

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. Your final report submission must include four separate component files:

1. Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.
2. Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. [View Course Outline Example](#)
 - a. For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.
3. Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)
4. A photograph of your team and/or your students for use in ALG website and materials.
 - a. Photograph must be 800x600 pixels at minimum (length x height).
 - b. Photograph must be taken together: individual team member photographs and website headshots not accepted.

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date: 5.12.16

Grant Number: 101

Institution Name(s): Georgia Southwestern State University

Team Members Ru Story Huffman, Professor and Dean of Library Services, James E. Carter Library, GSW, ru.story-huffman@gsw.edu

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Project Lead: Ru Story Huffman

**Course Name(s) and Course Numbers: Foundations of Information Literacy (LIBR1101)
Instructional Technology and Media (EDUC3200)**

Semester Project Began: Fall 2015

Semester(s) of Implementation: Spring 2016

Average Number of Students Per Course Section: LIBR1101: 33 EDUC3200: 20

Number of Course Sections Affected by Implementation: 3

Total Number of Students Affected by Implementation: 73

1. Narrative

One of the main key outcomes from the project was the collaborative nature of the two courses chosen for the grant. Both EDUC3200 and LIBR1101 stress technology as a means to create and deliver information. There was cross over between the courses in content and expected outcomes. A challenge of the course for EDUC3200 was the need for more instructions in GaVIEW on the usage of resources located in the Subject Guide. For LIBR1101 each week had a module in GaVIEW which lead to the corresponding section on the Subject Guide. For EDUC3200, discovering adding new material and resources that are applicable to the K-12 teacher educator was indicated as a major accomplishment. LIBR1101 had long used open source materials, in addition to a text for instruction, and the grant provided resources to gather all the instructional materials in one location and drop the text. A Subject Guide for both courses was built and housed on the GSW Library website. The use of LibGuides to develop the Subject Guide was thoughtful and allowed for ease of development and continued support for future courses. Subject Guide for EDUC3200 and LIBR1101: <http://libguides.gsw.edu/libr1101>.

Transformational impacts on EDUC3200 students include relevance and free cost of the material and presentation of the resources, including auditory and visual approaches. For LIBR1101 the transformational impact is mentioned above, where all materials, resources, and learning opportunities are now located in one area. The monetary transformation for students was important, for no financial aid or personal funds were necessary to purchase for the courses. For instruction, the transformation was the opportunity to locate and evaluate new resources for course inclusion. Having support and time to locate resources was very beneficial to both professors and in response, to students.

A different approach to explaining the usage of the Subject Guide is a goal for future use in EDUC3200. Perhaps a sheet explaining the concept and location of learning materials as part of the syllabus would be a better method of disseminating information to students. With an additional instructor coming onboard for LIBR1101, the potential for new resources added to the Subject Guide, and additional instructor designed content are added benefits for students and professors.

2. Quotes

- "I liked not having to pay for a textbook."

- “It was nice to have all my course materials in one place.”
- “Thanks for making this free!”

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Overall, student opinion of the materials used in the course were positive. Of the 73 students enrolled, we only had 14 responses, which was disheartening. One issue was the LIBR1101 class was conducted online and there were no F2F reminders from the professor. Multiple messages were sent to students through email and posted on GaVIEW, yet not many took advantage of the opportunity. One student enrolled in EDUC3200 completed the survey, which does not allow for a true statistical measurement of the transformation. In order for the project to be fully assessed, a repeat survey would need to include better response rate. Perhaps tying the survey to an assignment would assist in measuring the success of the project.

As is, the success rate of the project is very good, with nearly 93% of respondents having a positive experience and response. Using the very small sample, it can be determined the project was successful in student satisfaction.

Total number of students affected in this project: 14 respondents

- Positive: 92.86 % of 14 number of respondents
- Neutral: 0 % of 14 number of respondents
- Negative: 7.14 % of 14 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Both courses had the same SLOs as in previous years. The student performances for both courses were the same, as were grades, so the overall impact on student performance was neutral.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- x Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

The DFW rates for both courses were neutral, as neither changed from the previous year.

Drop/Fail/Withdraw Rate:

 0 % of students, out of a total 73 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- x Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

A very short, three question, survey was developed and provided to both sections of EDUC3200 and the one section of LIBR1101. A very low response rate; 13 respondents for LIBR1101 and 1 respondent for EDUC3200, did not provide for an acceptable statistical assessment of the project. As pointed out earlier, LIBR1101 was online delivery with no F2F contact between professor and students. The grant lead asked the EDUC3200 professor to post the link to the survey and instruct students to complete. The EDUC3200 professor communicated with students, yet one student responded. To have a better understanding of the impact for this grant, a better method of delivering survey information would need to be devised. The qualitative measures of impact are not discoverable due to less than 20% of students responding.

The DFW, course completion and average GPA were all neutral, for the rates stayed the same as compared to last teaching experience for both courses. LIBR1101 is historically a class that has very low DFW rates, and EDUC3200 is a required course with stable completion rates. The average GPA for both courses was 3.0. Again, because of the low response rate it is difficult to determine the statistical impact of the project on student success and satisfaction. This was a difficult issue for the project, and it is assumed other courses with total online delivery would have similar issues.

A copy of the three question survey is included in the data upload files.

4. Sustainability Plan

Content in both Subject Guides will be updated and revised as needed and used in future course offerings. Both EDUC3200 and LIBR1101 will offer a course section in summer 2016, with EDUC3200 offering two sections in fall 2016 and spring 2017. LIBR1101 will offer two sections in spring 2017. Professors will maintain editor status for their specific Subject Guides and they can edit as they see fit. The GSW Library has a subscription to the LibGuides program, which serves as the host for the EDUC3200 and LIBR1101 Subject Guides. The Library will maintain the subscription to LibGuides in its yearly budget plan, thus providing continuation of the course subject guides for future use. All current and future EDUC3200 and LIBR1101 professors will be provided an account for the subject guide.

5. Future Plans

Participation in the ALG grant allowed instructors to collaborate more on the content for the course, and also reduced the amount of planning time for new resources compared to the traditional text book adoption process. Finally, the project allowed the instructors to adapt course material more quickly to meet the needs of local school systems. As an example, one system uses google classroom to conduct staff development and our recent graduates were not as comfortable using the program, so the online resource was modified to include resources on this topic. Future plans call for continued use of the Course Subject Guides, with updating and revision to reflect course content.

Ru Story Huffman will present "OER in the Classroom" at the 2016 ASCUE Conference.

<https://ascue.org/2016-conference-schedule/>

6. Description of Photograph

Gavin Bernstein
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(Right)

Ru Story Huffman
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