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 *

Susan McFarlane-Alvarez

Applicant Position *

Associate Professor

Applicant Institution *

Clayton State University

Applicant Email Address *

Please use your institutional email address.

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Other Team Members

Please provide both names and email addresses here.

Mark May markmay@clayton.edu, Jason Guthrie jasonguthrie@clayton.edu, Jim RIckerson robertrickerson@clayton.edu

Type of Project *

◉ Revision of pre-existing OER

◯ Creation of ancillaries for pre-existing OER

◯ Other: ....

Course Number(s)

COMM 1110

Course Title(s)

Public Speaking

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.

Spoken Communication LibGuides https://clayton.libguides.com/SpokenCommunication
Including the OER textbook and additional materials developed previously.

Project Description *

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

On average, each semester our program offers 18 sections of COMM 1110 – Public Speaking. Members of the original grant application shared information about the grant and materials developed at the 2019 Georgia Communication Association conference, confirming that instructors at other universities are making use of the learning materials. Further, based on a user statistics report for the LibGuides site, user numbers peaked one year following the launch of the site in 2016, with lower peaks every Fall semester. This points to the need for continuing material development and promotion among instructors and students. According to the Electronic Resources Librarian at Clayton State University, updating content on the LibGuides site would also increase unique visits to the site.

While instructors and students have provided overall positive reviews of the materials developed in the first round of the Affordable Learning Georgia, there is need for strengthening and streamlining the content for greater teaching and learning success. Our ALG Minigrant Revision project would include editing the original OER materials developed. We would also reorganize the materials on the LibGuides website, integrating the content in the ALG-developed LibGuides site with the more generic Public Speaking LibGuides site at https://clayton.libguides.com/comm1110.

The original materials developed included a textbook, PowerPoint slide decks and a test bank for instructors. These resources have proven to be especially valuable for part-time instructors who have not used the free textbook before. Nevertheless, the instructors often lack classroom activities to accompany the textbook. This revision will also include creation of activities to help students develop relevant skills pertaining to the contents of each chapter.

Also, as a result of the previous ALG grant, the faculty, along with student film majors, created a number of well-produced model speeches posted to the LibGuides site. While these videos have been useful, they do not cover the range of speeches students are required to give in public speaking courses. If awarded this grant, faculty members would coach students who scored excellent grades in their past speeches, and help these students to prepare their speeches for video capture, therefore building a wider database of informative, persuasive, and ceremonial speeches and capture speeches given in an online forum. These new models would be excellent for use in classroom analysis.

To develop the online textbook, the original team evaluated multiple free public speaking textbooks and online resources and evaluated an average of three possible chapter versions for each area of focus the team sought to include. The best chapters were selected and were edited to create a consistent textbook. Now that the textbook has been used for a few semesters, the faculty realizes that some modifications, deletions, and additions would improve the overall quality of the book. A faculty survey has been conducted to help identify the chapters that should be strengthened. In addition, the current textbook is too long. When the specific Creative Commons license permits, chapters will be edited for length. Other chapters will be modified, if permitted. The final product will be easier to read, more to the point, and more in line with current instructional practices/concepts.

In our revisions of the textbook, we will also take into account the findings of a 2011 study by David Schneider, in which 22 public speaking textbooks were analyzed for their readability (Schneider 2011). Schneider notes the importance of text readability in what is often a freshman course for our students. Our

discussions will include consideration of adding stated learning objectives, chapter summaries, vocabulary lists, glossaries, and uses of examples.

Lastly, the team will develop a new QuickStart Guide to help provide orientation to the materials for new instructors. This process would include analysis of strengths and weaknesses of existing resources, responding to feedback from our part-time instructors who also make use of the resources, and re-writing parts of the checkbook. The team will also review and develop new content, including new videos, relevant to online or hybrid teaching of COMM 1110.

Summary of Deliverables:
- Redesign of LibGuides website, incorporating content from two sites into one and improving site flow.
- Addition of five suggested student activities as part of LibGuides
- Development of four new student videos
- Revision of eight of the textbook chapters
- Development of new QuickStart guide for instructors

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.

Fall 2019
- Discussion + analysis of existing materials, including preparation of instructor survey.
- Meeting of team members.
- Review of licenses for OER commons materials-
- Guthrie, May, McFarlane-Alvarez

January 2020
- Application for ALG minigrant

February 2020
- Administration of instructor survey
- Editing meeting + discussion
- Guthrie, McFarlane-Alvarez

March 2020
- Begin editing textbook chapters
- Review PowerPoint slide decks
- Recruiting students for speech videos
- Guthrie, May

April - July 2020
- Editing of textbook for readability
- Re-writing and redesigning of LibGuides site,
- Recording new speech videos-Guthrie, McFarlane-Alvarez, Rickerson

August - September 2020
- Final review of textbook for readability
- Revise PowerPoint slide decks
- Develop student exercise examples
- Guthrie, McFarlane-Alvarez

October 2020
- Hosting instructor session
- Guthrie, May, McFarlane-Alvarez

November 2020
- Final edits based on instructor feedback
- Publication of revised materials (textbook, slides, testbank) on LibGuides,
- Guthrie, May, McFarlane-Alvarez, Rickerson

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.

Per Team Member = $1,000 x 4 $4,000
Instructor informational session catering $ 400
Instructor stipend for attending (10 x $40) $ 400
Total $4,800

Creative Commons Terms *

☑ I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.

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