

OER Revisions and Ancillary Materials Creation

Mini-Grant Application

Affordable Learning Georgia aims to support the sustainability of previous Textbook Transformation Grants implementations through revisions of created open educational resources or the creation of new ancillary materials for existing OER. Mini-grant participants do not need to be the original creators of the resource(s). While we welcome original authors to revise their original materials, the nature of open licenses allows for the revision and remixing of OER materials by anyone as long as the terms of the license are adhered to.

The final deliverable for this category is the revised or newly-created materials as proposed in the application, which will be hosted through GALILEO Open Learning Materials. All revised or newly-created materials will be made available to the public under a Creative Commons Attribution License (CC-BY), unless the original materials were under a more restrictive license such as the inclusion of SA (Share-Alike) or NC (Non-Commercial).

For the purposes of this grant, we define revision as the major improvement of a resource through updates for accuracy, accessibility, clarity, design, and formatting. We define ancillary materials as any materials created to substantially support the instruction of a course using an existing open educational resource(s).

While mini-grants do not normally require the Letter of Support process that larger Textbook Transformation Grants require, multi-institution collaborations on a mini-grant project do require a Letter of Support from each institution. This is to ensure that not only the Project Lead's institution is aware of the grant.

Applicant Name *

Beth Mauldin

Applicant Position *

Associate Professor of French

Applicant Institution *

Georgia Gwinnett College

Applicant Email Address *

Please use your institutional email address.

bmauldi1@ggc.edu

Other Team Members

Please provide both names and email addresses here.

Kristina Watkins Mormino, kmormino@ggc.edu

Federica Goldoni, fgoldini@ggc.edu

Type of Project *

- ☐ Revision of pre-existing OER
- ☒ Creation of ancillaries for pre-existing OER
- ☐ Other: _____

Course Number(s)

French 1001/ French 1002

Course Title(s)

Elementary French I/ Elementary French II

Final Semester of the Project *

This is the semester in which the materials created/revised will be completed.

- ☒ Fall 2020
- ☐ Spring 2021

Proposed Grant Funding Amount: *

This is the total (in a dollar amount) of funding you are requesting for the mini-grant. There is a maximum of \$4800, with a maximum of \$2000 per team member and \$800 for project expenses.

\$4,800

Currently-Existing Resource(s) to be Revised / Ancillaries Created *

Please provide a title and web address (URL) to each of the currently-existing resources that you are either revising or creating new ancillary materials for below.

Title: Français interactif

Link: <https://www.laits.utexas.edu/fi/>

Project Description *

In at least one paragraph, describe your project's goals and deliverables.

A. Project Title: Ancillary Materials for FREN 1001 and FREN 1002

B. Goals

The goals of this project are to:

1. Develop engaging interactive videos to improve student success.
2. Create a test bank focused on improving student's writing or speaking.
3. Redesign Brightspace (D2L) as an organized one-stop source of course materials for French 1001 and 1002.

C. Deliverables

The deliverables of this project are:

1. Twenty interactive videos covering lessons from chapters 0-4 for French 1001 and twenty covering lessons from chapters 5-8 for French 1002.
2. For French 1001: Eight quizzes, four chapter tests, one oral assessment, and at least one assignment involving writing or speaking. For French 1002: 10 quizzes (including review quizzes), four chapter tests, one oral assessment, and at least one assignment involving writing or speaking.
3. Five D2L modules covering chapters 0-4 of Français interactif for French 1001 and four D2L modules covering chapters 5-8 of Français interactif for French 1002.

Transformation Plan

The project team aims to create ancillary materials for the OER, Français interactif, that will include exams, quizzes, assignments, and interactive videos. The creation of these materials, particularly the interactive video, will work well since several sections of FREN 1001 and 1002 have partially adopted the flipped pedagogical approach in which students are required to read the textbook and watch a video about the next day's topic before coming to class. Then, they take an informal assessment on what they have just learned. Some of the online components of these partially flipped classrooms need to be reworked however. The project team aims to improve these parts and organize the OER in a coherent way for a more manageable student access. Through these efforts, we expect the project to have both a class performance and a financial impact on our students. Approximately 160 students enroll in FREN 1001 and 1002 every year. The current textbook for both courses (Chez Nous) costs \$200, so our students will save significantly with the adoption of the new no-cost OER.

Interactive Video. Our partially flipped classes require students to come to class having some familiarity with the grammar lessons and French vocabulary and having studied those things that require memorization (genders of nouns, conjugations of verbs, etc.). Class time can then focus less on presenting and explaining material and more on applying knowledge communicatively. Interactive videos are effective for introducing concepts outside of class and communicative practice in class. These videos must be developed intentionally to match the intersecting sequences of vocabulary, grammar, and culture lessons in a given French textbook. That is, we cannot use videos and PowerPoint presentations available on the Internet that were created by other teachers using a different scope and sequence for French instruction.

We will develop twenty interactive videos covering lessons from chapters 0-4 for French 1001 and twenty covering lessons from chapters 5-8 for French 1002. Half of the videos will be grammar explanations with embedded voiceovers intended for student use outside of class; they also include a short, informal quiz at the end of each lesson to assess student understanding of the material. The remainder will be communication organizers including video with open-source images selected to evoke specific vocabulary (e.g. talking about food) and grammatical functions (e.g. narrating a sequence of events in the past) in keeping with the scope and sequence of Français interactif. Dr. Maudlin will be responsible for creating the interactive videos for FREN 1001, while Dr. Mormino will create those for FREN 1002.

Test Bank. The course goals and objectives for French 1001 and 1002 are communicative and cultural. As a result, the assessment materials must also require that students perform communicative functions and that they demonstrate knowledge of French and francophone cultures. Communication entails reading, writing, speaking, and listening – often in combination – and fuses grammar, vocabulary, and culture. Therefore, while some quizzes that target rote memorization may be borrowed from various sources, communicative assessments must be created to track with the intersecting sequences of vocabulary, grammar, and culture lessons in the textbook. Additionally, as part of its QEP, Georgia Gwinnett College created internationalized courses (i-courses) that address at least two out of three categories of student learning outcomes (SLOs) for developing intercultural competence. Our French classes have all been verified as i-courses and are regularly assessed regarding how well they teach their designated SLOs. Through our quizzes, tests, and assignments, we will assess cultural knowledge and produce data about our teaching effectiveness vis-à-vis the i-course SLOs. This will ensure that others who adopt our materials, whether future GGC faculty or instructors elsewhere, will have assessments that develop both cultural knowledge and intercultural competency. As with the interactive videos, Dr. Maudlin will be responsible for the test bank for FREN 1001 and Dr. Mormino will be responsible for FREN 1002.

Brightspace Redesign. Materials for Français interactif are available on the Français interactif website, and additional open source homework materials are currently being developed through an ALG grant by Lisa Connell and Claire Ezekiel at the University of West Georgia. However, our experience with our current online materials (Chez Nous, 4th ed. on the MyFrenchLab platform) has revealed that students become confused and disorganized when they have to seek out materials on multiple websites. If we simply adopt the available materials, students will lose track of where to go to find which information or exercises, and the result will be that they will miss assignments and lose a clear idea of the objectives and organization of the course. So, we must also redesign the Brightspace (D2L) courses for French 1001 and 1002 as one-stop shops so that PDFs, videos, links, and videos are all clearly organized by chapter and easily accessible through easy to follow modules. Dr. Goldoni, who has done similar work under ALG grants for GGC Spanish classes will guide these efforts.

Our adaptable D2L format would be shared with the French faculty at the University of West Georgia and any other USG adopters of Français interactif, as well as with the larger community of foreign language educators through the Voices for Openness in Language Learning website:
<http://sites.la.utexas.edu/voices/>.

Our colleague, Dr. Federica Goldini, Associate Professor of Spanish at Georgia Gwinnett College, will assist the team by providing guidance on arranging course materials for FREN 1001 and 1002. She is acting as a consultant on the project, not a full team member.

Timeline and Personnel *

Provide a project timeline with milestones below, keeping in mind your selected Final Semester above. Provide a short description of the roles any additional team members will take on during the activities in your timeline.

Spring 2020

February 24, 2020 – Expected start of the grant.

Research, collect, and organize OER ancillary materials and assign responsibilities to team members.

Summer 2020

June 2020 Create assessments for FREN 1001 (Mauldin)

Create assessments for FREN 1002 (Watkins-Mormino)

July 2020 Create interactive videos for FREN 1001 and FREN 1002 (Mauldin)

Create interactive videos for FREN 1002 (Watkins-Mormino)

July – Dec. 2020 Arrange course materials in a D2L one-stop shop for FREN 1001 (Mauldin, consulting with Goldoni)

Arrange course materials in a D2L one-stop shop for FREN 1002 (Watkins-Mormino, consulting with Goldoni)

Fall 2020

The new assessments will be ready and implemented in Fall 2020. We will begin using the videos throughout Fall 2020 on an as-finished basis. We will have course materials arranged in a trial format by the start of classes in Fall 2020. We will tweak our selection of materials and the organization of them in D2L as we learn what is most effective for students. In addition, we will collect and analyze the evaluation data and prepare the final report to ALG.

In spring 2021, we will completely incorporate interactive videos, test bank, and other created materials into the courses.

Both team members will assess the effectiveness of the materials and update the materials after the grant is over.

PERSONNEL

Dr. Mauldin - She is responsible for managing the grant. She will also create the assessments and the videos for FREN 1001 and arrange course materials.

Dr. Watkins-Mormino - She will also create the assessments and the videos for FREN 1002 and arrange course materials.

Dr. Goldoni - She will assist the team by providing guidance on arranging course materials for FREN 1001 and 1002.

Budget *

Please enter your project's budget below. Include personnel and projected expenses. The maximum amounts for the award are as follows: \$4,800 maximum award, \$2,000 maximum per team member, \$800 maximum for overall project expenses. Unlike standard-scale and large-scale transformations, the maximum of \$800 is not a required element of the budget, but rather meant primarily for the purchase of specific tools and software which would help with improving resources.

Amount Requested: \$4,800

Justification: We request \$4,800 for personnel and supplies.

A. PERSONNEL

Dr. Mauldin requests \$1,800 to cover pay and fringes. She is responsible for managing the grant. She will also create the assessments and the videos for FREN 1001 and arrange course materials.

Dr. Watkins-Mormino requests \$1,800 to cover pay and fringes. She will also create the assessments and the videos for FREN 1002 and arrange course materials.

Dr. Goldoni will be compensated \$450 to cover pay and fringes. She will assist the team by providing guidance on arranging course materials for FREN 1001 and 1002.

B. SUPPLIES

\$300 for six color, hardbound copies of the textbook (five instructor copies and one student copy to stay on reserve in the GGC library)

\$450 for Adobe Captiva software to create interactive videos

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