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Geological Sciences and Geography Grants
Collections

Geological Sciences and Geography

Fall 2018

Earth from Above (KSU)

Tiffani Reardon

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Tiffani Reardon, Vanessa Slinger-Friedman, Jason Rhodes,
and Ulrike Ingram

Earth From Above



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: Textbook Transformation Grants: Round Eleven

Award Cycle: Round 11

Internal Submission Deadline: Tuesday, January 23, 2018

Application Title: 355

Application ID: 002070

Submitter First Name: Tiffani

Submitter Last Name: Reardon

Submitter Title: Instructional Designer

Submitter Email Address: treardo2@kennesaw.edu

Submitter Phone Number: 470-578-7923

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Tiffani

Applicant Last Name: Reardon

Applicant Email Address: treardo2@kennesaw.edu

Applicant Phone Number: 470-578-7923

Primary Appointment Title: Instructional Designer

Institution Name(s): Kennesaw State University

Co-Applicant(s): --

Submission Date: Tuesday, January 23, 2018

Proposal Title: 355

Proposal Category: Specific Top 50 Lower Division Courses

Final Semester of Instruction: Fall 2018

Are you using an OpenStax textbook?: No

Team Members (Name, Email Address):

Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences,
treardo2@kennesaw.edu

Vanessa Slinger-Friedman, Professor of Geography, Department of Geography and
Anthropology, vslinger@kennesaw.edu

Jason Rhodes, Lecturer of Geography, Department of Geography and Anthropology,
jrhode22@kennesaw.edu

Ulrike Ingram, Lecturer of Geographic Information Systems, Department of Geography and
Anthropology, uingram@kennesaw.edu

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

Susan Kirkpatrick Smith, Chair of the Department of Geography and Anthropology and
Associate Professor of Anthropology

Tamara Powell, Director of Distance Education and Professor of English, College of
Humanities and Social Sciences Office of Distance Education and Department of English

Course Names, Course Numbers and Semesters Offered:

Introduction to Human Geography – GEOG 1101

- Vanessa Slinger-Friedman: Fall and Spring
- Jason Rhodes: Fall, Spring, and Summer

Earth from Above – GEOG 1102

- Ulrike Ingram: Fall and Spring

**List the original course
materials for students
(including title, whether
optional or required, & cost
for each item):**

Average Number of 1101: 50; 1102: 30
Students per Course
Section:

Number of Course 1101: 13; 1102: 3
Sections Affected by
Implementation in
Academic Year:

Average Number of 100
Students Per Summer
Semester:

Average Number of Students Per Fall Semester:	310
Average Number of Students Per Spring Semester:	330
Total Number of Students Affected by Implementation in Academic Year:	840
Requested Amount of Funding:	30,000
Original per Student Cost:	GEOG 1101: •VS: \$133.80 •JR: \$0; GEOG 1102: •UI: \$111.39
Post-Proposal Projected Student Cost:	0
Projected Per Student Savings:	GEOG 1101: •VS: \$133.80 •JR: \$0; GEOG 1102: •UI: \$111.39
Projected Total Annual Student Savings:	36,785.10

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

All modules and materials will be placed in accessible formats and made freely available online on a website hosted by the KSU Office of Distance Education. We will also post all modules and materials to a D2L section made available to all GEOG 1101 and GEOG 1102 instructors, so that they can easily import the content into their courses.

Project Goals:

We have personally experienced situations in which students have had to drop out of courses and even out of the university for the semester due to lacking a couple hundred dollars to pay for textbooks and class supplies. We would like to be part of the solution to find ways for students to reduce the cost of getting a degree. In this respect, we feel strongly that providing these no-cost materials will help with improved retention, progression, and graduation of students at Kennesaw State University and other institutions with faculty who use the resources created with this grant. To that affect, the goals of this project are the following:

Contribute to the effort to reduce the cost of course materials by providing no-cost-to-student learning materials.

Improve the quality and effectiveness of teaching materials used in GEOG 1101 (Introduction to Human Geography) and GEOG 1102 (Earth from Above), thereby improving retention in these two courses, progression, and eventual graduation.

Create intentional linkages between GEOG 1101 and GEOG 1102. GEOG 1101 is a

general education course and GEOG 1102 is a survey course for the Geography major. GEOG 1101 focuses on the human or social aspect of geography, whereas GEOG 1102 gives students knowledge of maps, geospatial data and technologies that are important to both the geography major and to many other disciplines such as criminal justice, sociology, and political science.

Statement of Transformation:

This grant will transform two courses provided by the Geography and Anthropology Department by replacing the current resources with their associated costs with Open Educational Resources (OERs) for GEOG 1101 and GEOG 1102. These resources will potentially include textbook resources and multimedia resources including articles, videos, and interactive items.

These resources may include, but are not limited to:

Other open access textbooks (eg., <http://www.opengeography.org/human-geography.html>)

Other resources – module activities, audio and visual resources, including videos and podcasts

Open stacks and wiki commons, ThingLink resources

Development of a question bank for faculty

Development of self-assessment quizzes for students

Using the list on this website (<http://www.opengeography.org/online-resources.html>), we will create an expanded list of online resources for the Geography major overall and the subfields of geography including Physical geography, GIS, Human Geography, Environmental geography, Economic geography, Historical geography, Cultural geography, etc.

The stakeholders who will be affected by the transformation are:

The students taking two undergraduate courses - GEOG 1101 (Introduction to Human Geography), which is a course in the general education curriculum, and GEOG 1102 (Earth from Above), a survey course used in the Geography and GIS majors. Making course materials more affordable or, in this case, free means that student will be more likely to obtain and use them. Material and resources created through this transformation are anticipated to be high quality and designed according to research-based best practices since each of the team members are Quality Matters (QM) certified, and have collectively put multiple courses through the QM process at KSU.

Faculty teaching GEOG 1101 and GEOG 1102 at KSU and other USG system institutions - Faculty will gain open access to high quality instructional materials and resources that they can integrate into their face to face and online courses. Instructors will be able to use and modify these materials and resources for their own instructional purposes. The material will be designed to meet QM standards, including accessibility, which will be beneficial for any faculty who wish to use any of the content in their online courses.

The Geography and GIS Degree Programs - Many of our geography majors, GIS majors, and GIS certificate students take both courses, since they are pre-requisites for upper level geography and GIS courses. Therefore, it would be beneficial if both courses used no cost to student resources, and if the courses and resources were set up similarly. As we implement the grant, find OER resources, and create additional activities, we will create intentional linkages between GEOG and GEOG 1102, so that we can expose undeclared students to the Geography and GIS majors, as well as expose geography students to GIS and GIS students to Geography. An example of these intentional linkages is to have a GIS activity in GEOG 1102 that is based on a human geography topic.

It is anticipated that the impact of this transformation will be tremendously beneficial for both GEOG 1101 and GEOG 1102 students and faculty since both quality (through providing improved Quality Matters (QM) standard material) and access (through eliminating cost) issues will be addressed in this transformation. Additionally, improved access, in terms of ease of actually being able to use the course material is an anticipated outcome for this transformation. A 2016 study of the impact of OERS on students by Cooney showed that, "the majority of students were able to access the OER with more ease than traditional textbooks given the multiple electronic devices they accessed the OER from". Furthermore, the potential positive impact on course outcomes when using OERS has been demonstrated by Grewe and Preston Davis (2017) who experienced results that, "show that there is a moderately positive relationship between taking an OER course and academic achievement". The overall impact of these benefits will be improved retention of students in these courses, and graduation of students from this institution, and other institutions where faculty use these OER resources. Other benefits to the department will come from the fact that both of these courses will be using OER and fostering intentional linkages between the two courses. As we make connections between the two courses known to the students, they will be more likely to move from one course to the next the following semester, giving the students not only another course without a textbook but specifically a course that is clearly connected to the one they just left that continues to offer the benefits (as outlined above) of using OER.

Transformation Action Plan:

At least two members of the development team will attend the required kick-off training/implementation meeting on February 26, 2018.

Content Selection:

We will use current syllabi for GEOG 1101 and GEOG 1102 to determine the course goals and learning objectives that must be met with new, freely available course content.

In an effort to benefit from department-wide expertise, as well as to increase the likelihood of a high-rate of adoption of our materials by GEOG 1101 and 1102 instructors, we will survey current instructors of these courses to solicit their ideas for development of free course

materials, as well as to ask for them to share with us free materials that they have already developed or are currently using that advance the goals/meet the learning objectives of these two courses. In order to raise awareness of our efforts to create free materials for these courses, and to maximize the likelihood that our colleagues will share their ideas and existing materials with us, we plan to host a "working lunch" early in our materials development process, in which all GEOG 1101 and 1102 instructors are invited to discuss the importance of reducing textbook cost for students, and to share ideas for improvement the quality of these courses through the development of free course materials.

Content Creation:

GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will divide the work of developing learning modules for each of the GEOG 1101 learning objectives. Modules will include, but are not limited to, readings and videos that can be made freely available online, discussion questions and activities based on these materials, assignments, and assessment tools (quizzes and exams). Each module activity will be clearly linked to a GEOG 1101 course goal or learning objective.

GEOG 1102 professor Uli Ingram will be responsible for developing learning modules for each of the GEOG 1102 learning objectives. Modules will include, but are not limited to, readings, and videos that can be made freely available online, discussion questions and activities based on these materials, GIS and remote sensing assignments, and assessment tools, specifically quizzes. Each module activity will be clearly linked to a GEOG 1102 course goal or learning objective.

A crucial aspect of our project is our plan to create deliberate links and connections between the GEOG 1101 and GEOG 1102 courses, such that GEOG 1101 students gain a richer understanding of the potential for Geographic Information Science (GIS) to enhance our understanding of the issues and themes explored in the discipline of human geography, and for GEOG 1102 students to deepen their understanding of the ways in which the skills learned in this course can be used as a powerful tool for understanding our social world. In addition to increasing the likelihood that GEOG 1101 students go on to take courses in GIS, and GEOG 1102 students take courses in human geography, a departmental goal, this reorientation of these two courses reflects an important current goal within the discipline of geography - the increased collaboration of human geographers and GIS scholars.

GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will work with GEOG 1102 professor Uli Ingram to create content and assignments which expand the presence of GIS in the GEOG 1101 course and human geography in the GEOG 1102 course. Ideas include the development of assignments for the 1102 course which directly relate to 1101 topics and themes, and which can be presented, upon completion, to 1101 students, and readings and other materials for the 1101 students which exposes them to the types of scholarship currently being undertaken in human geography with the use of GIS.

Implementation:

All team members will use the modules and materials developed as part of this project to teach their respective GEOG 1101 and 1102 courses without textbooks, and using only materials made freely available to students, in Fall, 2018. We will also host a lunch presentation for all GEOG 1101 and GEOG 1102 instructors in which we showcase the materials, and highlight their quality, ease of implementation, and potential savings to students. Finally, as an ongoing practice, we will meet with all newly hired GEOG 1101 and GEOG 1102 instructors to introduce them to the materials and encourage them to consider the benefits of using materials that have been custom-designed for KSU students, and which are freely available to them.

Publication:

All modules and materials will be placed in accessible formats and made freely available online on a website hosted by the KSU Office of Distance Education. We will also post all modules and materials to a D2L section made available to all GEOG 1101 and GEOG 1102 instructors, so that they can easily import the content into their courses.

Evaluation:

In order to receive student feedback on the course materials developed, we will survey all students in both our Spring and Fall, 2018 GEOG 1101 and GEOG 1102 courses (i.e., pre- and post-adoption of the new course content), and ask them to evaluate the respective learning materials on the basis of:

- Cost effectiveness
- Ease of use
- Educational value
- Engagement
- Skill development
- Clarity
- Currency

We will compile a final report for ALG which presents the results from this survey, along with data related to rates of student success and participation.

Information Sharing:

The development team will be available to share our experiences of developing freely accessible and affordable learning materials with ALG and the KSU Department of Geography and Anthropology.

Revisions and Updates:

We will continue to update and improve our course materials as we continue to teach the GEOG 1101 and GEOG 1102 courses. As we do so, we continue to update the modules and materials published on the KSU Office of Distance Education website, as well as the D2L sections which will remain available to all GEOG 1101 and GEOG 1102 instructors.

Quantitative & Qualitative Measures: The transformation process can be evaluated according to several metrics: Student textbook/material use rates – the textbooks used in Slinger-Friedman's, Rhodes's, and Ingram's classes range from \$0 to \$133.80; we suspect that a significant number of students would attempt to get by without purchasing the books. We will survey students and determine how many students used the free, online materials versus the number who would have purchased the traditional textbooks. Student success and retention rates – Given the research data that supports the role of OER improving student retention and success, we suspect that we will see an increase in student success and retention in the course with OER. The faculty will keep a record of average grades and drop/fail/withdrawal rates in their spring 2018 courses for baselines to compare to data from the fall 2018 offerings that will use the OER. Student satisfaction – the team will seek IRB approval to survey students regarding elements of student satisfaction with the current textbooks and the OER (in their respective semesters), with regards to ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement.

Timeline:

February 15, 2018:

Notification of award.

February 26, 2018:

Two team members will attend the kick-off meeting in Macon.

March 15, 2018:

Reardon will start developing textbook satisfaction surveys for students.

Slinger-Friedman, Rhodes, and Ingram will start evaluating OER for appropriateness and usefulness in their classes.

April 1, 2018:

Reardon will submit textbook satisfaction surveys for students to IRB for approval by this date.

Slinger-Friedman, Rhodes, and Ingram will identify OER content to be used in their courses that satisfies the goals and objectives of those courses by this date.

April 15, 2018:

Slinger-Friedman, Rhodes, and Ingram will survey pre-implementation students with current textbooks for comparison with post-implementation student survey.

June 1, 2018:

Slinger-Friedman, Rhodes, and Ingram will develop content for at least one interactive activity each by this date.

Reardon will begin developing a website to host OER resources.

July 1, 2018:

Reardon will develop the content from June 1 into interactive activities by this date.

Slinger-Friedman, Rhodes, and Ingram will adapt content and activities to online course and submit to Quality Matters by this date.

August 15, 2018:

Slinger-Friedman, Rhodes, and Ingram will deliver their transformed courses for fall 2018 semester.

Slinger-Friedman, Rhodes, and Ingram will survey students in the first two weeks of classes for comparison with end of semester.

November 1, 2018:

Slinger-Friedman, Rhodes, and Ingram will survey students in implementation courses to gather feedback of the new resources.

End of Fall 2018:

Reardon will post website with OER resources online by this date.

Reardon will publish materials to D2L resource page for geography instructors by this date.

Reardon and Ingram will begin collecting data, including satisfaction rate, pass/fail rate, withdraw rate, success rate, and completion rate.

Reardon will complete and submit final report.

Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences or meetings.

Budget:

Overload pay for Reardon	\$5,000
Overload pay for Slinger-Friedman	\$5,000
Overload pay for Rhodes	\$5,000
Overload pay for Ingram	\$5,000
*Travel to conference to learn and/or publicize	\$9,200
Travel for 2 members to kick-off in Macon	\$800
Total requested	\$30,000

*Unused funds from travel allotment will be used to purchase materials, software, technology, etc. as needed for the project.

Sustainability Plan:

The overall goal of this project is to create a compilation of materials that cover the themes required to teach these two geography courses. All materials will be made available to every instructor in the department (if they choose to adopt them) prior to the beginning of the semester through D2L.

The materials will also be made available to faculty at other USG institutions through a website built by Tiffani Reardon and hosted on the KSU server.

GEOG 1101 is offered every fall, spring, and summer semester. GEOG 1102 is offered every fall and spring semester. Following the development of the resource, the materials will be available for all future offerings of the course. We will encourage the other instructors who teach these courses in our department to adopt these materials, which would ensure consistency of course content.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each semester to assess if changes should be made for the next semester. Any such changes will be based upon student feedback and our own evaluations of what is

working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate.

All materials are open, and there are no recurring expenses. There are no additional costs that will need to be paid in the future. The transformation will be sustained solely by updating the materials.



January 9, 2018

To Whom It May Concern,


I am writing to offer my full support for the Affordable Learning Georgia Textbook Transformation Grant (ALGTTG) proposal entitled *Transforming Introductory Geography Courses for a More Affordable Learning Experience*. This proposal will benefit hundreds of students each semester with up-to-date information about rapidly changing technology and how that technology is applied to the field of Geography.

While many ALGTTG proposals benefit students by providing low- to no-cost textbook options, this proposal goes further by providing students with links between two different courses, Introduction to Human Geography and Earth from Above. The former is a General Education option in Area E and is required as a prerequisite for numerous upper division courses in degree programs in four academic colleges at Kennesaw State University. The latter GEOG 1102 is required for the Geography, GIS, and Environmental Science degrees and is a lower division, Area F, option for several other programs. Given the reach of the two courses that will be affected by this ALGTTG proposal, students will benefit by having course material that is specifically created to show linkages between subject areas that may not appear to be related to one another.

All three faculty members have years of experience in an online teaching environment, and have demonstrated excellence in this arena. The PI of the project is an Instructional Designer with years of experience as well as experience as a successful PI in other ALGTTG projects. While the course materials they will develop are not specifically for an online audience, because the materials need to be accessible in electronic format, and be something that students want to engage with. I know that the materials they produce will have both of these features.

The proposal for *Transforming Geography* is sustainable. The PI and Co-PIs have agreed to meet each semester to assess the materials from the courses and to adjust them as needed. They will also make sure to keep other faculty members apprised of the changes they make, thereby ensuring that the materials are current as technology and pedagogical needs change.

Sincerely,


Susan Kirkpatrick Smith, Ph.D.
Chair, Department of Geography and Anthropology
Associate Professor of Anthropology



College of Humanities and Social Sciences
Office of Distance Education

January 5, 2018

Dear Members of the Proposal Review Committee:

I am writing to support the proposal titled "Transforming Introductory Geography Courses for a More Affordable Learning Experience" submitted by Ms. Tiffani Reardon, Dr. Vanessa Slinger-Friedman, Dr. Jason Rhodes, and Ms. Uli Ingram. This proposal seeks to create no cost to students learning materials for GEOG 1101: Introduction to Human Geography and GEOG 1102: Earth from above. GEOG 1101 is a general education course serving 750 students per year, and GEOG 1102 is a survey course serving 90 students per year for the Geography major, which is available online.

These courses are excellent candidates for transformation with a no cost textbook option. By replacing the current textbook with no cost to students resources, the proposal team will save students in their GEOG 1101 courses \$133.80 each per year, for a possible savings of \$26,760. The proposal team will save students in their GEOG 1102 courses \$111.39 per year, for a possible savings of \$10,025.10. Together, these faculty will remove an estimated \$36,785.10 per year from the student debt load.

This proposal team understands that an important part of facilitating wider adoption of these text materials is creating robust and valuable support materials—quizzes in the learning management system to go along with the textbook, easily replicable assignments with grading rubrics, and PowerPoints (to create voiceover lectures) that bridge the gap between the course goals and the textbook readings. The team is made up of experienced online teachers with a great amount of experience in instructional technology. Therefore, they have the skills to create high quality support materials for this textbook transformation project.

At KSU, online courses go through a Quality Matters re-review every three years, and course materials are updated. Therefore, sustainability is built into the course design. As such, sustainability will not be a challenge for these talented professors.

Sincerely,

Dr. Tamara Powell, KSU Affordable Learning Georgia Champion and
Director, College of Humanities and Social Sciences Office of Distance Education

**Affordable Learning Georgia Textbook Transformation Grants
Round Nine
For Implementations beginning Summer Semester 2017
Running Through Spring Semester 2018**

Proposal Form and Narrative

Submitter Name	Tiffani Reardon
Submitter Title	Instructional Designer
Submitter Email	treardo2@kennesaw.edu
Submitter Phone Number	470-578-7923
Submitter Campus Role	Proposal Investigator
Applicant Name	Tiffani Reardon
Applicant Email	treardo2@kennesaw.edu
Applicant Phone Number	470-578-7923
Primary Appointment Title	Instructional Designer
Institution Name(s)	Kennesaw State University
Team Members	<p>Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences, treardo2@kennesaw.edu</p> <p>Vanessa Slinger-Friedman, Professor of Geography, Department of Geography and Anthropology, vslinger@kennesaw.edu</p>

	<p>Jason Rhodes, Lecturer of Geography, Department of Geography and Anthropology, jrhode22@kennesaw.edu</p> <p>Ulrike Ingram, Lecturer of Geographic Information Systems, Department of Geography and Anthropology, uingram@kennesaw.edu</p>				
Sponsor, Title, Department, Institution	<p>Susan Kirkpatrick Smith, Chair of the Department of Geography and Anthropology and Associate Professor of Anthropology</p> <p>Tamara Powell, Director of Distance Education and Professor of English, College of Humanities and Social Sciences Office of Distance Education and Department of English</p>				
Proposal Title	Transforming Introductory Geography Courses for a More Affordable Learning Experience				
Course Names, Course Numbers and Semesters Offered	<p>Introduction to Human Geography – GEOG 1101</p> <ul style="list-style-type: none"> Vanessa Slinger-Friedman: Fall and Spring Jason Rhodes: Fall, Spring, and Summer <p>Earth from Above – GEOG 1102</p> <ul style="list-style-type: none"> Ulrike Ingram: Fall and Spring 				
Final Semester of Instruction	Fall 2018				
Average Number of Students Per Course Section	1101: 50 1102: 30	Number of Course Sections Affected by Implementation in Academic Year	1101: 13 1102: 3	Total Number of Students Affected by Implementation in Academic Year	1101: 750 1102: 90 Total: 840

Average Number of Students Per Summer Semester	GEOG 1101: <ul style="list-style-type: none"> VS: Not taught in summer JR: 2 sections x 50 students each = 100 students GEOG 1102: <ul style="list-style-type: none"> UI: Not taught in summer
Average Number of Students Per Fall Semester	GEOG 1101: <ul style="list-style-type: none"> VS: 2 sections x 50 students each = 100 students JR: 3 sections x 50 students each = 150 students GEOG 1102: <ul style="list-style-type: none"> UI: 2 sections x 30 students each = 60 students
Average Number of Students Per Spring Semester	GEOG 1101: <ul style="list-style-type: none"> VS: 2 sections x 50 students each = 100 students JR: 4 sections x 50 students each = 200 students GEOG 1102: <ul style="list-style-type: none"> UI: 1 section x 30 students = 30 students
Award Category (pick one)	<input type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> Specific Core Curriculum Courses
Are you planning on using an OpenStax textbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
List the original course materials for students (including title, whether optional or required, & cost for each item)	GEOG 1101: <ul style="list-style-type: none"> VS: Contemporary Human Geography by James M. Rubenstein, Required, \$133.80 JR: No textbooks GEOG 1102: <ul style="list-style-type: none"> UI: Introduction to Geospatial Technologies by Shellito, Required, \$111.39
Requested Amount of Funding	\$30,000

Original Per Student Cost	<p>GEOG 1101:</p> <ul style="list-style-type: none"> • VS: \$133.80 • JR: \$0 <p>GEOG 1102:</p> <ul style="list-style-type: none"> • UI: \$111.39
Post-Proposal Projected Per Student Cost	<p>GEOG 1101:</p> <ul style="list-style-type: none"> • VS: \$0 • JR: \$0 <p>GEOG 1102:</p> <ul style="list-style-type: none"> • UI: \$0
Projected Per Student Savings	<p>GEOG 1101:</p> <ul style="list-style-type: none"> • VS: \$133.80 • JR: \$0 <p>GEOG 1102:</p> <ul style="list-style-type: none"> • UI: \$111.39
Projected Total Annual Student Savings	<p>GEOG 1101:</p> <ul style="list-style-type: none"> • VS: 200 students x \$133.80 each = \$26,760 savings • JR: 450 students x \$0 each = \$0 savings <p>GEOG 1102:</p> <ul style="list-style-type: none"> • UI: 90 students x \$111.39 each = \$10,025.10 <p>Total projected annual student savings: \$36,785.10</p>

NARRATIVE

1.1 PROJECT GOALS

We have personally experienced situations in which students have had to drop out of courses and even out of the university for the semester due to lacking a couple hundred dollars to pay for textbooks and class supplies. We would like to be part of the solution to find ways for students to reduce the cost of getting a degree. In this respect, we feel strongly that providing these no-cost materials will help with improved retention, progression, and graduation of students at Kennesaw State University and other institutions with faculty who use the resources created with this grant. To that affect, the goals of this project are the following:

1. Contribute to the effort to reduce the cost of course materials by providing no-cost-to-student learning materials.
2. Improve the quality and effectiveness of teaching materials used in GEOG 1101 (Introduction to Human Geography) and GEOG 1102 (Earth from Above), thereby improving retention in these two courses, progression, and eventual graduation.
3. Create intentional linkages between GEOG 1101 and GEOG 1102. GEOG 1101 is a general education course and GEOG 1102 is a survey course for the Geography major. GEOG 1101 focuses on the human or social aspect of geography, whereas GEOG 1102 gives students knowledge of maps, geospatial data and technologies that are important to both the geography major and to many other disciplines such as criminal justice, sociology, and political science.

1.2 STATEMENT OF TRANSFORMATION

This grant will transform two courses provided by the Geography and Anthropology Department by replacing the current resources with their associated costs with Open Educational Resources (OERs) for GEOG 1101 and GEOG 1102. These resources will potentially include textbook resources and multimedia resources including articles, videos, and interactive items.

These resources may include, but are not limited to:

- Other open access textbooks (eg., <http://www.opengeography.org/human-geography.html>)
- Other resources – module activities, audio and visual resources, including videos and podcasts
- Open stacks and wiki commons, ThingLink resources
- Development of a question bank for faculty
- Development of self-assessment quizzes for students
- Using the list on this website (<http://www.opengeography.org/online-resources.html>), we will create an expanded list of online resources for the Geography major overall and the subfields of geography including Physical geography, GIS, Human Geography, Environmental geography, Economic geography, Historical geography, Cultural geography, etc.

The stakeholders who will be affected by the transformation are:

1. The students taking two undergraduate courses - GEOG 1101 (Introduction to Human Geography), which is a course in the general education curriculum, and GEOG 1102 (Earth from Above), a survey course used in the Geography and GIS majors. Making course materials more affordable or, in this case, free means that student will be more likely to obtain and use them. Material and resources created through this transformation are anticipated to be high quality and designed according to research-based best practices since each of the team members are Quality Matters (QM) certified, and have collectively put multiple courses through the QM process at KSU.
2. Faculty teaching GEOG 1101 and GEOG 1102 at KSU and other USG system institutions - Faculty will gain open access to high quality instructional materials and resources that they can integrate into their face to face and online courses. Instructors will be able to use and modify these materials and resources for their own instructional purposes. The material will be designed to meet QM standards, including accessibility, which will be beneficial for any faculty who wish to use any of the content in their online courses.
3. The Geography and GIS Degree Programs - Many of our geography majors, GIS majors, and GIS certificate students take both courses, since they are pre-requisites for upper level geography and GIS courses. Therefore, it would be beneficial if both courses used no cost to student resources, and if the courses and resources were set up similarly. As we implement the grant, find OER resources, and create additional activities, we will create intentional linkages between GEOG and GEOG 1102, so that we can expose undeclared students to the Geography and GIS majors, as well as expose geography students to GIS

and GIS students to Geography. An example of these intentional linkages is to have a GIS activity in GEOG 1102 that is based on a human geography topic.

It is anticipated that the impact of this transformation will be tremendously beneficial for both GEOG 1101 and GEOG 1102 students and faculty since both quality (through providing improved Quality Matters (QM) standard material) and access (through eliminating cost) issues will be addressed in this transformation. Additionally, improved access, in terms of ease of actually being able to use the course material is an anticipated outcome for this transformation. A 2016 study of the impact of OERS on students by Cooney showed that, "the majority of students were able to access the OER with more ease than traditional textbooks given the multiple electronic devices they accessed the OER from". Furthermore, the potential positive impact on course outcomes when using OERS has been demonstrated by Grewe and Preston Davis (2017) who experienced results that, "show that there is a moderately positive relationship between taking an OER course and academic achievement". The overall impact of these benefits will be improved retention of students in these courses, and graduation of students from this institution, and other institutions where faculty use these OER resources. Other benefits to the department will come from the fact that both of these courses will be using OER and fostering intentional linkages between the two courses. As we make connections between the two courses known to the students, they will be more likely to move from one course to the next the following semester, giving the students not only another course without a textbook but specifically a course that is clearly connected to the one they just left that continues to offer the benefits (as outlined above) of using OER.

1.3 TRANSFORMATION ACTION PLAN

At least two members of the development team will attend the required kick-off training/implementation meeting on February 26, 2018.

Content Selection:

We will use current syllabi for GEOG 1101 and GEOG 1102 to determine the course goals and learning objectives that must be met with new, freely available course content.

In an effort to benefit from department-wide expertise, as well as to increase the likelihood of a high-rate of adoption of our materials by GEOG 1101 and 1102 instructors, we will survey current instructors of these courses to solicit their ideas for development of free course materials, as well as to ask for them to share with us free materials that they have already developed or are currently using that advance the goals/meet the learning objectives of these two courses. In order to raise awareness of our efforts to create free materials for these courses, and to maximize the likelihood that our colleagues will share their ideas and existing materials with us, we plan to host a "working lunch" early in our materials development process, in which all GEOG 1101 and 1102 instructors are invited to discuss the importance of reducing textbook cost for students, and to share ideas for improvement the quality of these courses through the development of free course materials.

Content Creation:

GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will divide the work of developing learning modules for each of the GEOG 1101 learning objectives. Modules will include, but are not limited to, readings and videos that can be made freely available online, discussion questions and activities based on these materials, assignments, and assessment tools (quizzes and exams). Each module activity will be clearly linked to a GEOG 1101 course goal or learning objective.

GEOG 1102 professor Uli Ingram will be responsible for developing learning modules for each of the GEOG 1102 learning objectives. Modules will include, but are not limited to, readings, and videos that can be made freely available online, discussion questions and activities based on these materials, GIS and remote sensing assignments, and assessment tools, specifically quizzes. Each module activity will be clearly linked to a GEOG 1102 course goal or learning objective.

A crucial aspect of our project is our plan to create deliberate links and connections between the GEOG 1101 and GEOG 1102 courses, such that GEOG 1101 students gain a richer understanding of the potential for Geographic Information Science (GIS) to enhance our understanding of the issues and themes explored in the discipline of human geography, and for GEOG 1102 students to deepen their understanding of the ways in which the skills learned in this course can be used as a powerful tool for understanding our social world. In addition to increasing the likelihood that GEOG 1101 students go on to take courses in GIS, and GEOG 1102 students take courses in human geography, a departmental goal, this reorientation of these two courses reflects an important current goal within the discipline of geography - the increased collaboration of human geographers and GIS scholars.

GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will work with GEOG 1102 professor Uli Ingram to create content and assignments which expand the presence of GIS in the GEOG 1101 course and human geography in the GEOG 1102 course. Ideas include the development of assignments for the 1102 course which directly relate to 1101 topics and themes, and which can be presented, upon completion, to 1101 students, and readings and other materials for the 1101 students which exposes them to the types of scholarship currently being undertaken in human geography with the use of GIS.

Implementation:

All team members will use the modules and materials developed as part of this project to teach their respective GEOG 1101 and 1102 courses without textbooks, and using only materials made freely available to students, in Fall, 2018. We will also host a lunch presentation for all GEOG 1101 and GEOG 1102 instructors in which we showcase the materials, and highlight their quality, ease of implementation, and potential savings to students. Finally, as an ongoing practice, we will meet with all newly hired GEOG 1101 and GEOG 1102 instructors to introduce them to the materials and encourage them to consider the benefits of using materials that have been custom-designed for KSU students, and which are freely available to them.

Publication:

All modules and materials will be placed in accessible formats and made freely available online on a website hosted by the KSU Office of Distance Education. We will also post all modules and materials to a D2L section made available to all GEOG 1101 and GEOG 1102 instructors, so that they can easily import the content into their courses.

Evaluation:

In order to receive student feedback on the course materials developed, we will survey all students in both our Spring and Fall, 2018 GEOG 1101 and GEOG 1102 courses (i.e., pre- and post-adoption of the new course content), and ask them to evaluate the respective learning materials on the basis of:

- Cost effectiveness
- Ease of use
- Educational value
- Engagement
- Skill development
- Clarity
- Currency

We will compile a final report for ALG which presents the results from this survey, along with data related to rates of student success and participation.

Information Sharing:

The development team will be available to share our experiences of developing freely accessible and affordable learning materials with ALG and the KSU Department of Geography and Anthropology.

Revisions and Updates:

We will continue to update and improve our course materials as we continue to teach the GEOG 1101 and GEOG 1102 courses. As we do so, we continue to update the modules and materials published on the KSU Office of Distance Education website, as well as the D2L sections which will remain available to all GEOG 1101 and GEOG 1102 instructors.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

The transformation process can be evaluated according to several metrics:

- Student textbook/material use rates – the textbooks used in Slinger-Friedman's, Rhodes's, and Ingram's classes range from \$0 to \$133.80; we suspect that a significant number of students would attempt to get by without purchasing the books. We will survey students and determine how many students used the free, online materials versus the number who would have purchased the traditional textbooks.
- Student success and retention rates – Given the research data that supports the role of OER improving student retention and success, we suspect that we will see an increase in student success and retention in the course with OER. The faculty will keep a record of average grades and drop/fail/withdrawal rates in their spring 2018 courses for baselines to compare to data from the fall 2018 offerings that will use the OER.
- Student satisfaction – the team will seek IRB approval to survey students regarding elements of student satisfaction with the current textbooks and the OER (in their respective semesters), with regards to ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement.

1.5 TIMELINE

February 15, 2018:

- Notification of award.

February 26, 2018:

- Two team members will attend the kick-off meeting in Macon.

March 15, 2018:

- Reardon will start developing textbook satisfaction surveys for students.
- Slinger-Friedman, Rhodes, and Ingram will start evaluating OER for appropriateness and usefulness in their classes.

April 1, 2018:

- Reardon will submit textbook satisfaction surveys for students to IRB for approval by this date.
- Slinger-Friedman, Rhodes, and Ingram will identify OER content to be used in their courses that satisfies the goals and objectives of those courses by this date.

April 15, 2018:

- Slinger-Friedman, Rhodes, and Ingram will survey pre-implementation students with current textbooks for comparison with post-implementation student survey.

June 1, 2018:

- Slinger-Friedman, Rhodes, and Ingram will develop content for at least one interactive activity each by this date.
- Reardon will begin developing a website to host OER resources.

July 1, 2018:

- Reardon will develop the content from June 1 into interactive activities by this date.
- Slinger-Friedman, Rhodes, and Ingram will adapt content and activities to online course and submit to Quality Matters by this date.

August 15, 2018:

- Slinger-Friedman, Rhodes, and Ingram will deliver their transformed courses for fall 2018 semester.
- Slinger-Friedman, Rhodes, and Ingram will survey students in the first two weeks of classes for comparison with end of semester.

November 1, 2018:

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- Slinger-Friedman, Rhodes, and Ingram will survey students in implementation courses to gather feedback of the new resources.

End of Fall 2018:

- Reardon will post website with OER resources online by this date.
- Reardon will publish materials to D2L resource page for geography instructors by this date.
- Reardon and Ingram will begin collecting data, including satisfaction rate, pass/fail rate, withdraw rate, success rate, and completion rate.
- Reardon will complete and submit final report.
- Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences or meetings.

1.6 BUDGET

Overload pay for Reardon	\$5,000
Overload pay for Slinger-Friedman	\$5,000
Overload pay for Rhodes	\$5,000
Overload pay for Ingram	\$5,000
*Travel to conference to learn and/or publicize	\$9,200
Travel for 2 members to kick-off in Macon	\$800
Total requested	\$30,000

*Unused funds from travel allotment will be used to purchase materials, software, technology, etc. as needed for the project.

1.7 SUSTAINABILITY PLAN

The overall goal of this project is to create a compilation of materials that cover the themes required to teach these two geography courses. All materials will be made available to every instructor in the department (if they choose to adopt them) prior to the beginning of the semester through D2L.

The materials will also be made available to faculty at other USG institutions through a website built by Tiffani Reardon and hosted on the KSU server.

GEOG 1101 is offered every fall, spring, and summer semester. GEOG 1102 is offered every fall and spring semester. Following the development of the resource, the materials will be available for all future offerings of the course. We will encourage the other instructors who teach these courses in our department to adopt these materials, which would ensure consistency of course content.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each semester to assess if changes should be made for the next semester. Any such changes will be based upon student feedback and our own evaluations of what is working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate.

All materials are open, and there are no recurring expenses. There are no additional costs that will need to be paid in the future. The transformation will be sustained solely by updating the materials.

1.8 REFERENCES & ATTACHMENTS

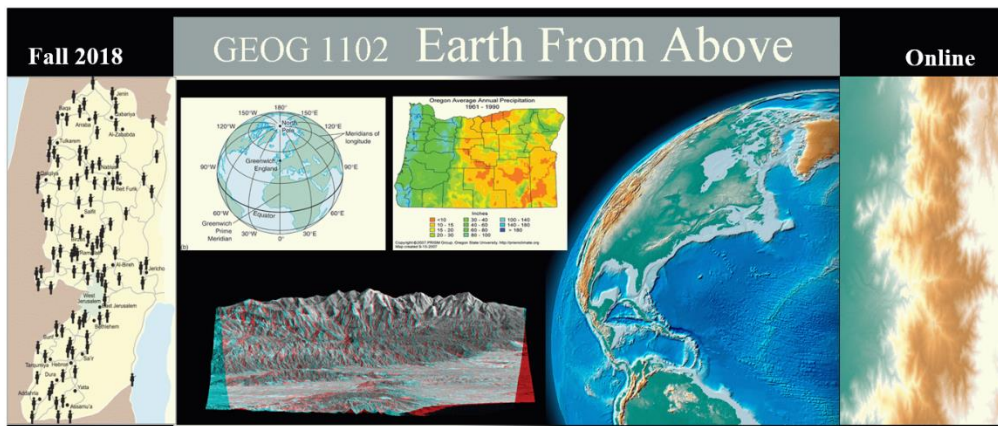
Reference letters attached.

Cooney, Cailean (2016). How do open Educational resources (OERS) Impact Students? A Qualitative Study at New York City College of Technology, Cuny.

https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2386&context=gc_etds

Grewe, K.E. and W. Preston Davis (June 2017). The Impact of Enrollment in an OER Course on Student Learning Outcomes. International Review of Research in Open and Distributed Learning. Vol 18, No. 4.

Syllabus



Syllabus

Department of Geography and Anthropology, Kennesaw State University

Instructor: Mrs. Ulrike (Uli) Ingram

Email: Desire 2 Learn Email or ulingram@kennesaw.edu

Website: d2l.kennesaw.edu/

Office Hours: By appointment only

Class Format: ONLINE

Phone: 678-824-2620

COURSE DESCRIPTION:

This is a survey course for students with an interest in geographic concepts and methods.

Students will obtain fundamental geographic principles of place and space, and learn introductory geospatial techniques such as map reading, coordinate systems, scale, distance, direction, global positioning system (GPS), geographic information system (GIS), remote sensing, and spatial analysis. Student will also learn basic skills in collecting, manipulating, analyzing, and understanding geospatial data by using maps, aerial photos, satellite imagery, and Google Earth technologies.

COURSE PRE-REQUISITES:

There are no prerequisites for this course.

COURSE OBJECTIVES:

Students who successfully complete this course should be able to:

1. Develop basic skills for map reading, interpretation, and analysis.
2. Describe fundamental geographic concepts including location, direction, distance, and scale.
3. Review geospatial technologies including mapping, GIS, GPS, remote sensing, and spatial analysis
4. Identify basic geographic concepts and methods to study the spatial distribution of human and physical features on the earth.

Students will demonstrate their proficiency in the above by:

1. Completing reading and written assignments on time
2. Actively participating in discussions
3. Submitting chapter quizzes

COURSE DELIVERY FORMAT:

This is an online class.

Since this course will be conducted entirely on-line, you will have a much greater responsibility for keeping up with the course than you might have in other classes. In order to help you keep up with the work, I have set up the course by learning modules, which contain lectures, readings, quizzes, discussions, and written assignments.

This course is set up on a weekly schedule, covering one learning module per week. The materials for each learning module will usually be available from 8:00 am on Mondays till 6 pm the following Monday. All quizzes, discussions, and assignments are due at **6 pm on Mondays**. Please make sure to note this in your calendar. Other courses might have a midnight deadline. For each module, you will have a "lecture" to read, readings from the textbook or handouts, weekly quizzes about the assigned readings and lecture, and a group discussion in which to participate. There will also be written assignments during the course of the semester. You will need to make sure that you do not allow yourself to fall behind.

REQUIRED TEXTBOOK:

There is NO required textbook in this course.

GRADING:

Course Components	Points	Percent	Total Points
Contract	14	4	14
Assignments	20 pts x 6 assignments	32	120
Discussions	12 pts x 11 discussions	35	132
Quizzes	10 pts x 11 quizzes	29	110
Total:		100	376

Final grades for this course will be given based on the total score that is calculated using the scores for all the required components: A = 376-339; B = 338-301; C = 300-263; D = 262-226; F = less than 226

If you want to calculate your grade at the end of semester, remember to only include the contract, the highest 6 (six) assignments, the highest 11 (eleven) quizzes, and the highest 11 (eleven) discussions.

COURSE COMPONENTS:

During the course of the semester, you have several ways to demonstrate your command of course objectives. Note: all materials are required. However, you are only required to complete 11 out 13 quizzes and discussions, and 6 out 12 assignments.

COURSE CONTRACT:

The first assignment for this course is the course contract. By electronically “signing” and returning the blank contract file to me, you state that you have read all the “Start Here” documents and agree with the course policies. The blank contract is provided in the Start Here Module. You will need to download it. Open it and add your digital signature (meaning put your name next to Name:). Save the file as “YourLastName_Contract.doc.” Then upload it to the Contract dropbox in D2L. As part of the contract submission, you are also required to upload a photo of yourself to your D2L profile. You will also have to read and agree to the GIS lab policy here: <http://goo.gl/forms/yF6dJ9n1PS>. You will only receive credit for the contract if you complete all 3 parts (the contract document, your profile picture and the GIS lab policy).

DISCUSSIONS:

There will be 13 discussions topics throughout the semester. The discussions are based on the corresponding “lectures”, textbook chapters and/or handouts. You are required to participate in 11 out of the 13 discussions, or if you choose to participate in all 13 discussions, I will drop the lowest two grades. Each discussion is worth 12 points. For a discussion topic, you need to post your responses on the discussion board, as well as post replies to other students’ postings. You need to strictly follow the rules of netiquette and the requirements in the Discussion Instructions.

I take the discussion participation very serious, and expect you to as well. I will either participate in the discussions, or provide feedback after the fact. I will be able to tell who was actively participating and who was not. There will be **no extensions or make-up opportunities** for the discussions. If you are not able to post for a learning module, you will not be able to receive any credit for the discussions.

QUIZZES:

There will be 13 quizzes throughout the semester. You are required to take 11 out of the 13 quizzes, or if you choose to take all 13 quizzes, then I will drop the lowest two grades. Each quiz is worth 10 points. All quiz questions will be covered in the lectures, the textbook, and handouts. The format is multiple choice questions and short answers. There will be **no extensions or make-up opportunities** for the quizzes. If you are not able to take a quiz for a learning module, you will not be able to receive any credit for the quiz.

ASSIGNMENTS:

Reading assignments are the “lectures”, textbook chapters, and other handouts I will post in the weekly learning module. Please keep up with the lectures, and finish the readings, and take the weekly quiz after every “lecture.”

There will also be several written, map, or image identification assignments. You are required to complete 6 (SIX) out of 12 assignments, or if you choose to complete more than 6 assignments, I will record the highest 6 grades. Each written assignment is worth 20 points. You will submit your completed assignments through the assignment drop-box in Desire 2

Learn (D2L). I will NOT accept assignments by email.

LATE SUBMISSIONS:

I will accept late submissions for the assignments up to one week late. You will lose 10% for each day of lateness. Since the assignments are due at 6 pm on Monday, if you submit your document after 6 pm on Monday, you will lose 10%. If you submit it on Tuesday, you will lose 20%, and so forth. If you would like to submit an assignment late and receive credit for it, you need to email me to let me know. D2L does not always notify me of late submissions after the initial deadline has passed. I do NOT accept late submissions for the discussions or the quizzes.

COURSE POLICIES:

FILE POLICIES:

FILENAMES: You need to include your last name at the beginning of the file name. For example for the chapter1 exercise, I would name my submission: Ingram_Chapter1.doc. If you do not include your last name at the beginning of the file name, I will take off 5 (FIVE) points.

FILETYPES: If you submit the incorrect file format, I will take off 5 (FIVE) points.

Be sure to read the Paper Requirements document in the Start Here module for more details.

TECHNOLOGY REQUIREMENTS:

Internet: Since this course is conducted entirely on-line, it is required that you have access to a computer with a reliable and HIGH speed internet connection. If you don't have reliable internet at home, you need to find a backup location. You will have to log into D2L **SEVERAL** times a week for this course. You will not be able to complete parts of this course with just a tablet or a phone. You must be able to send email with attachments, and upload documents in D2L. If you find yourself unable to log in multiple times per week and actively engage with this course, I would recommend you withdraw from this course. I cannot make exceptions for students who are only active in this course 1 or 2 days per week.

D2L training is available here: <http://uits.kennesaw.edu/support/d2ltraining.php>

If you have any questions about D2L, please ask me for help first and then as a second step contact KSU's ITS (Information Technology Service) in one of the ways below:

Email: studenthelpdesk@kennesaw.edu

Call: 470-578-3555

Walk-in support: See <http://uits.kennesaw.edu/support/> for times and locations

If you do contact ITS, you need to copy me in on the service request email.

Adobe Reader: You will need Adobe Reader to open the lecture files, readings, and assignments (which are in pdf format). If you do not already have Adobe Reader installed, you can download it for free at: www.adobeacrobat.com.

Word Editor: You will need Microsoft Word for some of the written assignments. If you do not have access to Microsoft Word, you can use Open Office instead. Open Office is a free software available at: <http://www.openoffice.org>. Alternatively you may connect to the GIS lab remotely and use Microsoft Word remotely instead of installing Open Office.

Remote Connection Option: For any of the written assignments that require a software that you do not have installed on your home computer, you may either install it on your home computer or connect remotely to the GIS lab. There are some programs that require a license that is too expensive for you to purchase. Those programs are available in the GIS lab, so you can work remotely for those assignments. For more details about how to connect to the GIS lab remotely, please see the following link: <http://virtualowl.kennesaw.edu/>

In order to run the virtual client successfully, your computer will need to meet the following minimum requirements: Windows 7 or higher; Mac OS 10.8 or higher; Ethernet cable; Mac AirPort turned off; Display resolution above 800x600

COMMUNICATION:

In any email you send me, you need to include the course and section number and your name in the subject line as well as the subject itself (for example: Geog 1102 John Smith – question about xyz). This applies to emails in D2L or to my Kennesaw.edu email address. I will respond to all emails that contain questions. If you send me an email you can expect an answer within 24 hours. If you do not receive an answer, please send me a follow-up email, in case your first email did not

reach me.

There are two ways to email me:

- 1) D2L Mail Tool. NOTE: I can only respond to D2L emails from my computer, not my phone when I am away from my desk.
- 2) My KSU email address (uingram@kennesaw.edu). You are absolutely required to put the course name and your name in the subject line. I have 100 students each semester, so I am not going to search for your name to find which course you are taking in order to answer your specific question.

For any questions that may benefit other students as well, I'll ask you to post your question on our Questions Discussion Forum, so others will see the question and answer too rather than me answering multiple, individual emails.

There are two ways to contact me by phone:

- 1) If you need a quick response, you can send a text message to [678-824-2620](tel:678-824-2620). You will need to include your name and the course you are taking in each of your messages.
- 2) You may also call me at that number. Please leave a message. I don't answer calls from unknown numbers, but I will call you back if you leave a message.

If you want to connect with the other students in this class, you need to use the default discussion topic.

Grades: The quiz grades are usually available right after you submit the quiz. For the assignments and discussions, I will try to post grades within one week of the due date. The grades will be posted to the D2L gradebook. After I have posted a new grade, it will notify you the next time you log into D2L that there is a new grade available for you to view.

COURSE NETIQUETTE:

Rules of conduct for discussion board and email.

In all correspondence on discussion boards and email, you are required to use standard English. Abbreviations are not allowed. Your postings on the discussion boards are part of your assignments, therefore proper grammar and correct spelling is expected. Please proofread your submissions before posting.

Use of the electronic communication modes on D2L is restricted to relevant course material and questions. You must be respectful at all times of other students and the professor. Profanity or derogatory comments are not allowed. You will receive one warning for any postings or emails that are deemed inappropriate or disrespectful. After the first warning, you will receive zero credit for any disrespectful postings, and the postings will be deleted.

Continued misuse of the discussion board or email will lead to a failing grade in the course.

Please refer to any of these websites for detailed netiquette guidelines.

1. <http://www.albion.com/netiquette/>
2. <http://www.studygs.net/netiquette.htm>
3. <http://kennesaw.edu/elearning/netiquette/>

KSU SERVICES AND POLICIES:

FINANCIAL AID ATTENDANCE COMPLIANCE:

You are responsible for determining your enrollment status in all classes to protect your financial aid monies. NOT ATTENDING A CLASS FOR WHICH YOU ARE REGISTERED IS NOT THE SAME AS WITHDRAWING FROM THE COURSE. You must complete an online withdrawal to be removed from a course. If you stop attending class but do not complete an online withdrawal BEFORE the last day to drop without academic penalty, you will receive a grade of WF, which counts as an F in calculating your grade point average and counts as a completed course for determining your financial aid award.

ACADEMIC INTEGRITY:

Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious or intentional misuse of computer facilities and/or service, and misuse of student identification

cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.

For the any written content, you are not allowed to copy any sentences or paragraphs directly from books, journal papers, lectures, newspaper articles, websites, or other people’s work. This kind of action is considered as Plagiarism. Please write in your own words or using appropriate citation for very short quotes. You will need to give the source of each citation, and list it in References.

Every written assignment that you submit in this course will be checked for plagiarism using TurnItIn. TurnItIn is integrated into D2L. You will NOT have to create a TurnItIn login, or upload your assignments to TurnItIn. After you submit your assignments to D2L, an originality report will be generated showing me whether the content is original to you. I will contact you individually if there is an issue after running your assignment through the TurnItIn program. If your TurnItIn score is higher than 20%, I will email you to discuss the cause and consequences.

DISABILITY:

Kennesaw State University provides support for students with disabilities through the KSU disabled Student Support Services (<http://sds.kennesaw.edu/>). It is the student’s responsibility to identify himself or herself as an individual with a disability. A qualified individual in the area of the identified disability must provide the documentation of the disability. This documentation must show how the disability creates a significant impact on the individual’s academic performance; it should include suggested accommodations that are reasonable to provide in an academic setting.

KENNESAW STATE POLICY ON INCOMPLETES

Please read the section on the following website about the grade “I” (for incomplete) and how to change an “I” to an actual grade: <http://catalog.kennesaw.edu/content.php?catoid=24&navoid=2170>

KENNESAW STATE STUDENT CODE OF CONDUCT

Please review the following link for Kennesaw’s policy on student code of conduct: <http://scai.kennesaw.edu/codes.php>

SUPPORT SERVICES AND OTHER RESOURCES:

KSU Policies: <http://distanceed.hss.kennesaw.edu/elearning/onestopshop.html>

KSU student support services: <http://learnonline.kennesaw.edu/resources/index.php>

KSU student resource links: <http://registrar.kennesaw.edu/policies/>

Confidentiality and Privacy Statement: <http://enrollmentservices.kennesaw.edu/training/ferpa.php>

University – Student Rights Statement: <http://catalog.kennesaw.edu/content.php?catoid=27&navoid=2263>

Course Accessibility Statement (ADA statement): <http://sds.kennesaw.edu/guidelines/institutional-policies.php>

D2L Start Page: <http://d2l.kennesaw.edu/>

Help with D2L: <https://web.kennesaw.edu/acs/service/desire2learn>

More Help with D2L: <https://web.kennesaw.edu/acs/pages/desire2learn/student-resources-d2l>

ESRI (company that makes ArcGIS software) Website: <http://www.esri.com/>

CAREER SERVICES:

The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129, on the first floor near the Foreign Language Resource Center. Their hours are Monday - Thursday 8 am - 6 pm, and Friday 8 am to 5 pm. Students are strongly encouraged to make appointments using the website, <http://www.kennesaw.edu/hssadvising/appointments.php>, or by calling the Center during office hours at 770-794-7728. For more information, visit the UAC website: <http://www.kennesaw.edu/hssadvising/home.php>.

UNDERGRADUATE ADVISING CENTER:

The College of Humanities and Social Sciences is pleased to offer academic advising to students in the Undergraduate Advising Center (UAC). The UAC is located in Pilcher 129, on the first floor near the Foreign Language Resource Center.

Their hours are Monday - Thursday 8 am - 6 pm, and Friday 8 am to 5 pm. Students are strongly encouraged to make appointments using the website, <http://www.kennesaw.edu/hssadvising/appointments.php>, or by calling the Center during office hours at 770-794-7728. For more information, visit the UAC website: <http://www.kennesaw.edu/hssadvising/home.php>.

WRITING CENTER:

If you need any help with writing your assignments for this class, you can ask me specific questions. If you are looking for more general help with writing, please contact the English Department's writing center. It is located in the Humanities Building in room 242. The phone number is: 770-423-6380. The website is: <http://writingcenter.kennesaw.edu>.

LIBRARY:

KSU's library provides a variety of resources to KSU students. The on-campus library is called the Sturgis Library and is located in Building 17 (on KSU's campus map). It features books, and many current and bound periodicals. KSU's library also has a searchable website which will easily let you find newspaper and journal articles, as well as additional research for your discussion postings. The library website is available at: <http://library.kennesaw.edu/>

Product/Software	Privacy Policies	Accessibility Policies
ArcGIS (ESRI)	http://www.esri.com/legal/privacy	http://www.esri.com/legal/section508/swguide
Microsoft Office	https://privacy.microsoft.com/en-us/privacystatement/	https://www.microsoft.com/enable/products/office2013/
Voicethread	https://voicethread.com/howto/category/privacy-faq/	http://voicethread.com/about/features/accessibility/
Youtube	https://www.youtube.com/static?template=privacy_guidelines	https://support.google.com/youtube/answer/189278?hl=en
Adobe	http://www.adobe.com/privacy.html	http://www.adobe.com/accessibility/compliance.html
Kaltura Mediaspace	https://corp.kaltura.com/privacy-policy	https://corp.kaltura.com/sites/default/files/Datasheets/Kaltura%20Accessibility%20Datasheet.Pdf
Google Earth	https://policies.google.com/privacy?hl=en&gl=us	https://www.google.com/accessibility/

TENTATIVE COURSE SCHEDULE:

Week	Dates	Topic	Reading	What's Due
1	Aug 13-27	Introduction to the Course	Intro*	Aug 27: Contract, Q1, D1
2	Aug 27-Sept 4	Geospatial World	Chapter 1	Sept 4: Q2, D2, A1
3	Sept 3-10	Where are you?	Chapter 2	Sept 10: Q3, D3, A2
4	Sept 10-17	Georeferencing	Chapter 3	Sept 17: Q4, D4, A3
5	Sept 17-24	GPS	Chapter 4	Sept 24: Q5, D5, A4
6	Sept 24-Oct 1	Spatial Data and GIS	Chapter 5	Oct 1: Q6, D6, A5
7	Oct 1-8	Using GIS for Spatial Analysis	Chapter 6	Oct 8: Q7, D7, A6
8	Oct 8-15	Using GIS to make a Map	Chapter 7	Oct 15: Q8, D8, A7
9	Oct 15-22	Route Planning	Chapter 8	Oct 22: Q9, D9, A8
10	Oct 22-29	Remotely Sensed Images from Above	Chapter 9	Oct 29: Q10, D10, A9
11	Oct 29-Nov 5	How Remote Sensing Works	Chapter 10	Nov 5: Q11, D11, A10
12	Nov 5-12	Images from Space	Chapter 11	Nov 12: Q12, D12, A11
13	Nov 12-19	Studying the Environment from Space	Chapter 12	Nov 19: Q13, D13
14	Nov 26-Dec 3	Geospatial Cloud + Other Current Developments	Chapter 15	Dec 3: A12

Key: Q = Quiz, D = Discussion, A = Assignment

* Introductory documents are located in the Start Here Folder in D2L

IMPORTANT DATES TO NOTE:

Aug 13 (Monday): First day of classes
 Oct 3 (Wednesday): Last Day to Withdraw without Academic Penalty
 Nov 14: GIS Night (more details to come)
 Nov 19-25 (Mon-Sun): Fall Break
 Dec 3 (Monday): Last day of classes

NOTE: this schedule may look intimidating, but remember you have two "freebie" weeks for the discussions and quizzes, and you only have to complete 6 of the assignments. Many of my past students complete the first 6 assignments to get them

out of the way, and then they can focus on final exams or projects in their other courses. I would highly recommend you don't wait until assignment 7 to get started just in case.

This course syllabus provides a general plan for the course; deviations may be necessary. I will let you know throughout the semester if the schedule will change. These announcements will be sent via D2L e-mail. I would highly recommend you have your D2L email forwarded to your phone or device you check the most often. You will be held accountable for the announced changes, so make sure that you check your D2L and KSU e-mail often.

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

To submit your Final Report, go to the Final Report submission page on the ALG website:

http://affordablelearninggeorgia.org/site/final_report_submission

Final report submission requires four files:

- This completed narrative document
- Syllabus or syllabi
 - (if multiple files, compress into one .zip folder)
- Qualitative/Quantitative Measures data files
 - (if multiple files, compress into one .zip folder)
- Photo of your team or a class of your students w/ at least one team member, minimum resolution 800x600px
 - (nearly all smartphones take photos larger than this size by default)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

General Information

Date: December 21, 2018

Grant Round: 11

Grant Number: 335

Institution Name(s): Kennesaw State University

Project Lead: Tiffani Reardon

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

- Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences Office of Distance Education, treardo2@kennesaw.edu
- Vanessa Slinger-Friedman, Professor of Geography, Department of Geography and Anthropology, vslinger@kennesaw.edu
- Jason Rhodes, Lecturer of Geography, Department of Geography and Anthropology, jrhode22@kennesaw.edu
- Ulrike Ingram, Director of GIS and Lecturer of Geographic Information Systems, Department of Geography and Anthropology, uingram@kennesaw.edu

Course Name(s) and Course Numbers: GEOG 1101 and GEOG 1102

Semester Project Began: Spring 2018

Final Semester of Implementation: Fall 2018

Total Number of Students Affected During Project: 840

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
- Transformative impacts on your instruction
- Transformative impacts on your students and their performance

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

Vanessa Slinger-Friedman

Overall, this was a positive experience. While it took a significant amount of time to garner the OER resources for GEOG1101, I found that there were amply supply resources for the topics that I cover in my GEOG 1101 course. Overall, I would say that the impact so far is neutral since one section did better and one section did worse in the Spring 2018 semester compared to the Fall 2018 semester when OER resources were used. More data from future semesters are needed to accurately determine the impact of using OER resources on the students in this course. One challenge that I foresee with this transformational experience is with keeping the links up-to-date as some of them are already inaccessible. In fact, some of the resources that I used for one module ‘disappeared’ from the internet in the middle of a module and I had to quickly find appropriate alternative resources that fit the module assessments. This leads me to conclude that the sustainability plan for this course will be important in making sure that instructors and students are able to access resources in a timely manner.

Urike Ingram

It was a positive experience to me. I was glad to find a variety of resources that covered the same topics as are covered in the expensive textbook. It was difficult to find resources for some topics, and I can imagine adding a few more resources to 2 of the modules the next time I teach this course. I anticipate that some materials will be removed, or the website will change, resulting in a broken link. The same used to happen with the textbook and the companion website since GIS related materials are updated quite frequently as the software changes. It was great working with fellow faculty members who were also interested in lowering the costs to our students. Starting in Spring 2018, KSU started offering a query options to the students during registration were students are able to search for courses using

no and low cost materials. It's good to know that students are now able to search for this and deliberately choose sections that use OERs.

Jason Rhodes

This was a great experience for me. My GEOG 1101 course was already a textbook-free class, but this project gave me the opportunity to share the resources I'd developed with colleagues, as well as the positive experience I've had teaching without a textbook. Perhaps more importantly, for me, it caused me to spend a considerable amount of time familiarizing myself with the truly impressive array of materials freely available online which can be effectively used in an introductory human geography course. The result of this experience is that we've developed a bank of materials that can be easily used by other GEOG 1101 professors in our department, as they hopefully also move to a textbook-free/low-cost approach in their introductory courses. I am especially eager to share this material with newly hired faculty members who may be teaching GEOG 1101 for the first time. Access to this material could, I think, be of enormous benefit to them while also greatly benefitting students as a result of their decision to adopt a textbook-free/low-cost platform for their introductory course at the outset of their teaching career at KSU.

2. Quotes

"There are no exams or textbooks, that is something I loved about the class as well as the extra credit opportunities"

"No textbook was given, but the readings, articles, and videos provided in the modules MUCH better aided my learning and understanding of this material than any class that has required a textbook. I think I understood a more applied perspective of what was taught rather than a purely theory-based lesson from a textbook."

"Besides the fact it was not a true textbook, not in the traditional way, I believe this kind of material, structured and provided by the professor at no additional or very limited cost as were the videos, is much more helpful for students than the traditional and usually expensive books that most of the time are used just for 50/60%. This kind of approach gives the professor the opportunity to shape the course as he deems best and in case to adjust his teaching quicker depending on how the class is responding"

"The no cost resources were great! Besides the price (which is ideal - especially for an introductory course), I liked that many of the resources were up to date with the current technology and topics. This will better prepare me for my career. I felt better prepared for this class as the readings and topics were informative but not hard to read. I would appreciate more classes taking this approach - especially in fields that focus on ever changing modern technologies."

"I appreciate that my professor took into consideration the cost of the textbook before the start of this class and decided not to use it. The materials and resources presented

each were more than sufficient to complete each week's assignments, discussions, and quizzes. My professor was always available for whatever need happened to arise and made the class aware of this with every module, email, and announcement. As an online learner, I found this coursework to be organized and effective and thus made the completion of my assignments easier. I wouldn't change anything about this course."

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.

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: 840

- Positive: 72% of 36 number of respondents
- Neutral: 28% of 36 number of respondents
- Negative: 0% of 36 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 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:

Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.

16% of students, out of a total 232 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- X 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. Measures Narrative

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.

[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]

- *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.*

Vanessa

I taught two sections of GEOG 1101 in Spring 2018 in which I used a textbook. When comparing the number of students earning A, B, and C grades and the F/W/WF data with those two sections against the A, B, and C grades data and the F/W/WF data for my GEOG 1101 section in Fall 2018 semester (in which students did not use a textbook) the students in one of the Spring 2018 sections did better and the students in the other Spring 2018 section did worse. Please see below for this data.

Spring 2018 Section W01 (# of students = 41); Total of Failed, withdrew, withdrawal fail = 7;
% of students with A, B, C grades = 78.04%; % F, W, WF rate = 17.07%

Spring 2018 Section W02 (# of students = 37); Total of Failed, withdrew, withdrawal fail = 10;
% of students with A, B, C grades = 67.56%; % F, W, WF rate = 27%

GEOG Fall 2018 Grade report (# of students = 44); Total of Failed, withdrew, withdrawal fail = 9; % of students with A, B, C grades = 70.45%; % F, W, WF rate = 20.45%

Overall, I would say that the impact so far is neutral since one section did better and one section did worse in the Spring 2018 semester compared to the Fall 2018 semester when OER resources were used. More data from future semesters are needed to accurately determine the impact of using OER resources on the students in this course.

Uli

Data for Spring and Fall 2018 Geog 1102 taught by Uli Ingram:

Spring 2018 Grade report (# of students = 26); Total of Failed, withdrew, withdrawal fail = 5; % of students with A, B, C grades = 80.77%; % F, W, WF rate = 19.23%

Fall 2018 Grade report (# of students = 30); Total of Failed, withdrew, withdrawal fail = 4; % of students with A, B, C grades = 80.00%; % F, W, WF rate = 13.33%

Jason

I taught 180 GEOG 1101 students in the Spring semester. The grade breakdown is as follows:

A – 114 (63%)

B – 26 (14%)

C – 19 (11%)

D – 3 (1.7%)

F – 11 (6%)

WF – 3 (1.7%)

W – 4 (2%)

I taught 158 GEOG 1101 students in the Fall semester, with the following grade breakdown:

A – 96 (61%)

B – 21 (13%)

C – 15 (9%)

D – 1 (.01%)

F – 13 (8%)

WF – 3 (.02%)

W – 9 (6%)

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.*

Vanessa

Some links to OER resources in the form of videos and readings that were selected over summer 2018 are already unavailable. It is clear that there is the need to constantly check on and update the OER resources for these courses.

Uli

Since Geog 1102 is a geospatial technology course, the textbook used to get outdated very quickly which resulted in the publisher putting out a new edition frequently. Some of the OER materials will get outdated as well, so I have to be stringent about checking the links before each module opens to make sure they are still available. I downloaded any materials that were available for download and included them directly in my section rather than linking to them. That way even if the website address were to change, the students are still able to access the materials. In the textbook when the links would get outdated, it would be very frustrating to the students if they were unable to access the materials referenced in the book, and it was impossible for me to check each of them week by week. I believe it is feasible to maintain the currency of the OER materials, making sure they are available to the students.

Jason

My plan is to continue to update the material online as I update my course, thus keeping the material current. As I do this, it will of course be necessary to check old links, and make sure that they still work. As I continue to share this material with my colleagues – particularly new colleagues, I will also ask them to share any relevant, freely available online resources that they may have, and thus continue to increase the size of our online library of materials with each passing semester.

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

Uli

I have submitted an application to present at a GIS Education summit in summer of 2019 about teaching this course with an OER.

Jason

I will institutionalize the sharing of free, online resources among faculty in our department, so that all teachers of the GEOG 1101 class are aware of our online resources, and so that the resources available reflect what they do in their courses. I look forward to continuing to recruit GEOG 1101 teachers to both use and provide materials for our online resource.

Tiffani

Uli and I are currently working on two grant applications for future rounds. I believe the goal is to transform all courses in the GIS minor to use OER. I also plan to add the data from this grant to our cumulative data at KSU for continued research on OER and its impact on both faculty and students.

6. Description of Photograph

- *On the Final Report Submission page, you will be submitting a photo. In this document, list the names of the people shown in this separately uploaded photograph, along with their roles.*



Left to right:

- Jason Rhodes, Instructor of Record – GEOG 1101
- Vanessa Slinger-Friedman, Instructor of Record – GEOG 1101
- Uli Ingram, Instructor of Record – GEOG 1102

- Tiffani Reardon, Instructional Designer and Project Manager