

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
Students per Course
Section:** 1101: 50; 1102: 30

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

**Average Number of
Students Per Summer
Semester:** 100

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,

A handwritten signature in black ink that reads "Tamara Powell".

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	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

	<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	Number of Course Sections Affected by Implementation in Academic Year	1101: 13	Total Number of Students Affected by Implementation in Academic Year	1101: 750
	1102: 30		1102: 3		1102: 90
					Total: 840

Average Number of Students Per Summer Semester	<p>GEOG 1101:</p> <ul style="list-style-type: none"> VS: Not taught in summer JR: 2 sections x 50 students each = 100 students <p>GEOG 1102:</p> <ul style="list-style-type: none"> UI: Not taught in summer
Average Number of Students Per Fall Semester	<p>GEOG 1101:</p> <ul style="list-style-type: none"> VS: 2 sections x 50 students each = 100 students JR: 3 sections x 50 students each = 150 students <p>GEOG 1102:</p> <ul style="list-style-type: none"> UI: 2 sections x 30 students each = 60 students
Average Number of Students Per Spring Semester	<p>GEOG 1101:</p> <ul style="list-style-type: none"> VS: 2 sections x 50 students each = 100 students JR: 4 sections x 50 students each = 200 students <p>GEOG 1102:</p> <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)	<p>GEOG 1101:</p> <ul style="list-style-type: none"> VS: Contemporary Human Geography by James M. Rubenstein, Required, \$133.80 JR: No textbooks <p>GEOG 1102:</p> <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	GEOG 1101: <ul style="list-style-type: none"> • VS: \$133.80 • JR: \$0 GEOG 1102: <ul style="list-style-type: none"> • UI: \$111.39
Post-Proposal Projected Per Student Cost	GEOG 1101: <ul style="list-style-type: none"> • VS: \$0 • JR: \$0 GEOG 1102: <ul style="list-style-type: none"> • UI: \$0
Projected Per Student Savings	GEOG 1101: <ul style="list-style-type: none"> • VS: \$133.80 • JR: \$0 GEOG 1102: <ul style="list-style-type: none"> • UI: \$111.39
Projected Total Annual Student Savings	GEOG 1101: <ul style="list-style-type: none"> • VS: 200 students x \$133.80 each = \$26,760 savings • JR: 450 students x \$0 each = \$0 savings GEOG 1102: <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

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These resources may include, but are not limited to:

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

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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.