Application Details

Manage Application: ALG Textbook Transformation Grants

Award Cycle:	Round 9
Internal Submission Deadline:	Sunday, April 30, 2017

Application Title:	330
Application ID:	#001760
Submitter First Name:	Jia
Submitter Last Name:	Lu
Submitter Title:	Associate Professor of Environmental Geosciences
Submitter Email Address:	jlu@valdosta.edu
Submitter Phone Number:	229-333-7065
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Jia
Applicant Last Name:	Lu
Co-Applicant Name:	--
Applicant Email Address:	229-333-7065
Applicant Phone Number:	229-333-7065
Primary Appointment Title:	Associate Professor of Environmental Geosciences
Institution Name(s):	Valdosta State University
Submission Date:	Monday, May 1, 2017

Proposal Title:	330
Final Semester of Instruction:	Spring 2018

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

Jia Lu, Associate Professor of Geosciences, Department of Physics, Astronomy, and Geosciences, jlu@valdosta.edu

Jessica Taylor, Webmaster, Department of Physics, Astronomy, and Geosciences, jnkimsey@valdosta.edu

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

Dr. Edward Chatelain, Head, Department of Physics, Astronomy, and Geosciences, Valdosta State University

Course Names, Course Numbers and Semesters Offered:

Geography 1125: Resources, Society and Environment, Summer, Spring, Fall 2017 (every semester). It is our university's equivalent of "Introductory to Environmental Geoscience" course, just with a different name. Not only is this course listed in the university's core curriculum, but it is also listed as one of the top 100 Undergraduate Courses at USG.

Average Number of Students per Course Section:	30
Number of Course Sections Affected by Implementation in Academic Year:	5
Total Number of Students Affected by Implementation in Academic Year:	150
List the original course materials for students (including title, whether optional or required, & cost for each item):	Environmental Science for a Changing World. 2015, 2nd Edition, by Susan Karr, Jeneen Interlandi and Anne Houtman: W. H. Freeman and Company, New York. (required).Bookstore cost: $166.90.
Proposal Categories:	No-Cost-to-Students Learning Materials
Requested Amount of Funding:	$10,800
Original per Student Cost:	$166.90
Post-Proposal Projected Student Cost:	$0
Projected Per Student Savings:	$166.90
Projected Total Annual Student Savings:	$25,035

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

LibGuides, hosted by Valdosta State University's Library, free to everyone online, and can also be accessed through GALILEO Open Learning Materials.

Project Goals:

Our goal is to offer low-cost, high quality, and interesting learning materials for students in the introductory to environmental science course (GEOG 1125 – Resources, Society and Environment) at Valdosta State University (VSU). Since VSU only has an Environmental Science minor, all Environmental Science related courses falls under the umbrella of Geography – hence the GEOG course prefix. We will be switching from the current textbook to a combination of our new supplementary materials and two textbooks: Sustainability: A Comprehensive Foundation by Tom Theis and Jonathan Tomkin and Introduction to Environmental Science by Caralyn Zehnder, Kalina Manoylov, Samuel Mutiti, Christine Mutiti, Allison VandeVoort, and Donna Bennett (2016). The books will be adopted for all sections of this course which generally averages at five per year. In addition, the projected annual savings for students would be about $25,035.

The goal is to create additional no-cost Open Educational Resources (OERs) to help supplement lecture and textbook material. While the two textbooks are excellent, the supplemental material, and especially the exercises and exams which are essential for mastery of the subject, are less ideal for our students.

By offering this new open access textbook and OERs at no cost to the students, we hope to improve both course enrollment and DFW (drop, fail, and withdrawal) rates.

The effectiveness of this transformation will be measured by comparing student's course success rates between the courses taught using the new OERs and those taught using the traditional material, as well as through student feedback on surveys conducted periodically throughout each semester in which this course is taught.

Statement of Transformation:

Students enrolled in GEOG 1125 at Valdosta State University will be the main group affected by this transformation considering they are gaining access to a free open access textbook and educational resources. Many of our students come from disadvantaged economic backgrounds that can make the purchase of expensive textbooks and other resource materials difficult and burdensome. It is not uncommon that students have to wait on financial aid payouts, and are not able to purchase their textbooks until the third week of classes—sometimes not even purchase the books at all. Providing these free resources will reduce the financial burden for each student who enrolls in this course and allow them access to course materials much sooner. In addition, since the textbook will be in PDF form, it can be downloaded to a laptop, tablet, phone, or school computer, enabling students to study in spare moments and in places where it would be awkward to carry a large textbook. By offering these free and mobile resources, we hope that students will better meet the learning objectives for this course along with a higher course completion rate.

For this textbook transformation, we will be converting from the current purchased textbook to the two open-sourced textbooks that are available on OpenStax and GALILEO. This course is

VSU's equivalent of "Introductory to Environmental Geoscience" course, just with a different name. Since the course is listed in both the top 100 Undergraduate Courses and our university core curriculum, it is a popular course and the books should be excellent choices. The text offers students many examples from various fields of environmental science, which helps students make the connection between what they are studying in theories to what they are doing in their life. Additionally, the author gives very clear explanations of the concepts and does not distract students with side issues. We will add more open access resources from numerous online sources as well as material that we produce. In turn, this will give the students a broader perspective, allowing them to better meet the learning objectives for this course.

We believe that the implementation of the OERs and conversion from purchased textbooks will attract more students and increase enrollment for this course. As a freshman-level science course, it has the potential of reaching wide audiences and attracting more students to our major.

Transformation Action Plan:

Our action plan will include three parts:

1.) Identification and selection or creation of materials

2.) Adoption and course redesign

3.) Implementation and evaluation

Identification and selection or creation of materials:

We have chosen to adopt the two open-source textbooks and are in the process of identifying and locating more online resources at no-cost, which can be used as supplemental materials for instruction in this course. These resources include material found on YouTube, GALILEO, and MERLOT. In addition, more supplementary assignments, quizzes, and quizzes will be created by Dr. Lu, and the graphics will be designed and arranged by Ms. Taylor.

Adoption and course redesign:

During the Summer 2017, we will be working to design modules on the university library website LibGuides and add corresponding links in the D2L, which correlate with each chapter in the two textbooks. Each module will include a study guide, discussion questions, additional problems for extra practice, quizzes, flash cards for checking knowledge of concepts, PowerPoint slides (if used for lectures), and links or copies of the chosen education resources, which may include demonstration videos and video sample problems.

VSU administers all online courses through D2L learning management systems. Not only will

students have access to these resources through the course in D2L, but they will also be available for public access through LibGuides, which is our open-source institutional repository. Therefore, our students will have full access to these materials anywhere they are able to access the internet.

Dr. Lu has been listed as the instructor of the course in Fall 2017 and beyond. It will be her role to lead this project as subject matter expert and instructional designer. In addition, she will be responsible for creating supplemental problem sets. Ms. Taylor will be responsible for putting all materials on LibGuides and D2L. Ms. Taylor's web service, graphic design experience, and business degrees will help make the course materials more marketable and attractive to the student population. Alongside with design, Ms. Taylor will be responsible for conducting thorough copyright research, creating / editing accessible materials, and confirming the accessibility of existing materials. She will also be helping to organize the materials in LibGuides on our university library website. In addition, since web links can break often in LibGuides, Ms. Taylor will closely monitor the links and provide updates as needed for the project duration and after the project is completed.

Implementation and evaluation:

We plan to implement the new outline for the course in Fall 2017. During this semester, we will be studying which resources students utilize most often through the "Completion Summary" report for each resource. Periodically, surveys will be provided to students to determine their perception of the helpfulness of each resource as well as suggestions from students on additional resources they would like to see added.

At the end of the Fall semester, data will be compiled to determine the students' discernment along with the DFW rates for the course. Any suggestions or changes to the modules in D2L and LibGuides will be made at this time. The updated materials will be used during Spring 2018 and future courses, with continuous evaluation throughout the semesters. More information on specific evaluations is discussed in the next section of this application.

Quantitative & Qualitative Measures:

Both quantitative and qualitative measures will be applied to determine the impact of this transformation on student success throughout the length of this project.Quantitative Measures:
Three different measures will be examined throughout the project:
1.) DFW rates / Course enrollment data
2.) Completion rates.DFW rate:
Through our department head, we will have access to the DFW rates for all students enrolled in GEOG 1125 during previous years. At the end of each semester, we will be comparing the DFW rates for the course taught using the new format to those using the purchased textbook. We will also be able to see enrollment trends while using the new materials.Completion rates:
The quantitative measure employed is to investigate the change of completion rates. We have access to the completion rates for the past years through our department head. At the end of each semester, we will be accessing these reports to measure if the completion rate has improved by using these no-cost materials.Qualitative Measures:
We will be examining two different qualitative measures: 1.) Student feedback through surveys and 2.) Completion summary reports through D2L.Student feedback through surveys:
Surveys will be randomly distributed throughout each semester to students in order to gauge their perception of how helpful the textbook and the other OERs available to them appear to be. These surveys will help us to measure student interest as well as provide us with information on other resources the students may have found when they were studying for this course. In order to not contaminate this measure, students will not be aware that we are using this data since we are not tying them to grades.Completion Summary reports:
One of the many tools available through D2L is the Completion Summary Report. These reports allow us to determine which students accessed specific materials and when they accessed it. Throughout each semester,

these reports will be examined in order to determine which resources the students utilize the most. In order to be objective, we will not notify students that we are using the Completion Summary Report tool, so students will not be aware of that. By the end of the semester, we will replace any resources that students rarely use and add additional resources similar to the ones they use the most.

Timeline:

June 2017: Team members attend the kickoff meeting, as well as identify and locate no-cost, online additional course materials.

July 2017: Design modules in LibGuides and create links to them in D2L.

July - August 2017: Create new supplemental materials, including flashcards, discussion questions, videos, etc. In addition, during this time frame, copyright clearance will take place for materials that are not developed in-house, and Ms. Taylor will be in charge of this.

Summer 2017: Salary/release time for Dr. Lu.

Fall 2017: Implement new course materials, collect data on student achievement begins. Submit status report at the end of the semester.

December 2017 - January 2018: Compile data from Fall 2017 classes and revise course materials based on student feedback. Upload revised course materials to LibGuides, and create web links to these materials in D2L.

February - May 2018: Continue implementation with revisions.

May 2018: Co-investigators compile data and revise course materials based on student feedback. Submit final report at the end of the semester.

Budget:

Dr. Jia Lu - $5,000 for salary / release time in Summer 2017.

Ms. Jessica Taylor - $5000 for salary / release time.

Travel for two team members to attend grant kick-off meeting - $800.

Sustainability Plan:

Our goal for this project is to create a course model, including corresponding modules for each

section of the textbook. All materials will be available prior to the beginning of the Fall semester through LibGuides and D2L. The course and modules will be made available to faculty at all other USG institutions through LibGuides. Dr. Lu will be responsible for maintaining the course materials and Ms. Taylor will be responsible for maintaining the LibGuides websites for the foreseeable future, including updating web links which could change from time to time. Dr. Lu will continue to develop new assignments even after this ALG project is finished. Overall, all of the resources that we develop will be very useful and will save our students a lot of money.

April 11, 2017

Dear Textbook Transformation Grant Administrators,

On behalf of the Department of Physics, Astronomy, and Geosciences of Valdosta State University, I support Dr. Jia Lu's application for the Textbook Transformation Grant for Geography 1125 "Resources, Society and Environment" course. We will provide necessary support and assistance that Dr. Lu and Ms. Taylor need to make this project successful. The current textbook costs $166.90 per student. While many of our students cannot afford purchasing the book early which caused their falling behind in the study and were forced to withdraw from the course later. After this textbook transformation project, our students will get the textbook free and this will help to improve their success in this class and increase our enrollment. All materials developed from this project will be available to faculty at all other USG institutions through LibGuides. Dr. Lu will be responsible for maintaining the course materials and Ms. Taylor will be responsible for maintaining the LibGuides websites for the foreseeable future. Dr. Lu will continue to develop new assignments even after this ALG project is finished.

Dr. Lu's involvement with our students and her effort in innovative teaching has been impressive. She is one of the most active researchers and grant-awardees in our department. Ms. Taylor is very talented in web service and graphic design. It is with great pleasure that I provide my strong support for Dr. Lu and Ms. Taylor, as well as their application for this grant.

Sincerely,

Edward E. Chatelain

Edward E. Chatelain, Head
Department of Physics, Astronomy, and Geosciences
Valdosta State University

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.*
  - *In Word, go to File > Save As… > and change the file format to "Plain Text (.txt)."*
  - *Copy and paste from the .txt file.*
  - *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 Name	Jia Lu
Submitter Title	Associate Professor of Environmental Geosciences
Submitter Email	jlu@valdosta.edu

Submitter Phone Number	229-333-7065
Submitter Campus Role	Proposal Investigator (Primary or Additional)
Applicant Name	Jia Lu
Applicant Email	jlu@valdosta.edu
Applicant Phone Number	229-333-7065
Primary Appointment Title	Associate Professor of Environmental Geosciences
Institution Name(s)	Valdosta State University
Team Members	Jia Lu, Associate Professor of Geosciences, Department of Physics, Astronomy, and Geosciences, jlu@valdosta.edu Jessica Taylor, Webmaster, Department of Physics, Astronomy, and Geosciences, jnkimsey@valdosta.edu
Sponsor, Title, Department, Institution	Dr. Edward Chatelain, Head, Department of Physics, Astronomy, and Geosciences, Valdosta State University
Proposal Title	Developing New Open Educational Resources for Resources, Society and Environment Class.
Course Names, Course Numbers and Semesters Offered	Geography 1125: Resources, Society and Environment, Summer, Spring, Fall 2017 (every semester). It is our university's equivalent of "Introductory to Environmental Geoscience" course, just with a different name. Not only is this course listed in the university's core curriculum, but it is also listed as one of the top 100 Undergraduate Courses at USG.

Final Semester of Instruction	*Spring 2018*				
Average Number of Students Per Course Section	30	**Number of Course Sections Affected by Implementation in Academic Year**	**5**	**Total Number of Students Affected by Implementation in Academic Year**	150
Award Category (pick one)	☒ No-or-Low-Cost-to-Students Learning Materials ☐ OpenStax Textbooks ☐ Interactive Course-Authoring Tools and Software ☐ Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	Environmental Science for a Changing World. 2015, 2nd Edition, by Susan Karr, Jeneen Interlandi and Anne Houtman: W. H. Freeman and Company, New York. (required). Bookstore cost: $166.90.				
Requested Amount of Funding	$10,800				
Original Per Student Cost	$166.90				
Post-Proposal Projected Per Student Cost	$0				

Projected Per Student Savings	$166.90
Projected Total Annual Student Savings	$25,035
Creation and Hosting Platforms Used	LibGuides, hosted by Valdosta State University's Library, free to everyone online, and can also be accessed through GALILEO Open Learning Materials.

NARRATIVE

1.1 PROJECT GOALS

Our goal is to offer low-cost, high quality, and interesting learning materials for students in the introductory to environmental science course (GEOG 1125 – Resources, Society and Environment) at Valdosta State University (VSU). Since VSU only has an Environmental Science minor, all Environmental Science related courses falls under the umbrella of Geography – hence the GEOG course prefix. We will be switching from the current textbook to a combination of our new supplementary materials and two textbooks: Sustainability: A Comprehensive Foundation by Tom Theis and Jonathan Tomkin and Introduction to Environmental Science by Caralyn Zehnder, Kalina Manoylov, Samuel Mutiti, Christine Mutiti, Allison VandeVoort, and Donna Bennett (2016). The books will be adopted for all sections of this course which generally averages at five per year. In addition, the projected annual savings for students would be about $25,035.

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The effectiveness of this transformation will be measured by comparing student's course success rates between the courses taught using the new OERs and those taught using the traditional material, as well as through student feedback on surveys conducted periodically throughout each semester in which this course is taught.

1.2 STATEMENT OF TRANSFORMATION

Students enrolled in GEOG 1125 at Valdosta State University will be the main group affected by this transformation considering they are gaining access to a free open access textbook and educational resources. Many of our students come from disadvantaged economic backgrounds that can make the purchase of expensive textbooks and other resource materials difficult and burdensome. It is not uncommon that students have to wait on financial aid payouts, and are not able to purchase their textbooks until the third week of classes—sometimes not even purchase the books at all. Providing these free resources will reduce the financial burden for each student who enrolls in this course and allow them access to course materials much sooner. In addition, since the textbook will be in PDF form, it can be downloaded to a laptop, tablet, phone, or school computer, enabling students to study in spare moments and in places where it would be awkward to carry a large textbook. By offering these free and mobile resources, we hope that students will better meet the learning objectives for this course along with a higher course completion rate.

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We believe that the implementation of the OERs and conversion from purchased textbooks will attract more students and increase enrollment for this course. As a freshman-level science course, it has the potential of reaching wide audiences and attracting more students to our major.

1.3 TRANSFORMATION ACTION PLAN

Our action plan will include three parts:

1.) Identification and selection or creation of materials
2.) Adoption and course redesign
3.) Implementation and evaluation

Identification and selection or creation of materials:
We have chosen to adopt the two open-source textbooks and are in the process of identifying and locating more online resources at no-cost, which can be used as supplemental materials for instruction in this course. These resources include material found on YouTube, GALILEO, and MERLOT. In addition, more supplementary assignments, quizzes, and quizzes will be created by Dr. Lu, and the graphics will be designed and arranged by Ms. Taylor.

Adoption and course redesign:
During the Summer 2017, we will be working to design modules on the university library website LibGuides and add corresponding links in the D2L, which correlate with each chapter in the two textbooks. Each module will include a study guide, discussion questions, additional problems for extra practice, quizzes, flash cards for checking knowledge of concepts, PowerPoint slides (if used for lectures), and links or copies of the chosen education resources, which may include demonstration videos and video sample problems.

VSU administers all online courses through D2L learning management systems. Not only will students have access to these resources through the course in D2L, but they will also be available for public access through LibGuides, which is our open-source institutional repository. Therefore, our students will have full access to these materials anywhere they are able to access the internet.

Dr. Lu has been listed as the instructor of the course in Fall 2017 and beyond. It will be her role to lead this project as subject matter expert and instructional designer. In addition, she will be responsible for creating supplemental problem sets. Ms. Taylor will be responsible for putting all materials on LibGuides and D2L. Ms. Taylor's web service, graphic design experience, and business degrees will help make the course materials more marketable and attractive to the student population. Alongside with design, Ms. Taylor will be responsible for conducting thorough copyright research, creating / editing accessible materials, and confirming the accessibility of existing materials. She will also be helping to organize the materials in LibGuides on our university library website. In addition, since web links can break often in LibGuides, Ms. Taylor will closely monitor the links and provide updates as needed for the project duration and after the project is completed.

Implementation and evaluation:

We plan to implement the new outline for the course in Fall 2017. During this semester, we will be studying which resources students utilize most often through the "Completion Summary" report for each resource. Periodically, surveys will be provided to students to determine their perception of the helpfulness of each resource as well as suggestions from students on additional resources they would like to see added.

At the end of the Fall semester, data will be compiled to determine the students' discernment along with the DFW rates for the course. Any suggestions or changes to the modules in D2L and LibGuides will be made at this time. The updated materials will be used during Spring 2018 and future courses, with continuous evaluation throughout the semesters. More information on specific evaluations is discussed in the next section of this application.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Both quantitative and qualitative measures will be applied to determine the impact of this transformation on student success throughout the length of this project.

Quantitative Measures:
Three different measures will be examined throughout the project:
1.) DFW rates / Course enrollment data
2.) Completion rates.

DFW rate:
Through our department head, we will have access to the DFW rates for all students enrolled in GEOG 1125 during previous years. At the end of each semester, we will be comparing the DFW rates for the course taught using the new format to those using the purchased textbook. We will also be able to see enrollment trends while using the new materials.

Completion rates:
The quantitative measure employed is to investigate the change of completion rates. We have access to the completion rates for the past years through our department head. At the end of each semester, we will be accessing these reports to measure if the completion rate has improved by using these no-cost materials.

Qualitative Measures:
We will be examining two different qualitative measures: 1.) Student feedback through surveys and 2.) Completion summary reports through D2L.

Student feedback through surveys:
Surveys will be randomly distributed throughout each semester to students in order to gauge their perception of how helpful the textbook and the other OERs available to them appear to be. These surveys will help us to measure student interest as well as provide us with information on other resources the students may have found when they were studying for this course. In order to not contaminate this measure, students will not be aware that we are using this data since we are not tying them to grades.

Completion Summary reports:
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replace any resources that students rarely use and add additional resources similar to the ones they use the most.

1.5 TIMELINE

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July 2017: Design modules in LibGuides and create links to them in D2L.

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May 2018: Co-investigators compile data and revise course materials based on student feedback. Submit final report at the end of the semester.

1.6 BUDGET

Dr. Jia Lu - $5,000 for salary / release time in Summer 2017.

Ms. Jessica Taylor - $5000 for salary / release time.

Travel for two team members to attend grant kick-off meeting - $800.

1.7 SUSTAINABILITY PLAN

Our goal for this project is to create a course model, including corresponding modules for each section of the textbook. All materials will be available prior to the beginning of the Fall semester through LibGuides and D2L. The course and modules will be made available to faculty at all other USG institutions through LibGuides. Dr. Lu will be responsible for maintaining the course materials and Ms. Taylor will be responsible for maintaining the LibGuides websites for the foreseeable future, including updating web links which could change from time to time. Dr. Lu will continue to develop new assignments even after this ALG project is finished. Overall, all of the resources that we develop will be very useful and will save our students a lot of money.

1.8 REFERENCES & ATTACHMENTS

This could include any citations, references, your administrative letter(s) of support, etc. Letters of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.