

Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle: Round 6

Internal Submission Deadline: Monday, August 1, 2016

Application Title: 237

Application ID: #001114

Submitter First Name: Katharine

Submitter Last Name: Shepard

Submitter Title: Librarian

Submitter Email Address: kshepard@ega.edu

Submitter Phone Number: 478.289.2087

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Katharine

Applicant Last Name: Shepard

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

Applicant Email Address: dmckinney@ega.edu

Applicant Phone Number: 478 289-2062

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

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

Submission Date: Monday, August 1, 2016

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

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

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

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

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

Proposal Title: 237

Course Names, Course Numbers and Semesters Offered:

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

Final Semester of Instruction: Fall 2017

Average Number of Students per Course Section: 30

Number of Course Sections Affected by Implementation in Academic Year: 3

Total Number of Students Affected by Implementation in Academic Year: 90

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

Proposal Category: Specific Top 100 Undergraduate Courses

Requested Amount of Funding: \$10,800

Original per Student Cost: \$200.98

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$200.98

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

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

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

Project Goals:

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

The goals of this project:

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

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

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

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

Statement of Transformation:

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

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

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

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

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

Transformation Action Plan:

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

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

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

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

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

Quantitative & Qualitative Quantitative Measures

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

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

Qualitative Measures

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

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

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

Timeline:

Fall 2016 – Fall 2017

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

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

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

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

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

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

4/2017: Timeline assessment due.

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

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

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

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

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

Budget:

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

Personnel and Projected Expenses, Single Course Award:

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

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

\$400 for travel to kickoff meeting and a conference

* Ms. Katie Shepard, Librarian

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

\$400 for travel to kickoff meeting and a conference

Sustainability Plan:

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

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

East Georgia

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July 12, 2016

Dear ALG Textbook Transformation Grant Committee:

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

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

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

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

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

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

Sincerely,

A handwritten signature in blue ink that reads "H. Lee Cheek, Ph.D." The signature is fluid and cursive, with the first name "H." being particularly prominent.

H. Lee Cheek, Ph.D.

Professor of Political Science and Dean, School of Social Sciences