**Affordable Learning Georgia Textbook Transformation Grants**

**Gateways to Completion Pilot**

**Beginning Summer Semester 2018, Ending Fall Semester 2019**

**Applications Due Friday, May 18, 2018***Please submit at least a draft application by May 18. If you will need more time, please contact Jeff Gallant at* [*jeff.gallant@usg.edu*](mailto:jeff.gallant@usg.edu) *as soon as possible.*

**Proposal Form and Narrative**

*Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal.*

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| **Submitter Name** | J. Franklin Williamson |
| **Submitter Title** | Assistant Professor of History |
| **Submitter Email** | fwilliamson@gordonstate.edu |
| **Submitter Phone Number** | 678-359-5859 (office)  770-363-5578 (mobile) |
| **Submitter Campus Role** | Coordinator for G2C Project for History Courses (Cohort II) |
| **Applicant Name** | Same |
| **Applicant Email** | Same |
| **Applicant Title** | Same |
| **Applicant Phone Number** | Same |
| **Institution Name(s)** | Gordon State College |
| **Team Members** | J. Franklin Williamson, [fwilliamson@gordonstate.edu](mailto:fwilliamson@gordonstate.edu), Assistant Professor of History;  Tom Aiello, [taiello@gordonstate.ed](mailto:taiello@gordonstate.ed), Department Head, Department of History and Political Science; Professor of History |
| **Course Title(s)** | American History I (Online) |
| **Course Number(s)** | HIST 2111 |
| **Final Semester of Instruction** | Fall 2019 |
| **Average Number of Course Sections Per Year** | Average of 1 sections each in Fall and Spring Terms, plus 1 in Summer, for a total of 3 sections per year. |
| **Average Number of Students Per Course Section** | Average of 35 students in each section during Fall and Spring semesters. |
| **Average Number of Students Per Summer Semester** | Average of 20 students in each section during Summer semesters, for 1 section. |
| **Average Number of Students Per Fall Semester** | Average of 35 students x 1 sections = 35 students per Fall Semester. |
| **Average Number of Students Per Spring Semester** | Average of 35 students x 1 sections = 35 students per Spring Semester. |
| **Average Number of Students Per Year** | 35+35+20 = Average of 90 students per Academic Year. |
| **Are you planning on using an OpenStax textbook?** | Yes  No |
| **List the original course materials for students (including title, whether optional or required, & cost for each item)** | **Required**: Eric Foner, *Voices of Freedom: A Documentary History, Fifth Edition. VOLUME I* (2017). **$28.75 (list price from W.W. Norton)**  **Required**: Eric Foner, *Give Me Liberty: An American History, Brief Fifth Edition. VOLUME I* (2017). **$71.25 (list price from W.W. Norton)** |
| **Requested Amount of Funding** | $10,800 for small-scale transformation with two team members. |
| **Original Per Student Cost** | $71.25 + $28.75 = $ 100.00 original cost per student (exclusive of sales tax, shipping & handling). |
| **Post-Proposal Projected Per Student Cost** | $0.00 per student cost. |
| **Projected Per Student Savings** | $100.00 savings per student. |
| **Projected Total Annual Student Savings** | 90 Students x $100.00 savings = $9,000 in savings. |

## Narrative

## Transformation Action Plan

Our concept is to re-invent the HIST 2111 (American History 1) course to reflect insights gained from participation in the Gateways 2 Completion program, as well as using 100% on-line, open-access or otherwise freely available resources to convey the course content. We will begin by reviewing a number of OED or other open-access American History textbooks that are presently available, selecting one that balances narrative and interpretive consistency with chronological coverage. The chosen textbook will be augmented with video segments featuring American historians discussing specific events, people, or concepts in detail. (Such videos may be sourced separately from the textbook.) Finally, we will select openly-available primary sources to assign the students to read and analyze, which will form the basis of several large- and small assignments. If possible, we will choose one or more films (available via GALILEO) to include in the course, to add significant depth to one or more specific episodes.

Tom Aiello will review the secondary sources (textbooks) and films. Franklin Williamson will identify the historian video segments and primary sources. Aiello and Williamson will collaboratively write individual learning modules to use in Brightspace by D2L, using Williamson’s existing online American History I course as a point of departure. They will also both collaborate on the creation of assignments that use these new materials, as well as tools for evaluating students’ work.

## QUantitative and Qualitative Measures

We will begin by inventorying the past five semesters’ worth of date on our online HIST 2111 courses, measuring indicators such as D/F/W rates, growth over time in students’ mastery of course content (measured in quiz/exam scores), and quantitative and qualitative evaluation of student critical thinking and analysis (measured in online discussions and paper assignments).

In the absence of a laboratory control group, we will treat this historic data as our “control,” to which we will compare our “experimental” group (who will receive the updated course’s instruction). We will also determine the degree to which the “control” data set students align with current and future versions of the “experimental” group, by comparing SAT scores, GPAs, class level (freshman, sophomore, etc....) and other factors to allow to find a relatively homogenous group of past and current/future students to compare.

We will then track among the new “experimental” students the same factors from the historic “control” data set – D/F/W rates, growth over time in mastery of course content (measured in quizzes and exams), and quantitative and qualitative evaluations of students’ critical thinking and analysis (measured in online discussions and paper assignments).

Our goal will be to determine whether the new textbook materials maintain student outcomes or improve student outcomes (i.e. maintain or increase the number of students who complete assignments, improve scores, and successfully pass the course). Assuming the cost savings described above to be a welcome benefit, our question will be whether using open-access materials can have a neutral- or positive affect on student outcomes, and how?

## Timeline

August-September, 2018: Review and select course materials for new HIST 2111 course

October-December, 2018: Update and create lessons/modules for new HIST 2111 course

January-May, 2019: Teach new HIST 2111 course

January-March, 2019: Inventory data from “control” group of past HIST 2111 courses

May-June, 2019: Inventory data from first “experimental” group of new HIST 2111 courses (Spring 2019)

June-July, 2019: Teach new HIST 2111 course

August-September, 2019: Inventory data from second “experimental” group of new HIST 2111 courses (Summer 2019)

August-December, 2019: Teach new HIST 2111 course

January-March, 2020: Inventory data from third “experimental” group of new HIST 2111 courses (Fall 2019)

April-May 2020: Analyze data sets and draw conclusions on efficacy of the intervention

## Budget

$5,000 to pay for course release/overload pay for two faculty members, for two semesters each, plus

$800 in travel costs and other expenses

## Sustainability Plan

*The new HIST 2111 online course will be offered each semester, with period reviews of newly-available material, as well as continued efficacy of open-source materials as an intervention, taking place each subsequent Spring semester.*

*It is hoped that insights gained in modifying the online version of HIST 2111, which is by its nature offered to a minority of students at GSC, will inspire future experimentation with open-source materials in face-to-face versions of HIST 2111, which is taken by many more students (who would also benefit from the cost savings, so long as they are not associated with a decline in student outcomes, as described above).*

**Additional Information:**

Expected activities for standard-scale and large-scale Textbook Transformation Grants include training in the chosen project resources, open licensing as necessary, any textbook creation or adaptation required, and course redesign as necessary for the transformation.

Other required activities:

* Institutional sign-off on Service Level Agreement (SLA) provided by the University System Office, using the project proposal as a statement of work
* Institutional invoice to USG along with the signed SLA in order for funds to be disbursed
* Attendance at a kickoff meeting (see timeline below) for at least two team members
* Completion of project status report for each semester of the implementation
* Completion of a final project report, including provision of data on impact on student success and a course schedule with resource links
* Any new works must be open-licensed under a [Creative Commons](http://creativecommons.org/) **Attribution License** (CC-BY), with exceptions for modifications of materials with a more restrictive open license. Materials will be made accessible to the public through the [GALILEO Open Learning Materials repository](http://oer.galileo.usg.edu/).
  + This requirement does not include proprietary features of commercial authoring or homework platforms. Sharing quizzes, tests, and other student evaluations are optional.
* Participation as needed in ALG-related communications, including post-project surveys

Textbook Transformation Grants **do not work the same as federal or other external grants.** They are an allocation from the University System of Georgia to the institution in order to get the work on the application completed. Funds can cover faculty and staff time, including course release time, overload pay, and replacement coverage. Funds can also cover project expenses, including related department needs and travel expenses.

This funding structure, facilitated by a Service Level Agreement, allows for flexibility between institutions. Funding procedures largely rely on your institution so long as spending meets state guidelines. The proposing team must coordinate as necessary with their departments to determine how to handle the distribution. Textbook Transformation Grants should not cover indirect costs, as they are not external grants nor stipends to individual faculty.

Funds are released to the sponsoring institutional office in two parts: 50% on return of the USG-drafted Service Level Agreement (SLA) with the original or modified proposal serving as the statement of work, and 50% on submission of the final report.

**Grants Timeline:**

May 4 - May 20: Applications submitted

May 21: Administrative reviews

May 22: Award Notification Date

October 2018: Kickoff Meeting, Middle Georgia State University, date TBD   
(For projects with a shorter timeline, an online kickoff meeting in the Summer can be arranged.)