

## Application Details

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### Manage Application: ALG Textbook Transformation Grant

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**Award Cycle:** Round 4

**Internal Submission Deadline:** Monday, September 7, 2015

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**Application Title:** 155

**Submitter First Name:** Eleanor

**Submitter Last Name:** Haynes

**Submitter Title:** Executive Director

**Submitter Email Address:** research@georgiasouthern.edu

**Submitter Phone Number:** 912-478-5465

**Submitter Campus Role:** Grants Office

**Applicant First Name:** Chelda

**Applicant Last Name:** Smith

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

**Applicant Email Address:** cheldasmith@georgiasouthern.edu

**Applicant Phone Number:** (912) 478-0026

**Primary Appointment Title:** Assistant Professor

**Institution Name(s):** Georgia Southern University Research & Service Foundation, Inc.

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

Dr. Alisa Leckie, Assistant Professor,

College of Education - Department of Teaching and Learning,

aleckie@georgiasouthern.edu

Dr. Chelda Smith, Assistant Professor,

College of Education - Department of Teaching and Learning

cheldasmith@georgiasouthern.edu

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

Dr. Bruce Field, Department Chair

Teaching and Learning

Georgia Southern University

**Proposal Title:** 155

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

ESED 5234 – Cultural Issues

ESED 5234G – Cultural Issues

Both courses are offered every Fall, Spring, and Summer.

**Final Semester of Instruction:** Fall 2016

**Average Number of Students per Course Section:** 22

**Number of Course Sections Affected by Implementation in Academic Year:** 18

**Total Number of Students Affected by Implementation in Academic Year:** 260

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Spring, Joel. Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated cultures in the United States (required - \$74.00). Igoa, Christina. The Inner World of the Immigrant Child (required - \$50.00). Total Cost: \$124.00

**Proposal Categories:** No-Cost-to-Students Learning Materials

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

**Original per Student Cost:** \$124.00

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

**Projected Per Student Savings:** 100%

## **Plan for Hosting Materials: D2L**

### **Project Goals:**

We have two primary goals for this project: 1) develop a set of learning materials that utilizes university resources and eliminates the need for the current course texts, and 2) develop a set of learning materials that is current, relevant and meaningful to Georgia Southern College of Education students.

### **Statement of Transformation:**

Our plan is to create a set of course readings using GALILEO and other materials in the library system so that there are no additional cost to students and also provide students with materials that are engaging, relevant, meaningful and current. Given the number of sections currently offered, this plan would allow students to save upwards of \$45,000. The U.S. Public Interest Research group estimates that students spend an average of \$1,200 on textbooks each year and that due to this expense up to 70% of undergraduate students admit that they do not purchase the required course text (Senack, 2014). This impacts the level of student success. Our proposal specifically aims to eliminate the textbooks in ESED 5234/5234G - Cultural Issues.

There are two texts used in the majority of the sections of ESED 5234/5234G - Cultural Issues. The first half of the course utilizes Joel Spring's *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States* (\$74.00) in order to provide a historical framework for current issues and trends related to race and culture in schools. Although this textbook provides a comprehensive historical overview of school, society and their inter- connectedness, students, particularly undergraduates, do not find the text engaging and often do not complete the required reading. The second half of the course utilizes Christina Igoa's *The Inner World of the Immigrant Child* (\$50.00) to provide a text specific to working with students who have limited proficiency in English and minimal experiences with the culture of schooling in the United States. This text is engaging and provides relevant and meaningful ways to work with newly arrived immigrant students; however, many of its structures and strategies are dated. Although both of these texts do have merit, they are not ideal for our purposes or for our students.

There are two groups of stakeholders affected by this planned transformation: students enrolled in and faculty who teach ESED 5234/5234G - Cultural Issues. This is a required course for all initial certification students in the College of Education and also for any certified graduate students seeking an ESOL endorsement. Currently there are eight undergraduate and ten graduate sections offered each academic year with an average of 22 students enrolled in each section. There are also multiple faculty members who teach this course. The impact of this transformation on students is both financial and educational. It eliminates an expense, and it also provides them easy access to relevant and meaningful learning materials during the course and for their entire time as enrolled students. For faculty who teach the course, it provides a core set of readings and related assignments. It also provides flexibility as they are able to add or substitute readings in the Digital Commons space. As our proposal also creates a course shell that serves as an interface between our D2L learning management system and the Digital Commons space, new faculty teaching the course will be able to easily copy and implement course readings and activities.

## Transformation Action Plan:

**Syllabus Evaluation:** Dr. Smith and Dr. Leckie will review the course syllabus and revise readings as needed, to determine relevancy. With consideration to course learning objectives, modifications to course activities and assignments may be suggested.

**Compilation of Materials:** Using university databases (i.e. Ebscohost, Galileo), Dr. Leckie and Dr. Smith will locate and compile articles and book chapters that address course topics to increase student engagement with course concepts and access to current topics and practices. They will also solicit suggestions from other faculty who teach ESED 5234/5234G - Cultural Issues. Additionally, a Likert-type scale measuring student perceptions and satisfaction with course readings will be administered to students enrolled in the Fall of 2015 and after the first pilot in the Summer of 2016 in order to select and refine texts. An open-ended item will allow students to suggest alternative resources. Data gathered and analyzed for student ratings of current resources will inform any course re-designs. Initial surveys for faculty and students are attached.

**Digital Commons:** All course readings will be housed at the Digital Commons online repository which will be made accessible through the university library. Dr. Smith and Dr. Leckie will work with Debra Skinner, Assistant Head of Collection & Resource Services, to develop the Digital Commons space. Students in the summer course will be notified of their access to Digital Commons prior to the semester.

**Instructional Design:** Course syllabus will be modified to incorporate new readings. Any new scholarly resources will support enduring understandings of course concepts and completion of any new assignments. Course instructors will consult colleagues for input regarding new assessments, activities and readings. A course shell that integrates assignments, assessments and readings in the Digital Commons space will be developed. This will allow instructors and students to access all course content from a single location. Feedback on the usability of this space will be solicited from faculty during the Spring of 2016 while the shell is being developed and refined.

**Pilot Course:** In Summer 2016, ESED 5234/5234G- Cultural Issues will be piloted with the revised readings. Dr. Smith and Dr. Leckie will each teach two sections of the course using the Digital Commons and D2L interface. All other sections of the course will serve as control groups. At the end of the summer session all students in ESED 5234/5234G will complete a survey about the effectiveness and value of course readings. This survey data will be used to refine the course.

**Course Refinement:** Using student and faculty feedback, adjustment to course syllabus (with respect to readings and assignments) will be incorporated in the Fall of 2016. At this time other course instructors will be invited to use the Digital Commons and D2L interface course shell for their sections.

**Final Report:** Reports of the analysis and adjustments will be shared to reflect the impact of the no cost learning materials on meeting course objectives. Department stakeholders will also be briefed. A final report of student perceptions regarding course readings and value as well

as uptake among other course instructors will be submitted in December 2016.

**Quantitative & Qualitative Measures:** A faculty input survey will be administered and analyzed in November 2015 to solicit feedback on the quality of current course materials and suggestions for digital texts.

- Ongoing faculty feedback (gathered through anecdotal and auto-ethnographic meetings) will complement quantitatively gathered feedback.
- Comparative data analysis will be conducted in December 2015, June 2016 and December 2016 to determine overall course satisfaction, learning outcomes, and the value of course texts among course completers.
- Data will be analyzed to determine achievements and challenges of the pilot. Comparative data analysis will be used to understand differences in student satisfaction with course materials, their quality, and accessibility.
- Data on student enrollment, failure and withdrawal rates between the 3 semesters will also be used to determine the impact of the course.

**Timeline:**

[The following has been converted from a table that was unreadable in CompetitionSpace. - Administrators]

Nov. 2015

Course Evaluation: Survey ESOL faculty for critiques and suggestions for ESED 5234/5234G texts.

Alisa Leckie & Chelda Smith

Nov. 2015

Analysis of survey data.

Alisa Leckie & Chelda Smith

Nov. 2015

Incorporate findings to compile course resources (both current & potentials for future use).

Compilation of no cost to students learning materials to be utilized in ESED 5234/5234G.

Alisa Leckie & Chelda Smith

Dec. 2015

Training in Digital Commons collection set-up -Customize submission forms

Alisa Leckie & Chelda Smith, Deborah Skinner

Dec. 2015

Survey current ESED 5234/5234G students.

Alisa Leckie & Chelda Smith

Dec. 2015

Analysis of Student Survey Data Analysis Report -Assess student course satisfaction -  
Assess quality of work produced

Alisa Leckie & Chelda Smith

Jan.- Mar. 2016

Develop online repository of traditional texts ESED 5234/5234G

Alisa Leckie & Chelda Smith, Deborah Skinner

Jan.- Mar. 2016

Gather interactive & multimedia resources. Bank of alternative & supporting texts.

Alisa Leckie & Chelda Smith

Mar. 2016

Faculty exploratory meeting- Digital commons repository. Meeting Report, Faculty feedback  
on usability & resource quality

Alisa Leckie & Chelda Smith

Jan-April 2016

Incorporate student survey findings. Course redesign: revise assignments and assessments,  
Revised syllabus

Alisa Leckie & Chelda Smith

Apr. 2016

Course Development in Desire 2 Learn (D2L) Model course

Alisa Leckie & Chelda Smith

Apr. 2016

Focus group of ESED 5234/5234G faculty to evaluate revisions and D2L learning management system interface with Digital Commons

Alisa Leckie & Chelda Smith

May 1-15, 2016

Revise materials & online course development based on faculty feedback. Revised compilation of no cost to students learning materials to be utilized in ESED 5234/5234G.

Alisa Leckie & Chelda Smith

May 2016

Analyze conclusions, First Status Report, Assess feedback given by focus groups  
Percentage of activities completed on action plan to date.

Alisa Leckie & Chelda Smith

May-June 2016

Pilot 4 sections of ESED 5234/5234G using Digital Commons texts. Course offering per college schedule. Assess student course satisfaction, collections' usability, and quality of work produced.

Alisa Leckie & Chelda Smith

May-June 2016

Grant participants meet bi-monthly to analyze and evaluate effectiveness of resources and revise as needed.

Alisa Leckie & Chelda Smith

June 2016

Survey students, utilizing no-cost to students learning materials.

Alisa Leckie & Chelda Smith

July 2016

Revise 5234/5234G collections and syllabus based on feedback.

Alisa Leckie & Chelda Smith

Aug.-Dec., 2016

Implement 4 sections of the course with revised materials. Course offering per college schedule. Assess student course satisfaction, collections' usability, and quality of work produced.

Alisa Leckie & Chelda Smith

Dec. 2016

Survey students utilizing no-cost to students learning materials.

Alisa Leckie & Chelda Smith

Dec. 2016 Analyze Conclusions. Final Report -Instructor anecdotes -Course Pass Rates - Collections usage statistics -Percentage of students continuously enrolled in course - sustainability plan

Alisa Leckie & Chelda Smith

### **Budget:**

*Budget* : \$10,800.00

*Personnel Expenses Salary compensation and fringe benefits for the implementation of the proposal including:* location of texts, development of Digital Commons page, development of Digital Commons and D2L interface, development and analysis of faculty and student surveys, creation of interim and final reports.

Chelda Smith: \$5,000

Alisa Leckie: \$5,000

*Contractual Funds needed to travel to regional conference/training sessions related to the grant:* \$800

### **Sustainability Plan:**

Although there are several professors that teach ESED 5234/5234G - Cultural Issues at both the undergraduate and graduate levels, course syllabi and texts are fairly consistent across all faculty. Utilization of the Digital Commons space and interfacing these resources with our D2L



learning management system provides a useable and accessible resource for course instructors. Our plan solicits faculty feedback three times throughout the course development regarding: 1) benefits and drawbacks of current texts, 2) text selection and design of Digital Commons space, 3) design of Digital Commons and D2L learning management system interface. This regular feedback will promote use of the Digital Commons materials instead of textbooks among faculty. Once the Digital Commons space is produced, it can be amended and augmented as new materials are located and in relation to instructor preference. The Digital Commons space is a live database of resources, thereby facilitating instructor/course relevancy and creativity in the presentation of content. Further, integration of the Digital Commons materials and our learning management system will facilitate use among faculty and by students. There is the added benefit that materials in the Digital Commons space will be accessible to students for the duration of their time as students at the university. The final benefit of our plan is the development of a course shell that can be adopted and adapted by future faculty teaching the course.

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

August 28, 2015

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

RE: Proposal entitled "Textbook Transformation: ESED 5234/G Cultural Issues"

GSU PI: Alisa Leckie

Dear Ms. Fancher:

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

The plan of sustainability of the Teaching and Learning Department solicits faculty feedback three times throughout the course development regarding: 1) benefits and drawbacks of current texts, 2) text selection and design of Digital Commons space, 3) design of Digital Commons and d2l learning management system interface. This regular feedback will promote use of the Digital Commons materials instead of textbooks among faculty. Once the Digital Commons space is produced, it can be amended and augmented as new materials are located and in relation to instructor preference. The Digital Commons space is a live database of resources, thereby facilitating instructor/course relevancy and creativity in the presentation of content. Further, integration of the Digital Commons materials and our learning management system will facilitate use among faculty and by students. There is the added benefit that materials in the Digital Commons space will be accessible to students for the duration of their time as students at the university. The final benefit of the plan is the development of a course shell that can be adopted and adapted by future faculty teaching the course.

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

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

Please do not hesitate to contact Alisa Leckie at (912) 478-5236 regarding technical matters or Kristi Reagin at (912) 478-5652 for administrative matters. We appreciate the opportunity to submit this proposal and look forward to hearing from you soon.

Sincerely,

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

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

From: Bruce E. Field   
Re: Textbook Transformation Grant

As Chair of the Department of Teaching and Learning at Georgia Southern University, I fully support the efforts of two of my faculty, Dr. Alisa Leckie and Dr. Chelda Smith, in their desire to ease the financial burden of a college education by designing a plan to eliminate textbooks in ESED 5234/ESED 5234G. This course, required of all initial certification candidates and anyone pursuing an ESOL endorsement, is typically taken by 350+ Georgia Southern students each year. By designing non-textbook course readings and eliminating the two textbooks traditionally used in the course, Dr. Leckie and Dr. Smith will be helping each individual student save approximately \$125. Their carefully-crafted plan to pilot the new readings in Summer 2016 and then transition to universal departmental adoption of the non-textbook option by Fall 2016 has my full support – as does their long-range goal of sustaining this low cost alternative as a part of Teaching and Learning’s departmental culture. In fact, I would hope that the evidence of positive impact that I believe will result from the work of Dr. Smith and Dr. Leckie will convince other T&L faculty to similarly adopt the No-Cost-to-Students Learning Materials approach for other high enrollment courses.

In addition to my support of this initiative, I also have received confirmation from Dr. Bede Mitchell (Dean of the Zach Henderson Library) and Ms. Debra Skinner (Assistant Head of Collections and Resource Services in the Zach Henderson Library) of their commitment to provide support for the proposal by making the library’s Digital Commons platform available to Dr. Smith and Dr. Leckie. As the two of them identify course resources, primarily journal articles from GALILEO databases, library staff will ensure easy access to the selected readings, will facilitate the addition of any texts created by the faculty, and will promote sustainability of the initiative by adding and removing articles on an annual basis – something not possible with traditional texts.

Please do not hesitate to contact me directly should you have any questions about the Department of Teaching and Learning’s support of this proposal. I can be reached by phone at (912) 478-0210 or by email at [bfield@georgiasouthern.edu](mailto:bfield@georgiasouthern.edu).

1 2 3 4 5  
Not effective Very effective

What are your perceptions of student engagement with this text

1 2 3 4 5  
Not engaging Very engaging

Strengths of this text:

Critiques of this text:

***The Inner Life of the Immigrant Child* by Christina Igoa**

Rate the effectiveness of this text in achieving course objectives

1 2 3 4 5  
Not effective Very effective

What are your perceptions of student engagement with this text

1 2 3 4 5  
Not engaging Very engaging

Strengths of this text:

Critiques of this text:

Recommendations for articles related to course objectives:

The amount of assigned readings of this text that I completed

- 1
- 2
- 3
- 4
- 5
- None
- All

Assigned readings in this text kept me engaged

- 1
- 2
- 3
- 4
- 5
- Not at all
- Very much

Readings facilitated my understanding of course content

- 1
- 2
- 3
- 4
- 5
- Not at all
- Very much

Cost of the text was appropriate for its learning value

- 1
- 2
- 3
- 4
- 5
- Not at all
- Very much

Strengths of this text

Critiques of this text

**Assigned readings in this text kept me engaged**

1 2 3 4 5

Not at all Very much

**Readings facilitated my understanding of course content**

1 2 3 4 5

Not at all Very much

**Cost of the text was appropriate for its learning value**

1 2 3 4 5

Not at all Very much

**Strengths of this text:**

**Critiques of this text:**

**Suggestions for additional course readings:**