

Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 339

Application ID: 001876

Submitter First Name: Jeffrey

Submitter Last Name: Yunek

Submitter Title: Assistant Professor of Music Theory

Submitter Email Address: jyunek@kennesaw.edu

Submitter Phone Number: 770-499-3072

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Jeffrey

Applicant Last Name: Yunek

Co-Applicant Name(s): Benjamin Wadsworth

Applicant Email Address: jyunek@kennesaw.edu

Applicant Phone Number: 770-499-3072

Primary Appointment Title: Assistant Professor of Music Theory

Institution Name(s): Kennesaw State University

Submission Date: Monday, October 2, 2017

Proposal Title: 339

Proposal Category: No-Cost-to-Students Learning Materials

Are you using an OpenStax textbook?: No

Final Semester of Instruction: Fall 2018

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

Jeffrey Yunek, Ph.D., Assistant Professor of Music Theory and Coordinator of Aural Skills, School of Music, jyunek@kennesaw.edu

Benjamin Wadsworth, Ph.D. Association Professor of Music Theory and Coordinator of Music

Theory, School of Music, bwadsw2@kennesaw.edu

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

Stephen Plate, Director, School of Music, Kennesaw State University

Course Names, Course Numbers and Semesters Offered:

Aural Skills I, MUSI 1111, Fall Semester Only

Aural Skills II, MUSI 1112, Spring Semester Only

Aural Skills III, MUSI 2111, Fall Semester Only

Aural Skills IV, MUSI 2112, Spring Semester Only

List the original course materials for students (including title, whether optional or required, & cost for each item):	Title 1: Karpinski, Gary. 2017. Manual for Ear Training and Sight Singing, Second Edition. W.W. Norton., New York. Cost: \$102.64 Required: Yes Title 2: Auralia Cloud Edition from Rising Software Cost: \$29/year (\$58 total for all four courses) Required: Yes
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Average Number of Students per Course Section:	15
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Number of Course Sections Affected by Implementation in Academic Year:	16
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Average Number of Course Sections Per Semester:

Fall: 8

Spring: 8

Summer: 0

Total Number of Students Affected by Implementation in Academic Year:	120 (half of 15x16 because of Fall/Spring student overlap)
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Requested Amount of Funding:	\$10,800
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Original per Student Cost:	\$160.64
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Post-Proposal Projected 0
Student Cost:

Projected Per Student \$160.64
Savings:

Projected Total Annual \$19,276.80
Student Savings:

Project Goals:

The primary goal of this project is to save students money, which we will achieve by offering a no-cost website that will replace a traditional textbook. This cost savings is particularly important to Kennesaw State students, who are primarily regional students who live at or near home in order to save enough money to attend college.

In addition, the transformation from a traditional textbook to an online one allows us to create a more accessible, interactive, and flexible resource to promote student success in acquiring music dictation skills. Music dictation is the ability to listen to an excerpt of music and write it down from memory, and is essential as part of a professional musician's toolkit. The current textbook) requires a CD-ROM for the musical excerpts, which makes the files inaccessible to several students because many laptops do not ship with a CD drive. Instead, our website (which has a current working prototype, on www.freemusicdictations.net) provides the music excerpts as online MP3 files, which can be played on any laptop, tablet, or cell phone. In addition, our website features a greater number of resources not available or possible within a traditional textbook, including practice problems with answers, practice exams, and online instructional videos, all of which help students study on their own.

There are numerous pedagogical advantages in using an online textbook for music dictation. The most important is the ability to pair instruction and sound. In our current textbook, musical concepts are only discussed in the text and the pairing of those concepts with sound is only possible later through in-class instructor demonstration. In our website, by contrast, the instructional videos combine instruction, visuals, and audio to pair musical concepts directly to the sound. This increased online instructional capability potentially allows for flipped instruction, allowing students to learn and practice concepts online, and allowing more class time for advanced applications. Finally, an online textbook deters cheating because the problems can be easily changed between semesters: multiple 'homework assignment' pages can be hidden or revealed at the click of a button. In contrast, our current textbook has answers published in a separate teacher's edition, which students can easily find on Amazon.com.

Before submitting this project, I made sure to create a prototype of the textbook that covered the first course (out of the four-course aural skills sequence) to ensure that I knew how to create the materials and how long it took to create them. The musical excerpts will be new compositions produced by the authors that are created through Finale music software, the primary software used for professional music publication. The videos are PowerPoints with a

voice-over in MediaSpace (mediaspace.kennesaw.edu) that are uploaded to YouTube. Everything is then combined on a free Wix.com site, which can be optimized for both laptop and mobile formats.

Statement of Transformation:

The transformation replaces our current \$160.64 traditional textbook costs with a free, online interactive website. Reducing the cost not only saves students money, but also increases their chances of success in all four aural skills courses. Each semester, multiple students fail to hand in assignments because they cannot afford the textbook. Accordingly, their success on tests is hampered by their inability to practice via assignments and receive feedback. Furthermore, a traditional textbook is no longer the most ideal medium for music education. Traditional textbooks are limited because they can only describe the music they are discussing. By contrast, an online platform allows us to pair instruction with musical sound.

The primary stakeholders in the transformation are the students who will use the textbook and the instructors administering the class. The students will benefit because they have a cheaper, more accessible textbook that provides more effective, nimble instruction than a traditional textbook. They will also have access to practice materials that allows for self-study, which is currently unavailable in current, physical textbooks. The instructors benefit because the students should perform better in class, they will not have to make arrangements for students who have difficulties obtaining the book (e.g., a late shipment from Amazon.com), and they will not have to continuously revise the course when a new edition of the textbook comes out. Secondary stakeholders include Kennesaw State University, the University System of Georgia, and the Georgia taxpayers who should see better retention, progression, and graduation rates and, accordingly, a better return on investment. Finally, our plan is to promote the textbook to area AP music theory teachers and high school students, which gives access to students preparing for college-level music courses.

Transformation Action Plan:

In order to best describe our transformational action plan, I will reference our preliminary prototype of the online textbook replacement: www.freemusicdictations.net. This website not only helps describe our final project, but emphasizes the greatest selling point of our proposal: we are confident in our ability to deliver a new, interactive textbook because we have already completed a portion of it and are now fully aware of the work required to finish it.

The content of our new, online textbook will be based on preserving the general content of our current aural skills textbook, but altered it to align with the presentation of concepts in the textbook of its companion course, music theory. (For context, aural skills and music theory are paired courses that explore the same progression of musical concepts through separate lenses, music perception in the former and analysis in the latter.) The creation of original musical excerpts that cover the same concepts as our current textbook will avoid issues with copyright. The alignment of concepts with the music theory textbook will further enhance

learning, creating a closer correspondence between the two courses.

There will be very little changed in the syllabi of the four aural skills courses because the general content is being preserved. Dictation problems from the current textbook will be exchanged with similar dictations newly composed for the website. The most significant change is exploring the possibility of a flipped classroom, where the instruction would be delivered by the online instructional videos and the class time would become more focused on concept application.

Our team features two faculty with terminal doctoral degrees in the area of music theory, the primary field that studies aural skills and aural skills pedagogy. The Principal Investigator, Dr. Jeffrey Yunek, would be in charge of creating most of the musical excerpts, the associated musical scores, and uploading the content to the website. His ability to deliver on these tasks is currently shown by his current work on the website. The second team member, Dr. Benjamin Wadsworth, would be in charge of developing the best ordering of pedagogical concepts and the creation of the instructional videos. His ability to create instructional videos is currently on display on the website and his prowess in music pedagogy is supported by his recent presentation at the national music theory pedagogy conference (June 2, 2017 in Lee, TN) and his forthcoming publication in *The Journal of Music Theory Pedagogy*.

The plan to provide the content to the students is to simply have them open and use the website with any internet browser. I have ensured that the website is accessible to various technologies by optimizing it for laptops, tablets, and cell phones. In addition, the music files are uploaded as MP3s, which require very little bandwidth to play.

Quantitative & Qualitative Measures: The quantitative measures will include: (1) a direct comparison of the DFW delta rate between semesters using the current textbook (Fall 2017) and the online textbook (Fall 2018) and (2) a direct comparison of dictation exam grades between Fall 2017 and Fall 2018. Qualitative measures will include a comparison of student satisfaction surveys under the current textbook in Aural Skills III (Fall 2017) and the online website in Aural Skills III the following year (Fall 2018). The student satisfaction survey will be administered in a manner so that responses will remain anonymous; it therefore does not require Institutional Review Board approval.

Timeline:

Overall: November 2017 – Fall 2018

November 2017 – January 2018

Notification of award.

Attend Kick-Off Meeting on November 6th.

Review the literature on aural skills pedagogy with a specific focus on aural skill textbook reviews.

Review the literature on online teaching for new ideas, innovations, and resources.

Based on the materials review, determine the concepts to cover, determine the ordering of concepts, and the pedagogical strategies to incorporate.

Create a draft version of the website for Aural Skills II, which will be used in the following semester to get feedback on the final project.

February 2018 – April 2018

Incorporate the draft version of the textbook into Aural Skills II to test for audio and visual bugs.

Get written feedback from the students in Aural Skills II (MUSI 1112) on the website.

May 2018 – August 2018

Improve the areas of the website covering Aural Skills I and II based on student feedback.

Create the remaining material to cover Aural Skills III and IV.

Yunek will focus on dictations and sample tests.

Wadsworth will focus on instructional videos.

Each member will review each other's work to ensure quality.

Revision and finalization of instructional content will be completed.

September 2018 – December 2018

Implement the full online textbook with all sections of Aural Skills.

During the semester, qualitative and quantitative information in Aural Skills III will be gathered.

Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences and/or meetings.

Budget:

The requested total budget is \$10,800 for a standard-scale transformation.

Salary for Jeffrey Yunek = \$5,000

Salary for Benjamin Wadsworth = \$5,000

Overall travel costs and project expenses = \$800

Travel costs will be prioritized. Project expenses, if any money remains, would go towards website upgrades (e.g., increased bandwidth)

Sustainability Plan:

This course will be offered for the foreseeable future because it has been a core class in the music curriculum—at KSU and across the country—for decades. The materials required to teach the course have changed very little over the years, and the website should be able to be used for years without major change. That being said, I do plan on changing the website every year to swap out problems to avoid issues with cheating. This swap will be done by creating multiple versions of the 'homework assignment' page and then hiding or revealing different pages at the beginning of each academic year. In addition, our website will allow us to adapt to future trends in aural skills education, for example, the incorporation of music improvisation that is being promoted by our national accrediting body (NASM).



College of the Arts
School of Music

25 September 2017

To Whom It May Concern:

I have been asked by Dr. Jeff Yunek for a letter of support concerning The Affordable Learning Georgia Textbook Transformation Grant program. I am pleased to write in support of Jeff's application.

Dr. Yunek of the music theory faculty of the School of Music at Kennesaw State University has been working on a textbook to replace the expensive textbooks that music students have been using in the most recent past. Dr. Yunek's project is already taking root and the opportunity to be considered for this grant will enable him to see the text through to completion. This project will be financially transformational for first and second year music theory students at our University enabling them to better afford the spiraling costs of textbooks.

I support Dr. Yunek's project and I am appreciative of his desire to make education more affordable and textbook information more accessible to the students enrolled at Kennesaw State University. The positive effects of this initiative will continue to pay dividends for years of future music faculty and students.

If I can be of further assistance in this process please simply call or write.

Sincerely,

A handwritten signature in blue ink that reads "Stephen W. Plate".

Stephen W. Plate, DMA
Director of the School of Music
Professor of Music
Kennesaw State University
470-578-2141 – Office Direct

Affordable Learning Georgia Textbook Transformation Grants

Round Nine

For Implementations beginning Summer Semester 2017

Running Through Spring Semester 2018

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech’s InfoReady Review at:**
<https://gatech.infoready4.com/#competitionDetail/1757803> _
- *If you are copying and pasting into InfoReady Review from this form, first convert the file to **plain text** and copy/paste from the plain text file.*
 - o *In Word, go to File > Save As... > and change the file format to “Plain Text (.txt).”*
 - o *Copy and paste from the .txt file.*
 - o *Be sure to save both copies in case you are asked to resubmit.*
- *I Review will render the reviewer copy unreadable. **If you paste Word-formatted tables into InfoReady Review, you may be asked to resubmit your application if time permits.***
- *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	Jeffrey Yunek, Ph.D.
Submitter Title	Assistant Professor of Music Theory / Coordinator of Aural Skills Or (Preassigned Number)

Submitter Email	jyunek@kennesaw.edu
Submitter Phone Number	770-499-3072
Submitter Campus Role	Proposal Investigator (Primary or Additional)
Applicant Name	Jeffrey Yunek, Ph.D.
Applicant Email	jyunek@kennesaw.edu
Applicant Phone Number	770-499-3072
Primary Appointment Title	Assistant Professor of Music Theory
Institution Name(s)	Kennesaw State University
Team Members	<p>Jeffrey Yunek, Ph.D., Assistant Professor of Music Theory and Coordinator of Aural Skills, School of Music, jyunek@kennesaw.edu</p> <p>Benjamin Wadsworth, Ph.D., Associate Professor of Music Theory and Coordinator of Music Theory, School of Music, bwadsw2@kennesaw.edu</p>
Sponsor, Title, Department, Institution	Stephen Plate, Director, School of Music, Kennesaw State University
Proposal Title	(Preassigned Number)
Course Names, Course Numbers and Semesters Offered	<p>Aural Skills I, MUSI 1111, Fall Semester Only</p> <p>Aural Skills II, MUSI 1112, Spring Semester Only</p> <p>Aural Skills III, MUSI 2111, Fall Semester Only</p>

	Aural Skills IV, MUSI 2112, Spring Semester Only				
Final Semester of Instruction	Fall 2018				
Average Number of Students Per Course Section	15	Number of Course Sections Affected by Implementation in Academic Year	16	Total Number of Students Affected by Implementation in Academic Year	120 (Half of 15x16 because of Fall/Spring overlap)
Average Number of Course Sections Per Semester	Fall: 8 Spring: 8 Summer: 0				
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> Specific Core Curriculum Courses				
Are you planning on using an OpenStax textbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No				
List the original course materials for students (including title, whether optional or required, & cost for each item)	Title 1: Karpinski, Gary. 2017. <i>Manual for Ear Training and Sight Singing</i> , Second Edition. W.W. Norton., New York. Cost: \$102.64 Required: Yes Title 2: Auralia Cloud Edition from Rising Software Cost: \$29/year (\$58 total for all four courses) Required: Yes				

Requested Amount of Funding	\$10,800
Original Per Student Cost	\$160.64
Post-Proposal Projected Per Student Cost	\$0
Projected Per Student Savings	\$160.64
Projected Total Annual Student Savings	\$19,756.80

NARRATIVE

1.1 PROJECT GOALS

The primary goal of this project is to save students money, which we will achieve by offering a no-cost website that will replace a traditional textbook. This cost savings is particularly important to Kennesaw State students, who are primarily regional students who live at or near home in order to save enough money to attend college.

In addition, the transformation from a traditional textbook to an online one allows us to create a more accessible, interactive, and flexible resource to promote student success in acquiring music dictation skills. Music dictation is the ability to listen to an excerpt of music and write it down from memory, and is essential as part of a professional musician's toolkit. The current textbook) requires a CD-ROM for the musical excerpts, which makes the files inaccessible to several students because many laptops do not ship with a CD drive. Instead, our website (which has a current working prototype, on www.freemusicdictations.net) provides the music excerpts as online MP3 files, which can be played on any laptop, tablet, or cell phone. In addition, our website features a greater number of resources not available or possible within a traditional textbook, including practice problems with answers, practice exams, and online instructional videos, all of which help students study on their own.

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Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences and/or meetings.

When submitting this timeline in InfoReady Review, be sure to use the Paste from Word button in order to correctly paste a table from Word. Otherwise, the document will be unreadable to reviewers.

1.6 BUDGET

The requested total budget is \$10,800 for a standard-scale transformation.

Salary for Jeffrey Yunek = \$5,000

Salary for Benjamin Wadsworth = \$5,000

Overall travel costs and project expenses = \$800

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1.7 SUSTAINABILITY PLAN

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1.8 REFERENCES & ATTACHMENTS

(attached)