

Spring 2016

# Critical and Contemporary Issues in Education

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# Grants Collection

University of Georgia



UNIVERSITY SYSTEM  
OF GEORGIA

Deanna Cozart, Brian Dotts, James Gurney,  
Tanya Walker, Amy Ingalls

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# Critical and Contemporary Issues in Education

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## Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
  - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
  - The initial proposal describes the grant project's aims in detail.
- **Final Report**
  - The final report describes the outcomes of the project and any lessons learned.

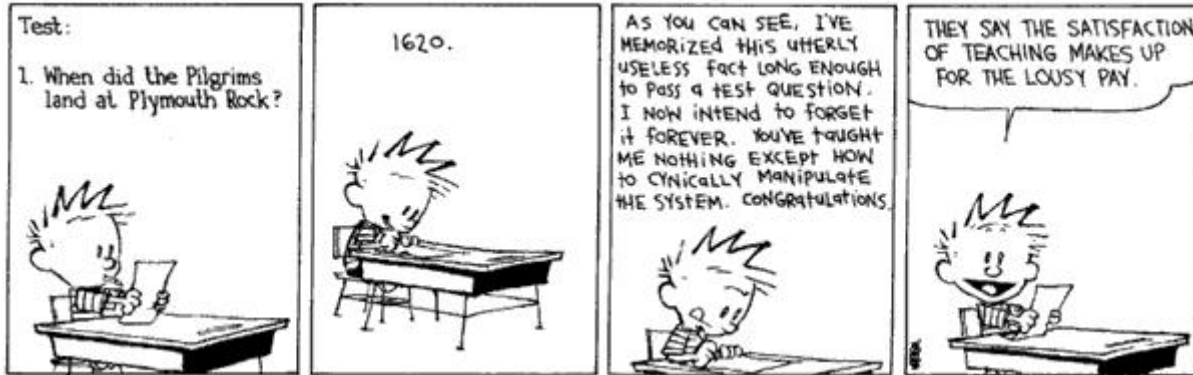


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# Syllabus

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## EDUC 2110: Investigating Critical and Contemporary Issues in Education



**Purpose of Course:** Michael Katz, a well-known education historian, declared, “*Not only were schools assigned key roles in the diffusion of democratic culture; they also had to mediate the contradictions between democratic ideals and the continuance of class and inequality.*”

Katz’s bold observation underscores the fact that public schooling in the United States, including its purposes and rationales, its structure and content, serves as a site of political, religious, economic, social, moral, and cultural conflict. In other words, public (or common) schooling in the United States was not simply the outcome of enlightened leaders seeking to create a literate citizenry. It was much more than this. Due to the nature of regional and local cultures and the federalist nature of the United States, public schooling developed sporadically, often haphazardly, and for various reasons and under different circumstances.

This course engages students in readings, observations, and **critical** analyses of educational issues influenced by the historical, social, and political contexts of educational settings (formal and informal) in the United States. As future educators, it is important for you to develop an understanding of these historical issues and political conflicts and how they have contributed to or limited educational opportunities and possibilities today. James W. Loewen, for instance, stresses the centrality in “understanding our past in order to understand ourselves and the world around us.” The belief that our contemporary educational systems developed naturally and progressively is to perpetuate a myth. Rather, as I stated above, public education transpired amidst political, religious, social, and economic conflicts, which we will examine in this course.

You should ask yourself a variety of questions including this sampling: Why is contemporary schooling the way it is? Why does it have the social, cultural and political structures it does? How did it get this way? How is the curriculum determined? What is left out of the curriculum? How are schools governed and organized? Why are certain social practices and rituals adopted and others ignored? Since schooling is a state responsibility, how and why is the federal government involved in education today? How has the history of schooling in America impacted

schools and various cultural groups today? What are students and teachers' constitutional rights and how are these determined?

You will quickly notice that the *public* nature of schooling inevitably results in political conflict as individuals and groups contest the goals of schooling. In other words, since schools are public institutions they serve as sites of political, ideological, social, religious, philosophical, historical, constitutional, and cultural conflicts while groups continually attempt to negotiate and impose their values in the construction of knowledge.

**Course Objectives:**

Analyze historical and philosophical influences as they have an impact on current school trends, policies, and practices.
Critique the constitutional, legal, and ethical requirements, and dispositions of the education profession.
Define, identify, and use the concept of academic language within the context of educator preparation and schooling.
Demonstrate reflective writing and critical thinking within the context of educator preparation.

**Texts**

~All articles, chapters, and books for this course are available by clicking on the following link, which will take you to a site created in part with funding from Affordable Learning Georgia. Some course materials are also available in ELC.

<http://rttp.ctl.uga.edu/openeduc/dev/>

**EDUC 2110**  
**Course Schedule - Spring 2016**

Date	Topic	Assignment
1/12	Introduction to Course  Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/course/educ2110e-investigating-critical-and-contemporary-issues-in-education/">http://rttp.ctl.uga.edu/openeduc/dev/course/educ2110e-investigating-critical-and-contemporary-issues-in-education/</a>	~Review Syllabus ~Sadovnik, Cookson, and Semel, <i>Exploring Education</i>
<b>EARLY HISTORY OF AMERICAN EDUCATION</b>		
1/14	<p style="text-align: center;"><b>The American Founding:</b>            Thomas Jefferson's Philosophy of Education</p> Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-10-american-revolutionary-era/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-10-american-revolutionary-era/</a>	~Holowchak, " <i>The Diffusion of Light</i> ": <i>Jefferson's Philosophy of Education</i>
1/19	<p style="text-align: center;"><b>The Development of the Common School:</b>            Horace Mann's Advocacy            Battle Between Protestants and Catholics over Urban Schooling</p> Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-11-early-national-era/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-11-early-national-era/</a>	~Urban and Wagoner, <i>The Common Man and the Common School, 1820-1860</i>
1/21	<p style="text-align: center;"><b>The Progressive Movement:</b>            Administrative and Pedagogical Progressives            Social Reconstructionism            Democracy and Education</p> Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-13-the-progressive-era/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-13-the-progressive-era/</a>	~Tyack & Cuban, <i>Progress or Regress?</i>  ~Editorial Board, <i>Orientation</i>  ~Dewey, <i>Can Education Share in Social Reconstruction?</i>
1/26	<b>First Exam</b>	In Class

## IDEOLOGY & SCHOOLING

1/28	<p>Ideology: Market v. Democratic Values            School Library Books            Students' Free Speech &amp; Press            "God" and the Pledge of Allegiance            Free Worship</p>	<p>~Engel, <i>The Struggle for Control of Public Education: Introduction</i></p> <p>~Board of Education, <i>Island Trees Union v. Pico</i></p> <p>~<i>Tinker v. Des Moines</i></p> <p>~<i>Hazelwood v. Kuhlmeier</i></p> <p>~<i>Bethel v. Frazer</i></p> <p>~<i>West Virginia v. Barnette</i></p>
2/2	<p>The Politics of Textbook Publishing:            Texas as a Case Study:            Film: <i>The Revisionaries</i></p>	<p>~Conan, <i>'Revisionaries' Tells Story Of Texas Textbook Battle</i> (NPR Audio Podcast)</p> <p>~Fernandez and Hauser, <i>Texas Mother Teaches Textbook Company a Lesson on Accuracy</i></p>



2/4	<p>Discussion of <i>The Revisionaries</i>  Discussion of <i>Judgment Day: Intelligent Design on Trial</i>  Evolution in Science Classes  Textbook Warning Labels</p>	<p>~Adams, <i>Timeline: Remembering the Scopes Monkey Trial</i> (NPR Audio Podcast)</p> <p>~Film: <i>Judgment Day: Intelligent Design on Trial</i></p> <p>~National Center for Science Education, <i>Selman v. Cobb County</i></p> <p>~Miller, <i>Evolution Warning Labels and Scientific Theory</i></p>
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**THE SOCIAL GOALS OF SCHOOLING**

2/9	<p>Prayer and the Establishment Clause  Sex Education and Abstinence  The Rainbow Curriculum  Fourth Amendment and the Right to Privacy</p>	<p>~Fraser, <i>What's Next? Prayers, Vouchers, and Creationism: The Battle for the Schools of the Twenty-First Century</i></p> <p>~Dayton, <i>First Amendment Freedoms and Religion</i></p> <p>~Board of Education v. Earls</p>
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2/11	<p>Education and Equality of Opportunity:  Equal Opportunity v. Equal Outcomes  Cultural Capital  Schooling as a Form of Social Control  Social Reproduction</p>	<p>~Spring, <i>Education as a Form of Social Control</i></p> <p>~Lareau, <i>Concerted Cultivation and Accomplishment of Natural Growth</i></p>
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**THE ECONOMIC GOALS OF SCHOOLING**

2/16	<p align="center">Globalization Social Efficiency and the Factory Model of Schooling Compensatory Schooling <i>A Nation at Risk</i> Divergent Thinking</p> <p align="center">Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/</a></p>	~Hursh, <i>Beyond the Justice of the Market</i>
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**AFRICAN AMERICAN EDUCATION:  
INSTITUTIONALIZED DISCRIMINATION AND RESPONSES**

2/18	<p align="center">Naturalization and Federal Courts Institutional Discrimination Equal Protection Clause <i>Plessy v. Ferguson</i> <i>Cumming v. Richmond</i></p> <p align="center">Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-12-post-civil-war-and-reconstruction/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-12-post-civil-war-and-reconstruction/</a></p>	<p align="center">~Tyack et al, <i>The Constitutional Moment: Reconstruction and Black Education in the South, 1867-1954</i></p> <p align="center">~Williams, <i>A Long and Tedious Road to Travel for Knowledge</i></p>
2/23	<p align="center">1964 Civil Rights Act Elementary and Secondary Education Act of 1965 De Facto Segregation and Busing Title IX</p> <p align="center">Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/</a></p>	<p align="center">~Washington, <i>1895 Atlanta Compromise Speech</i></p> <p align="center">~Randall, Poem: <i>"Booker T. and W.E.B."</i></p> <p align="center">~Rothstein, <i>Misteaching History on Racial Segregation</i></p>
2/25	<p align="center">Film: <i>Simple Justice</i></p>	~Warren, <i>Opinion of the Court in Brown v. Board of Education</i>

3/1	Film: <i>Simple Justice</i> , Resistance, and Discussion	~ <i>Brown v. Board of Education of Topeka II</i> – 349 U.S. 294 1955
3/3	<b>Mid-Term Exam</b>	In Class
3/8- 3/10	Spring Break	
<b>NATIVE AMERICAN EDUCATION &amp; BOARDING SCHOOLS UNDOCUMENTED IMMIGRANTS AND PUBLIC EDUCATION</b>		
3/15	Film: <i>Little Tree</i> Native American Boarding Schools	~Lomawaima, <i>Domesticity in the Federal Indian Schools</i>
3/17	Film: <i>Little Tree</i> and Discussion of Native American Boarding Schools	~PBS, Indian Boarding Schools
3/22	<i>Plyler v. Doe</i> Undocumented Immigrant Children and Public Education  Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/</a>	~Brennan and Burger, <i>Are Undocumented Immigrants Entitled to Public Education?</i>
<b>THE TEACHING PROFESSION, UNIONIZATION, AND TEACHER RIGHTS</b>		
3/24	Teacher Unionization The Communist Scare and Witch Hunts Teachers' Association Rights  Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-14-post-world-war-ii/</a>	~Goldstein, <i>An Orgy of Investigation</i>  ~President Harry S. Truman, <i>Executive Order 9835</i>  ~ <i>Adler v. the Board of Education</i>
<b>CONTEMPORARY POLICY ISSUES IN EDUCATION: PRIVATIZATION</b>		

3/29	<p>School Board Representation Neo-Liberals and Neo-Conservatives Choice Plans Accountability</p> <p>Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/</a></p>	<p>~Ravitch, <i>The Context for Corporate Reform</i></p> <p>~Rothstein and Jacobsen, <i>The Goals of Education</i></p>
3/31	<p>Educational Privatization Educational Management Organizations Charter Schools “Privatization Squared” ALEC Tax Credit Scholarships</p> <p>Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/</a></p>	<p>~Klein, <i>Blank is Beautiful</i></p> <p>~Saltman, <i>Educational Privatization and the Assault on Public Schools</i></p>
<b>CONTEMPORARY POLICY ISSUES IN EDUCATION: FEDERAL STATE RELATIONS</b>		
4/5	<p>Federal and State Power Constitutional Provisions Are there Limits on Federal Power? Education Funding and the Equal Protection Clause Purposes of State Departments of Education Centralization and Decentralization No Child Left Behind</p> <p>Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/</a></p>	<p>~Ryan, <i>The Tenth Amendment and Other Paper Tigers</i></p> <p>~San Antonio Independent School District v. Rodriguez</p> <p>~Virginia Department of Education v. Riley</p>
<b>CONTEMPORARY POLICY ISSUES IN EDUCATION: STANDARDIZATION AND THE NATIONALIZATION OF EDUCATION</b>		
4/7	<p>Nationalization and Standardization in Education</p> <p>Open EDUC Link: <a href="http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/">http://rttp.ctl.uga.edu/openeduc/dev/module/part-2-chapter-15/</a></p>	<p>~DeBray, <i>The Politics of Passage: No Child Left Behind Becomes a Law</i></p> <p>~Noddings, <i>Standardized Curriculum and Loss of Creativity</i></p>

4/12	<p style="text-align: center;">Race-to-the-Top 2016 Reauthorization of No Child Left Behind</p> <p style="text-align: center;">Open EDUC Link: <a href="http://rttpctl.uga.edu/openeduc/dev/module/part-2-chapter-15/">http://rttpctl.uga.edu/openeduc/dev/module/part-2-chapter-15/</a></p>	<p>~Onosko, <i>Race to the Top Leaves Children and Future Citizens Behind</i></p> <p>~Brown, <i>How Schools would be Judged under 'Every Student Succeeds,' the New No Child Left Behind</i></p>
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**CONTEMPORARY POLICY ISSUES IN EDUCATION:  
COMPARATIVE EDUCATION SYSTEMS**

4/14	<p style="text-align: center;">Finland, Cuba, and Elsewhere</p>	<p>~Sahlberg, <i>The Finnish Advantage: The Teachers</i></p> <p>~Gomez and Hare, <i>How Education Shaped Communist Cuba</i></p> <p>~Schleicher, <i>Four Surprising Lessons</i></p>
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**CONTEMPORARY CONSTITUTIONAL ISSUES IN EDUCATION:  
DUE PROCESS, AFFIRMATIVE ACTION, AND VARIOUS RELIGIOUS ISSUES**

4/19	<p style="text-align: center;">Students' Due Process Rights Affirmative Action Equal Protection Clause</p>	<p>~<i>Safford v. Redding</i> ~<i>Goss v. Lopez</i> ~<i>Grutter v. Bollinger</i> ~<i>United States v. Virginia</i></p>
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4/21	<p style="text-align: center;">Additional Court Cases</p>	<p>~<i>Lee v. Weisman</i> ~<i>Lynch v. Donnelly</i> ~<i>Wisconsin v. Yoder</i> ~<i>Pierce v. Society of Sisters</i> ~<i>Stone v. Graham</i> ~<i>Good News Club v. Milford</i> ~<i>Everson v. Board of Education</i></p>
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**LITERARY CRITICISM**

4/26	<p style="text-align: center;"><i>Hard Times</i></p> <p style="text-align: center;">Web Link:  <a href="https://ebooks.adelaide.edu.au/d/dickens/charles/d54ht/contents.html">https://ebooks.adelaide.edu.au/d/dickens/charles/d54ht/contents.html</a></p>	Book I
4/28	<p style="text-align: center;"><i>Hard Times</i></p> <p style="text-align: center;">Web Link:  <a href="https://ebooks.adelaide.edu.au/d/dickens/charles/d54ht/contents.html">https://ebooks.adelaide.edu.au/d/dickens/charles/d54ht/contents.html</a></p>	Books II and III
5/5	<b>Final Exam: 8:00 a.m. – 11:00 a.m.</b>	In Class

Reading assignments, which include journal articles, chapters, podcasts, and web-links, are all available on ELC.

### Bibliography of Articles, Chapters, and Podcasts Used in this section of EDUC 2110

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# Initial Proposal

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**Affordable Learning Georgia Textbook Transformation Grants  
Round 2  
Summer 2015, Fall 2015, Spring 2016  
Proposal Form and Narrative**

<b>Institution Name(s)</b>	The University of Georgia				
<b>Team Members</b> (Name, Title, Department, Institutions if different, and email address for each)	<p>Deanna L. Cozart, Part-time Assistant Professor, Educational Theory and Practice, The University of Georgia – <a href="mailto:dcozart@uga.edu">dcozart@uga.edu</a></p> <p>Brian Dotts, Clinical Assistant Professor, Educational Theory and Practice, The University of Georgia – <a href="mailto:bdotts@uga.edu">bdotts@uga.edu</a></p> <p>James Gurney, Graduate Teaching Assistant, Educational Theory and Practice, The University of Georgia – <a href="mailto:jgurney@uga.edu">jgurney@uga.edu</a></p> <p>Tanya Walker, Graduate Teaching Assistant, Educational Theory and Practice, The University of Georgia – <a href="mailto:tanya40@uga.edu">tanya40@uga.edu</a></p> <p>Amy Ingalls, Instructional Designer, The Office of Online Learning, The University of Georgia – <a href="mailto:aingalls@uga.edu">aingalls@uga.edu</a></p> <p>James Castle, Instructional Designer, The Office of Online Learning, The University of Georgia – <a href="mailto:jcastle@uga.edu">jcastle@uga.edu</a></p>				
<b>Sponsor, Title, Department, Institution</b>	Dr. Ronald Butchart, Distinguished Research Professor and Department Head, Educational Theory and Practice, The University of Georgia				
<b>Course Names, Course Numbers and Semesters Offered</b>	<p>EDUC 2110 (Critical and Contemporary Issues in Education), offered Fall, Spring, and Summer each academic year</p> <p>EDUC 2120 (Exploring Socio-cultural Perspectives on Diversity), offered Fall, Spring, and Summer each academic year</p>				
<b>Average Number of Students Per Course Section</b>	35	<b>Number of Course Sections Affected by Implementation in Academic Year 2016</b>	29	<b>Total Number of Students Affected by Implementation in Academic Year 2016</b>	1,015
<b>Award Category (pick one)</b>	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input checked="" type="checkbox"/> <b>Transformations-at-Scale</b>				

<p><b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b></p>	<p><i>EDUC 2120 (Some sections using compiled LibGuide resources at no cost through ALG Round 1 grant; other sections using “Affirming Diversity: The Sociopolitical Context of Multicultural Education” by Nieto &amp; Bode and “Colorblind” by Tim Wise as required materials)</i></p> <p><i>EDUC 2110 (“American Education (16<sup>th</sup> ed.)” by Joel Spring, “Teacher Wars” by Dana Goldstein)</i></p>		<p><i>Nieto &amp; Bode text = \$154.40</i></p> <p><i>Tim Wise text = \$11.60</i></p> <p><i>Joel Spring text = \$74.48</i></p> <p><i>Dana Goldstein text = \$26.95</i></p> <p><b>Total Cost = \$267.43</b></p>
<p><b>Plan for Hosting Materials</b></p>	<p><input type="checkbox"/> <a href="#">OpenStax CNX</a></p> <p><input type="checkbox"/> D2L</p> <p><input type="checkbox"/> <a href="#">LibGuides</a></p> <p><input checked="" type="checkbox"/> Other Course content and module shells will be hosted on a new UGA website specifically for OER – <a href="http://open.online.uga.edu">open.online.uga.edu</a></p>		
<p><b>Projected Per Student Cost</b></p>	<p><b>Depending on section, between \$0.00 - \$26.95</b></p>	<p><b>Projected Per Student Savings (%)</b></p>	<p>90 – 100%</p>

## 1. PROJECT GOALS

- Goal 1: Decrease textbook costs associated with face-to-face and online sections of EDUC 2110 and EDUC 2120 at The University of Georgia (UGA)
- Goal 2: Increase student retention and completion rates of students in EDUC 2110 and EDUC 2120
- Goal 3: Create Open Educational Resources (OER) for use in EDUC 2110 and EDUC 2120 at UGA that will be available for use by all University System of Georgia institutions
- Goal 4: Create an OER model with module shells for content delivery at UGA

### 1.1 STATEMENT OF TRANSFORMATION

The rising costs to students attending institutions of higher education have been well documented (College Board, 2013; Schick & Marklein, 2013). These costs have been particularly troubling to students from lower- and middle-class backgrounds, for which attaining a college education is vital for future occupational and financial success. Additionally, the cost of the textbook may contribute to their decision of whether or not to remain in the course, or, should they choose not to purchase it, may ultimately result in a lower course grade and possibly retaking the course. Recent data shows 30% of students choose not to purchase textbooks, while many others may illegally download versions or photocopy portions from classmates (Schick & Marklein, 2013).

One way some groups are combating these increased costs is through the development of Open Educational Resources (OER). OER is about the ability to share digital content at no cost; it is freely available and open for use via an open license, such as Creative Commons. Though this is a growing area, Creative Commons alone has over 800 million works licensed for open use (*State of the Commons*, 2014), there are still relatively few OER options for education courses in higher education.

The issues of increasing textbook costs and current lack of OER in this discipline are specifically relevant for students seeking teacher certification in the state of Georgia, as they are required to complete prerequisite courses EDUC 2110 (Critical and Contemporary Issues in Education) and EDUC 2120 (Exploring Socio-cultural Perspectives on Diversity). Both EDUC 2110 and EDUC 2120 appear as Top 50 USG Lower-Division Courses, and they are offered every semester (Fall, Spring, and Summer) at The University of Georgia (UGA). Approximately 22 sections of EDUC 2110 and 16 sections of EDUC 2120 are offered each academic year, impacting over 1,000 students annually. Team members on this project currently teach 14 sections of EDUC 2110 and 14 sections of EDUC 2120 during each academic year. The costs of the textbooks for these courses, therefore, could ultimately adversely impact students who could not afford to purchase it, particularly given that they must pass this class in order to continue in their education program and receive teacher certification.

Faculty wrestle with another textbook challenge: changes in course content that can take place from the time the book is written to when it is published and distributed. Further, publisher-determined content is not only expensive, but also may not speak to course topics as well as instructor-created content, meaning readings from a traditional textbook can be irrelevant or out-of-date. Given the topics in these courses include racism, class and social inequality, immigration, school funding, teacher pay, tenure, etc. — examples in the text may feel antiquated to students, making them less likely to read and engage with the material. By using instructor-created OER content in conjunction with no-cost materials through UGA Libraries, more current course readings can be included to encourage greater student engagement, which can lead to higher course grades, and greater student retention (Lee, Pate, & Cozart, *in press*).

The current problem — the additional cost to students, less engaging course materials, and student completion rates - can be eliminated for addressed by updating course readings to include open resources to support the course content.

This proposal specifically targets two aspects of transformation for both EDUC 2110 and EDUC 2120:

1. The elimination of textbook costs associated with EDUC 2110 and EDUC 2120 offered at The University of Georgia (impacting over 1,000 students annually).
2. The creation of open education resources (OER) for EDUC 2110 and EDUC 2120 that will be published and shared under a Creative Commons 4.0 license, making all course content (readings, materials, activities, assessments, etc.) available to any institution, including others in the University System of Georgia at zero cost (infinite impact based on number of institutions/faculty members that utilize content for these or similar courses). All OER created will align with the Board of Regents Area F Competencies, and could ultimately result in savings for 17,000+ USG students (5 year trends, 2014) of \$6.1 million over 5 years.

## **1.2 TRANSFORMATION ACTION PLAN**

The action plan for this project includes the following components:

Compile and review all course materials. Both faculty members and graduate teaching assistants on this project teach sections of EDUC 2110 and EDUC 2120. Dr. Cozart received an ALG Textbook Transformation Round 1 Grant for her sections of EDUC 2120 and will be implementing a no-cost-to-students LibGuide in Spring 2015; however, she was unable to locate sufficient OER for use in her classes. Therefore, while the materials for her students are no cost, they are not open and distributable across UGA or to other institutions. Mr. Gurney teaches his own section of EDUC 2120, while both Dr. Dotts and Ms. Walker teach their own sections of EDUC 2110 as well. The first step of the project will be to work together to identify and compile different course readings, activities, assignments, etc. for both courses to determine which portions of content can be utilized in the creation of open module shells.

Develop a list of OER needs and begin OER creation. Faculty and graduate students will subsequently work to create new OER for use in both classes based off gaps in open content discovered in the course review. OER can include learning objectives, reading guides, textbook-style chapters for specific topics, activities. New OER will also include digital media created with the support and assistance from the Office of Online Learning.

Creation of OER content module shells. Once the OER is developed, Ms. Ingalls and Mr. Castle will work to create module shells for both courses that will be hosted on a new UGA platform specifically for open content. These module shells will have a significant amount of open content other instructors can pull from to augment their teaching of these courses. Modules will include enough content to support fully teaching the course, or, other instructors may pull specific written works or activities to use based on their own instructional needs. Instructional designers will further verify all materials meet the standards for accessibility set forth in Section 508 of the Vocational Rehabilitation Act of 1973.

Implement OER in EDUC 2110 and EDUC 2120. Upon completion, the OER content modules will be uploaded into the learning management system and used in EDUC 2110 and EDUC 2120 courses in Spring 2016. The content modules will also be displayed for public use on the new UGA website at that time. The modules will also serve as a template for other UGA faculty who want to develop OER content for use within the university. Additionally, the resources created through the project will be available for all other USG institutions to use in January 2016.

### 1.3 QUANTITATIVE AND QUALITATIVE MEASURES

In order to determine the success of this project, both quantitative and qualitative measures will be used. To evaluate Goals 1 and 2 relating to decreased cost and student experiences, a quantitative analysis, the Drop, Fail, Withdraw (DFW) delta rate will be calculated for all class sections and compared across semesters (Fall 2015 – Spring 2016) for statistically significant differences. Further, descriptive statistics will be used to compare and evaluate student engagement via likert-scale items included on end-of-course surveys for both Fall 2015 and Spring 2016 sections, as well as for grade distributions across semesters. Likert-scale items will include questions such as, “How engaging did you find the current textbook for this course?” and “How helpful was the textbook to your success in this course?” for Fall 2015 students, with question wording changed to encompass new OER content for Spring 2016 students. Qualitative analysis will include open-ended survey response items from the end-of-course survey for both Fall 2015 and Spring 2016 students. These responses will be coded and compared for student responses to items such as, “Describe how effective you found the textbook (or OER materials) for this course” to determine themes that demonstrate engagement and effectiveness of the reading materials, be it textbook or OER, for the course.

To evaluate Goals 3 and 4 of this project, quantitative measures, including website views and content downloads will be calculated. Further, data will be collected in terms of other institutions or departments within UGA who pursue assistance from the Office of Online Learning to utilize and/or develop OER.

### 1.4 TIMELINE

<u>Activity</u>	<u>Completion Date</u>
Compilation and review of all course materials by faculty and graduate students	March 1, 2015
Submission of research approval submitted to Institutional Review Board (IRB)	March 1, 2015
Develop list of anticipated OER needs	April 1, 2015
Creation of OER and content modules for courses by faculty and graduate students	August 1, 2015
Submit interim report to ALG	September 1, 2015
Development of online content modules and hosting of OER materials	December 1, 2015
Implementation of OER in EDUC courses	January 1, 2016
Analysis of student responses and OER download data	May 1, 2016
Final report submitted to ALG	June 1, 2016

## 1.5 BUDGET

<u>Item</u>	<u>Amount</u>
Graduate Student Assistance (1/6 time, Spring 2015):	
James Gurney	\$3,053.00
Tanya Walker	\$3,053.00
Faculty Summer Salary (Summer 2015):	
Deanna Cozart	\$5,000.00
Brian Dotts	\$5,000.00
Office of Online Learning Support (Fall 2015):	
Amy Ingalls (Instructional Designer)	\$5,000.00
James Castle (Instructional Designer)	\$5,000.00
Additional media, programming, editing support from OOL staff	\$3,094.00
Travel Expenses:	
Grant Kickoff Meeting and other travel necessary to support of the project	\$800.00
<b>Total Project Expenses:</b>	<b>\$30,000.00</b>

## 1.6 SUSTAINABILITY PLAN

Sustainability plans for this project are twofold. First, there is the consideration of how often and at what level these courses will be offered in the future. As both EDUC 2110 and EDUC 2120 are required for teacher pre-certification in Georgia and appear as Top 50 USG Lower-Division Courses, they are offered every semester (Fall, Spring, and Summer) at UGA. Approximately 22 sections of EDUC 2110 and 16 sections of EDUC 2120 are offered each academic year, impacting over 1,000 students at UGA alone. Further, as these are required courses, demand for the courses is expected to continue at these levels. Thus, the use of these resources and materials will continue to impact large numbers of students at UGA in the future. College of Education faculty will continue to review and update materials annually or as needed for each course.

The other larger goal of this project, however, is not only to impact students at UGA, but also to create a scalable package of OER to offer seamless distribution across USG institutions. This will be accomplished through a partnership with the Office of Online Learning (OOL) at UGA, who will collaborate with faculty to create and host OER module shells produced for both EDUC 2110 and EDUC 2120 on a new Open UGA platform. The module shells will consist of all course readings, videos, assignment instructions, discussion prompts, and other materials that make up the instructional body of the course. While all aspects of course content will be hosted and available, the module shells offer maximum flexibility to outside institutions to select all or portions of content to use with their classes. The module shells will also serve as template for future courses and departments that want to move to OER within the university. Thus, OER created for this project will be hosted on a free, open website as a part of UGA's overall Internet infrastructure that can be updated and amended as necessary over time, resulting in the opportunity for significant cost savings for students and time savings for faculty across Georgia.

## 1.7 REFERENCES & ATTACHMENTS

**References:**

The College Board. (2013). *Trends in college pricing 2013*. Washington, DC: Author.

Creative Commons. (2014). *State of the commons*. <http://stateof.creativecommons.org/report/>

Lee, E., Pate, J., & Cozart, D. (*in press*). Autonomy support for online students. *TechTrends*.

Shick, D., & Marklein, M.B. (2013, August 20). College students say no to textbooks. *USA Today*.

The University System of Georgia. (2014, June). *5 year trends report 2009-2013*.  
[http://www.usg.edu/research/documents/enrollment\\_reports/5yr\\_trends\\_rpt09-13.pdf](http://www.usg.edu/research/documents/enrollment_reports/5yr_trends_rpt09-13.pdf)

**Attachments:**

(A) Letter of Support - Dr. Ronald Butchart, Distinguished Research Professor and Department Head, Educational Theory and Practice, The University of Georgia.

(B) Letter of Support - Dr. Keith Bailey, Director, The University of Georgia Office of Online Learning.





The University of Georgia

Office of Online Learning

To Whom It May Concern,

It is my pleasure to write a letter in support of the proposal *Textbook Transformation at Scale* being submitted to Affordable Learning Georgia by Dr. Deanna Cozart, Dr. Brian Dotts, Ms. Amy Ingalls, and Mr. James Castle at the University of Georgia.

Over that past five years, an average of 17,552 students have graduated with a bachelor's in education across the USG. Assuming the average cost of a text for a given course is \$175 this would result in an expense of \$3,068,100 per course or \$6,136,200 cumulative expense to students taking these two required courses. The goal of this project is to develop two scalable packages of Open Educational Resources for EDCU 2110 and 2120. The packages will contain all the of the materials needed to take the courses at no cost to students, thus eliminating the aforementioned textbook expenses. The resulting product will allow for a seamless distribution across the University System of Georgia institutions and provide a great cost saving to students who are required to take both of these courses.

As the director of the Office of Online Learning at UGA, I am interested and invested in the development of open courses as a means of reducing instructional costs and improving the learning experience for students. In addition, I have a particular interest in this project, as it will provide a means of developing an instructional model that can be leveraged and reused in other similar course offerings, offering additional significant savings to other large-scale classes.

Building upon the work done as a result of the first ALG grant received by Dr. Cozart with support from Amy Ingalls, I give this proposal my full support and am looking forward to collaborating with Dr. Cozart and Dr. Dotts to create quality open educational packages and provide more affordable learning materials for students in the state of Georgia

Sincerely,

Keith D. Bailey, Ph.D.  
Director for the Office of Online Learning  
University of Georgia

Bank of America® Athens, Georgia 30602  
An Equal Opportunity/Affirmative Action Institution



College of Education  
Department of Educational Theory and Practice

5 December 2014

Affordable Learning Georgia Textbook Transformation Grant Program

Colleagues:

Dr. Deanna Cozart and collaborators are submitting a proposal to the second round of your program. I was quite excited about Dr. Cozart's first ALG Textbook Transformation proposal; I am a good deal more excited about this one, not only because it is a good deal more ambitious, but also because it will impact a greater number of students and will bring her into collaboration with more participants, two of whom are newly minted doctorates for whom the experience will be invaluable. I write to express my full and enthusiastic support for this proposal.

The courses that will benefit from this effort are two of three required prerequisite courses for students seeking admission to any of the College of Education teacher certification programs. The courses are in great demand, attracting over 900 students per year in sections offered every semester and during summer sessions. The collaborators on this project, excluding the two instructional designers, have taught these courses regularly for the last three years; two of them have taught them far longer than that. Please note that, as state-mandated pre-service courses, these will continue to be taught into the foreseeable future.

Further, Dr. Dotts and Cozart will continue to teach these courses, and the other two participants will take their experience in textbook transformation into new placements. They are all four excellent instructors who routinely rate well on College of Education course evaluations. You may be assured, then, that the material they collect for use in lieu of textbooks will continue to be used and updated for a long while.

I am impressed with Dr. Cozart as an instructor and scholar and have the fullest confidence in her and her collaborator's ability to replace textbooks with a rich variety of material that will cost students little or nothing but will be, at the same time, more timely, relevant, and engaging than traditional textbook material. I recommend this proposal without reservation.

Cordially,

Ronald E. Butchart  
Distinguished Research Professor and Department Head

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Webpage [www.coe.uga.edu/esse/](http://www.coe.uga.edu/esse/)  
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# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

Date: 5/18/16

Grant Number: 114

Institution Name(s): The University of Georgia

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

- Deanna Cozart, Coordinator of Open Educational Resources – Center for Teaching and Learning. [dcozart@uga.edu](mailto:dcozart@uga.edu)
- Brian Dotts, Clinical Associate Professor – Educational Theory and Practice. [bdotts@uga.edu](mailto:bdotts@uga.edu)
- James Castle, Instructional Designer – Office of Online Learning. [jcastle@uga.edu](mailto:jcastle@uga.edu)
- James Gurney, Graduate Teaching Assistant – Educational Theory and Practice (Spring 2015 only)

Project Lead: Deanna Cozart

Course Name(s) and Course Numbers:

- EDUC 2110 (Critical and Contemporary Issues in Education)
- EDUC 2120 (Exploring Socio-cultural Perspectives on Diversity)

Semester Project Began: Spring 2015

Semester(s) of Implementation: Spring 2016

Average Number of Students Per Course Section: 90 (EDUC 2110 only)

Number of Course Sections Affected by Implementation: 1

Total Number of Students Affected by Implementation: 89

## 1. Narrative

A. This textbook transformation began as a way to decrease the additional costs faced by education majors (i.e. ethics exam, liability insurance, edTPA, online portfolio access, etc.). Initially, we were excited to undertake this project because it allowed us to eliminate textbook costs associated with EDUC 2110 (Critical and Contemporary Issues in Education) and EDUC 2120 (Exploring Socio-cultural Perspectives on Diversity). As both of these courses are required for initial teacher certification in the state of Georgia, hundreds of students pass through these courses each academic year, and we knew this type of transformation could have a substantial impact on our education students.

In a Round 1 project that concluded in Spring 2015, Dr. Cozart used a compilation of free and online reading materials. However, student feedback indicated that they appreciated the free aspect of the learning materials, but about 20% would have strongly preferred a textbook in addition to the compilation. Thus, for this project, Dr. Cozart and Dr. Dotts undertook creating free, open textbook content associated with EDUC 2110 and EDUC 2120. The project also included compiling readings for the courses and course activities to accompany the new authored content.

One of the greatest challenges associated with the project was determining a platform to host the new materials. Unfortunately, there are not very many options for hosting new OER material, and what does currently exist can be difficult to use. We found none of the preexisting options would allow for the level of customization needed for the project, which meant we worked with our instructional designer to create a new site. While this option worked and met the needs of this project, it required a high level of instructional design support, which would be difficult to replicate at other institutions or even for other courses here at UGA.

In terms of an advantage, eliminating a textbook and moving to all curated readings and custom authored content has been very freeing for instruction. We are no longer bound to the content and perspective of a singular textbook, which means we have the flexibility to mold the course to our learning objectives in a more specific way. This change is not lost on students either, as many offered comments about how much they appreciate the diversity in perspective and reading multiple voices.

The student response is another strength of this project; students are overwhelmingly positive regarding their experiences not having a traditionally published textbook. The most common themes were they appreciate the cost savings, customizability/diversity of viewpoints, and ease of access (online versus a traditional hard copy textbook).

B. Given the associated challenges we encountered with developing our own hosting platform for the new materials, we would highly recommend using an existing option for

any future development. The code writing and development on the new site really went above and beyond the scope of this initial project. While not perfect, using our university WordPress installation or even OpenStax's CNX platform may have been better options in hindsight.

Another challenge to the project were changes in the project team and their roles within UGA. We lost one graduate student from the initial proposal in May 2015, the department head who sponsored the initial project retired in June 2015, an instructional designer originally assigned to the project in July 2015, and Dr. Cozart moved to a non-instructional role in August 2015. While the loss of the graduate student and instructional designer were frustrating, they did not significantly impact the project. However, Dr. Cozart's new position meant that her EDUC 2120 courses were absorbed by others within the department who were not necessarily on board with using the newly created materials. Thus, it would be helpful in the future to recruit and develop broader department support for the materials to encourage their use by new and existing faculty. At present, the materials for EDUC 2120 have been created, but not utilized.

One of the wider challenges associated with OER and adoption of OER for courses are questions surrounding quality of the materials. Though Dr. Dotts and Dr. Cozart feel they created high quality materials, there was not time or infrastructure to support a peer review of the newly-created materials. It would be exceedingly helpful in the future if there were a way to integrate faculty at different institutions around Georgia, where these are required courses are all taught according to a set of competencies approved by the Board of Regents. This would not only help students by broadly sharing resources more freely, but also assisting with concerns of quality that can plague more widespread implementation and use.

## 2. Quotes

- *"I loved having the free readings!! I liked having a diverse selection. And, I do struggle to pay for school, so any dollar saved is a big positive for me."*
- *"I felt that the free online materials were just as, if not more, beneficial as a regular textbook would have been. It was wonderful not having to worry about paying tons of money for a book and still having great materials to read. It was much more convenient, and I wish more of my classes used this method."*
- *"I really enjoyed having access to free, online readings because it was better for me financially and helped me to do just as well in the class."*

### 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: 90 enrolled, 85 completed surveys

- Positive: 49 % (41 students) of 84 number of respondents
- Neutral: 43 % (36 students) of 84 number of respondents
- Negative: 8 % (7 students) of 84 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?**

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:**

2.2% (2 total) of students, out of a total 90 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) (\*Note, this is slightly higher during the semester of implementation where 2 students withdrew as opposed to 1 student across Fall 2015 sections. This

IS NOT a statistically significant difference, so I would be cautious in interpreting too much from this single metric.)

### **3b. Narrative**

#### *Quantitative Analyses*

The newly created Open EDUC materials were implemented in one large course section (n = 87) of EDUC 2110 in Spring 2016. Students were given the opportunity to submit survey responses about the materials, including quantitative, Likert-type items and open-ended, qualitative items regarding their experiences and perceptions of quality with the new materials. These results were compared to responses in an identical survey administered to Fall 2015 EDUC 2110 (n = 103) students who used a traditional textbook, *American Education*, by Joel Spring. Results from surveys were compared across groups, as were failure and withdrawal rates, and final grade distributions.

In terms of course withdrawals, 104 students began the course in Fall 2015, and one student withdrew. For Spring 2016, 89 students began the course, and two students withdrew. While this is an increase, it is neither practically or statistically significant. Given that this is a required course for teacher certification in the state of Georgia, most students who begin the course, complete it, as they must pass it to continue in their program of study. Thus, while using an OER over a traditional textbook was likely helpful, it does not appear to have had significant bearing on student remaining the course.

Another important consideration in this project is how students actually performed once the course changed from the primary learning material being a traditional textbook to an OER. In terms of grade distributions, 102 students out of 103 who completed the course in Fall 2015 received a C or better (99%), while 87 students out of 87 students who completed the course in Spring 2016 received a grade of C or better (100%). This was not a statistically significant change, as a Chi-square analysis resulted in  $p = .82$ . Though there was not a statistically significant change in course performance, it is still important to consider that students did not perform *worse* in the course without a traditional textbook. This further bolsters the evidence that students can receive cost savings by using an OER without sacrificing course performance.

Students across semesters were asked to rate their learning materials, both a traditional textbook and an OER, according to perceived quality compared to other learning materials they have used. For the Fall 2015 students who used a traditional published textbook, 92 out of 101 (91%) reported the perceived quality to be about the same, higher, or much higher than other texts they have used. Spring 2016 students who used the OER were also positive about the quality of their learning materials; 77 out of 84



(92%) respondents reported perceived quality about the same or higher than a traditional published text.

While student perceptions of quality were similar for the different learning materials, perhaps a more interesting measure was on a question which read, *“Imagine a future course you are required to complete. If the same instructor offers two different sections of this course during equally desirable time slots, but one section uses free digital textbooks and the other uses traditional published textbooks, which section would you prefer to enroll in?”* For students using the traditional textbook, 28 said they would prefer the class with the traditional textbook, 57 would prefer the section with free, online materials, and 18 said they would have no preference. Interestingly, the distribution changed significantly for students already using free, online materials. For those students, only 6 reported they would choose a section with a traditional textbook, 64 indicated they would choose the section with the free, online materials, while 13 would have no preference. This represents a change from 55% selecting free, online materials to 77%, a statistically significant change ( $\chi^2 (2, N= 186) = 13.452, p < .001$ ) between groups. This offers an interesting perspective in how students’ perceptions of OER and other free, online materials may become more positive once they have effectively used them within a course.

### *Qualitative Analyses*

In addition to quantitative survey items, students were also asked an open-ended survey item about their feedback on the use of either the textbook or the free, online materials. These responses were qualitatively coded to look for common themes across responses.

Students in the fall who used a traditional textbook were asked, *“What is your favorite and least favorite thing about the textbook?”* The majority of favorable responses were focused on the textbook being easy to read, interesting, and helpful for class, which many other students felt the text was too long with too much content, unnecessary for class, and expensive. A summary of these findings is included in Table 1 below.

Table 1. Student Feedback Themes on Original Course Textbook

Theme	Number of Responses	Percentage of Respondents
Least Favorite Responses	67	
Textbook too long	13	19.40%
Textbook included too much content	12	17.91%
Textbook unnecessary for class	11	16.42%
Textbook too expensive	10	14.93%
Most Favorite Responses	73	
Easy to read	17	23.23%
Interesting	12	16.44%
Helpful	8	10.96%
Related to class	6	8.23%

Students in the spring who used the online learning materials were asked, “Please provide feedback on your use and evaluation of the online learning materials.” 50 students provided feedback to this question. Unsurprisingly, the vast majority of students said the best thing about the materials is that they were free, followed by students who appreciated the convenience. Other students found the materials thorough and relevant or good overall resources. There was still a small subset of students (5 out of 50 responses) who indicated they would have preferred a traditional textbook. These findings are also summarized in Table 2.

Table 2. Student Feedback Themes on Online Reading Materials

Theme	Number of Responses	Percentage of Respondents
Cost savings	21	42.00%
Convenience	15	30.00%
Thorough and relevant	6	12.00%
Good resources	6	12.00%
Would have preferred a traditional textbook	5	10.00%

#### 4. Sustainability Plan

Our EDUC 2110/2120 website will continually be updated with course materials including but not limited to readings, videos, links, and other such content as needed. The website is flexible and can accommodate materials supported by faculty teaching these respective subject areas.

## 5. Future Plans

Relying on a website to host course materials has triggered by sensitivity to the availability of materials on the Internet, and has increased our interest in and opportunities for additional online creation. This includes video- and audio-taped lectures/discussions, interactive presentations, etc. Additionally, we will continue to act as advocates to other faculty to pursue no-cost and open options for their courses as well. OER will certainly be a top consideration for any future courses taught by Dr. Dotts and Dr. Cozart

In terms of sharing our experiences and ideas on this project, we have already presented on this specific project in two sessions at the University System of Georgia Teaching and Learning Conference in April 2016. Dr. Cozart has also had a book chapter accepted for publication detailing this project and the results on student perceptions and outcomes. We also anticipate sharing our final data here in future presentations in the remainder of 2016 and into 2017.

## 6. Description of Photograph

**Team Photo:** (left – right) James Castle, Instructional Designer; Dr. Deanna Cozart, Coordinator of Open Educational Resources; Dr. Brian Dotts, Clinical Associate Professor

\*Please note an additional photo of Dr. Dotts with his students who utilized the new materials is included in the zipped content also submitted with the final report.