

Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 347

Application ID: 001887

Submitter First Name: J. Sean

Submitter Last Name: Callahan

Submitter Title: Assoc. Prof. of Psy

Submitter Email Address: scallaha@highlands.edu

Submitter Phone Number: 706-340-0192

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Jayme

Applicant Last Name: Feagin

Co-Applicant Name(s): --

Applicant Email Address: jfeagin@highlands.edu

Applicant Phone Number: 678-469-3747

Primary Appointment Title: Associate Professor of History

Institution Name(s): Georgia Highlands College

Submission Date: Monday, October 2, 2017

Proposal Title: 347

Proposal Category: Specific Core Curriculum Courses

Are you using an OpenStax textbook?: No

Final Semester of Instruction: Fall 2018

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

Dr. Jayme A. Feagin, Associate Professor of History/History Assessment Coordinator (jfeagin@highlands.edu), Dr. Bronson Long, Associate Professor of History/Director, Global Initiatives and Study Abroad, (blong@highlands.edu), Dr. Steve Blankenship, Professor of History, (sblanken@highlands.edu), Katie Bridges, Instructional Designer, Division of e-

Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)

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

Dr. Alan Nichols, Professor of Philosophy, SSBE Dean, Georgia Highlands College

Course Names, Course Numbers and Semesters Offered:

HIST 1111: World Civilizations I and HIST 1112: World Civilizations II

Offered every semester-Face-to-face and online

List the original course materials for students (including title, whether optional or required, & cost for each item):	Required text: Craig, A. (2015). Heritage of World Civilizations. (10 th ed.). Boston: MA, Pearson Publishers.HIST 1111-Vol. 1 Cost – \$120.50HIST 1112-Vol. 2. Cost - \$93.75
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Average Number of Students per Course Section:	35
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Number of Course Sections Affected by Implementation in Academic Year:	21
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Average Number of Course Sections Per Semester:

HIST 1111

Fall= 4 courses

Spring= 4 courses

Summer= 1 course

HIST 1112

Fall= 7 courses

Spring = 4 courses

Summer= 1 course

Total Number of Students Affected by Implementation in Academic Year:	735
Requested Amount of Funding:	\$30,000
Original per Student Cost:	HIST 1111-Vol. 1 Cost – \$120.50 HIST 1112-Vol. 2. Cost - \$93.75
Post-Proposal Projected Student Cost:	0
Projected Per Student Savings:	HIST 1111-Vol. 1 Cost – \$120.50 HIST 1112-Vol. 2. Cost - \$93.75
Projected Total Annual Student Savings:	\$77,332.50

Project Goals:

The purpose of our project is to provide free, high quality learning materials to Georgia Highlands College students enrolled in World Civilization I (HIST 1111) and World Civilization II (HIST 1112) courses. In order to accomplish this, we propose to drop the current textbooks used for these classes and replace them with Open Educational Resource (OER) materials. We expect this change will result in an increase in enrollment, retention and completion rates for students.

One of the biggest issues that students face at Georgia Highlands College, as well as at colleges and universities across the state of Georgia is the prohibitive cost of textbooks. The high cost of textbooks causes students to make choices that have an adverse impact on their academic performance. For instance, when faced with high textbook costs in multiple classes, students make desperate, and frequently futile, attempts to rent, share, borrow or check out textbooks from libraries. In many cases, these strategies often result in students not having access to key course materials at crucial times during the semester. Moreover, forcing students into a situation in which they have to choose between buying a textbook that they will likely only use for one semester and paying other necessary bills does not promote student learning, nor does it contribute to a fulfilling college experience.

On a more positive note, the adoption of free, open, high quality resources makes higher education more affordable to a greater number of students at Georgia Highlands College. Thus, it contributes to the goals of Complete College Georgia. Likewise, adopting OER materials for World Civilization courses corresponds to Georgia Highlands College’s mission as an access institution to provide students with a high-quality education necessary to thrive in a global society. Adopting OER materials also increases the quality, morale, and retention of adjunct instructors. In many cases, adjunct instructors arrive with very little time to adequately prepare to teach. This problem is amplified when instructors have to wait for days or even weeks to receive the textbooks and materials for the course. In the end, this has an even

further negative effect on the preparedness of adjunct instructors, which in turn hurts student success. On the other hand, the creation of master course modules with extensive OER materials for HIST 1111 and HIST 1112 will give adjunct instructors immediate access to a broader array of instructional resources that will help them succeed in the classroom.

The proposal to create these courses, if approved, adds to the growing catalog of courses at the Georgia Highlands College that use low-cost and no-cost OER materials. Adding more OER-based courses to the catalog, increases the amount of money saved by students who take these courses by several hundred thousand dollars per semester. GHC is a multi-campus institution; however, our largest “campus” is comprised of eLearning students. Our latest enrollment report shows that eLearning web students make up over one-third (2,278) of our total enrollment (6001) for Fall 2017. In addition to the cost savings, we believe the master courses can be used in both face-to-face and online courses, positively impacting enrollment and retention.

As a way to evaluate and assess the effectiveness of converting from traditional high cost textbooks to OER materials, we will measure students’ and adjunct instructors’ perceptions and experiences with OER materials. Furthermore, we will track the success rates of World Civilization courses with OER materials compared against previous World Civilization courses not using OER materials.

Statement of Transformation:

At Georgia Highlands College, World Civilization I (HIST 1111) and World Civilization II (HIST 1112) constitute an Area E (social science) common core requirement for western/world civilization. These classes fulfill Area F requirements for some majors as Area F includes 18 credit hours at the 1000 and 2000 level. While students may take Western Civilization I (HIST 1121) or Western Civilization II (HIST 1122) to fulfill their Area E requirements, most sister institutions within the University System of Georgia, namely Kennesaw State University and the University of West Georgia where GHC graduates and transfer students most often attend, exclusively offer World Civilization instead of Western Civilization. This is due to the strong preference for World Civilization over Western Civilization within the University System of Georgia. Thus, historians at Georgia Highlands College see greater value for our students with World Civilization. In addition, as World Civilization courses are more comprehensive in nature than Western Civilization, HIST 1111 and HIST 1112 better align with the one of the college’s key mission goals: to “engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment.” Finally, there are more OER resources available for World Civilization than Western Civilization.

For the 2016-2017 Academic Year, Georgia Highlands College taught 21 sections of HIST 1111 and HIST 1112, with 315 students enrolled in HIST 1111 and 420 students in HIST 1112, totaling 735 students. During this same academic year, the cost of the current HIST 1111 textbook was \$120.50, or a total cost of \$37,957.50, while the cost of the current HIST 1112

textbook was \$93.75, or a total cost of \$39,375. Altogether, students in World Civilization classes at Georgia Highlands College spent approximately \$77,332.50 during the last academic year on textbooks. Therefore, replacing the current textbooks for World Civilization courses with OER materials would save students approximately \$77,332.50 for each subsequent academic year after the change to OER materials. As Georgia Highlands College's enrollment increased in the last few years, and, due to its location in the rapidly growing areas of suburban and exurban northwest Atlanta, will probably experience further enrollment growth in the future, this annual savings will likely only increase in coming years.

In addition to the issues of enrollment, access, retention, and completion, this proposal also attempts to address two pedagogical issues that arise in process of redesigning HIST 1111 and 1112. The issues include shifting to a conceptualization of world history that is more global than nationalist in scope *and* creating more opportunities to identify and support the needs of gifted and talented students from minority, culturally diverse, and disadvantaged populations. More detail on each these issues are outlined later in the proposal.

How this OER course redesign of HIST 1111 and 1112 will differ from other models

Since the 1950s, pedagogical approaches to the concept of world history have undergone radical changes in an attempt to move away from the nationalist (and often Eurocentric) approaches that characterized the early decades of the discipline. In the 1960s, this shift involved concepts of modernization theory, rooted in the "three-world model" of the Cold War era (Rostow, 1971; Bendix, 1964). The 1970s and 1980s saw the rise of a "world-systems" approach that sought to incorporate questions of global continuity and discontinuity within a framework of socio-economic structures that transcended national boundaries (Wallerstein, 1992; Braudel, 1982). However, since the 1990s and 2000s, approaches world history have shifted to emphasize a broad swath of cross-cultural interaction—the forces and processes that, to borrow the phrasing of Jerry Bentley, "[work] their influence on a large transregional or even global scale" (1997). World history is thus, above all, "transregional, transnational, and transcultural," and any effective pedagogy--whether online or face-to-face, using traditional textbooks or open educational resources, intended for upper-level or survey-level students--must reflect that (World History Association, 2017).

Currently, within the USG, there are two primary OER approaches to world history: the eCore model and individual HIST 1111 courses using an open source textbook published by the University of North Georgia Press. No such textbook exists for HIST 1112. While these approaches have made important contributions to improving both student access and student learning outcomes within the USG, attempts to apply these resources to teaching world history at GHC have revealed a few key concerns. Issues include their primary organization models (chronological and regional for both), perceived utility across the range of course formats that we use at GHC (online, face-to-face, and hybrid), and ease of access to the material for full-time and part-time instructors.

Consequently, we are proposing a model for HIST 1111 and HIST 1112 that uses OER within a pedagogical structure that is transregional, transnational, and transcultural. This framework will be housed in two master courses, built with open source material that can be used in any classroom setting at GHC and organized around what McNeil (1991) has defined as the “major breakthroughs in communication that, step by step, intensified interactions within ever larger regions of the earth until instant global communications became the pervasive reality of our own time.”

HIST 1111

Pre-History, History, and Ways of Knowing

The Human Web Widens: Ancient Civilizations

The Silk Road and the Classical World System

Retraction and Expansion

Trade and the Old World System

Early Modernity, Imperialism, and New World Systems

HIST 1112

Globalization in the Modern Context: Colliding Worlds

Industrialization and its Consequences

The Long 19th Century

The Bloody Twentieth Century

Bi-Polar World

New Global Systems

For each unit, we will create modular video lessons and readings to provide historical context, a historiographical essay to frame the big questions, and primary sources for analysis. Assessment resources will include content quizzes, primary source analysis quizzes, discussion prompts, and essay questions to allow maximum flexibility for instructors. In that same vein, we will create multiple resources for project-based learning that can tie the study of world history to its bigger philosophical context: helping students develop the skills and background to understand and think critically about the world in which they live and their place in it. This project-based learning module can further be used to identify gifted and talented

students, particularly those who from traditionally under-represented populations.

High-ability Students and Project-based Learning

At GHC, we engage a diverse student body with a broad range of intellectual abilities and interests. Some students participate in programs for the gifted and talented in high school such as advanced placement and dual enrollment. We also engage bright adult learners who, while not formally identified as gifted, achieve at high levels in the classroom while balancing work and family responsibilities. However, because much of our attention and energy is focused on recruitment, retention and helping students navigate the college experience, the learning needs of gifted and high-ability students are unintentionally overlooked. Researchers have noted that gifted and academically talented undergraduates have intellectual, social and emotional needs that require the normal classroom experience to be modified (Hebert & McBee, 2007; Renzulli & Park, 2000). Since these students are bright and identified as gifted it is believed that they require less instruction and guidance than students who struggle in the classroom. The response to the intellectual needs of this population of students is often extra work (e.g. increased reading assignments, increased page requirements for final papers, etc.) when the situation calls for more stimulating, more complex work (Tomlinson, 1997). When this happens we often miss the mark of what constitutes honors work, namely “[learning] activities that are measurably broader, deeper, or more complex [in a] distinctive learning-directed environment and philosophy” (National Collegiate Honors Council, 2017)

The creation and addition of project-based learning modules presents several benefits to the GHC community and the surrounding high schools. First, these modules would help grow the Honors program because students providing more opportunities to earn Honors credit. Second, the Honors option is available to all students in the course. Making the pre-approved project-based learning modules for the Honors option available to all students in the course gives non-Honors students an opportunity to consider taking the Honors option of the course. This approach allows students to self-identify as an Honors student.

Frasier & Passow (1995) posit:

The concept of self-identification takes on considerable meaning and importance for [minority and disadvantaged students]. It involves the creation of environments that will make it possible for students to engage in rich learning opportunities as a means of displaying gifted behaviors and talent potential. (pg. xix)

In our case, the course will function as an active strategy for identifying and recruiting students for the Honors program, as those students who satisfy the criteria of the project and score well on the rubric are admitted on a provisional basis. If successful, this can become one model for Honors recruitment at GHC. Third, the project-based learning modules support important college initiatives, including Diversity, Global Learning and Study Abroad, and the Honors program. In addition to growing the Honors program, these modules provide opportunities for

service and community-based learning projects focused on social justice, activism, and undergraduate research, thereby allowing students to approach world history—and their place in it—from a transcultural, transnational, and transregional perspective.

Transformation Action Plan:

The transformation action plan is comprised of three phases before course delivery in the Fall 2018 (pre-planning, planning, and course redesign).

Pre-Planning

We are currently in the pre-planning phase. Subject Matter Experts (SME) have researched the options for open educational resources in HIST 1111 and HIST 1112 and have determined that there are serious limitations in this arena. No OER textbook exists for HIST 1112, and the one that exists for HIST 1111 lacks the transnational, transregional, and transcultural focus that serves as the basis of our world history survey. To that end, we have established student learning outcomes, content learning objectives, and a 6-module organizational structure for each course to serve as the framework for course redesign. We have further identified faculty who are interested in participating, so that we can get them involved early in the process, and have identified the mistakes made in our last OER course revision, in an effort to learn from them. This phase of the project is scheduled to complete by the end of December 2017.

Planning

In the planning phase, SMEs will determine exactly what supplementary materials need revision and what original materials need created in order to build historical material for the course. Each module will have a 12-15-page historiographical essay, lectures, primary source readings, and assessment activities, such as quizzes, discussions, and essay prompts. We will further develop the project-based learning module for each course to facilitate both student-directed learning and the identification of talented students from within GHC's diverse community. During this phase, we will also frame an overarching communication plan—including a detailed handbook, training workshops, an orientation module, plus any additional resources that we feel will be helpful—to ensure that instructors and students are fully aware of the resources that will be available to them. This phase of the project is scheduled to complete by the end of January 2018.

Course Redesign

The course redesign will be guided by five primary influences. The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will help shape course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. Third, the Inverted Triangle Model (ITM) (Bridges, 2017) will also shape the

redesign. The ITM uses a top-down, broad-to-narrow chunked approach to the process of course design and re-design. This model has been effective and appropriate, as it was an organic development resulting from several years of experience with this particular 2-year institution. The ITM has been used, with great success, in several other ALG-funded course redesign projects. The shift toward a transnational, transregional and transcultural approach to world civilizations and focused attention to serving the needs of high-ability and gifted learners comprise the fourth and fifth influences.

This systematic reorganization will occur during the months of February to June 2018. During this time, Jayme Feagin, Bronson Long, and Steve Blankenship will create modules with no-cost or low-cost materials. Sean Callahan will design surveys to document the experiences and perceptions of students and adjunct instructors concerning the textbook and materials. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a "Resource Guide" for students that satisfies Quality Matters, accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Both SMEs and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

Quantitative & Qualitative Measures: Quantitative and qualitative measures administered in the Fall semester of 2018 will gauge the impact on student success and experience. Documentation of the experiences of students that attempt and/or satisfy the criteria for the Honors option will allow better understanding of how to adjust content material to fit the needs of gifted and high-achieving learners at GHC. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will compare DFW rates and tests/grades from pre- and post-transformation courses. Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, the data analysis will focus on themes and patterns that help elucidate the effects of the adoption on student performance. Statistical software will analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery.

Timeline:

December 2017–January 2018—Identify, locate, and compile no-cost, online, supplemental content materials.

February 2018--June 2018— Systematic course redesign.

June 2018—July 2018— Redesigned course modules on D2L. Module components and links tested and edited, if necessary.

August 2018—Live delivery of courses. Data collection on student experience and success begins and continues throughout academic year. Course buyout/Overload begins for Drs. Feagin, Blankenship, Long, and participating adjunct instructors, if funded.

August 2018--December 2018—Co-Investigators collect data and revise course per student evaluations. Dr. Callahan will lead analysis of data collected and assemble final report.

Budget:

Jayne Feagin, Inst. of Record/SME/Co-P.I. \$5000

Steve Blankenship, Inst. of Record/SME/Co-P.I. \$5000

Bronson Long, Inst. of Record/SME/Co-P.I. \$5000

J. Sean Callahan, Co-P.I. \$5000

Katie Bridges, Inst. Designer \$5000

Part-time Instructors (4) \$4200

Travel to Kick Off \$800

Total \$30,000

Sustainability Plan:

Committee members (both Subject Matter Experts & Instructor Designer) successfully launched an OER project this fall semester of 2017 for the two American History Survey courses (HIST 2111 & HIST 2112). This has been a learning experience for all committee members; utilizing the resulting knowledge for this present proposal for the purposes of sustainability.

First, the committee has learned that instructor flexibility is key for student success. Online courses especially require teachers to step outside of their routines and be willing to alter policies for students whose special circumstances, whether its family or work responsibilities, trouble with internet access, or health problems) demand special solutions. As such, issues related to instructor flexibility, along with a more consistent plan for communication with part-time faculty members, will be addressed in a revised version of the faculty handbook.

Second, the committee has discovered that its Content Quizzes are comprised of several questions that are more suited to upper-division courses. Georgia Highlands College students are not steeped in history; indeed, polls administered to graduating high school students often show that history is the *least* liked course. With these factors in mind, the committee will build test and quiz banks comprised of questions suitable to the academic level of our freshmen and sophomores, while challenging them to engage in higher order thinking skills. One potential strategy to this end: use the difficulty rating for quiz questions in order to help faculty design quizzes and tests that suit their purposes and encourage student growth.

Third, communication between teachers and students is central to the latter's success. It is unwise to assume that all students are comfortable with learning management systems like D2L (Desire to Learn). Teachers tend to believe that because young people have grown up with computers in their cribs, cars, and classrooms that they are fully conversant with everything we ask of them. Such assumptions prove wrong as students—non-traditional and otherwise—begin to pepper their instructors with basic questions about how to function in an online environment. Solutions to these problems lie in vigilant communication via both email and “Announcements” that keep students fully aware of their performance and of impending due dates. These are tools that are built into D2L and can be scheduled to help students manage their workload, address questions, and offer time management tips. We will also incorporate a new early warning system that is currently being piloted in HIST 2111. This new system includes 4 reporting points—attendance, participation, satisfactory progress and

midterm grade—within the first half of the semester, to ensure that students are getting feedback early and often, and accompanying emails to explain what the feedback means and how students can adjust their performance.

Fourth, SMEs created a handbook for faculty and held training sessions to ensure pedagogical consistency amongst the instructors for a project for HIST 2111 & 2112. For this project, the handbook will be amended and training sessions will continue. Furthermore, Dr. Alan Nichols, Dean of Social Sciences, Business and Education, recently mandated the use of OER material for adjunct instructors.

Lastly, the remainder of our sustainability plan for this proposal is identical to the plan from our previously funded proposal. The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. The master course and modules will be available to faculty at other USG institutions via GALILEO Open Learning Materials website. Course materials will be maintained Ms. Bridges and Drs. Blankenship, Long, and Feagin for use into the foreseeable future.

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Renzulli, J. S., & Park, S. (2000). Gifted dropouts: The who and the why. *Gifted Child Quarterly*, 44, 261-271.

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9/30/2017

To whom it may concern:

I write this letter as Dean of Social Sciences, Business, and Education at Georgia Highlands College in support of Dr. Jayme A. Feagin's and Dr. Sean Callahan's proposal for an Affordable Learning Georgia Textbook Transformation Grant in Round Ten for implementation beginning Fall Semester 2018.

Dr. Feagin and Dr. Callahan are proposing to replace the standard textbook in HIST 1111 and 1112 (World Civilizations I & II) with Open Educational Resources. This will result in a savings for students of nearly \$93.75 - \$120.50 per student per course. I believe that this is an especially worthy undertaking here at Georgia Highlands, where many of our students depend on financial aid not only to meet the costs of their education but their living expenses as well. I would expect that adopting OER materials will help Georgia Highlands in the areas of retention, a USG initiative, and course completion, a long-standing USG goal. Currently, many students do not purchase expensive texts for courses and their performance suffers. By adopting OER materials, a significant barrier to student performance and completion will be removed.

Dr. Feagin, Dr. Long, Dr. Blankenship, Katie Bridges, and Dr. Callahan have a well-developed plan for shifting to an OER-based text. I fully support this shift, and have encouraged other faculty in my Division to shift to OER, where available, for their courses. As an institution, Georgia Highlands strives to be at the forefront of the University System of Georgia's plans to make college affordable through lowering the cost of textbooks through Use of OERs as well as seeking out low-cost texts. I believe Dr. Feagin and Dr. Callahan are worthy of financial support as he works towards these ends and I strongly support his application for grant funding.

Best,

Dr. Alan Nichols
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**Affordable Learning Georgia Textbook Transformation Grants
Round Ten
For Implementations beginning Summer Semester 2017
Running Through Spring Semester 2018**

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech’s InfoReady Review at:**

<https://gatech.infoready4.com/#competitionDetail/1757803> _
- *If you are copying and pasting into InfoReady Review from this form, first convert the file to **plain text** and copy/paste from the plain text file.*
 - o *In Word, go to File > Save As... > and change the file format to “Plain Text (.txt).”*
 - o *Copy and paste from the .txt file.*
 - o *Be sure to save both copies in case you are asked to resubmit.*
- *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	J. Sean Callahan
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Submitter Email	scallaha@highlands.edu
Submitter Phone Number	706-340-0192
Submitter Campus Role	Proposal Co-Investigator
Applicant Name	Jayme A. Feagin, Ph.D.
Applicant Email	jfeagin@highlands.edu

Applicant Phone Number	678-469-3747				
Primary Appointment Title	Associate Professor of History				
Institution Name(s)	Georgia Highlands College				
Team Members	Dr. Jayme A. Feagin, Associate Professor of History/History Assessment Coordinator (jfeagin@highlands.edu), Dr. Bronson Long, Associate Professor of History/Director, Global Initiatives and Study Abroad, (blong@highlands.edu), Dr. Steve Blankenship, Professor of History, (sblanken@highlands.edu), Katie Bridges, Instructional Designer, Division of e-Learning, Dr. J. Sean Callahan, Associate Professor of Psychology/Executive Liaison for Diversity Initiatives, (scallaha@highlands.edu)				
Sponsor, Title, Department, Institution	Dr. Alan Nichols, Professor of Philosophy, SSBE Dean, Georgia Highlands College				
Proposal Title	Toward a transnational, transregional and transcultural approach to world civilizations				
Course Names, Course Numbers and Semesters Offered	HIST 1111: World Civilizations I and HIST 1112: World Civilizations II Offered every semester-Face-to-face and online				
Final Semester of Instruction	Fall 2018				
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Average Number of Course Sections Per Semester	HIST 1111 Fall= 4 courses Spring= 4 courses Summer= 1 course HIST 1112 Fall= 7 courses Spring = 4 courses Summer= 1 course				
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> Specific Core Curriculum Courses				

Are you planning on using an OpenStax textbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
List the original course materials for students (including title, whether optional or required, & cost for each item)	Required text: Craig, A. (2015). <i>Heritage of World Civilizations</i> . (10 th ed.). Boston: MA, Pearson Publishers. HIST 1111-Vol. 1 Cost – \$120.50 HIST 1112-Vol. 2. Cost - \$93.75
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Section I:

Narrative

1 Project Goals

The purpose of our project is to provide free, high quality learning materials to Georgia Highlands College students enrolled in World Civilization I (HIST 1111) and World Civilization II (HIST 1112) courses. In order to accomplish this, we propose to drop the current textbooks used for these classes and replace them with Open Educational Resource (OER) materials. We expect this change will result in an increase in enrollment, retention and completion rates for students.

One of the biggest issues that students face at Georgia Highlands College, as well as at colleges and universities across the state of Georgia is the prohibitive cost of textbooks. The high cost of textbooks causes students to make choices that have an adverse impact on their academic performance. For instance, when faced with high textbook costs in multiple classes, students make desperate, and frequently futile, attempts to rent, share, borrow or check out textbooks from libraries. In many cases, these strategies often result in students not having access to key course materials at crucial times during the semester. Moreover, forcing students into a situation in which they have to choose between buying a textbook that they will likely only use for one semester and paying other necessary bills does not promote student learning, nor does it contribute to a fulfilling college experience.

On a more positive note, the adoption of free, open, high quality resources makes higher education more affordable to a greater number of students at Georgia Highlands College. Thus, it contributes to the goals of Complete College Georgia. Likewise, adopting OER materials for World Civilization courses corresponds to Georgia Highlands College's mission as an access institution to provide students with a high-quality education necessary to thrive in a global society. Adopting OER materials also increases the quality, morale, and retention of adjunct instructors. In many cases, adjunct instructors arrive with very little time to adequately prepare to teach. This problem is amplified when instructors have to wait for days or even weeks to receive the textbooks and materials for the course. In the end, this has an even further negative effect on the preparedness of adjunct instructors, which in turn hurts student success. On the other hand, the creation of master course modules with extensive OER materials for HIST 1111 and HIST 1112 will give adjunct instructors immediate access to a broader array of instructional resources that will help them succeed in the classroom.

The proposal to create these courses, if approved, adds to the growing catalog of courses at the Georgia Highlands College that use low-cost and no-cost OER materials. Adding more OER-based courses to the catalog, increases the amount of money saved by students who take these courses by several hundred thousand dollars per semester. GHC is a multi-campus institution; however, our largest "campus" is comprised of eLearning students. Our latest enrollment report shows that eLearning web students make up over one-third (2,278) of our total enrollment (6001) for Fall 2017. In addition to the cost savings, we believe the master courses can be used in both face-to-face and online courses, positively impacting enrollment and retention.

As a way to evaluate and assess the effectiveness of converting from traditional high cost textbooks to OER materials, we will measure students' and adjunct instructors' perceptions and experiences with OER materials. Furthermore, we will track the success rates of World Civilization courses

with OER materials compared against previous World Civilization courses not using OER materials.

2 Statement of Transformation

At Georgia Highlands College, World Civilization I (HIST 1111) and World Civilization II (HIST 1112) constitute an Area E (social science) common core requirement for western/world civilization. These classes fulfill Area F requirements for some majors as Area F includes 18 credit hours at the 1000 and 2000 level. While students may take Western Civilization I (HIST 1121) or Western Civilization II (HIST 1122) to fulfill their Area E requirements, most sister institutions within the University System of Georgia, namely Kennesaw State University and the University of West Georgia where GHC graduates and transfer students most often attend, exclusively offer World Civilization instead of Western Civilization. This is due to the strong preference for World Civilization over Western Civilization within the University System of Georgia. Thus, historians at Georgia Highlands College see greater value for our students with World Civilization. In addition, as World Civilization courses are more comprehensive in nature than Western Civilization, HIST 1111 and HIST 1112 better align with the one of the college's key mission goals: to "engage students in a challenging atmosphere that prepares them for responsibility and leadership in an evolving global environment." Finally, there are more OER resources available for World Civilization than Western Civilization.

For the 2016-2017 Academic Year, Georgia Highlands College taught 21 sections of HIST 1111 and HIST 1112, with 315 students enrolled in HIST 1111 and 420 students in HIST 1112, totaling 735 students. During this same academic year, the cost of the current HIST 1111 textbook was \$120.50, or a total cost of \$37,957.50, while the cost of the current HIST 1112 textbook was \$93.75, or a total cost of \$39,375. Altogether, students in World Civilization classes at Georgia Highlands College spent approximately \$77,332.50 during the last academic year on textbooks. Therefore, replacing the current textbooks for World Civilization courses with OER materials would save students approximately \$77,332.50 for each subsequent academic year after the change to OER materials. As Georgia Highlands College's enrollment increased in the last few years, and, due to its location in the rapidly growing areas of suburban and exurban northwest Atlanta, will probably experience further enrollment growth in the future, this annual savings will likely only increase in coming years.

In addition to the issues of enrollment, access, retention, and completion, this proposal also attempts to address two pedagogical issues that arise in process of redesigning HIST 1111 and 1112. The issues include shifting to a conceptualization of world history that is more global than nationalist in scope *and* creating more opportunities to identify and support the needs of gifted and talented students from minority, culturally diverse, and disadvantaged populations. More detail on each these issues are outlined

later in the proposal.

How this OER course redesign of HIST 1111 and 1112 will differ from other models

Since the 1950s, pedagogical approaches to the concept of world history have undergone radical changes in an attempt to move away from the nationalist (and often Eurocentric) approaches that characterized the early decades of the discipline. In the 1960s, this shift involved concepts of modernization theory, rooted in the “three-world model” of the Cold War era (Rostow, 1971; Bendix, 1964). The 1970s and 1980s saw the rise of a “world-systems” approach that sought to incorporate questions of global continuity and discontinuity within a framework of socio-economic structures that transcended national boundaries (Wallerstein, 1992; Braudel, 1982). However, since the 1990s and 2000s, approaches world history have shifted to emphasize a broad swath of cross-cultural interaction—the forces and processes that, to borrow the phrasing of Jerry Bentley, “[work] their influence on a large transregional or even global scale” (1997). World history is thus, above all, “transregional, transnational, and transcultural,” and any effective pedagogy—whether online or face-to-face, using traditional textbooks or open educational resources, intended for upper-level or survey-level students—must reflect that (World History Association, 2017).

Currently, within the USG, there are two primary OER approaches to world history: the eCore model and individual HIST 1111 courses using an open source textbook published by the University of North Georgia Press. No such textbook exists for HIST 1112. While these approaches have made important contributions to improving both student access and student learning outcomes within the USG, attempts to apply these resources to teaching world history at GHC have revealed a few key concerns. Issues include their primary organization models (chronological and regional for both), perceived utility across the range of course formats that we use at GHC (online, face-to-face, and hybrid), and ease of access to the material for full-time and part-time instructors.

Consequently, we are proposing a model for HIST 1111 and HIST 1112 that uses OER within a pedagogical structure that is transregional, transnational, and transcultural. This framework will be housed in two master courses, built with open source material that can be used in any classroom setting at GHC and organized around what McNeil (1991) has defined as the “major breakthroughs in communication that, step by step, intensified interactions within ever larger regions of the earth until instant global communications became the pervasive reality of our own time.”

HIST 1111

Pre-History, History, and Ways of Knowing
The Human Web Widens: Ancient Civilizations
The Silk Road and the Classical World System
Retraction and Expansion
Trade and the Old World System
Early Modernity, Imperialism, and New World Systems

HIST 1112

Globalization in the Modern Context: Colliding Worlds
Industrialization and its Consequences
The Long 19th Century
The Bloody Twentieth Century
Bi-Polar World
New Global Systems

For each unit, we will create modular video lessons and readings to provide historical context, a historiographical essay to frame the big questions, and primary sources for analysis. Assessment resources will include content quizzes, primary source analysis quizzes, discussion prompts, and essay questions to allow maximum flexibility for instructors. In that same vein, we will create multiple resources for project-based learning that can tie the study of world history to its bigger philosophical context: helping students develop the skills and background to understand and think critically about the world in which they live and their place in it. This project-based learning module can further be used to identify gifted and talented students, particularly those who from traditionally under-represented populations.

High-ability Students and Project-based Learning

At GHC, we engage a diverse student body with a broad range of intellectual abilities and interests. Some students participate in programs for the gifted and talented in high school such as advanced placement and dual enrollment. We also engage bright adult learners who, while not formally identified as gifted, achieve at high levels in the classroom while balancing work and family responsibilities. However, because much of our attention and energy is focused on recruitment, retention and helping students navigate the college experience, the learning needs of gifted and high-ability students are unintentionally overlooked. Researchers have noted that gifted and academically talented undergraduates have intellectual, social and emotional needs that require the normal classroom experience to be modified (Hebert & McBee, 2007; Renzulli & Park, 2000). Since these students are bright and identified as gifted it is believed that they require less instruction and guidance than students who struggle in the classroom. The response to the intellectual needs of this population of students is often extra work (e.g. increased reading assignments, increased page requirements for final papers, etc.) when the situation calls for more

stimulating, more complex work (Tomlinson, 1997). When this happens we often miss the mark of what constitutes honors work, namely “[learning] activities that are measurably broader, deeper, or more complex [in a] distinctive learning-directed environment and philosophy” (National Collegiate Honors Council, 2017)

The creation and addition of project-based learning modules presents several benefits to the GHC community and the surrounding high schools. First, these modules would help grow the Honors program because students providing more opportunities to earn Honors credit. Second, the Honors option is available to all students in the course. Making the pre-approved project-based learning modules for the Honors option available to all students in the course gives non-Honors students an opportunity to consider taking the Honors option of the course. This approach allows students to self-identify as an Honors student.

Frasier & Passow (1995) posit:

The concept of self-identification takes on considerable meaning and importance for [minority and disadvantaged students]. It involves the creation of environments that will make it possible for students to engage in rich learning opportunities as a means of displaying gifted behaviors and talent potential. (pg. xix)

In our case, the course will function as an active strategy for identifying and recruiting students for the Honors program, as those students who satisfy the criteria of the project and score well on the rubric are admitted on a provisional basis. If successful, this can become one model for Honors recruitment at GHC. Third, the project-based learning modules support important college initiatives, including Diversity, Global Learning and Study Abroad, and the Honors program. In addition to growing the Honors program, these modules provide opportunities for service and community-based learning projects focused on social justice, activism, and undergraduate research, thereby allowing students to approach world history—and their place in it—from a transcultural, transnational, and transregional perspective.

1.1 TRANSFORMATION ACTION PLAN

The transformation action plan is comprised of three phases before course delivery in the Fall 2018 (pre-planning, planning, and course redesign).

Pre-Planning

We are currently in the pre-planning phase. Subject Matter Experts (SME) have researched the options for open educational resources in HIST 1111 and HIST 1112 and have determined that there are serious limitations in this arena. No OER textbook exists for HIST 1112, and the one that exists for HIST 1111 lacks the transnational, transregional, and transcultural focus that serves as the basis of our world history survey. To that end, we have established student learning outcomes, content learning objectives, and a 6-module organizational structure for each course to serve as the framework for course redesign. We have further identified faculty who are interested in participating, so that we can get them involved early in the process, and have identified the mistakes made in our last OER course revision, in an effort to learn from them. This phase of the project is scheduled to complete by the end of December 2017.

Planning

In the planning phase, SMEs will determine exactly what supplementary materials need revision and what original materials need created in order to build historical material for the course. Each module will have a 12-15-page historiographical essay, lectures, primary source readings, and assessment activities, such as quizzes, discussions, and essay prompts. We will further develop the project-based learning module for each course to facilitate both student-directed learning and the identification of talented students from within GHC's diverse community. During this phase, we will also frame an overarching communication plan—including a detailed handbook, training workshops, an orientation module, plus any additional resources that we feel will be helpful--to ensure that instructors and students are fully aware of the resources that will be available to them. This phase of the project is scheduled to complete by the end of January 2018.

Course Redesign

The course redesign will be guided by five primary influences. The backward design process in Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses* and the American Association of Colleges and Universities' *VALUE Rubric* will help shape course redesign. Fink's approach will provide the methodology for learning outcomes, while the VALUE rubric helps to support the internationalization and globalization of the curriculum. Third, the Inverted Triangle Model (ITM) (Bridges, 2017) will also shape the redesign. The ITM

uses a top-down, broad-to-narrow chunked approach to the process of course design and re-design. This model has been effective and appropriate, as it was an organic development resulting from several years of experience with this particular 2-year institution. The ITM has been used, with great success, in several other ALG-funded course redesign projects. The shift toward a transnational, transregional and transcultural approach to world civilizations and focused attention to serving the needs of high-ability and gifted learners comprise the fourth and fifth influences.

This systematic reorganization will occur during the months of February to June 2018. During this time, Jayme Feagin, Bronson Long, and Steve Blankenship will create modules with no-cost or low-cost materials. Sean Callahan will design surveys to document the experiences and perceptions of students and adjunct instructors concerning the textbook and materials. Katie Bridges, Instructional Designer, will work with SMEs and Co-P.I. to load modules and create a “Resource Guide” for students that satisfies Quality Matters, accessibility requirements and effectively deals with any copyright issues and embed assessment tools into the D2L master course modules for full-time and part-time instructors. Both SMEs and Dr. Callahan will serve Co-Investigators, working together to evaluate and assess student and instructor success and experience, including quantitative and qualitative survey construction and distribution, protocol development, and data analysis.

1.2 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative and qualitative measures administered in the Fall semester of 2018 will gauge the impact on student success and experience.

Documentation of the experiences of students that attempt and/or satisfy the criteria for the Honors option will allow better understanding of how to adjust content material to fit the needs of gifted and high-achieving learners at GHC. The quantitative assessment includes a survey to gather the perceived quality, experience, and satisfaction of students and adjuncts using OER materials. Descriptive statistical analysis will compare DFW rates and tests/grades from pre- and post-transformation courses.

Qualitatively, interviews and surveys will be used to gather information regarding students' comparisons of e-textbooks and materials and purchased textbooks. More specifically, the data analysis will focus on themes and patterns that help elucidate the effects of the adoption on student performance. Statistical software will analyze data to determine if there is statistical significance between class averages and DFW rates before and after course delivery.

1.3 TIMELINE

December 2017–January 2018—Identify, locate, and compile no-cost, online, supplemental content materials.

February 2018--June 2018— Systematic course redesign.

June 2018—July 2018— Redesign course modules on D2L. Module components and links tested and edited, if necessary.

August 2018—Live delivery of courses. Data collection on student experience and success begins and continues throughout academic year. Course buyout/Overload begins for Drs. Feagin, Blankenship, Long, and participating adjunct instructors, if funded.

August 2018--December 2018—Co-Investigators collect data and revise course per student evaluations. Dr. Callahan will lead analysis of data collected and assemble final report.

1.4 BUDGET

Jayne Feagin, Inst. of Record/SME/Co-P.I.	
\$5000	
Steve Blankenship, Inst. of Record/SME/Co-P.I.	
\$5000	
Bronson Long, Inst. of Record/SME/Co-P.I.	
\$5000	
J. Sean Callahan, Co-P.I.	\$5000
Katie Bridges, Inst. Designer	\$5000
Part-time Instructors (4)	\$4200
<u>Travel to Kick Off</u>	<u>\$800</u>
Total	\$30,000

1.5 SUSTAINABILITY PLAN

Committee members (both Subject Matter Experts & Instructor Designer) successfully launched an OER project this fall semester of 2017 for the two American History Survey courses (HIST 2111 & HIST 2112). This has been a learning experience for all committee members; utilizing the resulting knowledge for this present proposal for the purposes of sustainability.

First, the committee has learned that instructor flexibility is key for student success. Online courses especially require teachers to step outside of their routines and be willing to alter policies for students whose special circumstances, whether its family or work responsibilities, trouble with internet access, or health problems) demand special solutions. As such, issues related to instructor flexibility, along with a more consistent plan for communication with part-time faculty members, will be addressed in a revised version of the faculty handbook.

Second, the committee has discovered that its Content Quizzes are comprised of several questions that are more suited to upper-division courses. Georgia Highlands College students are not steeped in history; indeed, polls administered to graduating high school students often show that history is the *least* liked course. With these factors in mind, the committee will build test and quiz banks comprised of questions suitable to the academic level of our freshmen and sophomores, while challenging them to engage in higher order thinking skills. One potential strategy to this end: use the difficulty rating for quiz questions in order to help faculty design quizzes and tests that suit their purposes and encourage student growth.

Third, communication between teachers and students is central to the latter's success. It is unwise to assume that all students are comfortable with learning management systems like D2L (Desire to Learn). Teachers tend to believe that because young people have grown up with computers in their cribs, cars, and classrooms that they are fully conversant with everything we ask of them. Such assumptions prove wrong as students—non-traditional and otherwise—begin to pepper their instructors with basic questions about how to function in an online environment. Solutions to these problems lie in vigilant communication via both email and “Announcements” that keep students fully aware of their performance and of impending due dates. These are tools that are built into D2L and can be scheduled to help students manage their workload, address questions, and offer time management tips. We will also incorporate a new early warning system that is currently being piloted in HIST 2111. This new system includes 4 reporting points—attendance, participation, satisfactory progress and midterm grade—within the first half of the semester, to ensure that students are getting feedback early and often, and accompanying emails to

explain what the feedback means and how students can adjust their performance.

Fourth, SMEs created a handbook for faculty and held training sessions to ensure pedagogical consistency amongst the instructors for a project for HIST 2111 & 2112. For this project, the handbook will be amended and training sessions will continue. Furthermore, Dr. Alan Nichols, Dean of Social Sciences, Business and Education, recently mandated the use of OER material for adjunct instructors.

Lastly, the remainder of our sustainability plan for this proposal is identical to the plan from our previously funded proposal. The larger scope of this project is to create a master course model with modules consisting of assignments, activities, and rubrics that allow instructors to customize the content to their teaching style and economize the time they put into instruction. This would encourage faculty to adopt the redesigned course. Other approaches to sustainability include providing a small stipend to adjunct instructors to increase buy-in and participation in the evaluation of the no-cost experience. The master course and modules will be available to faculty at other USG institutions via GALILEO Open Learning Materials website. Course materials will be maintained Ms. Bridges and Drs. Blankenship, Long, and Feagin for use into the foreseeable future.

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