

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. Your final report submission must include four separate component files:

1. *Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
2. *Course Outline document with links to the materials as used per day, week, or unit, organized chronologically. [View Course Outline Example](#)*
 - a. *For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.*
3. *Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
4. *A photograph of your team and/or your students for use in ALG website and materials.*
 - a. *Photograph must be 800x600 pixels at minimum (length x height).*
 - b. *Photograph must be taken together: individual team member photographs and website headshots not accepted.*

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date:

Grant Number: 108

Institution Name(s): University of North Georgia

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

Kelly McFaden, Assistant Professor, Teacher Education, kmcfaden@ung.edu

Sheri Hardee, Association Professor/Associate Dean, Teacher Education, shardee@ung.edu

Lauren Johnson, Assistant Professor, Teacher Education, lcjohnson@ung.edu

Pat Nodine, Assistant Professor, Teacher Education, pnodine@ung.edu

Linda Reece, Assistant Professor, Teacher Education, lreece@ung.edu

Project Lead: Kelly McFaden

Course Name(s) and Course Numbers: EDUC 2110, 2120, 2130

Semester Project Began: Fall 2015

Semester(s) of Implementation: Spring 2016 (2110/2120), Summer 2016 (2130)

Average Number of Students Per Course Section: 25

Number of Course Sections Affected by Implementation: Spring 2106: 2110 (10) & 2120 (7)

Total Number of Students Affected by Implementation: 425

1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

Transforming our classes to open access resources has been a challenging but rewarding process. We decided that we would focus our work on identify, evaluation, and curating existing resources for our courses rather than writing novel narratives. We wanted our students to have access to not only the seminal works or ideas in our field but to also have access to the most current events and conversations, particular around diversity and social justice. To accomplish this, we split into two primary teams, with Kelly, Sheri, and Lauren working together to develop 2110/2120 in Fall 2015 and Pat and Linda working together on materials for 2130 in Spring 2016. The 2110/2120 team found it helpful to meet for several hours weekly to evaluate and organize materials. Strong emphasis was placed on identify academic, peer-reviewed open access resources for our students. In the end, we identified over 200 high quality readings, videos, or other free, open access resources for 2110/2130. Materials for 2130 are currently under revision pending faculty review.

After the initial development process, we have identified three primary challenges:

- Identifying a platform that would meet our needs, the grant requirements, as well as those of our library was a challenge. Even though NOIR is not an ideal platform, it was eventually decided upon as the best choice.
- While we did solicit the input of all Foundations faculty before applying for the grant, there did seem to be some lingering confusion over the purpose and implementation of open access resources. While this was not a significant barrier to implementation, it did require additional instruction, which proved frustrating for some faculty.
- While a significant amount of work went into creating the original lists, faculty were compensated for their labor. In the future, however, the lists will need to be regularly

revised, maintained, checked for errors, and updated. There are no provisions to provide compensation for this labor.

One of the most significant impacts on instruction has been the additional flexibility provided by using free, open access materials. In the past, when having asked students to purchase expensive textbooks, there was a feeling that one ought to use the textbook exhaustively to justify the expense. When using free materials, it is possible to be more flexible when selecting readings as one is not beholden to a single text. In addition, it has allowed us to identify and use contemporary materials and examples in our classes, without the lag time inherent in traditional publication. Our instruction has been able to become more dynamic, interactive, and adaptable.

Our students have performed at or above the expected level. The most significant impact in moving to open access resources as been the experience of social justice in action. The cost of teacher education is rising in Georgia and with the addition of the edTPA portfolio exam, teacher candidates can expect to spend well over \$1000.00 for additional tests, exams, and licensure requirements. This additional expense can make teacher education burdensome for many minoritized students, particularly those coming from low SES backgrounds.

B. Describe lessons learned, including any things you would do differently next time.

In order to address the addressed challenges for other groups moving forward, we would ask them to consider the following:

- Integrating a representative from the library with expertise in technology
- Have additional discussion with students/faculty prior to implementation
- Build in additional room in the budget for edits
- Consider additional time for identifying and cultivating materials
- Spend additional time to fully organize materials, including writing introductory materials

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.

3. Quantitative and Qualitative Measures

3a. Overall Measurements

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: _____

- Positive: _____ % of _____ number of respondents
- Neutral: _____ % of _____ number of respondents
- Negative: _____ % of _____ number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Student outcomes should be described in detail in Section 3b.

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

_____ % of students, out of a total _____ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

3b. Narrative

- *In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*
- *Include measures such as:*
 - *Drop, fail, withdraw (DFW) delta rates*
 - *Course retention and completion rates*
 - *Average GPA*
 - *Pre-and post-transformation DFW comparison*
 - *Student success in learning objectives*

- *Surveys, interviews, and other qualitative measures*
- *Indicate any co-factors that might have influenced the outcomes for better or worse.*
- *When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)*

4. Sustainability Plan

While no funds have been allotted moving forward, the course managers for each course have agreed to serve as the main contact for updating the materials. Other faculty have agreed to pass along relevant materials and notify that individual as they locate broken and outdated links.

5. Future Plans

Three of the project participants from UNG (Kelly, Sheri, and Lauren) have partnered with Deanna Cozart (grant recipient from UGA) to write and present on the experience of social justice in action through the development of free, open access resources for Social Foundations of Education courses. They have presented their work at the American Association for the Advancement of Curriculum Studies and the USG Teaching and Learning Conference. In addition, Kelly McFaden and Deanna Cozart have had a book chapter accepted for publication in *Meeting the Needs of Diverse Learners in 21st Century Higher Education*.

6. Description of Photograph

- *List the names of the people in the separately uploaded photograph and their roles.*
- *E.G.: (left-right) Dr. Transformer, team lead and instructor of record; Agent Graphic, instructional designer; Dr. Philomath, subject matter expert; B. Bibliophile, librarian; A. Einstein, Student.*