

# 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](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:** Feb 6, 2017

**Grant Number:** 206

**Institution Name(s):** Georgia Southern University

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

Bridget Melton, Associate Professor, School of Health and Kinesiology,  
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Nicholas Murray, Assistant Professor, School of Health and Kinesiology,  
[nmurray@georgiasouthern.edu](mailto:nmurray@georgiasouthern.edu)

**Project Lead:** Bridget Melton

**Course Name(s) and Course Numbers:** Kins 2535 Introduction of Exercise Science

**Semester Project Began:** Summer 2016

**Semester(s) of Implementation:** Spring 2017

**Average Number of Students Per Course Section:** 50

**Number of Course Sections Affected by Implementation:** 3

**Total Number of Students Affected by Implementation:** 150 per semester

## 1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

- Summary of your transformation experience, including challenges and accomplishments

Overall, we felt the experience was very positive. Our goal was to create open course materials for our Introduction to Exercise Science course. Traditionally, we used a textbook that cost the students around \$100 and the students noted in course evaluations that it was hard to read and uninformative. The new course materials alleviates any additional cost to the course, and uses an online format for course content that engages multiple learning styles.

There were some challenges along the way that we experienced. First, we thought the time line was very achievable, however with designing new materials, there need for more time to pilot and refined content. The second challenge that we encounter was with the selection of open access material and audience. The team members of this project selected content that we thought was appropriate, however the student feedback suggested it was over their heads. We did adjust the content for the final product.

- Transformative impacts on your instruction

The process of tailor making content material for the course improved the pedagogical and integrity of the course. When we selected each element for the content, the team members really had to ask if it added value to the learning experience. In additional, we had to ask how the content should be used by the learner: in an assessment, assignment or discussion or for the personal information. The pedagogical approach also improved the integrity of the course, rather than being a survey course of regurgitating root learning, we were able to design assignments and discussions from the content materials that requires student to evaluate, analyze and synthesize information presented.

- Transformative impacts on your students and their performance

The students seem to be enjoying the content materials. They have consistently reported in student evaluations that greatly appreciate the 24/7 access to the materials. They have also indicated that the updated course information is helpful, easy to read, and extremely engaging. We consider this a large accomplishment given that Kinesiology majors are typically kinesethic and visual learners. As such, the content materials appeals to their learning styles due to the variety of media sources including original PDF content, articles, small exerts, video documentaries, and newly created interview videos.

B. Describe lessons learned, including any things you would do differently next time.

We think the biggest factor was time and additional peer review. Although, the team members thought we knew what would appeal to our students, certain elements needed additional refining. In the future, to properly facilitate this refinement process we would recommend two semesters of pilot work with specific peer reviewers in the content area.

## 2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials. –
  - From the open ended question the satisfaction survey.

“I really enjoyed the discussions in the modules, I got a chance to say what was on my mind about the materials and see what my classmates were thinking.”

“They (content modules) helped me get a better understanding at how I would use my degree in the real world! Also they helped me narrow down the jobs I want to pursue.”

“I enjoyed the layout, it was easy to access all necessary information.”

“I enjoyed that fact that they could be completed at my own pace. It allowed me to work with my schedule while still learning everything within the module with rushing through it.”

## 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?**

Total number of students affected in this project: \_\_150 per semester \_\_\_\_

- Positive: \_\_70\_\_ % of \_\_87\_\_\_\_ number of respondents

- Neutral: 25 % of 87 number of respondents
- Negative: 5 % of 87 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?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

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

Student Learning Outcomes (SLO) were not directly assessed as not all of this data has been fully collected. As such, we examined student’s progress in the course by grade distribution. The mean grade was 90.23%, the standard deviation was 10.5%, with the minimum being 52.04% and the maximum being 99.73%. This indicated that most students excelled in the course, as demonstrated by quizzes, discussion and assignments.

2015	N=165						
		%A's	%B's	%C's	%D's	%F's	%other
		49.05	32.52	7.23	4.41	6.79	0.00
2016	N=114						
		%A's	%B's	%C's	%D's	%F's	%other
		54.52	49.46	12.12	4.35	5.71	1.45

**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?**

**Drop/Fail/Withdraw Rate:**

11.51 % of students, out of a total 114 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 –SEE ATTACHED DATA Sheet**

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*
- *Include measures such as:*
  - *Drop, fail, withdraw (DFW) delta rates*
  - *Course retention and completion rates*
  - *Average GPA*
  - *Pre-and post-transformation DFW comparison*
  - *Student success in learning objectives*
  - *Surveys, interviews, and other qualitative measures*
- *Indicate any co-factors that might have influenced the outcomes for better or worse.*
- *When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)*

### **4. Sustainability Plan**

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

The content created in the learning management system will continue to be used and updated in the future. The beauty of the learning management system is the template course can easily be modified and updated. There are numerous instructors who teach will this course, the course design and materials will give the course stability and consistency. Additionally, the new instructor can also contribute to the updating of the materials.

### **5. Future Plans**

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

We feel this experience has taken the nervousness out the creating new materials, although overwhelming at the beginning, the process of developing the course was relatively reasonable. We created new print materials for 16 modules and a 12 clip video series in the

process. We were very cautious on the material for outside entities, using only known reputable site, however they even go down. For example, the Centers for Disease Control and Prevention actually removed educational videos.

- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

Again, the timetable for this project was quick; we only recently gathered all the data. We are currently brainstorming different outlet for dissemination. We would like to keep it in our discipline.

NAKHE – National Association for Kinesiology in Higher Education Conference Jan 2018

## 6. Description of Photograph

- *List the names of the people in the separately uploaded photograph and their roles.*
- *E.G.: (left-right) Dr. Transformer, team lead and instructor of record; Agent Graphic, instructional designer; Dr. Philomath, subject matter expert; B. Bibliophile, librarian; A. Einstein, Student.*



From Left to Right:

A Thompson (Student), Dr. Bridget Melton, (Team Member, Content Designer), K Todd (student), M. Meador (Student), , D. Powell (student), C Bowie (student), K. Keaton (student), N. Rentz (student), and Dr. Nic Murray (Team Member – Content designer)