

Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle: Round 8

Internal Submission Deadline: Sunday, December 11, 2016

Application Title: 281

Application ID: #001275

Submitter First Name: Marie

Submitter Last Name: Firestone

Submitter Title: Associate Director

Submitter Email Address: mfiresto@ggc.edu

Submitter Phone Number: 678-407-5074

Submitter Campus Role: Sponsored Programs Office

Applicant First Name: Federica

Applicant Last Name: Goldoni

Co-Applicant Name(s): --

Applicant Email Address: fgoldoni@ggc.edu

Applicant Phone Number: 404-450-7779

Primary Appointment Title: Assistant Professor of Spanish

Institution Name(s): Georgia Gwinnett College

Submission Date: Monday, December 12, 2016

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

Dr. Luis Mora, Associate Professor of Spanish, School of Liberal Arts, lmora@ggc.edu

Dr. Stacy Rusnak, Associate Professor of Film, School of Liberal Arts, srusnak@ggc.edu

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

Dr. Adolfo Santos, Dean of the School of Liberal Arts, Georgia Gwinnett College

Proposal Title: 281

Course Names, Course Numbers and Semesters Offered:

Elementary Spanish I & II, SPAN 1001 and SPAN 1002. Offered every semester.

Average Number of Students per Course Section: 28

Number of Course Sections Affected by Implementation in Academic Year: 11

Total Number of Students Affected by Implementation in Academic Year: 308

List the original course materials for students (including title, whether optional or required, & cost for each item): (1) SPAN 1001 INTL. VISTAS: Introducción a la lengua española, 5ª edición. 2016. Blanco and Colbert. Cost: \$90. Required.(2) SPAN 1002 INTL. VISTAS: Introducción a la lengua española, 5ª edición. 2016. Blanco and Colbert. Cost: \$90. Required.

Requested Amount of Funding: \$15,800

Original per Student Cost: \$180

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$180

Projected Total Annual Student Savings: \$55,440

Creation and Hosting Platforms Used ("n/a" if none):

- (1) Desire to Learn (D2L)
- (2) GGC Library-recommended sites

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

Final Semester of Instruction: Fall 2017

Project Goals:

The goals of the project are to:

1. Decrease the financial burden on students taking SPAN 1001 and 1002.
2. Provide an open source no-cost-to-students model that can be adopted by other SPAN 1001 and 1002 faculty.

3. Increase students' textbook material satisfaction, retention, and completion rates by revising the course, incorporating engaging group projects and interactive activities, and using up-to-date and timely sources, and current multimedia.

4. Improve students' usage of the library resources such as Galileo, ALG repository, Mango languages, Merlot, Coursera, VAST, Kanopy, World Cinema Collection, and Alexander Street.

Statement of Transformation:

Transformation Description.

The project team is comprised of faculty members who assist in choosing the Spanish course materials, as well as in making recommendations to leadership that would lead to constructive changes in the discipline's pedagogy.

The project will address a much-needed goal to revise the current SPAN 1001 and 1002 course textbooks so that they will be easily accessible and free to students. The goal came about since the project team has noted that approximately one fourth of students in these courses do not own a textbook or delay in its purchase. This occurrence is not unusual. A 2014 study of over 2,000 students conducted by the U.S. PIRG Education Fund found that 65% of respondents did not buy a textbook during college because of the cost. Of those studied, 94% said that this choice made them concerned about their grade. [1] Yet, college students, such as the ones in GGC, have chosen to do away with books.

In the classes previously taught by the project team, comments from the student evaluation stated that the students found the class platform and materials "busy work" and "confusing" and could use course materials that were more engaging and relevant to their lives as students in a highly diverse college and county. The project team also conjectured that part of their low satisfaction may be due to a textbook that caters to a "mainstream" college population, rather than a highly diversified group as found in GGC. Such textbooks also do not creatively use the technology and online media that is so much a part of this generation's world.

Different methodologies have emerged in the teaching of language, including oral approach, Audiolinguism, Community Language Learning, and the Silent Way, among others. [2] The advent of the Internet and online communication, however, has provided other avenues for language teaching to be creative, productive, effective, and virtually cost-free. The project proposes to take full advantage of current technology by creating a textbook that will comprise of online chapters, PowerPoints, and interactive activities (to practice reading, listening, writing and speaking in Spanish) that are permanently available from Galileo, the GGC library, and other Open Educational Resources. Moreover, the project team will include supplemental materials that will come from GGC's online subscriptions such as Mango languages, Merlot, Coursera, Kanopy, VAST, and World Cinema Collection, Alexander Street, among others. Other educational materials (including short videos and podcasts) will be available from the

websites of institutions committed to globalized education, such as Carnegie Mellon (<https://oli.cmu.edu/jcourse/webui/guest/join.do?section=spanish1>) and the University of Texas (<http://liberalarts.utexas.edu/laits>).

The new online materials and teaching approach will allow more time inside and outside the class to do activities, such as:

- * A Google Hangouts or Skype call with a native Spanish speaker, including exercises before and after the call such as writing questions for the interlocutor(s) and researching information about their country of origin;
- * A research project on a Spanish-speaking person, location, or place using Google.es or FluentU, an immersion platform that takes real-world videos (music, movie trailers, news, and talks) and turns them into personalized language learning lesson, including interactive subtitles and a “learn mode” working as a mini vocabulary and grammar lesson with flashcards, games and word matches;
- * A lesson using social media such as Facebook, Instagram, Pinterest, Twitter or Tumblr. Students are encouraged to change one of their social media accounts into Spanish for an hour (assuming that they have one account with at least one of the aforementioned applications) and write a list of words they have learned; and
- * A virtual journey through online dating sites in Spanish. A class activity could be to create a funny mock profile and have students gain vocabulary and colloquial expressions to discuss their (dis)likes.

It is critical for GGC to produce an appropriate online textbook that will excite students to learn about another culture. As mentioned earlier, the college’s QEP’s theme is on internationalization, which means creating “internationalized” globally-focused courses and internationalized curriculum. The internationalized curriculum contains “substantial breadth and depth of international content, which provides GGC students with broader global awareness and perspectives.” We also expect that our revised textbook will be more engaging in order to compensate for the fact that GGC does not have a language lab where students can practice the Spanish language and culture. Hence, the deliberate choice of current and relevant materials, exposure to Spanish-related on/off campus activities, and online activities will help students experience Spanish in all its manifestations.

This pilot program will undergo rigorous assessment and, if successful among faculty and students, it could potentially lead to the transfer to a no-cost model of all sections of SPAN 1001 and 1002 courses offered at GGC each year, which are approximately 85% of all Spanish courses at GGC.

Stakeholders affected by the transformation.

GGC students are the primary stakeholders affected by the problem of Spanish textbook costs. A great number of students take the course, as evidenced by Elementary Spanish being one of ALG’s Top 50 USG Lower-Division Courses and since the course fulfills the Area C

Fine Arts Humanities requirement in the State's core curriculum.

Aside from the students, the other stakeholders are Gwinnett County and the State as a whole. Gwinnett County has the largest Hispanic population in Georgia according to the 2010 U.S. Census and is the second most populated county in the State. Meanwhile, GGC is an emerging Hispanic Serving Institution. These data demonstrate the critical impact of the Spanish culture and language on the county and the State's financial, professional, social, and academic life. With such a large population of Spanish speakers in the County in particular, it is beneficial that non-Spanish speakers become acquainted with the Spanish culture and language. Each year, GGC offers about 50 sections of Spanish-related courses in the School of Liberal Arts, including Latin American film, Latin American history, and Music. One of the goals of this project and team is to make the revised Spanish textbook and accompanying materials available and promoted to all full-time and part-time Spanish faculty and faculty teaching Spanish-related topics.

Impact of this transformation on stakeholders and on course success.

The proposed project may seem to impact only a small number of students since it will be implemented during fall 2017 and summer 2017, with the summer having the least number of enrollees because of PELL grant considerations. While it may appear that only 308 students will be affected through this project, we must consider the fact that the average enrollment in these courses during the full academic year (fall to summer) is 1,400 students enrolled in up to 50 classes. With no textbook costs for the two courses, the savings will be at least \$252,000 when online resources are adopted in full or in part by full-time and part-time Spanish faculty members. The financial impact on the college and our students will be significant in the long run.

The addition of online resources will also expand the students' experience with the Spanish language because of the use of online technology; facilitate learning; and provide high-impact, interactive, student-centered activities, exercises, and projects that could lead to deeper learning, retention, and overall college success. Topics that are international and multicultural in focus will also be included in an effort to help students understand world and local events, and become global citizens. Multi-media materials, including Spanish-related films, will augment the activities and projects that are in the revised textbook.

As an access institution that enrolls a large number of students receiving financial aid, the elimination of costly textbooks will help reduce the risks of them performing poorly, losing confidence or interest in Spanish, becoming dissatisfied with their college experience, or dropping out of school. When students graduate from college, they can then fulfill their dream of a better future for themselves and their families with an enhanced understanding and appreciation of the Spanish language and culture.

The elimination of costly textbooks seems like a small step. However, its effect is wide-ranging in terms of helping to retain and graduate more students. With an educated and well-rounded

workforce, Gwinnett county and Georgia can expect to continue to prosper economically and take its place in this globally competitive market.

Project's transformative impact.

Instructors cannot successfully deliver all course content and meet specific learning outcomes when students do not purchase the required materials for their class. This can impact GGC and its institutional goals.

The course transformation will impact GGC in several ways. The students' learning, confidence, motivation, and interest in Spanish will improve. It also may help increase enrollment in upper level courses if a strong interest in Spanish could be sparked in the lower level courses. Additionally, students will develop global awareness as topics that are international and multicultural in focus are incorporated into the course. The transformed courses will become more meaningful to a very diverse student population, including minority groups and immigrant families. The project also will help community/team building and improve student-faculty interactions by utilizing high-impact, interactive, student-centered, participatory activities and projects.

Transformation Action Plan:

New course materials will be identified and selected for the following SPAN 1001 major topics:

- Conjugation (ir)regular verbs in the present tense
- Conjugation of verbs in the present progressive
- Interrogative and declarative sentences
- Expressing possession
- Expressing likes and dislikes
- Expressing physical and emotional states
- Expressing obligation
- Describing people and situations

New course materials will be identified and selected for the following SPAN 1001 major topics:

- SPAN 1002 includes the following major topics:
- Conjugation of (ir)regular verbs in the preterit (past)
 - Conjugation of (ir)regular verbs in the imperfect
 - Difference between preterit and imperfect
 - Conjugation of (ir)regular verbs in the command form
 - Comparisons and superlatives
 - Complex interrogative and declarative sentences
 - Direct and indirect object pronouns

Upon approval of the grant proposal, the team members for SPAN 1001&1002 will review the

relevant institutional goals, learning objectives, and the expectations of GGC's QEP; and specify the materials to be collected that will advance these goals, objectives, and the QEP. Each team member will then be assigned specific tasks when redesigning the new sequence of the topics listed above for both SPAN1001 and SPAN1002.

Dr. Goldoni will teach 1001 and Dr. Mora will teach 1002, including interactive activities, materials and projects for practicing reading, listening, writing and speaking in Spanish, and projects focusing on internationalization and multiculturalism. They will also identify and include active links to videos and audio materials that are freely accessible online and that are supporting and complementing the topics covered. As a former Spanish faculty at Agnes Scott College, Dr. Rusnak will teach both 1001 and 1002 identifying relevant multimedia electronic sources in Spanish and designing specific interactive activities and projects using cultural/historical documentaries about Spanish speaking countries, art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts.

Course and syllabus redesign phase.

In spring 2017, the team members will consult with staff from the Center for Teaching Excellence (CTE) and Library representatives to create a D2L Brightspace course shell that can be accessed and used by all Spanish instructors. Spanish faculty will have a wide choice of materials to be used in lieu of a commercial textbook, including films selected by Dr. Rusnak.

In summer 2017, Dr. Goldoni and Dr. Mora will pilot 4 sections of the open-source course. Surveys will address the effectiveness and value of sources and methods. This quantitative and qualitative assessment of the material will be used to refine the course.

In fall 2017, Dr. Goldoni and Dr. Mora will adopt material for their classes in 7 sections of SPAN1001 and 1002, both traditional and hybrid. Additional surveys will be distributed among students and data will be used to refine the course. Therefore, a component of the text comes in the form of interactive resources that can also be accessed and used by all faculty.

Team member roles.

All team members will:

- * oversee the selection of the materials;
- * collaborate with the other colleagues and the library staff;
- * develop activities and projects;
- * implement assessment; and
- * adopt the new materials and use them in their courses.

All team members will act as subject matter experts and instructors of record, exchange materials among each other, provide feedback, and equally contribute to the new online course based on their content expertise. Dr. Mora will mainly be responsible for providing and

supervising content related to literature in Spanish. Dr. Goldoni will mainly be responsible for integrating and supervising content related to internationalization and multiculturalism. Dr. Rusnak will mainly be responsible for locating and integrating relevant interactive multimedia electronic sources in Spanish including videos, cultural/historical documentaries about Spanish speaking countries, art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts.

Plan for providing access.

CTE and the Library staff will be asked to assist the team members to populate the newly created D2L Brightspace course shell, and in spring 2018, the team will announce the availability of the materials to all Spanish and Film faculty teaching Span1001 and 1002 within the School of Liberal Arts at GGC. Efforts will be made to publicize and promote the value of this multidisciplinary material and approach to teach Spanish culture, art, and language in all its multiple manifestations during all faculty meetings and discipline meetings.

Quantitative & Qualitative Measures: The project and its goals will be evaluated using these qualitative and quantitative measures: GOAL #1: Decrease the financial burden on students enrolled in SPAN 1001 and 1002 and GOAL #2: Provide an open source no-cost-to-students model that can be adopted by other SPAN 1001 and 1002 faculty. (1) Qualitative Measures:

- * Use an open-ended questionnaire in class including questions such as: Discuss... what course material has worked well/not so well for you; what you would change in the course material; what you would like to do more or less; what the most/least beneficial aspect or component of the course material is; what would enhance your learning and satisfaction; how you learn best; how the new textbook helped you assimilate the grammar; why it is important to provide free, online textbooks; how it helped you.
- * Maintain weekly journals written by all team members about what works well, what could be improved or changed. (2) Quantitative Measures:
- * Use D2L tools to check whether the students access the materials and use them for class.
- * Monitor the number of SPAN1001 and SPAN1002 sections taught by Dr. Goldoni and Dr. Mora and the number of students enrolled and completing the course, as opposed to other Spanish faculty using a commercial textbook.
- * Use D2L quiz, and design a survey to assess students' attitudes toward the new learning materials, and course satisfaction in general. Yes/no/not sure questions may include: has this course material worked well for you? Did it help you assimilate the grammar? Did it help you assimilate the vocabulary? Did it help you learn the culture? Did it help you speak Spanish? Did it help you write in Spanish? Did it help you understand some of the cultural manifestations of the Spanish language and culture? Did it expose you to diverse perspectives on, and approached to, life and culture in other countries as opposed to your own culture? Would you recommend it to another student? GOAL # 3: Increase student

retention and completion rates in SPAN 1001 and 1002 by revising the course, incorporating engaging group projects and interactive activities, and using up-to-date and timely sources, and current multimedia texts.(1) Qualitative Measures:* Use an open-ended questionnaire in the classes using the new materials and ask questions such as: Discuss your perceptions of learning with this course materials and interacting with other students.

* Maintain weekly journals written by all team members about what students' perceptions, reactions and attitudes in class are as the semester progresses.(2) Quantitative Measures:

* Use a quiz in D2L to test the very basic knowledge of Spanish grammar and vocabulary in the sections using the new online materials as compared to other sections using a commercial textbook.

* Compare data on dropout, fail, and withdrawal rates in the sections using the new online materials as compared to other sections using a commercial textbook. The team will track the grades across sections and compare those with and without the new textbook.GOAL # 4: Improve students' usage of the library resources such as Galileo,

Mango languages, Merlot, Coursera, VAST, Kanopy, World Cinema Collection, and Alexander Street.(1) Qualitative Measures:

* Use an open-ended questionnaire in the classes using the new materials and ask questions such as: Discuss your perceptions of learning with the library resources.

* Maintain weekly journals written by all team members about what students' perceptions, reactions and attitudes as they use the library resources during the semester.(2)

Quantitative Measures:* Use D2L and the library tools to check whether the students are using the library resources.

Timeline:

January 9, 2017: Notification

January 30, 2017: Kickoff Meeting

For implementation in Summer 2017 and Fall 2017.

Spring 2017: Identify sources and develop materials and assignments, an assessment plan to measure learning, assessment tools including questionnaires and quizzes, and an open content textbook on D2L learning management system. Collect and analyze data on dropout, fail, and withdrawal rates in SPAN1001 & 1002.

Summer 2017: Begin implementation. Partially implement the new course materials in four SPAN1001 and SPAN 1002 courses. Compare the use of the new material to the classes using a commercial textbook. Proctor the quizzes and the questionnaires. Maintain journals. Analyze data and assess learning of the main topics.

Fall 2017: Full implementation. Make adjustments and/or changes based on the data collected. Share results with the rest of the Spanish faculty. Implement the new course materials in six SPAN1001 and SPAN 1002 courses. Compare the use of the new material to the classes using a commercial textbook. Proctor the quizzes and the questionnaires. Maintain journals. Analyze data and assess learning of the main topics. Analyze how students use the textbooks and other materials and sources from the library.

Fall 2017: Submit final report.

Budget:

Type of Grant: Standard-Scale Transformation

Funds are requested for:

A. Personnel

* \$5,000 summer compensation for Dr. Goldoni. Dr. Goldoni will mainly be responsible for integrating and supervising content related to internationalization and multiculturalism.

* \$5,000 summer compensation for Dr. Mora. Dr. Mora will mainly be responsible for providing and supervising content related to literature in Spanish.

* \$5,000 summer compensation for Dr. Rusnak. Dr. Rusnak will mainly be responsible for locating and integrating relevant interactive multimedia electronic sources in Spanish including videos, cultural/historical documentaries about Spanish speaking countries, art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts.

The team will work with the CTE and Library staff to create a D2L Brightspace course shell that can be accessed and used by all Spanish instructors. These staff members will donate their time towards the project.

B. Travel

\$800 travel support for Dr. Goldoni and/or Dr. Rusnak (\$400 each) to attend the required kick-off meeting on the project. The funds will cover their mileage, lodging, per diem, and other travel expenses.

Total Request: \$15,800

Sustainability Plan:

GGC's student population is rapidly growing and so is the importance and popularity of disciplines like Spanish. Because the Gwinnett County's Hispanic population also continues to grow, we can expect more non-Spanish speaking GGC students to select this option to fulfill their Humanities requirement. The number of sections and students enrolled in Spanish will significantly increase in the near future, and this proposal will potentially benefit a larger number of students and faculty.

The free online course materials described in this proposal will be reused in the spring, fall, and summer of each year. They will be improved and updated by the team members based on current events and students' interests. Team members will encourage other Spanish faculty members (full-time and part-time) to use part or all of the new materials in their course sections.

References:

[1] U.S. PIRG Education Fund and the Student PIRGs. Fixing the Broken Textbook Market. How Students Respond to High Textbook Costs and Demand Alternatives. Source: <http://uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>. Retrieved on 11/17/2016

[2] The evolution of language teaching. Current trends in the teaching of English as a foreign language (EFL). The communicative approaches. Source: <https://www.scribd.com/doc/27112024/The-evolution-of-language-teaching-Current-trends-in-the-teaching-of-English-as-a-foreign-language-EFL-The-communicative-approaches>. Retrieved on 11/17/2016.



School of Liberal Arts
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
Phone: 678.407.5601
www.ggc.edu

Dr. Adolfo Santos
Dean of the School of Liberal Arts
November 14, 2016

Affordable Learning Georgia
2500 Daniels Bridge Rd.
Building 300
Athens, GA 30606

To Whom It May Concern:

I would like to express my support for Dr. Federica Goldoni's proposal, "Elementary Spanish 1001-1002 No-Cost-To-Students Learning Materials." If funded, the program will help students in two courses – SPAN 1001 and 1002. These are important courses that help prepare students to be global citizens, preparing them to communicate with people from other parts of the world. At GGC, our Quality Enhancement Plan prepares students for an international perspective, and foreign language courses are an important part of this commitment.

Professor Goldoni and her team of Spanish and Film faculty have a strong track record of getting things done, and they truly care for our students. I am certain that if funded, they will get the job done.

Regards,

A handwritten signature in black ink that reads 'Adolfo Santos'.

Adolfo Santos
Dean of SLA



**Daniel J. Kaufman Library and
Learning Center**
Georgia Gwinnett College
1000 University Center Lane
Lawrenceville, GA 30043
Phone: 678.407.5177
www.ggc.edu

November 15, 2016

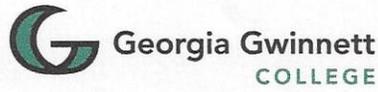
To the evaluation committee:

This is in support of an application for an ALG proposal for Spanish 1001 and 1002, *The No Cost To Students Learning Materials*. The GGC Kaufman Library has the full capability to provide support and resources for this course. Library staff will assist to identify specific resources to populate a D2L Brightspace course shell hosting the material developed for success of the initiative.

Please do not hesitate to contact me should you need further information.

A handwritten signature in black ink, appearing to read 'Gene Ruffin', written in a cursive style.

Gene Ruffin
Dean of Library Services
Daniel J. Kaufman Library
and Learning Center
678-407-5178
fruffin@ggc.edu



Center for Teaching Excellence

21 November 2016

Affordable Learning Georgia
2500 Daniells Bridge Rd.
Building 300
Athens, GA 30606

Dear committee members:

This letter is in strong support of the application for an Affordable Learning Georgia Textbook Transformation Grant for Elementary Spanish 1001 and 1002. The GGC Center for Teaching Excellence (CTE) has the capability to provide support and resources for this project. Specifically, the CTE can offer assistance to create and populate a D2L Brightspace course shell hosting the material that Drs. Federica Goldoni, Luis Mora and Stacy Rusnak are developing in the context of this proposal. The CTE is excited to partner with the Spanish and Film faculty in a way that will help bring these two innovative courses into fruition.

Please feel free to contact me or the primary investigator, Dr. Federica Goldoni, if you need additional information or if you have any questions.

Sincerely,

A handwritten signature in blue ink, appearing to read 'David Robinson', followed by a horizontal line.

David Robinson
LMS Administrator

A handwritten signature in blue ink, appearing to read 'Brian Etheridge', with a large flourish extending downwards.

Brian Etheridge
Director, Center for Teaching Excellence
Professor of History

**Affordable Learning Georgia Textbook Transformation Grants
Rounds Six, Seven, and Eight
For Implementations beginning Fall Semester 2016
Running Through Fall Semester 2017**

Proposal Form and Narrative

Submitter Name	Marie Firestone
Submitter Title	Associate Director
Submitter Email	mfiresto@ggc.edu
Submitter Phone Number	678.407.5074
Submitter Campus Role	Office of Research and Sponsored Programs
Applicant Name	Federica Goldoni
Applicant Email	fgoldoni@ggc.edu
Applicant Phone Number	404-450-7779
Primary Appointment Title	Assistant Professor of Spanish
Institution Name(s)	Georgia Gwinnett College
Team Members	Dr. Luis Mora, Associate Professor of Spanish, School of Liberal Arts, lmora@ggc.edu Dr. Stacy Rusnak, Associate Professor of Film, School of Liberal Arts, srusnak@ggc.edu
Sponsor, Title, Department, Institution	Dr. Adolfo Santos, Dean of the School of Liberal Arts Georgia Gwinnett College
Proposal Title	Elementary Spanish 1001-1002 No-Cost-To-Students Learning Materials
Course Names, Course Numbers and Semesters Offered	Elementary Spanish I & II, SPAN 1001 and SPAN 1002. Offered every semester.

Final Semester of Instruction	Summer 2017, Fall 2017				
Average Number of Students Per Course Section	28	Number of Course Sections Affected by Implementation in Academic Year	11	Total Number of Students Affected by Implementation in Academic Year	308
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	SPAN1001 INTL <i>VISTAS: Introducción a la lengua española, 5ª edición.</i> 2016. Blanco and Colbert. Cost: \$90. Required. SPAN1002 INTL <i>VISTAS: Introducción a la lengua española, 5ª edición.</i> 2016. Blanco and Colbert. Cost: \$90. Required.				
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Original Per Student Cost	\$180				
Post-Proposal Projected Per Student Cost	\$0				
Projected Per Student Savings	\$0				
Projected Total Annual Student Savings	\$55,440				

Creation and Hosting Platforms Used	(1) Desire to Learn (D2L) (2) GGC Library-recommended sites
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NARRATIVE

1.1 Project Goals

The goals of the project are to:

- Decrease the financial burden on students taking SPAN 1001 and 1002.
- Provide an open source no-cost-to-students model that can be adopted by other SPAN 1001 and 1002 faculty.
- Increase students’ textbook material satisfaction, retention, and completion rates by revising the course, incorporating engaging group projects and interactive activities, and using up-to-date and timely sources, and current multimedia.
- Improve students’ usage of the library resources such as Galileo, ALG repository, Mango languages, Merlot, Coursera, VAST, Kanopy, World Cinema Collection, and Alexander Street.

1.2 Statement of Transformation

Transformation Description.

The project team is comprised of faculty members who assist in choosing the Spanish course materials, as well as in making recommendations to leadership that would lead to constructive changes in the discipline’s pedagogy.

The project will address a much-needed goal to revise the current SPAN 1001 and 1002 course textbooks so that they will be easily accessible and free to students. The goal came about since the project team has noted that approximately one fourth of students in these courses do not own a textbook or delay in its purchase. This occurrence is not unusual. A 2014 study of over 2,000 students conducted by the U.S. PIRG Education Fund found that 65% of respondents did not buy a textbook during college because of the cost. Of those studied, 94% said that this choice made them concerned about their grade. [1] Yet, college students, such as the ones in GGC, have chosen to do away with books.

In the classes previously taught by the project team, comments from the student evaluation stated that the students found the class platform ad materials “busy work” and ‘confusing” and could use course materials that were more engaging and relevant to their lives as students in a highly diverse college and county. The project team also conjectured that part of their low satisfaction may be due to a textbook that caters to a “mainstream” college population, rather than a highly diversified group as found in GGC. Such textbooks also do not creatively use the technology and online media that is so much a part of this generation’s world.

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proposes to take full advantage of current technology by creating a textbook that will comprise of online chapters, PowerPoints, and interactive activities (to practice reading, listening, writing and speaking in Spanish) that are permanently available from Galileo, the GGC library, and other Open Educational Resources. Moreover, the project team will include supplemental materials that will come from GGC's online subscriptions such as *Mango languages*, *Merlot*, *Coursera*, *Kanopy*, *VAST*, and *World Cinema Collection*, *Alexander Street*, among others. Other educational materials (including short videos and podcasts) will be available from the websites of institutions committed to globalized education, such as Carnegie Mellon (<https://oli.cmu.edu/jcourse/webui/guest/join.do?section=spanish1>) and the University of Texas (<http://liberalarts.utexas.edu/laits>).

The new online materials and teaching approach will allow more time inside and outside the class to do activities, such as:

- A Google Hangouts or Skype call with a native Spanish speaker, including exercises before and after the call such as writing questions for the interlocutor(s) and researching information about their country of origin;
- A research project on a Spanish-speaking person, location, or place using Google.es or FluentU, an immersion platform that takes real-world videos (music, movie trailers, news, and talks) and turns them into personalized language learning lesson, including interactive subtitles and a “learn mode” working as a mini vocabulary and grammar lesson with flashcards, games and word matches;
- A lesson using social media such as Facebook, Instagram, Pinterest, Twitter or Tumblr. Students are encouraged to change one of their social media accounts into Spanish for an hour (assuming that they have one account with at least one of the aforementioned applications) and write a list of words they have learned; and
- A virtual journey through online dating sites in Spanish. A class activity could be to create a funny mock profile and have students gain vocabulary and colloquial expressions to discuss their (dis)likes.

It is critical for GGC to produce an appropriate online textbook that will excite students to learn about another culture. As mentioned earlier, the college's QEP's theme is on internationalization, which means creating “internationalized” globally-focused courses and internationalized curriculum. The internationalized curriculum contains “substantial breadth and depth of international content, which provides GGC students with broader global awareness and perspectives.” We also expect that our revised textbook will be more engaging in order to compensate for the fact that GGC does not have a language lab where students can practice the Spanish language and culture. Hence, the deliberate choice of current and relevant materials, exposure to Spanish-related on/off campus activities, and online activities will help students experience Spanish in all its manifestations.

This pilot program will undergo rigorous assessment and, if successful among faculty and students, it could potentially lead to the transfer to a no-cost model of all sections of SPAN 1001 and 1002 courses offered at GGC each year, which are approximately 85% of all Spanish courses at GGC.

Stakeholders affected by the transformation.

GGC students are the primary stakeholders affected by the problem of Spanish textbook costs. A great number of students take the course, as evidenced by Elementary Spanish being one of ALG's Top 50 USG Lower-Division Courses and since the course fulfills the Area C Fine Arts Humanities requirement in the State's core curriculum.

Aside from the students, the other stakeholders are Gwinnett County and the State as a whole. Gwinnett County has the largest Hispanic population in Georgia according to the 2010 U.S. Census and is the second most populated county in the State. Meanwhile, GGC is an emerging Hispanic Serving Institution. These data demonstrate the critical impact of the Spanish culture and language on the county and the State's financial, professional, social, and academic life. With such a large population of Spanish speakers in the County in particular, it is beneficial that non-Spanish speakers become acquainted with the Spanish culture and language. Each year, GGC offers about 50 sections of Spanish-related courses in the School of Liberal Arts, including Latin American film, Latin American history, and Music. One of the goals of this project and team is to make the revised Spanish textbook and accompanying materials available and promoted to all full-time and part-time Spanish faculty and faculty teaching Spanish-related topics.

Impact of this transformation on stakeholders and on course success.

The proposed project may seem to impact only a small number of students since it will be implemented during fall 2017 and summer 2017, with the summer having the least number of enrollees because of PELL grant considerations. While it may appear that only 308 students will be affected through this project, we must consider the fact that the average enrollment in these courses during the full academic year (fall to summer) is 1,400 students enrolled in up to 50 classes. With no textbook costs for the two courses, the savings will be at least \$252,000 when online resources are adopted in full or in part by full-time and part-time Spanish faculty members. The financial impact on the college and our students will be significant in the long run.

The addition of online resources will also expand the students' experience with the Spanish language because of the use of online technology; facilitate learning; and provide high-impact, interactive, student-centered activities, exercises, and projects that could lead to deeper learning, retention, and overall college success. Topics that are international and multicultural in focus will also be included in an effort to help students understand world and local events, and become global citizens. Multi-media materials, including Spanish-related films, will augment the activities and projects that are in the revised textbook.

As an access institution that enrolls a large number of students receiving financial aid, the elimination of costly textbooks will help reduce the risks of them performing poorly, losing confidence or interest in Spanish, becoming dissatisfied with their college experience, or dropping out of school. When students graduate from college, they can then fulfill their dream of a better future for themselves and their families with an enhanced understanding and appreciation of the Spanish language and culture.

The elimination of costly textbooks seems like a small step. However, its effect is wide-ranging in terms of helping to retain and graduate more students. With an educated and well-rounded

workforce, Gwinnett county and Georgia can expect to continue to prosper economically and take its place in this globally competitive market.

Project's transformative impact.

Instructors cannot successfully deliver all course content and meet specific learning outcomes when students do not purchase the required materials for their class. This can impact GGC and its institutional goals.

The course transformation will impact GGC in several ways. The students' learning, confidence, motivation, and interest in Spanish will improve. It also may help increase enrollment in upper level courses if a strong interest in Spanish could be sparked in the lower level courses. Additionally, students will develop global awareness as topics that are international and multicultural in focus are incorporated into the course. The transformed courses will become more meaningful to a very diverse student population, including minority groups and immigrant families. The project also will help community/team building and improve student-faculty interactions by utilizing high-impact, interactive, student-centered, participatory activities and projects.

1.3 Transformation Action Plan

New course materials will be identified and selected for the following SPAN 1001 major topics:

- Conjugation (ir)regular verbs in the present tense
- Conjugation of verbs in the present progressive
- Interrogative and declarative sentences
- Expressing possession
- Expressing likes and dislikes
- Expressing physical and emotional states
- Expressing obligation
- Describing people and situations

New course materials will be identified and selected for the following SPAN 1001 major topics:

SPAN 1002 includes the following major topics:

- Conjugation of (ir)regular verbs in the preterit (past)
- Conjugation of (ir)regular verbs in the imperfect
- Difference between preterit and imperfect
- Conjugation of (ir)regular verbs in the command form
- Comparisons and superlatives
- Complex interrogative and declarative sentences
- Direct and indirect object pronouns

Upon approval of the grant proposal, the team members for SPAN 1001&1002 will review the relevant institutional goals, learning objectives, and the expectations of GGC's QEP; and specify the materials to be collected that will advance these goals, objectives, and the QEP. Each team

member will then be assigned specific tasks when redesigning the new sequence of the topics listed above for both SPAN1001 and SPAN1002.

Dr. Goldoni will teach 1001 and Dr. Mora will teach 1002, including interactive activities, materials and projects for practicing reading, listening, writing and speaking in Spanish, and projects focusing on internationalization and multiculturalism. They will also identify and include active links to videos and audio materials that are freely accessible online and that are supporting and complementing the topics covered. As a former Spanish faculty at Agnes Scott College, Dr. Rusnak will teach both 1001 and 1002 identifying relevant multimedia electronic sources in Spanish and designing specific interactive activities and projects using cultural/historical documentaries about Spanish speaking countries, art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts.

Course and syllabus redesign phase.

In spring 2017, the team members will consult with staff from the Center for Teaching Excellence (CTE) and Library representatives to create a D2L Brightspace course shell that can be accessed and used by all Spanish instructors. Spanish faculty will have a wide choice of materials to be used in lieu of a commercial textbook, including films selected by Dr. Rusnak.

In summer 2017, Dr. Goldoni and Dr. Mora will pilot 4 sections of the open-source course. Surveys will address the effectiveness and value of sources and methods. This quantitative and qualitative assessment of the material will be used to refine the course.

In fall 2017, Dr. Goldoni and Dr. Mora will adopt material for their classes in 7 sections of SPAN1001 and 1002, both traditional and hybrid. Additional surveys will be distributed among students and data will be used to refine the course. Therefore, a component of the text comes in the form of interactive resources that can also be accessed and used by all faculty.

Team member roles.

All team members will:

- oversee the selection of the materials;
- collaborate with the other colleagues and the library staff;
- develop activities and projects;
- implement assessment; and
- adopt the new materials and use them in their courses.

All team members will act as subject matter experts and instructors of record, exchange materials among each other, provide feedback, and equally contribute to the new online course based on their content expertise. Dr. Mora will mainly be responsible for providing and supervising content related to literature in Spanish. Dr. Goldoni will mainly be responsible for integrating and supervising content related to internationalization and multiculturalism. Dr. Rusnak will mainly be responsible for locating and integrating relevant interactive multimedia electronic sources in Spanish including videos, cultural/historical documentaries about Spanish speaking countries, art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts.

Plan for providing access.

CTE and the Library staff will be asked to assist the team members to populate the newly created D2L Brightspace course shell, and in spring 2018, the team will announce the availability of the materials to all Spanish and Film faculty teaching Span1001 and 1002 within the School of Liberal Arts at GGC. Efforts will be made to publicize and promote the value of this multidisciplinary material and approach to teach Spanish culture, art, and language in all its multiple manifestations during all faculty meetings and discipline meetings.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

The project and its goals will be evaluated using these qualitative and quantitative measures.

GOAL	Qualitative Measures	Quantitative Measures
<p>Decrease the financial burden on students enrolled in SPAN 1001 and 1002</p> <p>and</p> <p>Provide an open source no-cost-to-students model that can be adopted by other SPAN 1001 and 1002 faculty.</p>	<ul style="list-style-type: none"> ● Use an open-ended questionnaire in class including questions such as: Discuss... what course material has worked well/not so well for you; what you would change in the course material; what you would like to do more or less; what the most/least beneficial aspect or component of the course material is; what would enhance your learning and satisfaction; how you learn best; how the new textbook helped you assimilate the grammar; why it is important to provide free, online textbooks; how it helped you. ● Maintain weekly journals written by all team members about what works well, what could be improved or changed. 	<ul style="list-style-type: none"> ● Use D2L tools to check whether the students access the materials and use them for class. ● Monitor the number of SPAN1001 and SPAN1002 sections taught by Dr. Goldoni and Dr. Mora and the number of students enrolled and completing the course, as opposed to other Spanish faculty using a commercial textbook. ● Use D2L quiz, and design a survey to assess students' attitudes toward the new learning materials, and course satisfaction in general. Yes/no/not sure questions may include: has this course material worked well for you? Did it help you assimilate the grammar? Did it help you assimilate the vocabulary? Did it help you learn the culture? Did it help you speak Spanish? Did it help you write in Spanish? Did it

		<p>help you understand some of the cultural manifestations of the Spanish language and culture? Did it expose you to diverse perspectives on, and approached to, life and culture in other countries as opposed to your own culture? Would you recommend it to another student?</p>
<p>Increase student retention and completion rates in SPAN 1001 and 1002 by revising the course, incorporating engaging group projects and interactive activities, and using up-to-date and timely sources, and current multimedia texts.</p>	<ul style="list-style-type: none"> • Use an open-ended questionnaire in the classes using the new materials and ask questions such as: Discuss your perceptions of learning with this course materials and interacting with other students. • Maintain weekly journals written by all team members about what students' perceptions, reactions and attitudes in class are as the semester progresses. 	<ul style="list-style-type: none"> • Use a quiz in D2L to test the very basic knowledge of Spanish grammar and vocabulary in the sections using the new online materials as compared to other sections using a commercial textbook. • Compare data on dropout, fail, and withdrawal rates in the sections using the new online materials as compared to other sections using a commercial textbook. The team will track the grades across sections and compare those with and without the new textbook.
<p>Improve students' usage of the library resources such as Galileo, Mango languages, Merlot, Coursera, VAST, Kanopy, World Cinema Collection, and Alexander Street.</p>	<ul style="list-style-type: none"> • Use an open-ended questionnaire in the classes using the new materials and ask questions such as: Discuss your perceptions of learning with the library resources. • Maintain weekly journals written by all team members about what students' perceptions, reactions and attitudes as they use the library 	<ul style="list-style-type: none"> • Use D2L and the library tools to check whether the students are using the library resources.

	resources during the semester.	
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1.5 Timeline

January 9, 2017: Notification

January 30, 2017: Kickoff Meeting

For implementation in Summer 2017 and Fall 2017.

- Spring 2017: Identify sources and develop materials and assignments, an assessment plan to measure learning, assessment tools including questionnaires and quizzes, and an open content textbook on D2L learning management system. Collect and analyze data on dropout, fail, and withdrawal rates in SPAN1001 & 1002.
- Summer 2017: Begin implementation. Partially implement the new course materials in four SPAN1001 and SPAN 1002 courses. Compare the use of the new material to the classes using a commercial textbook. Proctor the quizzes and the questionnaires. Maintain journals. Analyze data and assess learning of the main topics.
- Fall 2017: Full implementation. Make adjustments and/or changes based on the data collected. Share results with the rest of the Spanish faculty. Implement the new course materials in six SPAN1001 and SPAN 1002 courses. Compare the use of the new material to the classes using a commercial textbook. Proctor the quizzes and the questionnaires. Maintain journals. Analyze data and assess learning of the main topics. Analyze how students use the textbooks and other materials and sources from the library.
- Fall 2017: Submit final report.

1.6 Budget

Type of Grant: Standard-Scale Transformation

Funds are requested for:

A. Personnel

\$5,000 summer compensation for Dr. Goldoni.

Dr. Goldoni will mainly be responsible for integrating and supervising content related to internationalization and multiculturalism.

\$5,000 summer compensation for Dr. Mora.

Dr. Mora will mainly be responsible for providing and supervising content related to literature in Spanish.

\$5,000 summer compensation for Dr. Rusnak.

Dr. Rusnak will mainly be responsible for locating and integrating relevant interactive multimedia electronic sources in Spanish including videos, cultural/historical documentaries about Spanish speaking countries, art and independent films, contemporary, critically acclaimed films, shorts, commercials, music and podcasts.

The team will work with the CTE and Library staff to create a D2L Brightspace course shell that can be accessed and used by all Spanish instructors. These staff members will donate their time towards the project.

B. Travel

\$800 travel support for Dr. Goldoni and/or Dr. Rusnak (\$400 each) to attend the required kick-off meeting on the project. The funds will cover their mileage, lodging, per diem, and other travel expenses.

Total Request: \$15,800

1.7 Sustainability Plan

GGC's student population is rapidly growing and so is the importance and popularity of disciplines like Spanish. Because the Gwinnett County's Hispanic population also continues to grow, we can expect more non-Spanish speaking GGC students to select this option to fulfill their Humanities requirement. The number of sections and students enrolled in Spanish will significantly increase in the near future, and this proposal will potentially benefit a larger number of students and faculty.

The free online course materials described in this proposal will be reused in the spring, fall, and summer of each year. They will be improved and updated by the team members based on current events and students' interests. Team members will encourage other Spanish faculty members (full-time and part-time) to use part or all of the new materials in their course sections.

1.8 References & attachments

[1] U.S. PIRG Education Fund and the Student PIRGs. Fixing the Broken Textbook Market. How Students Respond to High Textbook Costs and Demand Alternatives. Source: <http://uspirg.org/sites/pirg/files/reports/NATIONAL%20Fixing%20Broken%20Textbooks%20Report1.pdf>. Retrieved on 11/17/2016

[2] The evolution of language teaching. Current trends in the teaching of English as a foreign language (EFL). The communicative approaches. Source: <https://www.scribd.com/doc/27112024/The-evolution-of-language-teaching-Current-trends-in-the-teaching-of-English-as-a-foreign-language-EFL-The-communicative-approaches>. Retrieved on 11/17/2016.