

**Affordable Learning Georgia Textbook Transformation Grants
Rounds Three, Four, and Five
For Implementations Beginning Summer Semester 2015
Running Through Spring Semester 2017**

Proposal Form and Narrative

- Proposal form and narrative for offline drafting and review. Submitters must copy and paste their final draft into the online form for submission.
- Note: The only way to submit the proposal is through the online form in Georgia Tech's CompetitionSpace at:
<http://gatech.infoready4.com/CompetitionSpace/#competitionDetail/1734734>
- Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.

Submitter Name	Daniel Farr
Submitter Title	Lecturer of Sociology
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Submitter Campus Role	Primary Investigator
Applicant Name	Daniel Farr
Applicant Email	Dfarr4@kennesaw.edu
Applicant Phone Number	470-578-7970
Primary Appointment Title	Lecturer of Sociology; Coordinator of Sociology Internships, Department of Sociology and Criminal Justice
Institution Name(s)	Kennesaw State University

Team Members	Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences, Kennesaw State University; treardo2@kennesaw.edu				
Sponsor, Title, Department, Institution	Dr. Samuel Abaidoo, Chair, Department of Sociology and Criminal Justice, Kennesaw State University Dr. Tamara Powell, Director, College of Humanities and Social Sciences Office of Distance Education				
Proposal Title	OpenStax Introduction to Sociology Goes Online				
Course Names, Course Numbers and Semesters Offered	Introduction to Sociology, Soci1101 (online), numerous sections of Soci1101 are offered both fall and spring semesters [for example, in Fall 2015 there are 7 sections offered face-to-face (various instructors, most sections ~39 students each, one sections ~250) and 3 sections offered online (various instructors, ~30 students each)]; for this grant, I will minimally teach two sections of Intro to Soc. per year. The developed online course, based on OpenStax, would be available to other online instructors for adoption as well.				
Final Semester of Instruction	This text will be used by myself, and potentially others in the department, to teach Soci1101 online for the foreseeable future.				
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+
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Specific Top 50 Lower Division Courses				
List the original course materials for students	Sociology, 15 th ed. (Macionis; Pearson. 2014) \$232.73 – required text				
Original Per Student Cost	\$232.73 (per textbook publisher website)				

Post-Proposal Projected Per Student Cost	\$0 for electronic downloadable option via OpenStax, or \$24.01 if desire printed copy via Amazon.com
Projected Per Student Savings	<p>\$232.73 per student savings.</p> <p>Thusly, if taught to minimally two sections of 30 students online, this would result in \$13,963.80 total student savings. Each online OpenStax course section would save students a total of \$6,981.90. If adopted by all online sections, totally ~8 annually, this would result in a \$55,855.20 annual savings for students.</p>
Plan for Hosting Materials	<input checked="" type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input type="checkbox"/> LibGuides <input type="checkbox"/> Other _____
Requested Amount of Funding	\$10,800

NARRATIVE

1.1 PROJECT GOALS

1. Adopt OpenStax Sociology text for my Soci1101: Introduction to Sociology online course.
 - A. If taught to minimally two sections of 30 students online, this would result in \$13,963.80 total student savings. Each online OpenStax course section would save students a total of \$6,981.90.
 - B. If adopted by all online sections, totally ~8 annually, this would result in a \$55,855.20 annual savings for students.

3. Develop and receive Quality Matters approval for a complete online Soci1101 section course based fully upon OpenStax text.

4. Provide opportunity for additional online instructors to adopt the OpenStax based online course section [via providing completed course template and materials].

Additional narrative commentary: Having just attended the Meaningful Living and Learning in a Digital World Conference (May 27-May 29, 2015), I was able to attend a session “Open Your Mind to Open Textbooks” with Lauren Fancher. I also had the opportunity to interact with her privately and review the OpenStax text. These experiences, along with the recent webinar of May 21, have inspired my desire to pursue adoption of the text. As I advise only weblearner students, I am deeply aware of the fiscal restraints that many face and regard this transformation as an opportunity to more strongly align my instructional activities with my pedagogical pursuits of supporting students support.

Additionally, I will clarify my expertise and role in the online sociology program. I was specifically hired to the department as the first distance learning funded lecturer, in Fall 2013. The sociology program offers a fully online BS program, the first to have been established at KSU. My teaching is primarily centered within the online classroom (~75-80%) during the fall and spring semesters and is typically 100% online in the summer semester. These proportions will be changing some as I have become the sociology internship coordinator, however, the majority of my teaching will remain online. In addition to my online teaching, I have been active this past year attending two online-teaching conferences and presenting about online teaching at a third conference. I am deeply invested in this platform of instruction and view this transformation grant as an opportunity to further bolster my online classroom and student experiences.

1.2 STATEMENT OF TRANSFORMATION

- The adoption of the OpenStax textbook will replace my current course textbook. Given the necessity that an online course be Quality Matters certified at my institution, this will require the redevelopment of all online content (such as question data banks, quizzes & tests, powerpoints & lectures, as well as discussion boards) to reflect the modified material.
- The transformation of this course will have limited impact within the Department of Sociology and Criminal Justice. Within our department each faculty member chooses their course materials (texts/etc.) individually. However, program impact may particularly emerge for weblearner students, if this newly developed course section is adopted by additional instructors.
- The stakeholders of this transformation will be faculty and students. It is my hope that additional instructors will choose to adopt this online course once it is created.
- If this course with an OpenStax text is chosen to be administered by more online instructors the cumulative fiscal impact can be significant for students. As this course is taught online throughout the academic year (typically 3 sections fall, 3 sections spring, 2 sections summer), the impact of this transformation will be immediate for students from a fiscal standpoint (impacting at least two sections,

for a total savings of nearly \$14,000). Given the potential to affect up to 240 students annually, this could result in a savings of over \$50,000.

- The impact upon the instructor is the requisite restructuring of all course content to reflect the material of new textbook and all supporting educational components and assessments.
- The primary impact of this transformation will be on my particular online course sections of Soc1101. Additional course sections will be impacted as additional online instructors choose to adopt my developed online course.

1.3 TRANSFORMATION ACTION PLAN

With the adoption of this new textbook, this online course will require substantial redesign and reorganization. Additionally, all teaching and assessment materials (such as powerpoints/lectures, question banks, quizzes & tests, and discussion boards) will require updating and modification of academic content.

The primary design and structuring of the online course template will be administered by Tiffani Reardon, informed by my other course formats. She will additionally provide support for technological components and accessibility. She will serve as the instructional designer.

Farr will be responsible for the academic content components of the course re-design (teaching and assessment materials), as well as syllabus and calendar redesign. He will serve as both subject matter expert and instructor of record.

Access to the materials will be provided through in-course linking to the OpenStax website, where students may download an electronic version of the course textbook.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Measuring the success of this transformation will occur two-fold: 1) through the comparison of quantified data outcomes affiliated with grades/retention rates and 2) through qualitative feedback via student surveys.

The quantified data that will be primarily explored includes: contrasting the withdraw/completion rates of this online OpenStax Soci1101 course to those of other concurrent online course sections, as well as to face-to-face sections. Additionally, assessment of the course grade outcomes will be contrasted with other sections (online and face-to-face) that are not using OpenStax.

Qualitative feedback will be sought from online students, via survey, at the end of semester to assess learner perspectives on the material and content scope. Additionally, qualitative feedback will be sought from face-to-face learners when the course is taught in the traditional classroom.

1.5 TIMELINE

Summer 2015 – Fall 2016

Jul - Oct 2015: Farr reading OpenStax textbook; establishing basic course structure components and tentative course calendar.

Aug - Oct 2015: Reardon designing and implementing basic course structure for new online course section.

Nov 2015 - Feb 2016: Farr developing and inputting course content (powerpoints, lectures, and assessment materials) into online course.

Nov 2015 - March 2016: Reardon concurrently structuring assessment timing, dates, and formats. Additionally, building appropriate course content to benefit needs of Quality Matters (QM).

March 16-April 30, 2016: Farr and Reardon refine online course to be submitted for QM review to facilitate the possible administration of the course in Summer 2016.

May 2016-July 2016: Contingent upon scheduling, Farr administer online course in Summer 2016.

If taught online in summer 2016, Reardon and Farr will consult and make course modifications as needed in early August 2016. Students will be surveyed qualitatively at the end of course. Following session, Reardon and Farr will assess outcomes both qualitative and quantitative.

August-Dec 2016: Farr teach at least one section of Soci1101 online; if scheduling allows two sections will be offered.

Dec 2016: Reardon creates quantitative reports/charts based on student surveys.

Dec 2016: Farr and Reardon collaborate to compose final report based on entirety of project.

1.6

1.7 BUDGET

Overload and/or course reduction for Farr: \$5000

Overload pay for Reardon: \$5000.00

Kick-off Meeting travel: \$800.00 (unused funds will be redirected towards professional development funds to partially support attendance of an online teaching/learning conference or workshop)

1.8 SUSTAINABILITY PLAN

As previously noted, Farr will teach this online course at least twice annually. Additionally, Farr will be reaching out to any new and current faculty who will teach Soci1101 online to share the course template/content. Other faculty's adoption of this course will be voluntary, but encouraged.

Course materials will be updated with each revision of the OpenStax text. Additional complimentary materials (such as no-cost-to-student articles available through the university library system) may be added as needed.

Minimally, the online course will be re-certified via the university QM system every three years to assure appropriateness of organizational structure, current instructional content, and instructional methods.

1.9 REFERENCES & ATTACHMENTS

FROM: DR. TAMARA POWELL:

May 31, 2015

Dear Members of the Proposal Review Committee:

It is my pleasure to support Mr. Dan Farr's proposal for the OpenStax Textbook Transformation grant for Sociology 1101: Introduction to Sociology. The Online Sociology B.S. degree program at Kennesaw State University is one of the largest on campus. As Mr. Farr is developing this textbook for his online section, and he will share it with other faculty in the department, this transformation would benefit many students year after year. In fact, it would have a huge impact. With three online sections, of 30 students each, offered in fall, just switching these three sections to the no cost textbook would save those 90 students \$20,945.70 in one semester alone.

Mr. Farr plans to make his transformed textbook and accompanying online course available to all KSU sociology faculty who wish to use it. I recommend his proposal be funded.

Sincerely,

Dr. Tamara Powell, KSU Affordable Learning Georgia Champion and

Director, College of Humanities and Social Sciences Office of Distance Education

ADDITIONAL SUPPORT WILL BE FORTHCOMING FROM DR. SAMUEL ABAIDOO: