

**Affordable Learning Georgia Textbook Transformation Grants  
Round 2  
Summer 2015, Fall 2015, Spring 2016  
Proposal Form and Narrative**

<b>Institution Name(s)</b>	The University of Georgia				
<b>Team Members</b> (Name, Title, Department, Institutions if different, and email address for each)	<p>Deanna L. Cozart, Part-time Assistant Professor, Educational Theory and Practice, The University of Georgia – <a href="mailto:dcozart@uga.edu">dcozart@uga.edu</a></p> <p>Brian Dotts, Clinical Assistant Professor, Educational Theory and Practice, The University of Georgia – <a href="mailto:bdotts@uga.edu">bdotts@uga.edu</a></p> <p>James Gurney, Graduate Teaching Assistant, Educational Theory and Practice, The University of Georgia – <a href="mailto:jgurney@uga.edu">jgurney@uga.edu</a></p> <p>Tanya Walker, Graduate Teaching Assistant, Educational Theory and Practice, The University of Georgia – <a href="mailto:tanya40@uga.edu">tanya40@uga.edu</a></p> <p>Amy Ingalls, Instructional Designer, The Office of Online Learning, The University of Georgia – <a href="mailto:aingalls@uga.edu">aingalls@uga.edu</a></p> <p>James Castle, Instructional Designer, The Office of Online Learning, The University of Georgia – <a href="mailto:jcastle@uga.edu">jcastle@uga.edu</a></p>				
<b>Sponsor, Title, Department, Institution</b>	Dr. Ronald Butchart, Distinguished Research Professor and Department Head, Educational Theory and Practice, The University of Georgia				
<b>Course Names, Course Numbers and Semesters Offered</b>	<p>EDUC 2110 (Critical and Contemporary Issues in Education), offered Fall, Spring, and Summer each academic year</p> <p>EDUC 2120 (Exploring Socio-cultural Perspectives on Diversity), offered Fall, Spring, and Summer each academic year</p>				
<b>Average Number of Students Per Course Section</b>	35	<b>Number of Course Sections Affected by Implementation in Academic Year 2016</b>	29	<b>Total Number of Students Affected by Implementation in Academic Year 2016</b>	1,015
<b>Award Category (pick one)</b>	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input checked="" type="checkbox"/> <b>Transformations-at-Scale</b>				

<p><b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b></p>	<p><i>EDUC 2120 (Some sections using compiled LibGuide resources at no cost through ALG Round 1 grant; other sections using “Affirming Diversity: The Sociopolitical Context of Multicultural Education” by Nieto &amp; Bode and “Colorblind” by Tim Wise as required materials)</i></p> <p><i>EDUC 2110 (“American Education (16<sup>th</sup> ed.)” by Joel Spring, “Teacher Wars” by Dana Goldstein)</i></p>		<p><i>Nieto &amp; Bode text = \$154.40</i></p> <p><i>Tim Wise text = \$11.60</i></p> <p><i>Joel Spring text = \$74.48</i></p> <p><i>Dana Goldstein text = \$26.95</i></p> <p><b>Total Cost = \$267.43</b></p>
<p><b>Plan for Hosting Materials</b></p>	<p><input type="checkbox"/> <a href="#">OpenStax CNX</a></p> <p><input type="checkbox"/> D2L</p> <p><input type="checkbox"/> <a href="#">LibGuides</a></p> <p><input checked="" type="checkbox"/> Other Course content and module shells will be hosted on a new UGA website specifically for OER – <a href="http://open.online.uga.edu">open.online.uga.edu</a></p>		
<p><b>Projected Per Student Cost</b></p>	<p><b>Depending on section, between \$0.00 - \$26.95</b></p>	<p><b>Projected Per Student Savings (%)</b></p>	<p>90 – 100%</p>

## 1. PROJECT GOALS

- Goal 1: Decrease textbook costs associated with face-to-face and online sections of EDUC 2110 and EDUC 2120 at The University of Georgia (UGA)
- Goal 2: Increase student retention and completion rates of students in EDUC 2110 and EDUC 2120
- Goal 3: Create Open Educational Resources (OER) for use in EDUC 2110 and EDUC 2120 at UGA that will be available for use by all University System of Georgia institutions
- Goal 4: Create an OER model with module shells for content delivery at UGA

### 1.1 STATEMENT OF TRANSFORMATION

The rising costs to students attending institutions of higher education have been well documented (College Board, 2013; Schick & Marklein, 2013). These costs have been particularly troubling to students from lower- and middle-class backgrounds, for which attaining a college education is vital for future occupational and financial success. Additionally, the cost of the textbook may contribute to their decision of whether or not to remain in the course, or, should they choose not to purchase it, may ultimately result in a lower course grade and possibly retaking the course. Recent data shows 30% of students choose not to purchase textbooks, while many others may illegally download versions or photocopy portions from classmates (Schick & Marklein, 2013).

One way some groups are combating these increased costs is through the development of Open Educational Resources (OER). OER is about the ability to share digital content at no cost; it is freely available and open for use via an open license, such as Creative Commons. Though this is a growing area, Creative Commons alone has over 800 million works licensed for open use (*State of the Commons*, 2014), there are still relatively few OER options for education courses in higher education.

The issues of increasing textbook costs and current lack of OER in this discipline are specifically relevant for students seeking teacher certification in the state of Georgia, as they are required to complete prerequisite courses EDUC 2110 (Critical and Contemporary Issues in Education) and EDUC 2120 (Exploring Socio-cultural Perspectives on Diversity). Both EDUC 2110 and EDUC 2120 appear as Top 50 USG Lower-Division Courses, and they are offered every semester (Fall, Spring, and Summer) at The University of Georgia (UGA). Approximately 22 sections of EDUC 2110 and 16 sections of EDUC 2120 are offered each academic year, impacting over 1,000 students annually. Team members on this project currently teach 14 sections of EDUC 2110 and 14 sections of EDUC 2120 during each academic year. The costs of the textbooks for these courses, therefore, could ultimately adversely impact students who could not afford to purchase it, particularly given that they must pass this class in order to continue in their education program and receive teacher certification.

Faculty wrestle with another textbook challenge: changes in course content that can take place from the time the book is written to when it is published and distributed. Further, publisher-determined content is not only expensive, but also may not speak to course topics as well as instructor-created content, meaning readings from a traditional textbook can be irrelevant or out-of-date. Given the topics in these courses include racism, class and social inequality, immigration, school funding, teacher pay, tenure, etc. — examples in the text may feel antiquated to students, making them less likely to read and engage with the material. By using instructor-created OER content in conjunction with no-cost materials through UGA Libraries, more current course readings can be included to encourage greater student engagement, which can lead to higher course grades, and greater student retention (Lee, Pate, & Cozart, *in press*).

The current problem — the additional cost to students, less engaging course materials, and student completion rates - can be eliminated for addressed by updating course readings to include open resources to support the course content.

This proposal specifically targets two aspects of transformation for both EDUC 2110 and EDUC 2120:

1. The elimination of textbook costs associated with EDUC 2110 and EDUC 2120 offered at The University of Georgia (impacting over 1,000 students annually).
2. The creation of open education resources (OER) for EDUC 2110 and EDUC 2120 that will be published and shared under a Creative Commons 4.0 license, making all course content (readings, materials, activities, assessments, etc.) available to any institution, including others in the University System of Georgia at zero cost (infinite impact based on number of institutions/faculty members that utilize content for these or similar courses). All OER created will align with the Board of Regents Area F Competencies, and could ultimately result in savings for 17,000+ USG students (5 year trends, 2014) of \$6.1 million over 5 years.

## **1.2 TRANSFORMATION ACTION PLAN**

The action plan for this project includes the following components:

Compile and review all course materials. Both faculty members and graduate teaching assistants on this project teach sections of EDUC 2110 and EDUC 2120. Dr. Cozart received an ALG Textbook Transformation Round 1 Grant for her sections of EDUC 2120 and will be implementing a no-cost-to-students LibGuide in Spring 2015; however, she was unable to locate sufficient OER for use in her classes. Therefore, while the materials for her students are no cost, they are not open and distributable across UGA or to other institutions. Mr. Gurney teaches his own section of EDUC 2120, while both Dr. Dotts and Ms. Walker teach their own sections of EDUC 2110 as well. The first step of the project will be to work together to identify and compile different course readings, activities, assignments, etc. for both courses to determine which portions of content can be utilized in the creation of open module shells.

Develop a list of OER needs and begin OER creation. Faculty and graduate students will subsequently work to create new OER for use in both classes based off gaps in open content discovered in the course review. OER can include learning objectives, reading guides, textbook-style chapters for specific topics, activities. New OER will also include digital media created with the support and assistance from the Office of Online Learning.

Creation of OER content module shells. Once the OER is developed, Ms. Ingalls and Mr. Castle will work to create module shells for both courses that will be hosted on a new UGA platform specifically for open content. These module shells will have a significant amount of open content other instructors can pull from to augment their teaching of these courses. Modules will include enough content to support fully teaching the course, or, other instructors may pull specific written works or activities to use based on their own instructional needs. Instructional designers will further verify all materials meet the standards for accessibility set forth in Section 508 of the Vocational Rehabilitation Act of 1973.

Implement OER in EDUC 2110 and EDUC 2120. Upon completion, the OER content modules will be uploaded into the learning management system and used in EDUC 2110 and EDUC 2120 courses in Spring 2016. The content modules will also be displayed for public use on the new UGA website at that time. The modules will also serve as a template for other UGA faculty who want to develop OER content for use within the university. Additionally, the resources created through the project will be available for all other USG institutions to use in January 2016.

### 1.3 QUANTITATIVE AND QUALITATIVE MEASURES

In order to determine the success of this project, both quantitative and qualitative measures will be used. To evaluate Goals 1 and 2 relating to decreased cost and student experiences, a quantitative analysis, the Drop, Fail, Withdraw (DFW) delta rate will be calculated for all class sections and compared across semesters (Fall 2015 – Spring 2016) for statistically significant differences. Further, descriptive statistics will be used to compare and evaluate student engagement via likert-scale items included on end-of-course surveys for both Fall 2015 and Spring 2016 sections, as well as for grade distributions across semesters. Likert-scale items will include questions such as, “How engaging did you find the current textbook for this course?” and “How helpful was the textbook to your success in this course?” for Fall 2015 students, with question wording changed to encompass new OER content for Spring 2016 students. Qualitative analysis will include open-ended survey response items from the end-of-course survey for both Fall 2015 and Spring 2016 students. These responses will be coded and compared for student responses to items such as, “Describe how effective you found the textbook (or OER materials) for this course” to determine themes that demonstrate engagement and effectiveness of the reading materials, be it textbook or OER, for the course.

To evaluate Goals 3 and 4 of this project, quantitative measures, including website views and content downloads will be calculated. Further, data will be collected in terms of other institutions or departments within UGA who pursue assistance from the Office of Online Learning to utilize and/or develop OER.

### 1.4 TIMELINE

<u>Activity</u>	<u>Completion Date</u>
Compilation and review of all course materials by faculty and graduate students	March 1, 2015
Submission of research approval submitted to Institutional Review Board (IRB)	March 1, 2015
Develop list of anticipated OER needs	April 1, 2015
Creation of OER and content modules for courses by faculty and graduate students	August 1, 2015
Submit interim report to ALG	September 1, 2015
Development of online content modules and hosting of OER materials	December 1, 2015
Implementation of OER in EDUC courses	January 1, 2016
Analysis of student responses and OER download data	May 1, 2016
Final report submitted to ALG	June 1, 2016

## 1.5 BUDGET

<u>Item</u>	<u>Amount</u>
Graduate Student Assistance (1/6 time, Spring 2015):	
James Gurney	\$3,053.00
Tanya Walker	\$3,053.00
Faculty Summer Salary (Summer 2015):	
Deanna Cozart	\$5,000.00
Brian Dotts	\$5,000.00
Office of Online Learning Support (Fall 2015):	
Amy Ingalls (Instructional Designer)	\$5,000.00
James Castle (Instructional Designer)	\$5,000.00
Additional media, programming, editing support from OOL staff	\$3,094.00
Travel Expenses:	
Grant Kickoff Meeting and other travel necessary to support of the project	\$800.00
<b>Total Project Expenses:</b>	<b>\$30,000.00</b>

## 1.6 SUSTAINABILITY PLAN

Sustainability plans for this project are twofold. First, there is the consideration of how often and at what level these courses will be offered in the future. As both EDUC 2110 and EDUC 2120 are required for teacher pre-certification in Georgia and appear as Top 50 USG Lower-Division Courses, they are offered every semester (Fall, Spring, and Summer) at UGA. Approximately 22 sections of EDUC 2110 and 16 sections of EDUC 2120 are offered each academic year, impacting over 1,000 students at UGA alone. Further, as these are required courses, demand for the courses is expected to continue at these levels. Thus, the use of these resources and materials will continue to impact large numbers of students at UGA in the future. College of Education faculty will continue to review and update materials annually or as needed for each course.

The other larger goal of this project, however, is not only to impact students at UGA, but also to create a scalable package of OER to offer seamless distribution across USG institutions. This will be accomplished through a partnership with the Office of Online Learning (OOL) at UGA, who will collaborate with faculty to create and host OER module shells produced for both EDUC 2110 and EDUC 2120 on a new Open UGA platform. The module shells will consist of all course readings, videos, assignment instructions, discussion prompts, and other materials that make up the instructional body of the course. While all aspects of course content will be hosted and available, the module shells offer maximum flexibility to outside institutions to select all or portions of content to use with their classes. The module shells will also serve as template for future courses and departments that want to move to OER within the university. Thus, OER created for this project will be hosted on a free, open website as a part of UGA's overall Internet infrastructure that can be updated and amended as necessary over time, resulting in the opportunity for significant cost savings for students and time savings for faculty across Georgia.

## 1.7 REFERENCES & ATTACHMENTS

**References:**

The College Board. (2013). *Trends in college pricing 2013*. Washington, DC: Author.

Creative Commons. (2014). *State of the commons*. <http://stateof.creativecommons.org/report/>

Lee, E., Pate, J., & Cozart, D. (*in press*). Autonomy support for online students. *TechTrends*.

Shick, D., & Marklein, M.B. (2013, August 20). College students say no to textbooks. *USA Today*.

The University System of Georgia. (2014, June). *5 year trends report 2009-2013*.  
[http://www.usg.edu/research/documents/enrollment\\_reports/5yr\\_trends\\_rpt09-13.pdf](http://www.usg.edu/research/documents/enrollment_reports/5yr_trends_rpt09-13.pdf)

**Attachments:**

(A) Letter of Support - Dr. Ronald Butchart, Distinguished Research Professor and Department Head, Educational Theory and Practice, The University of Georgia.

(B) Letter of Support - Dr. Keith Bailey, Director, The University of Georgia Office of Online Learning.



The University of Georgia

Office of Online Learning

To Whom It May Concern,

It is my pleasure to write a letter in support of the proposal *Textbook Transformation at Scale* being submitted to Affordable Learning Georgia by Dr. Deanna Cozart, Dr. Brian Dotts, Ms. Amy Ingalls, and Mr. James Castle at the University of Georgia.

Over that past five years, an average of 17,552 students have graduated with a bachelor's in education across the USG. Assuming the average cost of a text for a given course is \$175 this would result in an expense of \$3,068,100 per course or \$6,136,200 cumulative expense to students taking these two required courses. The goal of this project is to develop two scalable packages of Open Educational Resources for EDCU 2110 and 2120. The packages will contain all the of the materials needed to take the courses at no cost to students, thus eliminating the aforementioned textbook expenses. The resulting product will allow for a seamless distribution across the University System of Georgia institutions and provide a great cost saving to students who are required to take both of these courses.

As the director of the Office of Online Learning at UGA, I am interested and invested in the development of open courses as a means of reducing instructional costs and improving the learning experience for students. In addition, I have a particular interest in this project, as it will provide a means of developing an instructional model that can be leveraged and reused in other similar course offerings, offering additional significant savings to other large-scale classes.

Building upon the work done as a result of the first ALG grant received by Dr. Cozart with support from Amy Ingalls, I give this proposal my full support and am looking forward to collaborating with Dr. Cozart and Dr. Dotts to create quality open educational packages and provide more affordable learning materials for students in the state of Georgia

Sincerely,

Keith D. Bailey, Ph.D.  
Director for the Office of Online Learning  
University of Georgia

Bank of America® Athens, Georgia 30602  
An Equal Opportunity/Affirmative Action Institution





College of Education  
Department of Educational Theory and Practice

5 December 2014

Affordable Learning Georgia Textbook Transformation Grant Program

Colleagues:

Dr. Deanna Cozart and collaborators are submitting a proposal to the second round of your program. I was quite excited about Dr. Cozart's first ALG Textbook Transformation proposal; I am a good deal more excited about this one, not only because it is a good deal more ambitious, but also because it will impact a greater number of students and will bring her into collaboration with more participants, two of whom are newly minted doctorates for whom the experience will be invaluable. I write to express my full and enthusiastic support for this proposal.

The courses that will benefit from this effort are two of three required prerequisite courses for students seeking admission to any of the College of Education teacher certification programs. The courses are in great demand, attracting over 900 students per year in sections offered every semester and during summer sessions. The collaborators on this project, excluding the two instructional designers, have taught these courses regularly for the last three years; two of them have taught them far longer than that. Please note that, as state-mandated pre-service courses, these will continue to be taught into the foreseeable future.

Further, Dr. Dotts and Cozart will continue to teach these courses, and the other two participants will take their experience in textbook transformation into new placements. They are all four excellent instructors who routinely rate well on College of Education course evaluations. You may be assured, then, that the material they collect for use in lieu of textbooks will continue to be used and updated for a long while.

I am impressed with Dr. Cozart as an instructor and scholar and have the fullest confidence in her and her collaborator's ability to replace textbooks with a rich variety of material that will cost students little or nothing but will be, at the same time, more timely, relevant, and engaging than traditional textbook material. I recommend this proposal without reservation.

Cordially,

Ronald E. Butchart  
Distinguished Research Professor and Department Head

630 Aderhold Hall • Athens, GA 30602-7124 • Telephone (706) 542-4244 • Fax (706) 542-8122  
Webpage [www.coe.uga.edu/esse/](http://www.coe.uga.edu/esse/)  
An Equal Opportunity/ Affirmative Action Institution