

Application Number	M26
Grant Amount	\$4,800
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Works Being Revised	Proposal Title: 240 "Bringing the Government Textbooks to Life at GGC" Web Address: https://www.affordablelearninggeorgia.org/documents/240_Budryte.pdf . As recommended by Mr. Gallant, the link to the Grant's Round 6 ALG proposal is provided.
Final Semester	Fall 2018
Grant Amount	\$4,800
Description	<p>Project Title: Bringing Government Textbooks to Life at GGC--Continued</p> <p>The goals of the project are to:</p> <ol style="list-style-type: none"> 1. Improve the means by which we assess the utility of various activities designed to increase student engagement and knowledge retention in 12 sections of the survey courses of American Government, which will impact 336 students by Fall 2018. 2. Refine quizzes that assess student improvement in knowledge and retention of those core concepts, comparing scores between ALG and non-ALG resource-based courses. <p>Our deliverables are:</p> <ol style="list-style-type: none"> 1. Assessment protocols developed for a range of classroom activities that address core course concepts, including additional activities to be developed during this project. 2. Enhanced test bank for American Government, Political Science 1101. <p>The free OpenStax book utilized for the Political Science 1101 book in our first ALG project was met with much appreciation by the 627 students who participated in the project. Moreover, we observed that the students were more engaged in class and were more likely to attend class lectures because the classes were more interactive (they included activities drawing on Open Educational Resources). Several students commented the activities helped them understand the material better and kept the material interesting. Overall, students remarked that the free textbooks as one of the most useful sets of material. When students offered additional positive comments, they often remarked on the utility of an additional source of material, particularly when it came to prepare for quizzes and exams. Students also commented on the significance of the glossary and chapter highlights in helping them to understand the material. Finally, our focus group data suggest that there is a good potential to better develop activities using Open Educational Resources, including free textbooks.</p> <p>While the students' reviews were encouraging, the baseline assessment results indicated only a slight improvement in students' knowledge. When compared to those using the expensive textbooks, there was no significant</p>

difference between them. The baseline assessment quiz was developed with the main goals of POLS 1101 in mind. Thus, the quiz included some basic questions about the key characteristics of the US government, and was conducted in the beginning and the end of each semester to gauge changes in the students' knowledge. Through the ALG mini-grant, we aim to enhance our materials to continue to improve the baseline results among the participating students.

Considering the results of the baseline quizzes, student evaluations, and focus groups' findings, the project team plan for this project is to pursue the enhancement of our previously funded project materials because of their potential to assist our students with their academic success. Based on the course outcomes that will result from our review in Spring 2018, we will work on creating additional materials considered most useful by the students (e.g., online discussion forums and links to online videos) and those that the project team consider essential to instruction (e.g., test bank, PowerPoint and simulations).

Our team has developed and collected over fifty activities addressing a range of topics of interest to American Government courses. These activities included group discussions of topics, such as voting participation and freedom of speech; simulations of events such as Supreme Court Justice confirmation hearings and other domestic political and policy-making processes; and classroom discussions of videos addressing topics such as elected judges, the Electoral College and political parties. Most, if not all, of these activities will be part of our transformation plan. As with our previous ALG project, each team member will be assigned his or her own chapter materials to review, revise, and/or enhance. Dr. Lewkowicz will serve as Primary Investigator (PI) and will manage all project activities and assignments to ensure that all project goals will be achieved.

The materials and activities that will be produced because of the project will be disseminated through the ALG repository and GGC's D2L Brightspace.

Timeline

Planning – Spring, 2018: At the outset of this project, the team will review course outcomes, and will develop a list of several key course concepts that reflect those outcomes. From there, we will select a group of activities developed in the previous ALG grant (“Bringing the Government Textbooks to Life at GGC”) that correspond to those concepts, as well as to the OER materials. If necessary, the team will create additional activities. Once activities are selected and/or developed, we will construct a brief questionnaire of no more than three questions in which students can demonstrate their retention of a key concept from each activity, as well as express their opinions about the activity.

Furthermore, the team will use the assessment quizzes utilized in the previous ALG grant as the foundation for a new quiz that will more directly measure student knowledge of key concepts. In particular, we will determine the extent to which questions align with key course concepts and revise the quiz so that it more directly corresponds to the updated list of key course concepts. To prepare for the implementation in Summer 2018, we will also request for IRB approval.

Implementation—Summer and Fall 2018: At the beginning of each section of POLS 1101, the team members will conduct baseline quizzes that measures the knowledge possessed by the students on a range of key concepts. We aim to implement the project in at least 12 POLS 1101 sections and to have approximately 12 POLS 1101 sections serve as control groups. At the end of the semester, the team will conduct a final assessment quiz, with one or more members conducting the data entry and analysis of the results. In particular, we seek to demonstrate systematic differences in aggregate classroom performances between ALG and non-ALG sections.

Over the course of the semester, consistent with their syllabi, instructors will conduct a selection of activities, including five activities common to all sections, selected by the team as significant in facilitating knowledge of core concepts. Immediately following the activity, the instructor (or proctor) will conduct a survey that measures student interest in the activity, as well as their understanding of the key course concepts behind the activity. From there, members of the team will analyze the data to assess the extent to which the activity was successful in engaging student interest, as well as facilitating their understanding of core concepts. At the end of each semester, the PI will submit the semester report to the ALG Textbook Transformation grant.

Dissemination - Spring 2019: Once the data has been analyzed, the team will share its results via various formats, including conference papers and publications. Furthermore, we will develop a Spring 2019 workshop in which we can share these activities (particularly the more successful ones) with our colleagues within the discipline. We will upload the activities to the GGC Political Science Faculty website on Desire to Learn, as well as external websites. We will also submit our final report to ALG Textbook Transformation grant.

Budget

I. Compensation for four faculty: \$4,000 (\$1,000 each)
\$1,000 Michael Lewkowicz
\$1,000 Dovilė Budryté
\$1,000 Scott Boykin
\$1,000 Laura Young

Funds are requested to compensate team members for their time in developing key concepts, revising assessment tools and implementing the assessments.

II. Travel: \$800

There are no supplies required by the project. Funds of \$800 are requested instead for the team to travel to conferences, such as the ones sponsored by the Midwest Political Science Association and the Georgia Political Science Association. Through attending conference panels, team members can disseminate the results of the project and promote the ALG Textbook Transformation project so as to encourage instructors of introductory American Government courses to utilize OER materials in their classroom.

Total: \$4,800