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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fourteen (2019-2020)
Category:	University System of Georgia
Award Cycle:	Round 14
Submission Deadline:	04/09/2019 at 11:59 PM

Application Information

Submitted By:	Scott Pierce
Application ID:	3372
Application Title:	456
Date Submitted:	04/09/2019 at 8:24 AM

Personal Details

Institution Name(s):	Abraham Baldwin Agricultural College
Applicant First Name:	Brian
Applicant Last Name:	Ray
Applicant Email Address:	bray@abac.edu
Applicant Phone Number:	229-391-4969
Primary Appointment Title:	Professor of English & Instructor of Theatre
Submitter First Name:	Scott
Submitter Last Name:	Pierce
Submitter Email Address:	scott.pierce@abac.edu
Submitter Phone Number:	229.391.4983
Submitter Title:	Director of Sponsored Programs

Application Details

Proposal Title

456

Final Semester of Project

Spring 2020

Requested Amount of Funding

\$10,800

Type of Grant

No-or-Low-Cost-to-Students Learning Materials

Course Title(s)

Theatre Appreciation

Course Number(s)

THEA 1100

Team Member 1 Name

Brian Ray

Team Member 1 Email

bray@abac.edu

Team Member 2 Name

Susan Roe

Team Member 2 Email

sroe@abac.edu

Team Member 3 Name

Kyle Basko

Team Member 3 Email

kbasko@abac.edu

Team Member 4 Name

Team Member 4 Email

Additional Team Members (Name and email address for each)

Sponsor Name

Jordan Cofer

Sponsor Title

Assistant Vice President for Academic Affairs Acting Dean of Arts and Sciences

Sponsor Department

Academic Affairs

Original Required Commercial Materials (title, author, price)

Wilson, August. Fences. New York: Plume/Penguin, 1986. ISBN: 0-452-26401-4 **[COST: \$12.35]**

Wilson, Edwin and Alvin Goldfarb, eds. Theatre: The Lively Art. 10th ed. Boston: McGraw Hill, 2019. **[COST: \$147.05]**

Everyman & Other Miracle Morality Plays. New York: Dover, 1995. ISBN: 0-486-28726-2 [open source]

Aristophanes. Lysistrata. New York: Dover, 1994. ISBN: 0-486-28225-2 [open source]

Ibsen, Henrik. A Doll's House. New York: Dover, 1992. ISBN: 0-486-27062-9 [open source]

Moliere. Tartuffe. New York: Dover, 2000. ISBN: 0-486-41117-6 [open source]

Shakespeare, William. Hamlet. New York: Dover, 1992. ISBN: 0-486-27278-8 [open source]

Average Number of Students per Course Section Affected by Project in One Academic Year

60

Average Number of Sections Affected by Project in One Academic Year

4

Total Number of Students Affected by Project in One Academic Year

240

Average Number of Students Affected per Summer Semester

0

Average Number of Students Affected per Fall Semester

120

Average Number of Students Affected per Spring Semester

120

Original Total Cost per Student

\$159.40

Post-Project Cost per Student

\$12.35

Post-Project Savings per Student

\$147.05

Projected Total Annual Student Savings per Academic Year

\$35,292

Using OpenStax Textbook?

No

Project Goals

Dr. Ray has been teaching Theatre Appreciation (THEA 1100) for 7 years, offering four sections per year. The course expects students to expand their content engagement beyond the text book on a variety of topics and share learning through critical analysis and critical thinking skills in a written format. To better engage students who have limited exposure to this particular art form, he has identified the following project goals:

- Reduce student costs associated with current text materials
- Identify open access reading and viewing material that provides effective coverage of information on current theatre practices, theatre history, and people associated with theatre in the past and today
- Improve general education students' abilities to engage with online material in a way that improves critical thinking and higher order thinking
- To tailor course materials to meet individual interests of the students and course instructor to maximize participation while maintaining and meeting current course objectives

Statement of Transformation

The current textbooks provide a comprehensive presentation of the necessary material, but the cost is far higher for a general education course textbook than many students are willing or able to afford. As a state college, many of our students have limited financial means to expend on texts in an area that seems to fall outside of their chosen major areas of study. As a result, many of the students in THEA 1100 choose to delay the purchase of the books for this course, or work out renting or sharing arrangements, or choose to rely only on classroom lecture for course information. In addition, the instructor has noticed that those students who do purchase the texts often engage only minimally with it, reading only at a shallow "rote memorization" level. The Textbook Transformation Project seeks to create a set of course materials that is more engaging, more accessible, and thus likely more successful, for the students.

Proposed Transformation: THEA 1100 is a general education course in area C of the Core Curriculum. It serves as an introduction to the liberal arts across the full spectrum of majors at the college. The course is offered four times per academic year, with an average enrollment of 60. Thus, the project will reach 240 students per year. The project seeks to reduce the cost of the required course materials from the current ~\$160 to just over \$12, realizing a net savings to Georgia's ABAC students of over \$35,000 per year. Provided student outcomes are on par or better, the new course materials may be used statewide on completion of the project. We will do this through use of Open Educational Resources (OER), online delivery using GeorgiaView and document storage using Galileo.

The course explores the state of live theatre in the 21st century and is presented to students as potential members of a theatre audience. It also looks briefly at the history of theatre to examine the long tradition of theatre that attending a play represents. Along with this historical exploration, several plays are read that represent the theatrical traditions through history. Students explore this information through reading, viewing plays (both live and on video), writing responses to those experiences, and examining associated topics in greater detail through outside research and writing. In addition to these written projects, comprehension of the material is assessed through online unit tests/quizzes. The course has seven Learning Outcomes:

1. Demonstrate an awareness of major developments in theatre history
2. Read and interpret representative works of dramatic literature
3. Recognize and identify major personalities of the theatre
4. Demonstrate an awareness of various theatre architectures
5. Demonstrate familiarity with basic theatrical conventions
6. Demonstrate an understanding of nomenclature of the theatre
7. Experience and demonstrate an understanding of basic production/technical operations of modern theatres

This is a very wide-ranging course that attempts to lay the groundwork for lifelong learning and experience in the liberal arts. Though the majority of students enrolled are not majoring in a Liberal Arts discipline, the foundation of the social fabric of a well-rounded member of society is a function of the liberal arts education. As a result, the objectives of this course involve discipline specific elements as well as more general learning goals associated with the appreciation of the arts.

The team has not been able to identify a single open source textbook that meets all the course's objectives. However, there are a number of resources that together can be used to address the current outcomes and goals of the course. The students taking the course post-transformation should receive the same or better quality of achievement of the course outcomes. In addition, the use of a variety of openly available professional expert source materials will be both engaging and rewarding for the students in ways that a single primary text book does not always achieve. In addition to providing low-cost and student-interest materials, this approach will enhance students' information literacy. The desire is to foster both a critical inquiry with specific materials as well as to generate student critical thinking skills through expanded understanding of online reading and viewing resources that often draw on the people and topics that more directly appeal to the students. Further, as OER materials are drawn from GALILEO and other reputable sources, students will gain experience with academic source material that should help them to more readily select topics of personal interest in this and other courses enabling a more critical, learner-centered engagement in their education. As part of this online approach, the course activities will transform several of the existing projects into a guideline-directed information sharing and discussion platform to expose students to a broader range of related topics than are currently possible in the research/written paper model. Other existing projects, including direct experience of live theatre, will remain, as will the assessment methods.

Transformation Action Plan

Team Member duties:

- Instructor of Record/Subject Matter Expert Dr. Brian Ray: Identify OER resources and key them to existing course outcomes, adjust syllabus units to align with resource availability, implement transformation in the classroom.
- Department Chair Dr. Susan Roe: oversee implementation, evaluate assessments, monitor results, ensure course assessments are evenly applied, and direct updates as necessary
- Department Program Coordinator Dr. Kyle Basco: design and implement surveys, obtain IRB approval if needed, tabulate, interpret and record results

Because all sections of THEA 1100 are taught by a single instructor, this transformation will be comprehensive across the fall and spring offerings of the course. No student taking THEA 1100 will be expected to purchase more than a single non-public domain play script starting in Fall 2019. This transformation includes existing materials identified by the instructor as well as additional high-quality materials yet to be identified. Some limited new materials also may be generated that would be hosted on GALILEO OLM. The focus of the team's effort will be to identify a variety of materials to be gathered and organized into a list of resource links made available through the course GeorgiaView online platform.

Course materials may include:

- Selected readings from an open source theatre text book: *Theatrical Worlds, Beta Version* by Charlie Mitchell, University Press of Florida, available at OERCommons (<https://www.oercommons.org/courses/theatrical-worlds-beta-version>)
- A variety of period specific theatre history resources to be identified such as those identified in OERCommons and MERLOT
- GALILEO resources such as play scripts for use as period samples, theatre history period specific analyses and reviews, and additional resources as may be available
- An interactive glossary of technical theatre terms, available through MERLOT or directly here: (<http://www.theatrecrafts.com/pages/home/glossary-of-technical-theatre-terms/>)
- Other resources that may prove beneficial or desirable to specific student interests as determined by the instructor

The course syllabus will continue to include all of the existing structure, modules, assignments, and assessments of the course. However, some rearrangement of course unit offerings may be necessary to better align with availability of OER resources. The existing assessment tools will be continued to be used as they are currently keyed to outcome assessment and not text-driven. This will make assessment of the transformation much more directly measurable. The syllabus will also continue to include the experiential project.

Dr. Brian Ray will begin with the existing course syllabus to identify key content to be mapped. He will identify suitable materials from other sources, starting with those above. As part of this process, he will identify materials which improve upon existing materials, providing students with a more interactive and engaging experience. When complete, he and Dr. Roe will discuss course layout, progression, and assessments to ensure cohesion and continuity.

Meanwhile, Mr. Basco will secure IRB approval, given the surveys and required student performance measures that need to be reported. He will work with the Board to draft the application and to obtain clearance. In addition, Mr. Basco will establish baseline scores for each assessment point, based on the past two years' student data.

When prepared and approved, then Dr. Ray will teach the course with new materials in the Fall of 2019. Student learning will be assessed using existing quizzes, tests and exams. There are 8 reading quizzes over assigned material to measure reading effectiveness, and five unit tests – the first two cover topics relevant to theatre concepts and production elements in 21st century theatre practices and the last three cover historically relevant periods and plays that illustrate the development of modern theatre from its roots in Ancient Greece. In addition, there are a pre- and post-test to assess material acquisition and retention.

After the course is completed, Dr. Ray and Mr. Basco will review student performance to determine if students are performing better, the same, or worse using the new materials. If deficiencies in student learning are uncovered, the course content will be reviewed and adjusted before the Spring 2020 offering.

Quantitative & Qualitative Measures

Since this project does not intend to change the course outcomes, only the materials used to achieve those outcomes, the assessment tools do not need to be changed. Since the test range under this grant will only be two semesters worth of results (Fall 2019 and Spring 2020) careful analysis will need to be conducted. Our approach will be fourfold: 1) students' in-course content assessment scores will be compared against a three year pre-transformation baseline; 2) Students' end of course grades will be compared to a pre-transformation seven year baseline; 3) A survey will be developed to describe students' opinions about the new materials, including 2-3 open ended questions to provide qualitative information; 4) A pre/post test will be given at the end of each semester and compared to a pre-transformation three year baseline. This test will also include open-ended questions and or free text entry so that students may express their opinions openly, supporting qualitative collection. Together, a very clear picture of performance will emerge.

Student assessment: In order to determine the level of student learning in the course, after the transformation, we will use existing data as a baseline. Course assessments include five multiple choice unit tests, a final exam, reading quizzes and two writing assignments. In addition to assessments used for student grades, the pre-test and post-test consisting of 39 questions is given to assess broader concepts of student learning. Each question of each test or exam is mapped to a specific Learning Objective (as listed above). For example, here is the map for the course pre/post-test:

Outcome 1: Questions 1, 6-8, 14-16, 21, 25, 31

Outcome 2: Questions 23, 29, 35-39

Outcome 3: Questions 2, 11-13, 26, 32

Outcome 4: Questions 3-4, 10, 17, 22

Outcome 5: Questions 5, 18-20, 24, 27, 30

Outcome 6: Questions 9, 16, 19, 21, 33-34 (overlap occurs due to question wording)

Unit tests are delivered and graded electronically on a 100 point scale. These are spaced at roughly equal intervals throughout the semester. They are not cumulative. Each question on each of the tests covers at least one of the course outcomes. Unit concept groups include:

Unit 1: The Art of Theatre, the Role of the Audience, the Role of the Playwright, Genres of Dramatic Literature

Unit 2: Acting and Actors, Directing, Theatre Spaces, Scenery, Costumes, Lighting & Sound

Unit 3: Ancient Greek theatre, Roman theatre, Medieval Theatre

Unit 4: Renaissance Theatre

Unit 5: Restoration through Modern Theatre

The **Final Exam** follows the format of the Unit Tests above, in that each question maps to a specific Learning Outcome for the course. However, the last test is cumulative in nature, and is designed to capture the whole course.

Reading Quizzes cover specific 21st century theatre production elements and a sampling of the historical periods that are studied. Although these comprise a small part of the grade, they are essential to encourage students to do assigned reading.

Writing Assignments: Outcome 7 is assessed by means of an out-of-class project requiring students to attend and respond in writing to a theatrical experience, and a focused research paper with lit review.

The response paper assignment is "Your goal is to take your learning beyond the classroom by experiencing available theatre performance opportunities in your own environment. As part of your course grade, complete the following: Attend at least one live performance of a theatre production during this semester, and write about your experience. You will write a response paper about the experience that includes the following information, as a minimum:

1. a description of the theatre experience (location, methods, performers, etc.)
2. a summary of the play
3. a personal reaction to the experience did you enjoy it – why/why nothow did this theatre experience compare to other similar experiences you've hadwhat were your favorite elements of the performance – why
4. what significant theatre related ideas that we have discussed in the course were reflected in this production – and how do they expand your understanding of the material in this class"

The Focused Research paper and Lit Review topic assignment is “Your goal is to explore one element of theatre in a little more detail. As part of your course grade, complete the following assignment: Select a topic from [an extensive] list [of topics]. Research the topic in a variety of critically assessed sources (5-8 sources – other than the text book). Then, write a review of the sources reviewed, identifying (at a minimum) the basic information each contains about the topic, their applicability to the topic (i.e. biases, perspectives, reliability of information) and their credibility. In addition, use the research to write a 4-5 page paper that explains the importance of the topic to the world of theatre – in history and today.”

Taken together, student assessments will give the project a clear and consistent, quantitative picture of student learning. Dr. Ray has been using these assessments for several years. This gives the ABAC project a distinct advantage over some other projects. We provide baseline data validated over years of teaching, then test the effect of the transformation using the same methodology and assessments. Thus, we are able to isolate the effects of the new course materials. We will be able to report our results with a very high degree of confidence.

Project assessment: The data gathered from the unit test results and final exam results for the last three years, where the tests and course delivery methods have remained essentially the same, will be used as a pre-transformation baseline. Comparing the Learning Objective results from that baseline sample to the initial Fall 2019 semester will yield an indication of the success of the new materials after the first semester’s launch. Students’ scores will be compared on a per-element basis against the baseline established. Simple descriptive statistics will be used at this iterative point. With these, Dr. Roe and Mr. Basko will review performance data, then make suggestions to Dr. Ray for any adjustments needed for Spring 2020. After Dr. Ray teaches the course a second time, and now with ~120 students’ data, a more thorough analysis will be undertaken to determine project success.

We will also review the DFW rates for Fall 2019 Spring 2020 as compared to baselines. Over the last four years, the course completion rate averaged 92%, while pass rates (C or higher final grade) averaged 78.2%. The goal would be to maintain or improve on these rates.

The course also uses a pre-test/post-test to determine student achievement and retention of information across the semester. These tests have shown a less consistent result across the same three-year sample as the Unit test/Final Exam results. To maintain course consistency, these pre/post tests will continue to be given. This test will also continue to be used to assess the impact of the new materials on student retention of information.

Since current student evaluations do not include an assessment of the text materials, we will design and implement a directed survey assessment for this course to be administered in Spring 2019 (not funded by the grant, but necessary for establishing a baseline), then again after the transformation of the text requirements in Fall 2019 and Spring 2020. The survey would provide qualitative information about students’ perspective of the materials (particularly books, study guides, and other required materials) as well as an assessment of the students’ use of the materials. The survey will be administered on paper. Students would respond using a five item Likert scale, indicating their opinions from “strongly agree” to “strongly disagree” about the usefulness of the materials for their success, particularly post-transformation. Another element of this survey will be more open-ended text entry questions that ask the students to comment on the quantitative and qualitative impact of the new materials on their course experience, mastery of the material, and interest in theatre. Survey results will be entered into SPSS and analyzed for statistical significance and analysis of variance. These will provide an additional quantitative element to our analysis.

Timeline

May 16-31, 2019

Initial meeting with team members to discuss full plans and responsibilities: Ray, Row, Basko

Retrieve course assessment score baselines, including Spring 2019: Basko

Retrieve course grades and DWF statistics for the course, including Spring 2019: Basko

Begin mapping existing course for key content: Ray

Attend Affordable Learning Georgia Kick-Off Training: Ray and Roe

June 01 – June 30, 2019

Refine course layout, progression, and assessments to ensure cohesion and unity: Ray and Roe

Complete the assembly of new course materials: Ray

Create student survey to gather feedback on new course materials: Basko

Obtain IRB approval if needed: Basko

July 01 – July 31, 2019

Compile baseline statistics for each assessment point: Basko

Reorganize syllabus for review by Dr. Roe; review: Ray, Roe

Develop course template for GeorgiaView: Ray

Finalize full collection of OER materials to be used: Ray

Create, edit, format, store any needed new created course materials: Ray, Roe, Basko

August 1 – August 12, 2019

Integrate all OER materials and created materials (if any) and upload to GeorgiaView: Ray

August 13, 2019 – December 12, 2019

THEA 1100 is taught with new OER materials: Ray

Student surveys administered and collected: Basko

December 13 – January 06, 2020

Calculate Fall 2019 Final Exam/Unit Test/DFW rates and Student Survey results: Basko

Review the Fall 2019 results and make recommendations as necessary for adjustments to Spring 2020 course delivery: Roe

Make any needed adjustments to course content, Georgia View delivery or assignments: Ray

January 07 – May 05, 2020

THEA 1100 is taught for the second time with new OER materials: Ray

Student surveys administered and collected: Basko

Begin statistical analysis of students' assessment scores, survey results, DFW rates and end of course grades:

Basko

May 06 – May 31, 2020

Complete analysis of student statistics, to include Spring 2020 grades and survey results: Basko

Compile and submit final progress report: Ray and Roe

Budget

All awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the transformation of THEA 1100. All of the work necessitated by this project demands work above and beyond the regularly assigned duties of the team members and will have to be completed outside of work hours, with the exception of teaching the courses, for which no additional compensation is requested.

Team members include two faculty members and a Departmental Program Coordinator.

- Brian Ray, Professor of English and Instructor of Theatre, will be primarily responsible for the research, identification and alignment of course materials, the writing of original course documents, and travel.
- Susan Roe, Chair, Department of Fine Arts, Professor of Music, will be responsible for project oversight, evaluation of assessment data, submission of required paperwork, and travel as needed.
- Kyle Basko, Program Coordinator, will be responsible for creation and administration of student satisfaction surveys, compilation of data results, project editing, and technical assistance.

Brian Ray: \$5000 (includes fringe benefits)

Susan Roe: \$2500 (includes fringe benefits)

Kyle Basko: \$2500 (includes fringe benefits)

Travel/Design Materials: \$800

Total Project Budget

\$10,800

Sustainability Plan

THEA 1100 is offered every fall and spring semester. It is offered in the summer only when there is sufficient demand to warrant such an offering. There is only one instructor for this course, offering two sections per semester. As a result, the frequency of the course offerings and the consistency of the instructor will allow this course to have frequent review. Although this project runs through Spring semester 2020, the intent is to continue this project and the assessments beyond that date by a minimum of two full academic years (an additional four semesters) which will ensure that any needed course or OER material realignment to meet course outcomes, objectives, or activities can be done in a timely manner.

The use of Open Educational Resources (OER) for THEA 100 has a high level of support from the campus administration including the VPAA/Provost, Interim Dean of Arts & Sciences, and the Chair of the Dept. of Fine Arts.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.



School of Arts and Sciences

University System of Georgia
Affordable Learning Georgia
Athens, GA 30606

Dear Selection Committee:

As Dean of the School of Arts & Sciences, I fully support the University System of Georgia's desire for institutions to transform their use of textbooks and create lower cost learning materials. I pledge my full support of the THEA 1100: Theatre Appreciation textbook and learning resource transformation plan being submitted to Affordable Learning Georgia. It is Abraham Baldwin Agricultural College's desire to increase access to a college education by making learning resources affordable and accessible to students. The proposal being submitted by faculty in the Fine Arts Department will provide significant cost savings for students taking Theatre Appreciation because it will replace the significant majority of the existing costly course textbooks with no-cost options. Furthermore, Dr. Ray, the project lead, is an excellent faculty member who has my full support. The planned transformation will also serve as a model for transforming other courses at our institution.

At ABAC, we are fully committed to sustaining the use of the newly created, no-cost textbook and learning materials. In Arts and Sciences, we have already had success in transforming many courses in the Department of Science and Math, so I am confident that our Fine Arts Department will use this new no-cost textbook and learning material in all future course offerings. It is for these reasons, I give my full support for the THEA 1100: Theatre Appreciation textbook transformation grant application.

Sincerely,

Jordan Cofer
Assistant Vice President for Academic Affairs
Acting Dean of Arts and Sciences

April 4, 2019

Members of the Review Committee:

I write to endorse the Affordable Learning Georgia Textbook Transformation Grant put forth by ABAC for your consideration. I serve as the Provost and Vice President for Academic Affairs at Abraham Baldwin Agricultural College, located in Tifton GA. We are a State University with Fall 2019 enrollment of 4,291. We offer transfer associate degrees in core disciplines, along with an Associate's in Fine Arts/Music and a Career RN Degree in Nursing. We offer bachelor degrees in eight disciplines. In the fiscal year 2018, we conferred 231 associate degrees, 126 Career Associate Degrees in Nursing and 257 bachelor degrees. Most of our bachelor degree programs are only a few years old, but they now comprise nearly half of our degrees conferred.

One reason for our success is the attention we give our students. We strive to provide students with the assistance they need, a supportive learning environment, highly qualified faculty and customer-focused staff. We would like to be in a position to lower their overall cost of attendance, giving them the opportunity to devote more of their resources to other educational necessities in our changing times, such as experiential learning opportunities, internships, and off-site research projects. The textbook grant Brian Ray has proposed supports exactly this kind of effort. With the Affordable Learning Grant proposal, ABAC students would be able to save a considerable amount on their textbook expenses.

As the Provost and VPAA, I will see to it that the grant funds will be received and allocated in accordance with the project's budget plan. Furthermore, I agree to help Brian Ray sustain the grant's efforts after the period of support has ended. If the project goes according to plan, we will continue to use the materials developed in future coursework here at ABAC. I support this project and believe it is an important statewide initiative. As such, I will encourage our faculty to share the materials we develop with our state educational partners, and with fellow faculty members at other institutions.

Thank you in advance for your consideration of our proposal.

Best Regards,



Jerry Baker, Ph.D.
Provost & Vice President for Academic Affairs
Abraham Baldwin Agricultural College
jbaker@abac.edu
229-391-4782



Textbook Transformation Grants, Round Fourteen (Summer 2019 – Summer 2020)

Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the [Round 14 RFP Page](#).
- The italic text we provide is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

The **applicant** is the proposed Project Lead for the grant project. The **submitter** is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant – if so, leave the submitter fields blank.

Institution(s)	Abraham Baldwin Agricultural College
Applicant Name	Brian Ray
Applicant Email	bray@abac.edu
Applicant Phone #	229-391-4969
Applicant Position/Title	Professor of English & Instructor of Theatre
Submitter Name	Scott Pierce
Submitter Email	scott.pierce@abac.edu
Submitter Phone #	229.391.4983
Submitter Position	Director of Sponsored Programs

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Brian Ray	bray@abac.edu
Team Member 2	Susan Roe	sroe@abac.edu
Team Member 3	Kyle Basko	kbasko@abac.edu
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

--

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Jordan Cofer, Interim Dean of School of Arts & Sciences, School of Arts & Sciences, Abraham Baldwin Agricultural College

Project Information and Impact Data

Title of Grant Project	<i>ABAC THEA 1100 OER Project</i>
Type of Grant	Standard-Scale Transformation
Requested Amount of Funding	\$10,800
Course Names and Course Numbers	THEA 1100: Theatre Appreciation
Final Semester of Project	Spring 2020
Average Number of Students Per Course Section Affected by Project	60
Average Number of Sections Affected by Project in One Academic Year	4
Total Number of Students Affected by Project in One Academic Year	240
Average Number of Students Affected per Summer Semester	0
Average Number of Students Affected per Fall Semester	120
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Title/Author of Original Required Materials	<p><i>Everyman & Other Miracle Morality Plays</i>. New York: Dover, 1995. ISBN: 0-486-28726-2 [open source]</p> <p>Aristophanes. <i>Lysistrata</i>. New York: Dover, 1994. ISBN: 0-486-28225-2 [open source]</p> <p>Ibsen, Henrik. <i>A Doll's House</i>. New York: Dover, 1992. ISBN: 0-486-27062-9 [open source]</p> <p>Moliere. <i>Tartuffe</i>. New York: Dover, 2000. ISBN: 0-486-41117-6 [open source]</p>

	Shakespeare, William. <i>Hamlet</i> . New York: Dover, 1992. ISBN: 0-486-27278-8 [open source] Wilson, August. <i>Fences</i> . New York: Plume/Penguin, 1986. ISBN: 0-452-26401-4 Wilson, Edwin and Alvin Goldfarb, eds. <i>Theatre: The Lively Art</i> . 10 th ed. Boston: McGraw Hill, 2019.
Original Total Cost Per Student	\$159.40
Post-Project Cost Per Student	\$12.35
Post-Project Savings Per Student	\$147.05
Projected Total Annual Student Savings Per Academic Year	\$35,292
Using OpenStax Textbook?	No

Narrative Section

1. Project Goals

Dr. Ray has been teaching Theatre Appreciation (THEA 1100) for 7 years, offering four sections per year. The course expects students to expand their content engagement beyond the text book on a variety of topics and share learning through critical analysis and critical thinking skills in a written format. To better engage students who have limited exposure to this particular art form, he has identified the following project goals:

- Reduce student costs associated with current text materials
- Identify open access reading and viewing material that provides effective coverage of information on current theatre practices, theatre history, and people associated with theatre in the past and today
- Improve general education students' abilities to engage with online material in a way that improves critical thinking and higher order thinking
- To tailor course materials to meet individual interests of the students and course instructor to maximize participation while maintaining and meeting current course objectives

2. Statement of Transformation

The current textbooks provide a comprehensive presentation of the necessary material, but the cost is far higher for a general education course textbook than many students are willing or able to afford. As a state college, many of our students have limited financial means to expend on texts in an area that seems to fall outside of their chosen major areas of study. As a result, many of the students in THEA 1100 choose to delay the purchase of the books for this course, or work out renting or sharing arrangements, or choose to rely only on classroom lecture for course information. In addition, the instructor has noticed that those students who do purchase the

texts often engage only minimally with it, reading only at a shallow “rote memorization” level. The Textbook Transformation Project seeks to create a set of course materials that is more engaging, more accessible, and thus likely more successful, for the students.

Proposed Transformation: THEA 1100 is a general education course in area C of the Core Curriculum. It serves as an introduction to the liberal arts across the full spectrum of majors at the college. The course is offered four times per academic year, with an average enrollment of 60. Thus, the project will reach 240 students per year. The project seeks to reduce the cost of the required course materials from the current ~\$160 to just over \$12, realizing a net savings to Georgia’s ABAC students of over \$35,000 per year. Provided student outcomes are on par or better, the new course materials may be used statewide on completion of the project. We will do this through use of Open Educational Resources (OER), online delivery using GeorgiaView and document storage using Galileo.

The course explores the state of live theatre in the 21st century and is presented to students as potential members of a theatre audience. It also looks briefly at the history of theatre to examine the long tradition of theatre that attending a play represents. Along with this historical exploration, several plays are read that represent the theatrical traditions through history. Students explore this information through reading, viewing plays (both live and on video), writing responses to those experiences, and examining associated topics in greater detail through outside research and writing. In addition to these written projects, comprehension of the material is assessed through online unit tests/quizzes. The course has seven Learning Outcomes:

1. Demonstrate an awareness of major developments in theatre history
2. Read and interpret representative works of dramatic literature
3. Recognize and identify major personalities of the theatre
4. Demonstrate an awareness of various theatre architectures
5. Demonstrate familiarity with basic theatrical conventions
6. Demonstrate an understanding of nomenclature of the theatre
7. Experience and demonstrate an understanding of basic production/technical operations of modern theatres

This is a very wide-ranging course that attempts to lay the groundwork for lifelong learning and experience in the liberal arts. Though the majority of students enrolled are not majoring in a Liberal Arts discipline, the foundation of the social fabric of a well-rounded member of society is a function of the liberal arts education. As a result, the objectives of this course involve discipline specific elements as well as more general learning goals associated with the appreciation of the arts.

The team has not been able to identify a single open source textbook that meets all the course's objectives. However, there are a number of resources that together can be used to address the current outcomes and goals of the course. The students taking the course post-transformation should receive the same or better quality of achievement of the course outcomes. In addition, the use of a variety of openly available professional expert source materials will be both engaging and rewarding for the students in ways that a single primary text book does not always achieve. In addition to providing low-cost and student-interest materials, this approach will enhance students' information literacy. The desire is to foster both a critical inquiry with specific materials as well as to generate student critical thinking skills through expanded understanding of online reading and viewing resources that often draw on the people and topics that more directly appeal to the students. Further, as OER materials are drawn from GALILEO and other reputable sources, students will gain experience with academic source material that should help them to more readily select topics of personal interest in this and other courses enabling a more critical, learner-centered engagement in their education. As part of this online approach, the course activities will transform several of the existing projects into a guideline-directed information sharing and discussion platform to expose students to a broader range of related topics than are currently possible in the research/written paper model. Other existing projects, including direct experience of live theatre, will remain, as will the assessment methods.

3. Transformation Action Plan

Team Member duties:

- Instructor of Record/Subject Matter Expert Dr. Brian Ray: Identify OER resources and key them to existing course outcomes, adjust syllabus units to align with resource availability, implement transformation in the classroom.
- Department Chair Dr. Susan Roe: oversee implementation, evaluate assessments, monitor results, ensure course assessments are evenly applied, and direct updates as necessary
- Department Program Coordinator Dr. Kyle Basco: design and implement surveys, obtain IRB approval if needed, tabulate, interpret and record results

Because all sections of THEA 1100 are taught by a single instructor, this transformation will be comprehensive across the fall and spring offerings of the course. No student taking THEA 1100 will be expected to purchase more than a single non-public domain play script starting in Fall 2019. This transformation includes existing materials identified by the instructor as well as additional high-quality materials yet to be identified. Some limited new materials also may be generated that would be hosted on GALILEO OLM. The focus of the team's effort will be to identify a variety of materials to be gathered and organized into a list of resource links made available through the course GeorgiaView online platform.

Course materials may include:

- Selected readings from an open source theatre text book: *Theatrical Worlds, Beta Version* by Charlie Mitchell, University Press of Florida, available at OERCommons (<https://www.oercommons.org/courses/theatrical-worlds-beta-version>)

- A variety of period specific theatre history resources to be identified such as those identified in OERCommons and MERLOT
- GALILEO resources such as play scripts for use as period samples, theatre history period specific analyses and reviews, and additional resources as may be available
- An interactive glossary of technical theatre terms, available through MERLOT or directly here:
(<http://www.theatrecrafts.com/pages/home/glossary-of-technical-theatre-terms/>)
- Other resources that may prove beneficial or desirable to specific student interests as determined by the instructor

The course syllabus will continue to include all of the existing structure, modules, assignments, and assessments of the course. However, some rearrangement of course unit offerings may be necessary to better align with availability of OER resources. The existing assessment tools will be continued to be used as they are currently keyed to outcome assessment and not text-driven. This will make assessment of the transformation much more directly measurable. The syllabus will also continue to include the experiential project.

Dr. Brian Ray will begin with the existing course syllabus to identify key content to be mapped. He will identify suitable materials from other sources, starting with those above. As part of this process, he will identify materials which improve upon existing materials, providing students with a more interactive and engaging experience. When complete, he and Dr. Roe will discuss course layout, progression, and assessments to ensure cohesion and continuity.

Meanwhile, Mr. Basko will secure IRB approval, given the surveys and required student performance measures that need to be reported. He will work with the Board to draft the application and to obtain clearance. In addition, Mr. Basko will establish baseline scores for each assessment point, based on the past two years' student data.

When prepared and approved, then Dr. Ray will teach the course with new materials in the Fall of 2019. Student learning will be assessed using existing quizzes, tests and exams. There are 8 reading quizzes over assigned material to measure reading effectiveness, and five unit tests – the first two cover topics relevant to theatre concepts and production elements in 21st century theatre practices and the last three cover historically relevant periods and plays that illustrate the development of modern theatre from its roots in Ancient Greece. In addition, there are a pre- and post-test to assess material acquisition and retention.

After the course is completed, Dr. Ray and Mr. Basko will review student performance to determine if students are performing better, the same, or worse using the new materials. If deficiencies in student learning are uncovered, the course content will be reviewed and adjusted before the Spring 2020 offering.

4. Quantitative and Qualitative Measures

Since this project does not intend to change the course outcomes, only the materials used to achieve those outcomes, the assessment tools do not need to be changed. Since the test range

under this grant will only be two semesters worth of results (Fall 2019 and Spring 2020) careful analysis will need to be conducted. Our approach will be fourfold: 1) students' in-course content assessment scores will be compared against a three year pre-transformation baseline; 2) Students' end of course grades will be compared to a pre-transformation seven year baseline; 3) A survey will be developed to describe students' opinions about the new materials, including 2-3 open ended questions to provide qualitative information; 4) A pre/post test will be given at the end of each semester and compared to a pre-transformation three year baseline. This test will also include open-ended questions and or free text entry so that students may express their opinions openly, supporting qualitative collection. Together, a very clear picture of performance will emerge.

Student assessment: In order to determine the level of student learning in the course, after the transformation, we will use existing data as a baseline. Course assessments include five multiple choice unit tests, a final exam, reading quizzes and two writing assignments. In addition to assessments used for student grades, the pre-test and post-test consisting of 39 questions is given to assess broader concepts of student learning. Each question of each test or exam is mapped to a specific Learning Objective (as listed above). For example, here is the map for the course pre/post-test:

Outcome 1: Questions 1, 6-8, 14-16, 21, 25, 31

Outcome 2: Questions 23, 29, 35-39

Outcome 3: Questions 2, 11-13, 26, 32

Outcome 4: Questions 3-4, 10, 17, 22

Outcome 5: Questions 5, 18-20, 24, 27, 30

Outcome 6: Questions 9, 16, 19, 21, 33-34 (overlap occurs due to question wording)

Unit tests are delivered and graded electronically on a 100 point scale. These are spaced at roughly equal intervals throughout the semester. They are not cumulative. Each question on each of the tests covers at least one of the course outcomes. Unit concept groups include:

Unit 1: The Art of Theatre, the Role of the Audience, the Role of the Playwright, Genres of Dramatic Literature

Unit 2: Acting and Actors, Directing, Theatre Spaces, Scenery, Costumes, Lighting & Sound

Unit 3: Ancient Greek theatre, Roman theatre, Medieval Theatre

Unit 4: Renaissance Theatre

Unit 5: Restoration through Modern Theatre

The **Final Exam** follows the format of the Unit Tests above, in that each question maps to a specific Learning Outcome for the course. However, the last test is cumulative in nature, and is designed to capture the whole course.

Reading Quizzes cover specific 21st century theatre production elements and a sampling of the historical periods that are studied. Although these comprise a small part of the grade, they are essential to encourage students to do assigned reading.

Writing Assignments: Outcome 7 is assessed by means of an out-of-class project requiring students to attend and respond in writing to a theatrical experience, and a focused research paper with lit review.

The response paper assignment is “Your goal is to take your learning beyond the classroom by experiencing available theatre performance opportunities in your own environment. As part of your course grade, complete the following: Attend at least one live performance of a theatre production during this semester, and write about your experience. You will write a response paper about the experience that includes the following information, as a minimum:

1. a description of the theatre experience (location, methods, performers, etc.)
2. a summary of the play
3. a personal reaction to the experience
 - a. did you enjoy it – why/why not
 - b. how did this theatre experience compare to other similar experiences you’ve had
 - c. what were your favorite elements of the performance – why
4. what significant theatre related ideas that we have discussed in the course were reflected in this production – and how do they expand your understanding of the material in this class”

The Focused Research paper and Lit Review topic assignment is “Your goal is to explore one element of theatre in a little more detail. As part of your course grade, complete the following assignment: Select a topic from [an extensive] list [of topics]. Research the topic in a variety of critically assessed sources (5-8 sources – other than the text book). Then, write a review of the sources reviewed, identifying (at a minimum) the basic information each contains about the topic, their applicability to the topic (i.e. biases, perspectives, reliability of information) and their credibility. In addition, use the research to write a 4-5 page paper that explains the importance of the topic to the world of theatre – in history and today.”

Taken together, student assessments will give the project a clear and consistent, quantitative picture of student learning. Dr. Ray has been using these assessments for several years. This gives the ABAC project a distinct advantage over some other projects. We provide baseline data validated over years of teaching, then test the effect of the transformation using the same methodology and assessments. Thus, we are able to isolate the effects of the new course materials. We will be able to report our results with a very high degree of confidence.

Project assessment: The data gathered from the unit test results and final exam results for the last three years, where the tests and course delivery methods have remained essentially the same, will be used as a pre-transformation baseline. Comparing the Learning Objective results from that baseline sample to the initial Fall 2019 semester will yield an indication of the success

of the new materials after the first semester's launch. Students' scores will be compared on a per-element basis against the baseline established. Simple descriptive statistics will be used at this iterative point. With these, Dr. Roe and Mr. Basko will review performance data, then make suggestions to Dr. Ray for any adjustments needed for Spring 2020. After Dr. Ray teaches the course a second time, and now with ~120 students' data, a more thorough analysis will be undertaken to determine project success.

We will also review the DFW rates for Fall 2019 Spring 2020 as compared to baselines. Over the last four years, the course completion rate averaged 92%, while pass rates (C or higher final grade) averaged 78.2%. The goal would be to maintain or improve on these rates.

The course also uses a pre-test/post-test to determine student achievement and retention of information across the semester. These tests have shown a less consistent result across the same three-year sample as the Unit test/Final Exam results. To maintain course consistency, these pre/post tests will continue to be given. This test will also continue to be used to assess the impact of the new materials on student retention of information.

Since current student evaluations do not include an assessment of the text materials, we will design and implement a directed survey assessment for this course to be administered in Spring 2019 (not funded by the grant, but necessary for establishing a baseline), then again after the transformation of the text requirements in Fall 2019 and Spring 2020. The survey would provide qualitative information about students' perspective of the materials (particularly books, study guides, and other required materials) as well as an assessment of the students' use of the materials. The survey will be administered on paper. Students would respond using a five item Likert scale, indicating their opinions from "strongly agree" to "strongly disagree" about the usefulness of the materials for their success, particularly post-transformation. Another element of this survey will be more open-ended text entry questions that ask the students to comment on the quantitative and qualitative impact of the new materials on their course experience, mastery of the material, and interest in theatre. Survey results will be entered into SPSS and analyzed for statistical significance and analysis of variance. These will provide an additional quantitative element to our analysis.

5. Timeline

May 16-31, 2019

Initial meeting with team members to discuss full plans and responsibilities: Ray, Row, Basko

Retrieve course assessment score baselines, including Spring 2019: Basko

Retrieve course grades and DWF statistics for the course, including Spring 2019: Basko

Begin mapping existing course for key content: Ray

Attend Affordable Learning Georgia Kick-Off Training: Ray and Roe

June 01 - June 30, 2019

Refine course layout, progression, and assessments to ensure cohesion and unity: Ray and Roe

Complete the assembly of new course materials: Ray

Create student survey to gather feedback on new course materials: Basko

Obtain IRB approval if needed: Basko

July 01 - July 31, 2019

Compile baseline statistics for each assessment point: Basko

Reorganize syllabus for review by Dr. Roe; review: Ray, Roe

Develop course template for GeorgiaView: Ray

Finalize full collection of OER materials to be used: Ray

Create, edit, format, store any needed new created course materials: Ray, Roe, Basko

August 1 - August 12, 2019

Integrate all OER materials and created materials (if any) and upload to GeorgiaView: Ray

August 13, 2019 - December 12, 2019

THEA 1100 is taught with new OER materials: Ray

Student surveys administered and collected: Basko

December 13 - January 06, 2020

Calculate Fall 2019 Final Exam/Unit Test/DFW rates and Student Survey results: Basko

Review the Fall 2019 results and make recommendations as necessary for adjustments to Spring 2020 course delivery: Roe

Make any needed adjustments to course content, Georgia View delivery or assignments: Ray

January 07 – May 05, 2020

THEA 1100 is taught for the second time with new OER materials: Ray

Student surveys administered and collected: Basko

Begin statistical analysis of students' assessment scores, survey results, DFW rates and end of course grades: Basko

May 06 – May 31, 2020

Complete analysis of student statistics, to include Spring 2020 grades and survey results: Basko

Compile and submit final progress report: Ray and Roe

6. Budget

All awarded funds will be dedicated solely and specifically to meet project goals, objectives, and activities associated with the transformation of THEA 1100. All of the work necessitated by this project demands work above and beyond the regularly assigned duties of the team members and will have to be completed outside of work hours, with the exception of teaching the courses, for which no additional compensation is requested.

Team members include two faculty members and a Departmental Program Coordinator.

- Brian Ray, Professor of English and Instructor of Theatre, will be primarily responsible for the research, identification and alignment of course materials, the writing of original course documents, and travel.
- Susan Roe, Chair, Department of Fine Arts, Professor of Music, will be responsible for project oversight, evaluation of assessment data, submission of required paperwork, and travel as needed.
- Kyle Basko, Program Coordinator, will be responsible for creation and administration of student satisfaction surveys, compilation of data results, project editing, and technical assistance.

Brian Ray

\$5000 (includes fringe benefits)

Susan Roe

\$2500 (includes fringe benefits)

Kyle Basko

\$2500 (includes fringe benefits)

Travel/Design Materials

\$800

Total Project Budget

\$10,800

7. Sustainability Plan

THEA 1100 is offered every fall and spring semester. It is offered in the summer only when there is sufficient demand to warrant such an offering. There is only one instructor for this course, offering two sections per semester. As a result, the frequency of the course offerings and the consistency of the instructor will allow this course to have frequent review. Although this project runs through Spring semester 2020, the intent is to continue this project and the assessments beyond that date by a minimum of two full academic years (an additional four semesters) which will ensure that any needed course or OER material realignment to meet course outcomes, objectives, or activities can be done in a timely manner.

The use of Open Educational Resources (OER) for THEA 100 has a high level of support from the campus administration including the VPAA/Provost, Interim Dean of Arts & Sciences, and the Chair of the Dept. of Fine Arts.