

## Application Details

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### Manage Application: ALG Textbook Transformation Grant

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**Award Cycle:** Round 4

**Internal Submission Deadline:** Monday, September 7, 2015

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**Application Title:** 167

**Submitter First Name:** Mark

**Submitter Last Name:** Laughlin

**Submitter Title:** Associate Professor of Music

**Submitter Email Address:** Mark.Laughlin@gsw.edu

**Submitter Phone Number:** 229-931-2250

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Mark

**Applicant Last Name:** Laughlin

**Applicant Email Address:** Mark.Laughlin@gsw.edu

**Applicant Phone Number:** 229-931-2250

**Primary Appointment Title:** Associate Professor of Music

**Institution Name(s):** Georgia Southwestern State University

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

Mark Laughlin, Associate Professor of Music, Mark.Laughlin@gsw.edu

Ru Story-huffman, Dean of Library Services; Ru.Story-Huffman@gsw.edu

Julie Megginson, Chair, Department of Music; Julie.Megginson@gsw.edu

Robert Bryant, III, Lecture in Music; Robert.Bryant@gsw.edu

#### Sponsor, (Name, Title, Department, Institution):

Dr. Brian Adler, Vice President of Academic Affairs

Georgia Southwestern State University

**Proposal Title:** 167

## Course Names, Course Numbers and Semesters Offered:

MUSC 1100: Music Appreciation, 3-4 sections of music appreciation are offered both Fall and Spring Semesters (traditional, hybrid, and/or online), and one section offered in the Summer (online).

<b>Final Semester of Instruction:</b>	Spring 2017
<b>Average Number of Students per Course Section:</b>	35
<b>Number of Course Sections Affected by Implementation in Academic Year:</b>	9
<b>Total Number of Students Affected by Implementation in Academic Year:</b>	315
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item):</b>	The Enjoyment of Music, 11 <sup>th</sup> ed. (Forney, Machlis. 2015): \$120.50 - Required Listening Guide, DVD-Rom: \$85.41 - Required Total cost per student: 205.91
<b>Proposal Categories:</b>	Specific Top 50 Lower Division Courses
<b>Requested Amount of Funding:</b>	\$30,000
<b>Original per Student Cost:</b>	\$205.91
<b>Post-Proposal Projected Student Cost:</b>	\$0.00
<b>Projected Per Student Savings:</b>	\$205.91
<b>Plan for Hosting Materials:</b>	D2L

## Project Goals:

### 1.1 Project Goals

The proposed project will redesign the learning modules in Desire2Learn to provide students with interactive PowerPoint slides for each genre of music, and with audio/video/manuscript examples from Gaileo (Films on Demand), LibGuides, IMSLP, NMA Online, Julliard Manuscript collection, Loeb Music Library, and Early Music Online. A separate study guide for each period will also be available via PDF.

The project is designed to...

- reduce student cost associated with the MUSC 1100 textbook, and adopt online options for MUSC 1100: Music Appreciation (Traditional, Hybrid, and Online).
1. When utilized for all sections of Music Appreciation (9 sections, 35 students per class), students will save approximately \$64,861.65 annually.
- identify and offer open access material for music appreciation, and provide public domain audio/video examples through a variety of programs including but not limited to Galileo (“Film on Demand”), IMSLP, NMA Online (Neue Mozart Ausgabe – digital form), Julliard Manuscript Collection, Loeb Music Library Digital Scores and Libretti, and Early Music Online.
  - allow all students the opportunity to engage with online source materials in ways that involve critical analysis, listening, and understanding.
  - enable instructors the opportunity to personalize the course content to individual areas of expertise, while maintaining current information, meeting course objectives, and student learning objectives.

MUSC 1100: Music Appreciation is also part of the Specific Top 50 Lower Division Courses that has not received a grant up to this point in the grant cycle.

Participating faculty responsibilities:

Mark Laughlin: Content, Instruction, Assessments, Data Analysis, and Reports.

Ru Story-Huffman: Technology Sources, LibGuides, Galileo, and Copyright Issues.

Julie Megginson: Content, Instruction, Assessments, and Data Analysis.

Robert Bryant: Content, Instruction, Assessments, and Data Analysis

## **Statement of Transformation:**

### **1.2 STATEMENT OF TRANSFORMATION**

Georgia Southwestern State University serves students from a variety of backgrounds throughout southwest Georgia including many economically disadvantaged students, as well as first generation college students and returning students. The ever increasing costs of

textbooks for music appreciation (MUSC 1100) places an additional financial hardship on an already socio-economically strained population. MUSC 1100 is part of the Core Area C, and is available to every student including the student-at-large with no pre-requisites. As an important member of the core curriculum, music appreciation maintains high enrollments every year which makes this transformation and move to OER imperative.

The creation and adoption of self-produced open access materials would allow the faculty to update the material more regularly and adapt the materials to the ever-changing student body, and expertise of the faculty. We believe this approach will improve student learning outcomes (SLO), overall student success rates, and retention in the university. It will also result in saving students approximately \$65,000 per year. The total savings to students over a 5-year period:

1<sup>st</sup> year - \$64,861.65

2<sup>nd</sup> year - \$129, 732.30

3<sup>rd</sup> year – \$194, 584.95

4<sup>th</sup> year – \$259, 446.60

5<sup>th</sup> year – \$324,308.25

Primary stakeholders affected by the OERs are students, and faculty.

Secondary stakeholders are faculty within the department of music that teach MUSC 1100, Library faculty that maintain LibGuides and resources, and the various departments that contribute students to the course.

Since the materials will be free and available to GSW students via D2L and LibGuides, it is therefore more likely that students will assess course materials, and benefit from its contents. New research supports this conclusion as seen in a 2014 research study involving online educational resources (OERs) at Virginia State. The study found a 30-40% increase in GPA ("About"). The OER Research Hub discovered similar results where OERs improve students' satisfaction, test scores, and ability to complete their courses of study.

## **Transformation Action Plan:**

### **1.3 TRANSFORMATION ACTION PLAN**

The transformation action plan for the OER includes:

1. The learning materials will be adopted for use in the Summer 2016 semester for one section of MUSC 1100 (online-D2L Learning Management System). The remaining MUSC 1100 courses will be adapted in the Fall 2016, and Spring 2017 semesters.
2. The course syllabus will be redesigned to encourage technological use of the learning materials; a copy of the learning materials will be made available in D2L Learning Management System, and via LibGuides. A set of the learning materials-based PowerPoint

slides will be designed and available for students' use in the Summer 2016 semester in D2L. A Study Guide will also be available via PDF.

4. Learning materials will be examined to ensure the OERs meet all SLOs and educational standards of Georgia Southwestern State University, and the USG.

5. The courses will be designed to correspond to traditional, hybrid, and online formats to encourage technological use and online applications.

6. The course instructor will be responsible for the content accuracy, and pedagogical presentation of the learning materials. In addition, instructors will also be responsible for assessments implementation, data gathering, data analysis, and reports. The librarian and technology designer will be responsible for gathering sources for this project, which will include GALILEO materials, Library collections, databases, open access sources, etc. Story-Huffman will assist the technological and instructional design during the planning and implementation process of the project. She will also help clear the copyright matters related to the material usage for this project, and help with data entry, and LibGuides.

7. Plan for Open Access: the proposed learning materials will be available in D2L Learning management system for enrolled students' use, and the learning materials will be available through the course LibGuide.

**Quantitative & Qualitative Measures:**

**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/DWF (Fall 2015/Spring 2016 vs. Summer 2016/Fall 2016) and 2) through qualitative feedback via student surveys.

The quantified data that will be primarily explored includes: contrasting the withdraw/completion rates of Music Appreciation during the year of OER compared to the Fall 2015 and Spring 2016 semesters including online course sections, as well as to face-to-face sections.

Qualitative feedback will be sought from students, via teacher evaluations (SmartEvals), at the end of each semester to assess learner perspectives on the material and content scope.

**Timeline:**

**1.5 TIMELINE**

Spring 2016 – Fall 2016

**January 2016 – March 2016:** Laughlin, Megginson, and Bryant begin developing interactive PPT, and Study Guides via PDF; establishing basic course structure components and tentative course calendar. Align the OER to course objectives, and SLOs; Story-Huffman gather articles and sources in Galileo and USG libraries for the project to reflect the focus of music.

**March 2016-April 2016:** Complete course content and design; continue to search more USG materials and open learning materials for the project. Complete LibGuides. Check consistency of course materials: learning objectives/outcomes, the learning materials, course syllabus, PPT visuals, and course hybrid design; finalize the PDF copy of the learning materials.

**April 2016-May 2016:** Megginson developing and inputting course content (PowerPoints, lectures, and assessment materials) into online course; teach course. Calculate Summer 2016 baseline data from student surveys and evaluations, finals exams, enrollment numbers, and DWF rates.

**June 2016-August 2016:** Development and implementation of OER into all sections of music appreciation (traditional, hybrid, and online formats).

**August 2016-December 2016:** Continue to gather data from student surveys and evaluations, finals exams, enrollment numbers, and DWF rates for Fall 2016. Work on data analysis (course outcomes, DWF data, and student surveys compiled); prepare final project report; submit final report to ALG.

## **Budget:**

### **1.6 BUDGET**

Awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the redesign of MUSC 1100: Music Appreciation. All of the work necessitated for this project demands work above and beyond the regularly assigned duties of the team members, and will have to be completed outside of work hours, and beyond course load.

Personnel Expenses: \$20,000.00

- Mark Laughlin (overload/release time): \$5,000.00
- Ru Story-Huffman (overload/release time): \$5,000.00
- Julie Megginson (overload/release time): \$5,000.00
- Robert Bryant (overload/release time): \$5,000.00

Kick-off Meeting Travel Expenses: \$800.00

Departmental Needs (for mobile and classroom access to course materials) - Software, materials, laptops, etc.: \$9200.00

Total: \$30,000.00

**Sustainability Plan:**

**1.7 SUSTAINABILITY PLAN**

After Fall 2016, all OER Music Appreciation courses will be offered permanently, and course materials will be updated periodically by individual instructors. Evaluation of SLOs, learning objectives, retention rates, DWF, and overall student success to the OER format will be monitored, and evaluated each semester.

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September 2, 2015

Dr. Ginger Durham  
Assistant Vice-Chancellor for Faculty Development  
Board of Regents  
270 Washington St. SW  
Atlanta, GA 30334

Dear Dr. Durham and the ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant, Round Four, being proposed by Dr. Mark Laughlin, Associate Professor of Music; Dr. Julie Megginson, Professor and Department Chair of Music; Dr. Robert Bryant, Lecturer in Music; and Ms. Ru Story Huffman, Associate Professor of Library Science and Dean of the University Library. Their proposal involves redesigning learning modules in GeorgiaView so that students are provided with interactive PowerPoint slides along with audio/video/manuscript examples from a multitude of online database resources that will serve as the OER textbook for Music 1100 (Music Appreciation), an Area C course. Implementation for this OER resource would begin with the Summer 2016 semester.

The cost currently for materials in Music 1100 is \$206.00 and thus with the movement toward OER through this proposal, Georgia Southwestern State University would enable students to save approximately \$65,000.00 a year. Savings such as these are particularly important in a county where 29% of the population is below the poverty level, and where within our service region, up to 36% of the population is below the poverty level (2014 data – Carl Vinson Institute of Government and the Cooperative Extension Service, UGA). Financial considerations often prevent our students from purchasing their course materials in a timely manner, or worse, not purchasing them at all, putting already at-risk students at a further disadvantage in the classroom. With the elimination of this financial barrier, student success should increase.

A particular strength of this proposal is the assessment methodology which will be used to gauge the effectiveness of the open source materials as well as to extend the theory behind the open source movement. The team mentioned above have good research protocols with vibrant scholarly records, so they stand a very strong likelihood of achieving success with their project.

Georgia Southwestern State University and the Office of Academic Affairs endorse and support this project, which we see being easily scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

A handwritten signature in black ink that reads "Brian U. Adler".

Vice President for Academic Affairs