Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle:	Round 8
Internal Submission Deadline:	Sunday, December 11, 2016

Application Title:	292
Application ID:	#001286
Submitter First Name:	Barbara
Submitter Last Name:	Ratzlaff
Submitter Title:	Director of Contracts and Grants
Submitter Email Address:	barbara.ratzlaff@mga.edu
Submitter Phone Number:	(478) 471-5353
Submitter Campus Role:	Grants Office
Applicant First Name:	Loleta
Applicant Last Name:	Sartin
Co-Applicant Name(s):	--
Applicant Email Address:	loleta.sartin@mga.edu
Applicant Phone Number:	(478) 757-2667
Primary Appointment Title:	Associate Professor of Education
Institution Name(s):	Middle Georgia State University
Submission Date:	Monday, December 12, 2016

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

Loleta Sartin, Associate Professor of Education

Molly Kimsey, Lecturer, School of Education

Pat Borck, University Librarian

Robin Grant, Electronic Resources Librarian

Shamani Shikwambi, Associate Professor of Education

Lane Brooks, Lecturer, School of Education

Sherie Owens, Assistant Professor of Education

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

School of Education

Proposal Title: 292

Course Names, Course Numbers and Semesters Offered:

Education 2120, Exploring Socio and Cultural Diversity

Education 2130, Exploring Teaching and Learning

Offered Spring, Summer, and Fall

Average Number of Students per Course Section:	20
Number of Course Sections Affected by Implementation in Academic Year:	21
Total Number of Students Affected by Implementation in Academic Year:	420
List the original course materials for students (including title, whether optional or required, & cost for each item):	Education 2110: OER previously designed included in grant for purpose of compilation of Activities to foster student engagementEducation 2120: Understanding Human Differences (Required) $155.50Education 2130: Strategies and Models for Teachers: Teaching Content and Thinking Skills (Required) $165.00
Requested Amount of Funding:	24,900
Original per Student Cost:	320.50
Post-Proposal Projected Student Cost:	0
Projected Per Student Savings:	320.50
Projected Total Annual Student Savings:	134,610.00

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

LibGuides CMS (Content Management System) hosting platform will be utilized.

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

Final Semester of Instruction: Fall 2017

Project Goals:

1.1 PROJECT GOALS

Although grants have been awarded for Education 2110, 2120, and 2130 in the early stages of the ALG grant process, the purpose of this grant is new and builds upon existing work. Although previous grantees have done an exceptional job in creating readings for the courses, there is not a comprehensive collection, which includes the depth and quantity of multimedia content for all three required Education courses (2110, 2120, and 2130), which is necessary for today's digital learners. Additionally, not all of the courses have activities and other ancillary materials to support the courses. A concern noted by faculty when considering OER adoption is the lack of comprehensive resources available to students and faculty in comparison to textbooks. The absence of these resources may prohibit faculty from fully adopting OER resources in lieu of the traditional textbook.

Thus, the goals of the grantees directly align with student savings, success, and pedagogical transformation.

1. Create a comprehensive, easily accessible collection utilizing LibGuides CMS hosting site that includes multimedia OER content, modules, and activities to encourage full adoption of OER in lieu of traditional textbooks

2. Analyze and build upon existing OER resources to include and/or increase representation of multimedia content in Education 2110, 2120, and 2130

3. Increase student engagement and success by including more robust and digital friendly content

4. Transform faculty's pedagogical approach by the utilization of more multimedia, engaging content and activities

Statement of Transformation:

1.2 STATEMENT OF TRANSFORMATION

The grantees have become increasingly aware that a need exists for courses to utilize more in-depth technological tools if we intend to keep today's students engaged and challenged.

Most college students were born into a world rich with technology. Labeled digital natives by Marc Prensky, they have been saturated from birth with many types of digital toys and tools, which have become an integral part of their life. Digital activity is second nature for them. Growing up in such an environment, they think and process information in a totally different way than previous generations their thinking patterns have changed, and Prensky says it is likely that their brains have physically changed, too (Prensky, 2001).

Keeping digital native learners engaged in learning through traditional methods such as readings, PowerPoint, and lecture is a challenge for professors. Digital native learners have become accustomed to being engaged in their own learning - receiving and sending information within seconds. Professors, while often attempting to incorporate technology in their instruction, tend to fall short of the expectations of digital natives (Hunzicker, 2013).

It is projected approximately 420 indicated education majors will enroll in Education 2110, 2120, and 2130 at MGA during the academic year. However, the three courses are required for education majors within the USG; therefore, the collection can be accessed and utilized by Schools of Education throughout the USG thus impacting an even larger audience. Additionally, MGA serves a large percentage of non-traditional students. Adult learners generally have exhausted financial aid (Chitty, 2009). The rising costs of tuition and textbooks create financial barriers to degree completion. With the utilization of no-cost-to students learning materials, college becomes more affordable and accessible to our population thus increasing retention and graduation rates.

Understanding the needs of digital natives and non-traditional learners has fueled the grantees desire to build a robust collection of challenging and engaging multimedia resources and develop an open platform for housing the content for utilization throughout the USG.

The grantees will build upon existing work by creating a comprehensive collection which will include the depth and quantity of readings and multimedia content needed for all three required Education courses (2110, 2120, and 2130). Additionally, activities and other ancillary materials will be created to support the courses. The LibGuide CMS hosting platform will include OER readings, multimedia content, modules, and activities. With the creation of these robust readings, multimedia content, modules, and activities the need to utilize a textbook will be eliminated.

The transformative impact:

Courses:

* Utilize more engaging, relevant, and timely material in education courses

* Utilize multimedia resources, modules, and activities that more accurately reflect trends and issues in Georgia.

Program/Department:

* Expose students to digitally robust, engaging material that reflect the state and region to better prepare them for upper division courses, which will increases retention and graduation rates.

Institution:

* Lower overall costs for degree completion for students by eliminating textbook costs for the three courses

Transformation Action Plan:

1.3 TRANSFORMATION ACTION PLAN

The grant participants will research, review, adopt, and/or create robust, multimedia OER content, modules, and activities for Education 2110, 2120, and 2130. A LibGuide CMS will be utilized to host the content. For the completion of the transformation the following roles are needed: a Project Director, a Curriculum Expert per course, Library Support Staff, an Instructor per course, and Content Reviewers. Due to the limited number of faculty members and work load within the School of Education grant participants may have more than one role.

Grant Participants/Team Members:

Project Director will:

* in collaboration with Curriculum Experts and Library Support Staff identify and approve appropriate OER content

* develop related course materials

* create and administer surveys

* collect and analyze data

* compile summary project reports

* compile final project report

Curriculum Experts will:

* collaborate with Project Director and Library Support Staff to identify, review, select, and adopt appropriate multimedia OER for Education 2110, 2120, and/or 2130

* develop master syllabi and instructional materials necessary for course transformation

Library Support Staff will:

* collaborate with Curriculum Experts and Project Director to identify and adopt multimedia OER

* provide LibGuides CMS training

* assist with identification of resources available through USG libraries, Galileo, and other OER

* verify accessibility of external resources

* review possible copyright issues

Content Reviewers will:

* review course content prior to implementation

* provide feedback to Project Director and Curriculum Experts

Quantitative & Qualitative Measures: 1.4 QUANTITATIVE AND QUALITATIVE MEASURESBoth quantitative and qualitative methods will be utilized throughout the cycle of the grant to analyze the success and impact of multimedia OER for faculty and students. Quantitative/Qualitative methods will consist of anonymous pre- and post-student course surveys that measure the satisfaction, benefits, and barriers of multimedia OER in lieu of textbooks, the ease of utilizing the resources vs. textbooks, the relevance of the materials, and the overall course satisfaction. Survey respondents will provide open ended comments on their experiences using the multimedia resources. Additionally, through interviews and surveys, faculty will provide detailed analysis of the new materials for each course.End of course grades prior to and after the utilization of the digitally robust OER will be analyzed. Additionally, each semester the institution conducts end of course evaluations which will be reviewed and analyzed to compare overall student satisfaction with courses . This set of data should provide a valuable quantitative analysis of the implementation of multimedia OER.

Timeline:

January 30, 2017 – March 3, 2017

* Review and analyze existing OER content compiled for Education 2110, 2120, and 2130 in prior grant cycles (Curriculum Experts and Project Director)

* Identify gaps in content, multimedia resources, or activities per course (Curriculum Experts and Project Director)

* Apply for IRB (Project Director)

March 6, 2017—May 26, 2017

* Compile, adopt, and/or create robust multimedia resources for Education 2110 (Curriculum Experts, Project Director, and Library Support Staff)

* Develop surveys for faculty and students (Project Director)

* Assess 2110 course learning objectives alignment with revised OER resources (Curriculum

Experts and Project Director)

* Review 2110 content and provide feedback to Curriculum Experts and Project Director (Content Reviewer)

* Compile summary report (Project Director)

May 31, 2017 – July 25, 2017

* Teach Education 2110 utilizing multimedia OER

* Administer surveys to faculty and students enrolled in Education 2110 (Project Director)

* Compile, adopt, and/or create robust multimedia resources for Education 2120 and 2130 (Curriculum Experts, Project Director, and Library Support Staff)

* Assess 2120 and 2130 course learning objectives alignment with revised OER resources (Curriculum Experts and Project Director)

* Review 2120 and 2130 content and provide feedback to Curriculum Experts and Project Director (Content Reviewers)

* Compile summary report (Project Director)

August 2017 – November 2017

* Teach Education 2120 and 2130 utilizing multimedia OER

* Administer surveys to faculty and students enrolled in Education 2120 and 2130

(Project Director)

* Analyze Summer 2017 data (Project Director)

* Review and revise OER material as needed based on student and faculty data (Curriculum Experts, Project Director, and Library Support Staff)

December 2017 - January 2018

* Compile and analyze comprehensive data (Project Director)

* Revise course content, if necessary (Curriculum Experts, Project Director, and Library Support Staff)

Compile final report (Project Director)

Budget:

This Large Scale Transformation Grant proposal addresses three courses within the School of Education. The Grant Participants will be paid an overload stipend for the additional work completed during the life of the grant. The Project Director, Dr. Loleta Sartin, will coordinate grant participation. Grant Participants (any of the team members, including Dr. Sartin) may have multiple roles depending on schedules and workload each semester. The grant will include the following personnel across 3 semesters.

Project Director: $5,000.00

Curriculum Experts 2110, 2120, and 2130: $5,000.00 per expert for a total of $15,000.00

Library Support Staff (2): $1,750.00 per staff member for a total of $3,500.00

Content Reviewers (3) 2110, 2120, and 2130: $200.00 per reviewer for a total of $600.00

Travel for Professional Development Related to ALG Grant $800.00

Total Grant: $24,900

Sustainability Plan:

The project activities are designed to intentionally create a culture that supports the goals of high quality teaching and strong support for meeting the needs of learners in the School of Education at MGA and within the USG. Grant participants involved in this project will work collaboratively with the School of Education's Curriculum Review Committee, faculty, and students to ensure the materials are evaluated, meet the needs of the learners, and address the courses' student learner outcomes. After the completion of the grant cycle, the Curriculum Review Committee will review the content at least three pivotal points throughout the academic year (April, August, and December). During those times the multimedia OER will be reviewed to ensure they are relevant, and current. Findings will be shared with education faculty for review, critique, and revisions as needed to meet the needs of learners in the School of Education.

December 9, 2016

To Whom It May Concern:

From: Dr. Pamela Bedwell,
Vice Provost for Academic Initiatives

RE: Letter of Support for Affordable Learning Georgia Award

I am pleased to provide this letter of support for Dr. Loleta Sartin, Associate Professor of Education, and Ms. Molly Kimsey, Lecturer of Education. Dr. Sartin and Ms. Kimsey are proposing to address the "No-Cost-to-Students Learning Materials". They are targeting EDUC 2120 and EDUC 2130 and potentially impacting in one year over 420 students at a savings to students of approximately $134,610.00. Over 70% of Middle Georgia State University students are on financial aid and could not afford to come to college without that support. If funded, my office stands ready to support, and publicly recognize the work that Dr. Sartin and Ms. Kimsey are doing on behalf of the teacher candidates.

Dr. Pamela Bedwell

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
* 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/1752228
* 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.
* Microsoft Word Document formatting pasted into InfoReady 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 NameBarbara J. RatzlaffSubmitter TitleDirector for Contracts and
GrantsSubmitter Emailbarbara.ratzlaff@mga.edu
Submitter Phone Number(478) 471-5353Submitter Campus RoleContracts and Grants
Office Applicant NameDr. Loleta D. SartinApplicant EmailLoleta.sartin@mga.edu
Applicant Phone Number478-757-2667Primary Appointment TitleAssociate Professor
of EducationInstitution Name(s)Middle Georgia State UniversityTeam Members
Loleta Sartin, Associate Professor of Education
Molly Kimsey, Lecturer, School of Education
Pat Borck, University Librarian
Robin Grant, Electronic Resources Librarian
Shamani Shikwambi, Associate Professor of Education
Lane Brooks, Lecturer, School of Education
Sherie Owens, Assistant Professor of Education

Sponsor, Title, Department, InstitutionSchool of EducationProposal Title
Expanding OER: Bringing Readings to Life through a Multimedia ApproachCourse
Names, Course Numbers and Semesters Offered Education 2110, Investigating
Critical and Contemporary Issues
Education 2120, Exploring Socio and Cultural Diversity
Education 2130, Exploring Teaching and Learning
Offered Spring, Summer, and FallFinal Semester of InstructionFall 2017Average
Number of Students Per Course Section20Number of Course Sections Affected by
Implementation in Academic Year 21Total Number of Students Affected by
Implementation in Academic Year 420Award Category
(pick one)X No-Cost-to-Students Learning Materials
? OpenStax Textbooks
? Interactive Course-Authoring Tools and Software
Specific Top 100 CoursesList the original course materials for students
(including title, whether optional or required, & cost for each item)
Education 2110: OER previously designed included in grant for purpose of
compilation of Activities to foster student engagement
Education 2120: Understanding Human Differences (Required) $155.50
Education 2130: Strategies and Models for Teachers: Teaching Content and
Thinking Skills (Required) $165.00Requested Amount of Funding$24,900.00Original
Per Student Cost$320.50 for 2 booksPost-Proposal Projected Per Student Cost$0
(2120)
$0 (2130)

Projected Per Student Savings100% for 2120
100% for 2130
Projected Total Annual Student Savings$134,610.00

Creation and Hosting Platforms UsedLibGuides CMS (Content Management System) hosting platform will be utilized.

NARRATIVE
1.1 PROJECT GOALS
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The transformative impact:

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Program/Department:

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Institution:

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Curriculum Experts will:

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* assist with identification of resources available through USG libraries, Galileo, and other OER
* verify accessibility of external resources
* review possible copyright issues�

Content Reviewers will:

* review course content prior to implementation

* provide feedback to Project Director and Curriculum Experts

1.4 QUANTITATIVE AND QUALITATIVE MEASURES
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March 6, 2017�May 26, 2017
* Compile, adopt, and/or create robust multimedia resources for Education 2110 (Curriculum Experts, Project Director, and Library Support Staff)
* Develop surveys for faculty and students (Project Director)
* Assess 2110 course learning objectives alignment with revised OER resources (Curriculum Experts and Project Director)
* Review 2110 content and provide feedback to Curriculum Experts and Project Director (Content Reviewer)
* Compile summary report (Project Director)

May 31, 2017 � July 25, 2017
* Teach Education 2110 utilizing multimedia OER
* Administer surveys to faculty and students enrolled in Education 2110 (Project Director)
* Compile, adopt, and/or create robust multimedia resources for Education 2120 and 2130 (Curriculum Experts, Project Director, and Library Support Staff)
* Assess 2120 and 2130 course learning objectives alignment with revised OER resources (Curriculum Experts and Project Director)
* Review 2120 and 2130 content and provide feedback to Curriculum Experts and Project Director (Content Reviewers)
* Compile summary report (Project Director)

August 2017 � November 2017
* Teach Education 2120 and 2130 utilizing multimedia OER
* Administer surveys to faculty and students enrolled in Education 2120 and 2130   (Project Director)
* Analyze Summer 2017 data (Project Director)
* Review and revise OER material as needed based on student and faculty data (Curriculum Experts, Project Director, and Library Support Staff)

December 2017 - January 2018
* Compile and analyze comprehensive data (Project Director)
* Revise course content, if necessary (Curriculum Experts, Project Director, and Library Support Staff)
Compile final report (Project Director)

1.5 BUDGET
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Content Reviewers (3) 2110, 2120, and 2130: $200.00 per reviewer for a total of $600.00
Travel for Professional Development Related to ALG Grant $800.00
Total Grant: $24,900

1.6 SUSTAINABILITY PLAN
The project activities are designed to intentionally create a culture that supports the goals of high quality teaching and strong support for meeting the needs of learners in the School of Education at MGA and within the USG. Grant participants involved in this project will work collaboratively with the School of Education�s Curriculum Review Committee, faculty, and students to ensure the materials are evaluated, meet the needs of the learners, and address the courses� student learner outcomes. After the completion of the grant cycle, the Curriculum Review Committee will review the content at least three pivotal points throughout the academic year (April, August, and December). During those times the multimedia OER will be reviewed to ensure they are relevant, and current. Findings will be shared with education faculty for review, critique, and revisions as needed to meet the needs of learners in the School of Education.

1.7 REFERENCES & ATTACHMENTS
Works Cited
Chitty, H. (2009, January). The Economy and Student Financial Aid. Retrieved July 19, 2016, from University Business: www.universitybusiness.com/article/economy-and-student-financial-aid
Hunzicker, T. L. (2013). Understanding How and Why College Students Engage in Learning. Retrieved July 19, 2016, from The Journal of Effective Teaching: files.eric.ed.gov/fulltext/EJ1092152.pdf
Prensky, M. (2001). Digital Natives, Digital Immigrants. Retrieved July 19, 2016, from Marc Prensky: www.marcprensky.com

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