting. Furthermore, Dr. Murray's expertise in research within Exercise Science and sports medicine will provide a unique and alternative perspective throughout the review and selection process. Although, each team member will have designated topics to cover, they will collaborate on the make final decisions. The team will use modified guidelines set forth by the Affordable Learning Georgia (ALG) Selecting a Textbook to ensure continuity with ALG standards.⁵

Step 3: Adaption, Creation, and Course Syllabus

The University provides instructional support through the Center for Teaching and Learning in which the team members will work with one of the instructional service coordinators to bring together the material in a cohesive manner. If additional course material is not available on OSE indexed sites, the material will be created by the primary authors in the form of voice over lectures, subdiscipline personal interviews, and testimonials. The syllabus will be navigated from its current form and redesigned to be clear and articulate of how the students can use online materials: how to access, technology needs and student interaction needed.

Step 4: Sustainability

The team will also work in conjunction with the Center for Teaching and Technology (CT2) at GSU to design and maintain Online Source Education (OSE) materials that are seamless in design. GSU's School of Health and Kinesiology website will host the content materials. Instructors will be able to download the content and drop it into their Learning Management System such as Desire 2 Learn. Once fully identified and created, OSE materials will be maintained by the instructor on record, as they would with traditional book, for each section of the course taught. The NKA and AKA OSE materials are extremely stable as they are governing bodies and aid in accreditation for Exercise Science programs nationwide. Other outside sources such as Texas Tech A&M Health and Kinesiology Distinguished Lecture Series, YouTube, and others will be assessed and verified for continuation of these OSE materials each semester. If course materials are no longer OSE or become inaccessible the corrections or updates can be made directly to the HTML page that exist on the School Webpage, changes linked to those pages can happen without disruption to the existing

courses. New versions of the content material will be updated on a semester by semester basis by the instructor on record for the course.

Upon course redesign and validation, it is a goal of the authors to create a sustainable D2L shell that can be shared across the USG system. It is the hope of the authors that this course will eventually be collaboratively worked on by multiple experts in Exercise Science throughout the USG system. This could enable course content that has been adapted and verified by multiple experts.

Quantitative & Qualitative Measures: Quantitative Measures

Formative Feedback: A 5-point Likert scale survey will be designed to query students on the quality, visual appeal, appropriateness, engagement, and satisfaction of the new content materials. Timing: Midterm and final week of classes during both Summer and Fall 2016. Analysis: Descriptive analysis: Frequencies with associated Pearson Chi Square test

Content Analytics: Within the D2L system content analytics can be pulled to track the student viewing time on specific learning elements. Timing: End of the semester Summer and Fall 2016. Descriptive Analysis: Frequencies with associated Pearson Chi Square test

Student Learning Outcomes: Students achieving 80% or higher on the SLO will be considered successful. Timing: Random sample of Summer pilot classes. Descriptive analysis: Frequencies with associated Pearson Chi Square test

Student Retention: The D, F W rates will be tracked can compared to previous year (Fall 2015, Spring 2016 compared to Summer and Fall 2016. Timing: End of the Summer and Fall term 2016. Inferential analysis including an Independent t-test

Student Rating of Instruction (SRI): Student Ratings of Instruction from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016. Timing: End of the each semesters 2015-2016. Inferential analysis including ANOVA's.

Qualitative Measures

Formative Feedback from the Students: Open ended questions will be used at the end of the formative survey to assess the students' perspective of the content, delivery method and satisfaction. Timing: Midterm and final the week of classes during both Summer and Fall 2016. Qualitative Analysis: Thematic theme analysis.

Formative Feedback: Faculty will meet as a team to discuss and document the course content success and challenges. Adjustments will be made as needed. Timing: After semesters Summer and Fall

2016.

Student Rating of Instruction: SRI from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016.

Timing: End of the semesters 2015-2016.

Qualitative Analysis: Thematic theme analysis

Timeline:

01/18/2016 Begin designing the desire 2 learn (D2L) course shell and content
02/08/2016 Attendance to the Kick-Off Meeting
03/31/2016 Complete initial assessment open-source-education materials
04/20/2016 Organize and compile all open-source-education materials.
05/1/2016 Meet with Instructional Design Expert for the D2L Development course
05/16/2016 Summer Term A pilot of the hybrid format of the course taught by Dr. Melton
05/25/2016 Complete Midterm Formative assessment of the hybrid course with open- source-education materials
06/23/2016 Complete Final Week Formative/SRI assessment of the hybrid course with open-source-education materials. Pull Analytics from D2L. Team Meeting.
06/20/2016 Summer Term B pilot of the purely online format of course with open-source-education materials taught by Dr. Nicholas Murray
06/31/2016 Complete Midterm Formative assessment of the purely online course with open-source-education materials
07/21/2016 Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting.
07/28/2016 Revise course via students quantitative and qualitative assessments and send First Status report of the project
08/15/2016 Two sections of the transformed course go live for Fall 2016
10/15/2016 Complete Midterm Formative assessment of the transformed course
12/1/2016 Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting. DFW report. SRI Comparison. DFW report. SRI Comparison.
12/10/2016 Compile and complete final assessment of the transformed course for to Affordable Learning Georgia for review

Budget:

Bridget Melton, Associate Professor of Exercise Science
Co - Project Manager, faculty member, online developer, and content expert. The requested funds will provide for the co-development and evaluation of the project. \$5,000

Nicholas Murray, Assistant Professor of Research and Director of Concussion Research
Co - Project Manager, faculty member, online developer, and content expert. The requested funds will provide for the co-development and evaluation of the project. \$5,000

Travel to Kick for 2 Team Members

\$800
TOTAL REQUESTED

\$10,800

Sustainability Plan:

The Introduction of Exercise Science course will be offer each semester in the future, the number of course sections and class enrollment will be set by the School Chair, with the advisement from the teaching faculty and evaluation process set forth in this grant.

The course materials will be developed and made available on Health and Kinesiology School website. Others universities are free to use and edit the material as they see fit. Content materials pages will be updated by the primary instructors of the course, as part of their typical preparation and work load. They will update and post new versions of the course materials periodically.

REFERENCES & ATTACHMENTS

1. American Kinesiology Association. *Kinesiology Institution List and Report*. Updated October, 2015.
2. Physical Therapy Centralized Application Service. *2012-2013 Acceptance Rate Report*. Updated October, 2015.
3. OT Career Path. *Occupational Therapy Schools*. Updated October, 2015.
4. PAEA online. *25th Annual Report on Physician Assistant Education Programs in the United States*. 2008-2009.
5. Affordable Learning Georgia. *Textbook Selection Guidelines*. Updated October, 2015.



College of Health and Human Sciences
Post Office Box 8073
Georgia Southern University
Statesboro, Georgia 30460-8073
(912) 478-5322
(912) 478-5349 (Fax)

School of Health and Kinesiology

Nov. 16, 2015

Bridget Melton, Ed.D, CSCS
Associate Professor
School of Health & Kinesiology
P.O. Box 8076
Statesboro, Georgia 30460

Dear Dr. Melton:

Your proposal to the Affordable Learning Georgia Text Book Transformation Grant is an exciting next step in the State's effort to reduce the cost of textbooks and enhance Open Educational Resources. The Introduction to Exercise Science is an ideal course to convert as the School will offer at least 5 sections for Fall/Spring (each with 60 students) and 2 sections Summer (each with 40 students). This relatively large number of students will potentially offer valuable feedback to the process.

I commend you on the team focused approach you have chosen. Your own expertise in exercise science and curriculum development plus the expertise of Dr. Murray in kinesiology and data analysis will allow selection of appropriate course content and analysis of data collected over the period. In addition, consultants from both the Center of Excellence in Teaching and Learning and the Center for Technology and Teaching will provide excellent support that will greatly increase the chance for success of this project.

As Chair of the School of Health and Kinesiology, I encourage and support faculty attempting innovative methods of teaching and research, especially in such current, relevant areas where textbook costs are increasing. As you know, the institution provides important support including library resources, information technology support, grant management, and other resources. Growth of teaching and research is among the highest priorities at the institution. Your work is especially important in the student-centered approach used at Georgia Southern University.

I am confident that your research will be supported by the institution and that it will make a difference in the lives of students and faculty. This letter serves as my commitment to provide the support needed to increase the potential of success of this project.

Sincerely,

A handwritten signature in cursive script that reads "James McMillan".

James, McMillan, Ed.D.
Interim Chair



GEORGIA SOUTHERN UNIVERSITY RESEARCH AND SERVICE FOUNDATION
GEORGIA SOUTHERN UNIVERSITY
POST OFFICE BOX 8005
STATESBORO, GEORGIA 30460-8005
TELEPHONE (912) 478-5465

November 19, 2015

Ms. Lauren Fancher
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

RE: Proposal entitled "Affordable Learning Georgia Textbook Transformation Grants: Introduction to Exercise Science Course"

GSU PI: Bridget Melton

Dear Ms. Fancher:

The Georgia Southern University Research and Service Foundation, Inc., on behalf of Georgia Southern University and Dr. Bridget Melton, is pleased to submit the above referenced proposal to the University System of Georgia. The appropriate programmatic and administrative personnel have reviewed this application along with the plan for sustainability.

Please note that any awards resulting from this proposal should be made in the name of the **Georgia Southern University Research and Service Foundation, Inc.** The Georgia Southern University Research and Service Foundation is a nonprofit, 501(c)(3) organization that assists, supports, and furthers the research, service, and educational missions of Georgia Southern University and functions as a cooperative organization to the University.

Entity Identification Number (EIN): 58-2354256
Contractor Identification Number (DUNS No.): 06-382-8383

The Introduction of Exercise Science course will be offer each semester in the future, the number of course sections and class enrollment will be set by the School Chair, with the advisement from the teaching faculty and evaluation process set forth in this grant.

The course materials will be developed and made available on Health and Kinesiology School website. Others universities are free to use and edit the material as they see fit. Content materials pages will be updated by the primary instructors of the course, as part of their typical preparation and work load. They will update and post new versions of the course materials periodically.

Please do not hesitate to contact Bridget Melton at (912) 478-1973 regarding technical matters or Kristi Reagin at (912) 478-5652 for administrative matters. We appreciate the opportunity to submit this proposal and look forward to hearing from you soon.

Sincerely,

A handwritten signature in cursive script that reads "Eleanor Haynes".

Eleanor Haynes

Interim Director, Office of Research Services and Sponsored Programs
Executive Director, Georgia Southern University Research and Service Foundation, Inc.

NARRATIVE

1.1 PROJECT GOALS

- *Promote* student success within the School of Health and Kinesiology by navigating from a costly, although informative and helpful, textbook to open-source-education materials to lower the cost of education for Kinesiology students at Georgia Southern University.
- *Use* engaging and sustainable materials from current known open-source-education sites hosted by American Kinesiology Association, National Academy of Kinesiology, and Agricultural and Mechanical College of Texas to an online affordable setting.
- *Provide* quality and specific open-source-education videos, voice over lectures, and content specific literature examples from experts in the subdisciplines within the field of Kinesiology.
- *Provide* a flexible learning environment where content will be organized, readily available, and accessible by various instructors.
- *Develop and provide* expert opinion and fact based content about career pathways for Health and Kinesiology students.
- *Develop* Open Access Introduction to Exercise Science course content that will be available to other USG and non-USG colleges and universities.

1.2 STATEMENT OF TRANSFORMATION

The transformation will begin during the Spring 2016 semester, followed by a pilot of the course during two sequential sections of Summer 2016, and then implementation Fall of 2016. The course will navigate away from the expensive textbooks to open-source-education (OSE) materials provided by the American Kinesiology Association (AKA), National Academy of Kinesiology (NAK), and Agricultural and Mechanical College of Texas (Texas A&M) Health and Kinesiology Distinguished Lecture Series. All of these sources are indexed and available via MERLOT II open course material. No current OSE textbook exists for this specific content, as such it is the aim of the authors to collate OSE materials from context expert lectures, recorded testimonials, factsheets, and specific literature examples of the known Exercise Science career pathways and navigate this material to an online space hosted by Desire 2 Learn (D2L). These materials will serve as the major content of the course and are all currently available (by subdiscipline) as OSE materials by the associated sources listed above. If subdiscipline material is unavailable or taken off-line, the authors will seek out, create and provide additional OSE materials to meet the missing content.

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1.3 TRANSFORMATION ACTION PLAN

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Team Members and Responsibilities:

Dr. Bridget Melton - identification, review, selection and adaption of content areas.

Content Area Expertise: Importance of Physical Activity, History of Sport, Sociology of Sport, Sport and Exercise Psychology, Exercise Physiology and Professionalism

Dr. Nicolas Murray - identification, review, selection and adaption of content areas. Navigation to online setting.

Content Areas Expertise: Introduction to the Organization of Kinesiology, Philosophy of Sport, Motor Development, Biomechanics, and Basic Research in Kinesiology

Instructional Service Coordinator – assist team members with advising the team member on how to make the content cohesive, including suggestions with assessments and communications in the online environment.

Instructional Designer – suggest to the team members the most appropriate technology to utilize for the content material. They will also assist in the HTML formatting and web serve domain.

Open Access of New Materials -Through the ALG, the Introduction to Exercise Science online materials will be highlighted for other schools. Materials will be able to be access by request, content will exist on a Georgia Southern University webserver in HTML pages

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative Measures	Description	Date/Timing	Analysis
Formative Feedback	A 5-point Likert scale survey will be designed to query students on the quality, visual appeal, appropriateness, engagement, and satisfaction of the new content materials.	Midterm and final week of classes during both Summer and Fall 2016	Descriptive analysis: Frequencies with associated Pearson Chi Square test
Content Analytics	Within the D2L system content analytics can be pulled to track the student viewing time on specific learning elements.	End of the semester Summer and Fall 2016.	Descriptive Analysis: Frequencies with associated Pearson Chi Square test
Student Learning Outcomes	Students achieving 80% or higher on the SLO will be considered successful	Random sample of Summer pilot classes	Descriptive analysis: frequencies with associated Pearson Chi Square test
Student Retention	The D, F W rates will be tracked can compared to previous year (Fall 2015, Spring 2016 compared to Summer and Fall 2016.	End of the Summer and Fall term 2016	Inferential analysis including an Independent t-test
Student Rating of Instruction (SRI)	Student Ratings of Instruction from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016	End of the each semesters 2015-2016.	Inferential analysis including ANOVA's

Qualitative Measures	Description	Date/Timing	Analysis
Formative Feedback from the Students.	Open ended questions will be used at the end of the formative survey to assess the students' perspective of the	Midterm and final the week of classes during both	Qualitative Analysis: Thematic

	content, delivery method and satisfaction.	Summer and Fall 2016	theme analysis
Formative Feedback:	Faculty will meet as a team to discuss and document the course content success and challenges. Adjustments will be made as needed.	After semesters Summer and Fall 2016	
Student Rating of Instruction	SRI from the standard university course review process will compared Dr. Melton Fall 2016 and Spring 2016 to her Summer and Fall 2016.	End of the semesters 2015-2016.	Qualitative Analysis: Thematic theme analysis

1.5 TIMELINE

Date	Milestone
01/18/2016	Begin designing the desire 2 learn (D2L) course shell and content
02/08/2016	Attendance to the Kick-Off Meeting
03/31/2016	Complete initial assessment open-source-education materials
04/20/2016	Organize and compile all open-source-education materials.
05/1/2016	Meet with Instructional Design Expert for the D2L Development course
05/16/2016	Summer Term A pilot of the hybrid format of the course taught by Dr. Bridget Melton
05/25/2016	Complete Midterm Formative assessment of the hybrid course with open-source-education materials
06/23/2016	Complete Final Week Formative/SRI assessment of the hybrid course with open-source-education materials. Pull Analytics from D2L. Team Meeting.
06/20/2016	Summer Term B pilot of the purely online format of course with open-source-education materials taught by Dr. Nicholas Murray
06/31/2016	Complete Midterm Formative assessment of the purely online course with open-source-education materials
07/21/2016	Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting.
07/28/2016	Revise course via students quantitative and qualitative assessments and send First Status report of the project
08/15/2016	Two sections of the transformed course go live for Fall 2016

10/15/2016	Complete Midterm Formative assessment of the transformed course
12/1/2016	Complete Final Week Formative/SRI assessment of the purely online course with open-source-education materials. Pull Analytics from D2L. Team Meeting. DFW report. SRI Comparison. DFW report. SRI Comparison.
12/10/2016	Compile and complete final assessment of the transformed course for to Affordable Learning Georgia for review

1.6 BUDGET

Personal	Role/Responsibilities	Cost
Bridget Melton, Associate Professor of Exercise Science	Co - Project Manager, faculty member, online developer, and content expert. The requested funds will provide an overload stipend for Dr. Melton for the co-development and evaluation of the project.	\$5,000
Nicholas Murray, Assistant Professor of Research and Director of Concussion Research	Co - Project Manager, faculty member, online developer, and content expert. The requested stipend will provide summer incentive money for Dr. Murray	\$5,000
	Travel to Kick for 2 Team Members	\$800
TOTAL REQUESTED		\$10,800

1.7 SUSTAINABILITY PLAN

The Introduction of Exercise Science course will be offer each semester in the future, the number of course sections and class enrollment will be set by the School Chair, with the advisement from the teaching faculty and evaluation process set forth in this grant.

The course materials will be developed and made available on Health and Kinesiology School website. Others universities are free to use and edit the material as they see fit. Content materials pages will be updated by the primary instructors of the course, as part of their typical preparation and work load. They will update and post new versions of the course materials periodically.

Syllabus



Introduction to Exercise Science KINS 2535 01P and 02P Spring 2017

School of Health and Kinesiology
College of Health and Human Sciences

Professor: Bridget Melton, Ed.D., CSCS,
Office: Hollis 1127
Phone: 912.478.1973
Office hours: Mon & Wed 11 -1 pm or By appointment.
E-mail: bmelton@georgiasouthern.edu

Sections: 01P Wednesdays 9:05 am Hollis 1118
02P Wednesdays 12:20 pm Hollis 1118

Catalog Description

A career-based introduction to the field of Exercise Science and the Exercise Science major at Georgia Southern University. Students will explore resources that can enhance their academic and career goals. Students will also meet medical, health promotion and fitness professionals, as well as representatives from graduate schools, that can help them learn more career requirements and opportunities in these fields.

Course Prerequisites

Students must be declared as Pre-Exercise Science and have earned a minimum grade of C in a 4 credit lecture/lab course (preferably KIS 2531/2511 – A& P 1 Lecture/Lab).

Student Learning Outcomes (SLOs)

Upon completion of this course, students will be able to do the following:

1. Explain the importance of physical activity in daily life and the implications of this for the discipline of kinesiology.
2. Explain the rationale for a discipline of kinesiology, how it is structured, and the types of knowledge studied by its scholars and applied in professional practice.
3. Defend the integrative nature of the field of kinesiology.
4. Identify the nature and demands of professional occupations, the career options available to students graduating from departments of kinesiology, and the qualifications associated with each.
5. Identify the structure and subdisciplines within the school of health and kinesiology at Georgia Southern University.
6. Construct an appropriate and professional resume.
7. Observe and explore subdisciplines of exercise in a professional setting

Teaching Strategies

This course will use a hybrid design. We will meet in the classroom on Tuesdays and Thursdays at the beginning of the semester, and then we will transition to the online format for Tuesdays. As such, please expect that each Thursday (unless noted on the class schedule) that we will have class. Please refer to the

syllabus and schedule for the classroom meeting and online format. The online learning environment will include presentations (lectures), videos, guest lectures, assignments, class discussions (folio), and announcements.

Required Text

All course materials have been provide with the support of the Affordable Learning Grant by the University System of Georgia and California State Partnership. Material can be found on the Folio course. All materials are copyrighted and should not be distributed or copied without the express permission of the instructor.

Additional Readings

Additional readings may be assigned. These readings will be announced in class, and further information will be made available on the course website (Folio).

<i>Evaluation</i>	<i>Point Value</i>	<i>Date</i>
1) On-Line Quizzes (13 @ 5 pts, drop lowest)	60 points	As Scheduled
2) Module Assignments (5 @ 10-15 pts)	60 points	As Scheduled
3) Module Discussions (7 @ 10pts, drop lowest)	60 points	As Scheduled
4) Observation Assignment	30 points	April 17 th
5) Final Essay	30 points	April 24 th
6) Class Participation	60 points	Daily

Total = 300 points

Grading: A: 90-100%; B:80-89%; C: 70-79%; D:60-69%; F: <59%

1) Online Quizzes

Quizzes will be posted on your Folio page for this course under their respected learning module. There will be a total of 12 quizzes, one for each online module. The **quizzes will be 5 points** and consist of both multiple choice and true/false questions. There will be 5 **questions** and you will have 10 **minutes to complete**. Quizzes will open at the beginning of course and close the Sunday prior to the classroom discussion. This will be a “Flipped Classroom” approach, meaning student will need the knowledge prior to the classroom discussion to fully participate.

Why? Taking the quizzes before the classroom activities will allow for better student involvement and higher levels of thinking to occur in the classroom.

2) Assignments

You will be asked to complete 6 assignments located in the Folio Drop Box. Each assignment was design to compliment the learning modules. Please note several of the assignments, including the

resume and fitness assessment, require you to use resources on the campus of Georgia Southern University. As such, please plan accordingly.

*Resume*****

For this assignment, it is REQUIRED that you go to Career Services and have your draft resume critiqued by one of the Career Service Staff. You will turn in copy of the critique and a clean updated copy on Folio, for more specific directions see Folio.

Why? Resumes are critical for a full time job search, part time work, internships, and potential graduate school applications. In addition, they help you recognize what you should on focus over the next couple of years at Georgia Southern University to build a competitive resume.

*Fitness Assessment*****

For this assignment, it is REQUIRED that you go to RAC to complete a Fitness Assessment. The Fitness Assessment is free of charge, yet you must follow the RAC policies on signing up and completing the preparation work for the assessment. Please visit their website for more instructions. If you would like to complete this assignment off campus, you can go to a local wellness center or gym to complete this assignment. Please note that third party sites will most likely charge for the service and Georgia Southern University is not responsible for this cost. Upon completion, you will turn in copy of assessment and a personal reflection on Folio. Please see Folio for specific directions.

Why? One of the critical skills you will develop in the exercise science program is how to complete the fitness assessment. Before learning these skills, it is important to understand what a “Client” might be feeling and experiencing in the process.

***** Plan ahead and do these early, over 120 students will be trying to meet the deadline*

3) **Discussions**

There will be 6 discussions (10 pts. each) that will be posted under the specific learning modules throughout the semester. You complete these discussions online as the semester progresses in groups of 10-12 students. Groups will be determined in class via random assignment. It is advisable to register the group on Folio and subscribe to your groups posts. This will enable you to receive notifications when a group member has posted something and can serve as a reminder to complete the discussion.

In order to receive full-credit you will have to complete the discussions by the posted dates online. Each response should incorporate the learning module content to help justify your answers/ideas/solutions/plans and **site 1-3 appropriate sources**. For full-credit: you must post one original response to the question(s) (Day 4), and at least three follow up responses to your classmates (Day 7). Lastly, you **MUST** read your entire groups’ original responses.

Why? Discussions are a great platform for community learning, unfortunately in class not everyone feels comfortable sharing. The discussion boards are to provoke thought and for you to help each learn the concepts and apply them to your life. In addition, we want you to do some research on each of the topics to expand yours and your group members learning and understanding of that particular topic.

4) *Observational/Interview Project*

During the semester, you need to accumulate at least **12 hours of observation** time in the field. For specific directions on the Observation and Interview Assignment please see Folio. This course is designed to allow you time to complete this assignment in a timely manner. Please do not wait until the end of the semester to complete this assignment as you will find it difficult to find a site and interview the site director.

Why? There is only so much you can learn from the classroom. If you desire a career in Kinesiology, it is imperative to understand the day to day activities of your field of interest. This assignment will also give you an opportunity to meet practicing practitioners and network. As such, please be kind, respectful, and practice professionalism at each of these sites. This could turn into future job opportunities and potential internship sites (a requirement to graduate with a degree in Kinesiology at Georgia Southern University).

5) *Final Essay*

The student will be asked to demonstrate their understanding of the field of Kinesiology by researching and writing about two career paths they might embark on. Students will articulate their strengths, skills, and passions to their selected career paths. Essays will be graded for content, articulation, format, flow and clarity.

Why? An essay test is to check both the student's understanding of the content and their ability to synthesis the course materials to inform the personal career choices. In additionally, students need to be able to articulate the sub-disciplines of kinesiology in a written format.

6) *In Class Activities / Attendance Policy*

Each class the student should be prepared to fully participate in the class activities. Class activities will be random and may consist of short essays, quizzes, worksheets, and more. If you are not present for class, you will NOT be giving the chance to make up activities/points.

Due to the nature and structure of this course, class attendance is of utmost importance. Students are expected to attend and be actively involved in all class meetings. Attendance is required in this course (both online and in class). There are no EXCUSED absences, yet special circumstances will be considered on a case by case basis. If a student misses three class periods, it will result in an automatic F in the course.

Participation? As in the real world, you will be expected to come to work prepared each day. This class is no different. You are expected to spend an average if at least 15-18 hours of preparation/homework outside of class each week.

The class is intended to introduce you to the field of Kinesiology, however you must be an active participant in the journey. Sleeping with eyes open or closed, texting, earphones in, chatting, checking social media, and emailing are not considered "participating". You will be ask to leave the class if

you engage in this behaviors and will be given an absence for the day (this includes losing all completed class work).

PLEASE NOTE: “Students are expected to attend all classes. Each professor has the responsibility for setting specific policies concerning class attendance beyond the first class meeting, including whether they will accept excused absences and whether they will allow work missed to be made up.” Students participating in authorized activities as an official representative of the University (i.e., athletic events, delegate to regional or national meetings or conferences, participation in university-sponsored performances) will not receive academic penalties and, in consultation with the instructor of record, will be given reasonable opportunities to complete assignments and exams or given compensatory assignment(s) if needed. **The student must provide written confirmation from a faculty or staff advisor to the course instructor(s) no fewer than 10 days prior to the date for which the student will be absent from the class.** The student is responsible for all material presented in class and for all announcements and assignments. When possible, students are expected to complete these assignments before their absences.” (2016-2017 Georgia Southern University Course Catalog).

LATE Policy

You **MUST be on time to class**. Class will start and end on time according to the Georgia Southern University start time and at the professor’s discretion. The **door will be shut and locked** and no late entries will be allowed.

Why? The course is also to reinforce professionalism that is expected in our field. Georgia Southern University takes great pride in developing students’ work ethic.

Study Requirements

The KINS 2538 course is a 3 credit hour course. The university standard for homework is 2 hours per credit hour per week, during the semester. As such, you should anticipate 6 hours of studying for this class per week in addition to your online time. This time will consist of reviewing your learning modules, completing your discussions, quizzes, assignments/activities, observation hours, and contacting your instructor to ask questions about the materials. Your course knowledge and grades are directly related to the hours you put into preparing for the class.

Academic Integrity Policy

Students are expected to abide by the Academic Integrity Policy at Georgia Southern University for this class, whether in the traditional classroom or online. Cheating and academic dishonesty will not be tolerated in the traditional classroom or online. The Academic Integrity Policy is to be observed in completing ALL assignments and activities. In addition, the following statement regarding adherence to the institution’s academic integrity policy must be written or typed on all class assignments and exams and initialed by the student. *I have abided by the Academic Integrity Policy at Georgia Southern University.* Any breach in the policy will result in failure or expulsion from the class.

FYI: Falsifying attendance, classroom activities or online work will result in an automatic F grade in the course for all students involved.

Academic Support Service and Resources

At Georgia Southern University, the Academic Success Center can help all of our students excel in their

course work by helping you to develop study skills or work with tutor. They are located in Cone Hall and their website is listed below. <http://studentsupport.georgiasouthern.edu/asc/>

Student with Disability Center

For those students need special assistant please visit our Student Disability Center. It will be expected that you meet with your professor within the first two weeks of classes to review your needs and assistances the university will provide. <http://studentsupport.georgiasouthern.edu/sdrc/>

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. Your final report submission must include four separate component files:

1. *Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
2. *Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. [View Course Outline Example](#)*
 - a. *For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.*
3. *Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
4. *A photograph of your team and/or your students for use in ALG website and materials.*
 - a. *Photograph must be 800x600 pixels at minimum (length x height).*
 - b. *Photograph must be taken together: individual team member photographs and website headshots not accepted.*

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date: Feb 6, 2017

Grant Number: 206

Institution Name(s): Georgia Southern University

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

Bridget Melton, Associate Professor, School of Health and Kinesiology,
bmelton@georgiasouthern.edu

Nicholas Murray, Assistant Professor, School of Health and Kinesiology,
nmurray@georgiasouthern.edu

Project Lead: Bridget Melton

Course Name(s) and Course Numbers: Kins 2535 Introduction of Exercise Science

Semester Project Began: Summer 2016

Semester(s) of Implementation: Spring 2017

Average Number of Students Per Course Section: 50

Number of Course Sections Affected by Implementation: 3

Total Number of Students Affected by Implementation: 150 per semester

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project.

Include:

- Summary of your transformation experience, including challenges and accomplishments

Overall, we felt the experience was very positive. Our goal was to create open course materials for our Introduction to Exercise Science course. Traditionally, we used a textbook that cost the students around \$100 and the students noted in course evaluations that it was hard to read and uninformative. The new course materials alleviates any additional cost to the course, and uses an online format for course content that engages multiple learning styles.

There were some challenges along the way that we experienced. First, we thought the time line was very achievable, however with designing new materials, there need for more time to pilot and refined content. The second challenge that we encounter was with the selection of open access material and audience. The team members of this project selected content that we thought was appropriate, however the student feedback suggested it was over their heads. We did adjust the content for the final product.

- Transformative impacts on your instruction

The process of tailor making content material for the course improved the pedagogical and integrity of the course. When we selected each element for the content, the team members really had to ask if it added value to the learning experience. In additional, we had to ask how the content should be used by the learner: in an assessment, assignment or discussion or for the personal information. The pedagogical approach also improved the integrity of the course, rather than being a survey course of regurgitating root learning, we were able to design assignments and discussions from the content materials that requires student to evaluate, analyze and synthesize information presented.

- Transformative impacts on your students and their performance

The students seem to be enjoying the content materials. They have consistently reported in student evaluations that greatly appreciate the 24/7 access to the materials. They have also indicated that the updated course information is helpful, easy to read, and extremely engaging. We consider this a large accomplishment given that Kinesiology majors are typically kinesethic and visual learners. As such, the content materials appeals to their learning styles due to the variety of media sources including original PDF content, articles, small exerts, video documentaries, and newly created interview videos.

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

We think the biggest factor was time and additional peer review. Although, the team members thought we knew what would appeal to our students, certain elements needed additional refining. In the future, to properly facilitate this refinement process we would recommend two semesters of pilot work with specific peer reviewers in the content area.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials. –
 - From the open ended question the satisfaction survey.

“I really enjoyed the discussions in the modules, I got a chance to say what was on my mind about the materials and see what my classmates were thinking.”

“They (content modules) helped me get a better understanding at how I would use my degree in the real world! Also they helped me narrow down the jobs I want to pursue.”

“I enjoyed the layout, it was easy to access all necessary information.”

“I enjoyed that fact that they could be completed at my own pace. It allowed me to work with my schedule while still learning everything within the module with rushing through it.”

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: __150 per semester ____

- Positive: __70__ % of __87____ number of respondents

- Neutral: 25 % of 87 number of respondents
- Negative: 5 % of 87 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?

Student outcomes should be described in detail in Section 3b.

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 Learning Outcomes (SLO) were not directly assessed as not all of this data has been fully collected. As such, we examined student’s progress in the course by grade distribution. The mean grade was 90.23%, the standard deviation was 10.5%, with the minimum being 52.04% and the maximum being 99.73%. This indicated that most students excelled in the course, as demonstrated by quizzes, discussion and assignments.

2015	N=165						
		%A's	%B's	%C's	%D's	%F's	%other
		49.05	32.52	7.23	4.41	6.79	0.00
2016	N=114						
		%A's	%B's	%C's	%D's	%F's	%other
		54.52	49.46	12.12	4.35	5.71	1.45

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:

11.51 % of students, out of a total 114 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)
- X 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 –SEE ATTACHED DATA Sheet

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*
- *Include measures such as:*
 - *Drop, fail, withdraw (DFW) delta rates*
 - *Course retention and completion rates*
 - *Average GPA*
 - *Pre-and post-transformation DFW comparison*
 - *Student success in learning objectives*
 - *Surveys, interviews, and other qualitative measures*
- *Indicate any co-factors that might have influenced the outcomes for better or worse.*
- *When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)*

4. Sustainability Plan

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

The content created in the learning management system will continue to be used and updated in the future. The beauty of the learning management system is the template course can easily be modified and updated. There are numerous instructors who teach will this course, the course design and materials will give the course stability and consistency. Additionally, the new instructor can also contribute to the updating of the materials.

5. Future Plans

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

We feel this experience has taken the nervousness out the creating new materials, although overwhelming at the beginning, the process of developing the course was relatively reasonable. We created new print materials for 16 modules and a 12 clip video series in the

process. We were very cautious on the material for outside entities, using only known reputable site, however they even go down. For example, the Centers for Disease Control and Prevention actually removed educational videos.

- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

Again, the timetable for this project was quick; we only recently gathered all the data. We are currently brainstorming different outlet for dissemination. We would like to keep it in our discipline.

NAKHE – National Association for Kinesiology in Higher Education Conference Jan 2018

6. Description of Photograph

- *List the names of the people in the separately uploaded photograph and their roles.*
- *E.G.: (left-right) Dr. Transformer, team lead and instructor of record; Agent Graphic, instructional designer; Dr. Philomath, subject matter expert; B. Bibliophile, librarian; A. Einstein, Student.*



From Left to Right:

A Thompson (Student), Dr. Bridget Melton, (Team Member, Content Designer), K Todd (student), M. Meador (Student), , D. Powell (student), C Bowie (student), K. Keaton (student), N. Rentz (student), and Dr. Nic Murray (Team Member – Content designer)