

Fall 2016

## Cultural Issues

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# Grants Collection

Georgia Southern University



UNIVERSITY SYSTEM  
OF GEORGIA



Chelda Smith and Alisa Leckie

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# Cultural Issues

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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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# Initial Proposal

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## Application Details

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### Manage Application: ALG Textbook Transformation Grant

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**Award Cycle:** Round 4

**Internal Submission Deadline:** Monday, September 7, 2015

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**Application Title:** 155

**Submitter First Name:** Eleanor

**Submitter Last Name:** Haynes

**Submitter Title:** Executive Director

**Submitter Email Address:** research@georgiasouthern.edu

**Submitter Phone Number:** 912-478-5465

**Submitter Campus Role:** Grants Office

**Applicant First Name:** Chelda

**Applicant Last Name:** Smith

**Co-Applicant Name(s):** Alisa Leckie

**Applicant Email Address:** cheldasmith@georgiasouthern.edu

**Applicant Phone Number:** (912) 478-0026

**Primary Appointment Title:** Assistant Professor

**Institution Name(s):** Georgia Southern University Research & Service Foundation, Inc.

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

Dr. Alisa Leckie, Assistant Professor,

College of Education - Department of Teaching and Learning,

aleckie@georgiasouthern.edu

Dr. Chelda Smith, Assistant Professor,

College of Education - Department of Teaching and Learning

cheldasmith@georgiasouthern.edu

### Sponsor, (Name, Title, Department, Institution):

Dr. Bruce Field, Department Chair

Teaching and Learning

Georgia Southern University

**Proposal Title:** 155

**Course Names, Course Numbers and Semesters Offered:**

ESED 5234 – Cultural Issues

ESED 5234G – Cultural Issues

Both courses are offered every Fall, Spring, and Summer.

**Final Semester of Instruction:** Fall 2016

**Average Number of Students per Course Section:** 22

**Number of Course Sections Affected by Implementation in Academic Year:** 18

**Total Number of Students Affected by Implementation in Academic Year:** 260

**List the original course materials for students (including title, whether optional or required, & cost for each item):** Spring, Joel. Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated cultures in the United States (required - \$74.00). Igoa, Christina. The Inner World of the Immigrant Child (required - \$50.00). Total Cost: \$124.00

**Proposal Categories:** No-Cost-to-Students Learning Materials

**Requested Amount of Funding:** \$10,800.

**Original per Student Cost:** \$124.00

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** 100%

## **Plan for Hosting Materials: D2L**

### **Project Goals:**

We have two primary goals for this project: 1) develop a set of learning materials that utilizes university resources and eliminates the need for the current course texts, and 2) develop a set of learning materials that is current, relevant and meaningful to Georgia Southern College of Education students.

### **Statement of Transformation:**

Our plan is to create a set of course readings using GALILEO and other materials in the library system so that there are no additional cost to students and also provide students with materials that are engaging, relevant, meaningful and current. Given the number of sections currently offered, this plan would allow students to save upwards of \$45,000. The U.S. Public Interest Research group estimates that students spend an average of \$1,200 on textbooks each year and that due to this expense up to 70% of undergraduate students admit that they do not purchase the required course text (Senack, 2014). This impacts the level of student success. Our proposal specifically aims to eliminate the textbooks in ESED 5234/5234G - Cultural Issues.

There are two texts used in the majority of the sections of ESED 5234/5234G - Cultural Issues. The first half of the course utilizes Joel Spring's *Deculturalization and the Struggle for Equality: A Brief History of the Education of Dominated Cultures in the United States* (\$74.00) in order to provide a historical framework for current issues and trends related to race and culture in schools. Although this textbook provides a comprehensive historical overview of school, society and their inter-connectedness, students, particularly undergraduates, do not find the text engaging and often do not complete the required reading. The second half of the course utilizes Christina Igoa's *The Inner World of the Immigrant Child* (\$50.00) to provide a text specific to working with students who have limited proficiency in English and minimal experiences with the culture of schooling in the United States. This text is engaging and provides relevant and meaningful ways to work with newly arrived immigrant students; however, many of its structures and strategies are dated. Although both of these texts do have merit, they are not ideal for our purposes or for our students.

There are two groups of stakeholders affected by this planned transformation: students enrolled in and faculty who teach ESED 5234/5234G - Cultural Issues. This is a required course for all initial certification students in the College of Education and also for any certified graduate students seeking an ESOL endorsement. Currently there are eight undergraduate and ten graduate sections offered each academic year with an average of 22 students enrolled in each section. There are also multiple faculty members who teach this course. The impact of this transformation on students is both financial and educational. It eliminates an expense, and it also provides them easy access to relevant and meaningful learning materials during the course and for their entire time as enrolled students. For faculty who teach the course, it provides a core set of readings and related assignments. It also provides flexibility as they are able to add or substitute readings in the Digital Commons space. As our proposal also creates a course shell that serves as an interface between our D2L learning management system and the Digital Commons space, new faculty teaching the course will be able to easily copy and implement course readings and activities.

## Transformation Action Plan:

**Syllabus Evaluation:** Dr. Smith and Dr. Leckie will review the course syllabus and revise readings as needed, to determine relevancy. With consideration to course learning objectives, modifications to course activities and assignments may be suggested.

**Compilation of Materials:** Using university databases (i.e. Ebscohost, Galileo), Dr. Leckie and Dr. Smith will locate and compile articles and book chapters that address course topics to increase student engagement with course concepts and access to current topics and practices. They will also solicit suggestions from other faculty who teach ESED 5234/5234G - Cultural Issues. Additionally, a Likert-type scale measuring student perceptions and satisfaction with course readings will be administered to students enrolled in the Fall of 2015 and after the first pilot in the Summer of 2016 in order to select and refine texts. An open-ended item will allow students to suggest alternative resources. Data gathered and analyzed for student ratings of current resources will inform any course re-designs. Initial surveys for faculty and students are attached.

**Digital Commons:** All course readings will be housed at the Digital Commons online repository which will be made accessible through the university library. Dr. Smith and Dr. Leckie will work with Debra Skinner, Assistant Head of Collection & Resource Services, to develop the Digital Commons space. Students in the summer course will be notified of their access to Digital Commons prior to the semester.

**Instructional Design:** Course syllabus will be modified to incorporate new readings. Any new scholarly resources will support enduring understandings of course concepts and completion of any new assignments. Course instructors will consult colleagues for input regarding new assessments, activities and readings. A course shell that integrates assignments, assessments and readings in the Digital Commons space will be developed. This will allow instructors and students to access all course content from a single location. Feedback on the usability of this space will be solicited from faculty during the Spring of 2016 while the shell is being developed and refined.

**Pilot Course:** In Summer 2016, ESED 5234/5234G- Cultural Issues will be piloted with the revised readings. Dr. Smith and Dr. Leckie will each teach two sections of the course using the Digital Commons and D2L interface. All other sections of the course will serve as control groups. At the end of the summer session all students in ESED 5234/5234G will complete a survey about the effectiveness and value of course readings. This survey data will be used to refine the course.

**Course Refinement:** Using student and faculty feedback, adjustment to course syllabus (with respect to readings and assignments) will be incorporated in the Fall of 2016. At this time other course instructors will be invited to use the Digital Commons and D2L interface course shell for their sections.

**Final Report:** Reports of the analysis and adjustments will be shared to reflect the impact of the no cost learning materials on meeting course objectives. Department stakeholders will also be briefed. A final report of student perceptions regarding course readings and value as well



as uptake among other course instructors will be submitted in December 2016.

**Quantitative & Qualitative Measures:** A faculty input survey will be administered and analyzed in November 2015 to solicit feedback on the quality of current course materials and suggestions for digital texts.

- Ongoing faculty feedback (gathered through anecdotal and auto-ethnographic meetings) will complement quantitatively gathered feedback.
- Comparative data analysis will be conducted in December 2015, June 2016 and December 2016 to determine overall course satisfaction, learning outcomes, and the value of course texts among course completers.
- Data will be analyzed to determine achievements and challenges of the pilot. Comparative data analysis will be used to understand differences in student satisfaction with course materials, their quality, and accessibility.
- Data on student enrollment, failure and withdrawal rates between the 3 semesters will also be used to determine the impact of the course.

**Timeline:**

[The following has been converted from a table that was unreadable in CompetitionSpace. - Administrators]

Nov. 2015

Course Evaluation: Survey ESOL faculty for critiques and suggestions for ESED 5234/5234G texts.

Alisa Leckie & Chelda Smith

Nov. 2015

Analysis of survey data.

Alisa Leckie & Chelda Smith

Nov. 2015

Incorporate findings to compile course resources (both current & potentials for future use).

Compilation of no cost to students learning materials to be utilized in ESED 5234/5234G.

Alisa Leckie & Chelda Smith

Dec. 2015

Training in Digital Commons collection set-up -Customize submission forms

Alisa Leckie & Chelda Smith, Deborah Skinner

Dec. 2015

Survey current ESED 5234/5234G students.

Alisa Leckie & Chelda Smith

Dec. 2015

Analysis of Student Survey Data Analysis Report -Assess student course satisfaction -  
Assess quality of work produced

Alisa Leckie & Chelda Smith

Jan.- Mar. 2016

Develop online repository of traditional texts ESED 5234/5234G

Alisa Leckie & Chelda Smith, Deborah Skinner

Jan.- Mar. 2016

Gather interactive & multimedia resources. Bank of alternative & supporting texts.

Alisa Leckie & Chelda Smith

Mar. 2016

Faculty exploratory meeting- Digital commons repository. Meeting Report, Faculty feedback  
on usability & resource quality

Alisa Leckie & Chelda Smith

Jan-April 2016

Incorporate student survey findings. Course redesign: revise assignments and assessments,  
Revised syllabus

Alisa Leckie & Chelda Smith

Apr. 2016

Course Development in Desire 2 Learn (D2L) Model course

Alisa Leckie & Chelda Smith

Apr. 2016

Focus group of ESED 5234/5234G faculty to evaluate revisions and D2L learning management system interface with Digital Commons

Alisa Leckie & Chelda Smith

May 1-15, 2016

Revise materials & online course development based on faculty feedback. Revised compilation of no cost to students learning materials to be utilized in ESED 5234/5234G.

Alisa Leckie & Chelda Smith

May 2016

Analyze conclusions, First Status Report, Assess feedback given by focus groups  
Percentage of activities completed on action plan to date.

Alisa Leckie & Chelda Smith

May-June 2016

Pilot 4 sections of ESED 5234/5234G using Digital Commons texts. Course offering per college schedule. Assess student course satisfaction, collections' usability, and quality of work produced.

Alisa Leckie & Chelda Smith

May-June 2016

Grant participants meet bi-monthly to analyze and evaluate effectiveness of resources and revise as needed.

Alisa Leckie & Chelda Smith

June 2016

Survey students, utilizing no-cost to students learning materials.

Alisa Leckie & Chelda Smith

July 2016

Revise 5234/5234G collections and syllabus based on feedback.

Alisa Leckie & Chelda Smith

Aug.-Dec., 2016

Implement 4 sections of the course with revised materials. Course offering per college schedule. Assess student course satisfaction, collections' usability, and quality of work produced.

Alisa Leckie & Chelda Smith

Dec. 2016

Survey students utilizing no-cost to students learning materials.

Alisa Leckie & Chelda Smith

Dec. 2016 Analyze Conclusions. Final Report -Instructor anecdotes -Course Pass Rates - Collections usage statistics -Percentage of students continuously enrolled in course - sustainability plan

Alisa Leckie & Chelda Smith

**Budget:**

*Budget* : \$10,800.00

*Personnel Expenses Salary compensation and fringe benefits for the implementation of the proposal including:* location of texts, development of Digital Commons page, development of Digital Commons and D2L interface, development and analysis of faculty and student surveys, creation of interim and final reports.

Chelda Smith: \$5,000

Alisa Leckie: \$5,000

*Contractual Funds needed to travel to regional conference/training sessions related to the grant:* \$800

**Sustainability Plan:**

Although there are several professors that teach ESED 5234/5234G - Cultural Issues at both the undergraduate and graduate levels, course syllabi and texts are fairly consistent across all faculty. Utilization of the Digital Commons space and interfacing these resources with our D2L

learning management system provides a useable and accessible resource for course instructors. Our plan solicits faculty feedback three times throughout the course development regarding: 1) benefits and drawbacks of current texts, 2) text selection and design of Digital Commons space, 3) design of Digital Commons and D2L learning management system interface. This regular feedback will promote use of the Digital Commons materials instead of textbooks among faculty. Once the Digital Commons space is produced, it can be amended and augmented as new materials are located and in relation to instructor preference. The Digital Commons space is a live database of resources, thereby facilitating instructor/course relevancy and creativity in the presentation of content. Further, integration of the Digital Commons materials and our learning management system will facilitate use among faculty and by students. There is the added benefit that materials in the Digital Commons space will be accessible to students for the duration of their time as students at the university. The final benefit of our plan is the development of a course shell that can be adopted and adapted by future faculty teaching the course.

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GEORGIA SOUTHERN UNIVERSITY RESEARCH AND SERVICE FOUNDATION  
GEORGIA SOUTHERN UNIVERSITY  
POST OFFICE BOX 8005  
STATESBORO, GEORGIA 30460-8005  
TELEPHONE (912) 478-5465

August 28, 2015

Ms. Lauren Fancher  
University System of Georgia  
270 Washington Street, S.W.  
Atlanta, GA 30334

RE: Proposal entitled "Textbook Transformation: ESED 5234/G Cultural Issues"

GSU PI: Alisa Leckie

Dear Ms. Fancher:

The Georgia Southern University Research and Service Foundation, Inc., on behalf of Georgia Southern University and Dr. Alisa Leckie, is pleased to submit the above referenced proposal to the University System of Georgia. The appropriate programmatic and administrative personnel have reviewed this application along with the plan for sustainability.

The plan of sustainability of the Teaching and Learning Department solicits faculty feedback three times throughout the course development regarding: 1) benefits and drawbacks of current texts, 2) text selection and design of Digital Commons space, 3) design of Digital Commons and d2l learning management system interface. This regular feedback will promote use of the Digital Commons materials instead of textbooks among faculty. Once the Digital Commons space is produced, it can be amended and augmented as new materials are located and in relation to instructor preference. The Digital Commons space is a live database of resources, thereby facilitating instructor/course relevancy and creativity in the presentation of content. Further, integration of the Digital Commons materials and our learning management system will facilitate use among faculty and by students. There is the added benefit that materials in the Digital Commons space will be accessible to students for the duration of their time as students at the university. The final benefit of the plan is the development of a course shell that can be adopted and adapted by future faculty teaching the course.

Please note that any awards resulting from this proposal should be made in the name of the **Georgia Southern University Research and Service Foundation, Inc.** The Georgia Southern University Research and Service Foundation is a nonprofit, 501(c)(3) organization that assists, supports, and furthers the research, service, and educational missions of Georgia Southern University and functions as a cooperative organization to the University.

Entity Identification Number (EIN): 58-2354256  
Contractor Identification Number (DUNS No.): 06-382-8383

Please do not hesitate to contact Alisa Leckie at (912) 478-5236 regarding technical matters or Kristi Reagin at (912) 478-5652 for administrative matters. We appreciate the opportunity to submit this proposal and look forward to hearing from you soon.

Sincerely,

A handwritten signature in cursive script that reads "Eleanor Haynes".

Eleanor Haynes  
Interim Director, Office of Research Services and Sponsored Programs  
Executive Director, Georgia Southern University Research and Service Foundation, Inc.

From: Bruce E. Field   
Re: Textbook Transformation Grant

As Chair of the Department of Teaching and Learning at Georgia Southern University, I fully support the efforts of two of my faculty, Dr. Alisa Leckie and Dr. Chelda Smith, in their desire to ease the financial burden of a college education by designing a plan to eliminate textbooks in ESED 5234/ESED 5234G. This course, required of all initial certification candidates and anyone pursuing an ESOL endorsement, is typically taken by 350+ Georgia Southern students each year. By designing non-textbook course readings and eliminating the two textbooks traditionally used in the course, Dr. Leckie and Dr. Smith will be helping each individual student save approximately \$125. Their carefully-crafted plan to pilot the new readings in Summer 2016 and then transition to universal departmental adoption of the non-textbook option by Fall 2016 has my full support – as does their long-range goal of sustaining this low cost alternative as a part of Teaching and Learning’s departmental culture. In fact, I would hope that the evidence of positive impact that I believe will result from the work of Dr. Smith and Dr. Leckie will convince other T&L faculty to similarly adopt the No-Cost-to-Students Learning Materials approach for other high enrollment courses.

In addition to my support of this initiative, I also have received confirmation from Dr. Bede Mitchell (Dean of the Zach Henderson Library) and Ms. Debra Skinner (Assistant Head of Collections and Resource Services in the Zach Henderson Library) of their commitment to provide support for the proposal by making the library’s Digital Commons platform available to Dr. Smith and Dr. Leckie. As the two of them identify course resources, primarily journal articles from GALILEO databases, library staff will ensure easy access to the selected readings, will facilitate the addition of any texts created by the faculty, and will promote sustainability of the initiative by adding and removing articles on an annual basis – something not possible with traditional texts.

Please do not hesitate to contact me directly should you have any questions about the Department of Teaching and Learning’s support of this proposal. I can be reached by phone at (912) 478-0210 or by email at [bfield@georgiasouthern.edu](mailto:bfield@georgiasouthern.edu).

1  
Not effective  
2  
3  
4  
5  
Very effective

What are your perceptions of student engagement with this text

1  
2  
3  
4  
5  
Very engaging

Strengths of this text:

Critiques of this text:

***The Inner Life of the Immigrant Child* by Christina Igoa**

Rate the effectiveness of this text in achieving course objectives

1  
2  
3  
4  
5  
Very effective

What are your perceptions of student engagement with this text

1  
2  
3  
4  
5  
Very engaging

Strengths of this text:

Critiques of this text:

Recommendations for articles related to course objectives:



The amount of assigned readings of this text that I completed

- 1
- 2
- 3
- 4
- 5
- None
- All

Assigned readings in this text kept me engaged

- 1
- 2
- 3
- 4
- 5
- Not at all
- Very much

Readings facilitated my understanding of course content

- 1
- 2
- 3
- 4
- 5
- Not at all
- Very much

Cost of the text was appropriate for its learning value

- 1
- 2
- 3
- 4
- 5
- Not at all
- Very much

Strengths of this text

Critiques of this text

**Assigned readings in this text kept me engaged**

1 2 3

4

5

Not at all

Very much

**Readings facilitated my understanding of course content**

1 2 3

4

5

Not at all

Very much

**Cost of the text was appropriate for its learning value**

1 2 3

4

5

Not at all

Very much

**Strengths of this text:**

**Critiques of this text:**

**Suggestions for additional course readings:**

# Syllabus

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5234G: TENTATIVE COURSE SCHEDULE

Digital Commons Open Access Resource Bank: <http://digitalcommons.georgiasouthern.edu/esed5234-master/>

MODULES	DATES (M-F)	TOPICS	ASSIGNMENTS DUE
1	Aug. 15- Sept. 2	<p style="text-align: center;"><b>Demographic History</b></p> <p><b>Hispanic/Latino:</b>  <a href="#">Educational Experiences</a>  <a href="#">Latinos - PBS</a>  <a href="#">La Cosecha</a></p> <p><b>Asian:</b>  <a href="#">Anti-Chinese Sentiment</a>  <a href="#">Timeline</a>  <a href="#">Korean Immigrants</a>  <a href="#">Model Minority</a></p> <p><b>African-American/Black</b>  <a href="#">Narratives During the Jim Crow Era</a>  <a href="#">Black Immigrants</a>  <a href="#">Jamaican Immigration</a></p> <p><b>Middle Eastern:</b>  <a href="#">Immigrants</a>  <a href="#">Narratives</a>  <a href="#">Student Experiences</a>  <a href="#">After 9-11</a>  <a href="#">Bullying</a></p> <p><b>Native American:</b>  <a href="#">Boarding Schools</a>  <a href="#">Stereotypes Debunked</a>  <a href="#">Education - Boarding Schools</a>  <a href="#">Stereotypes in the Curriculum</a></p> <p><b>Refugees:</b>  <a href="#">Narratives</a>  <a href="#">Adapting to School</a>  <a href="#">Strategies for Teachers</a></p>	<p><b>8/18:</b> Attendance Verification  <b>8/25:</b> M1 Discussion  <b>9/1:</b> M1 Discussion responses  <b>9/1:</b> Demographic History Project &amp; Reflection</p>
2	Sept. 5 - Sept. 23	<p style="text-align: center;"><b>Local Issues &amp; Activism</b></p> <p>Teachers 4 Social Justice  <a href="https://t4sj.org/about/gallery/t-a-g-teacher-activist-groups/">https://t4sj.org/about/gallery/t-a-g-teacher-activist-groups/</a></p> <p>Georgia teacher fired for shockingly racist Facebook post calling Michelle Obama a 'gorilla'  <a href="http://www.rawstory.com/2016/10/georgia-teacher-fired-for-shockingly-racist-facebook-post-calling-michelle-obama-a-gorilla/">http://www.rawstory.com/2016/10/georgia-teacher-fired-for-shockingly-racist-facebook-post-calling-michelle-obama-a-gorilla/</a></p> <p>Georgia educators speak out against state school takeover measure  <a href="http://educationvotes.nea.org/2016/09/21/georgia-educators-speak-state-school-takeover-measure/">http://educationvotes.nea.org/2016/09/21/georgia-educators-speak-state-school-takeover-measure/</a></p> <p>'I can't make this stuff up': Muslim-American Olympic fencer asked to remove her hijab while registering at SXSW  <a href="http://newsone.com/1847595/ibtihaj-muhammad-fencing-olympics/">http://newsone.com/1847595/ibtihaj-muhammad-fencing-olympics/</a></p> <p>Muslim Americans: Current political climate worse than after 9/11  <a href="http://www.cnn.com/2015/11/20/politics/paris-attacks-trump-carson-bush-muslims-refugees-mosques/">http://www.cnn.com/2015/11/20/politics/paris-attacks-trump-carson-bush-muslims-refugees-mosques/</a></p>	<p><b>9/15:</b> M2 Discussion  <b>9/22:</b> M2 Discussion responses  <b>9/22:</b> Op-Ed</p>
3	Sept. 26 - Oct. 14	<p style="text-align: center;"><b>Asset Pedagogies</b></p> <p><a href="#">Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice</a>, Django Paris  <a href="#">The Theory and Practice of Culturally Relevant Education</a>, Brittany Aronson and Judson Laughter  <a href="#">"Yes, But How Do We Do It? Practicing Cultural Relevant Pedagogy</a>, Gloria Ladson-Billings</p>	<p><b>10/6:</b> M3 Discussion  <b>10/13:</b> M3 Discussion responses  <b>10/13:</b> Annotated Bibliography</p>
4	Oct. 17 – Nov. 4	<p style="text-align: center;"><b>Teaching English Learners &amp; Models of Sheltered Instruction</b></p> <p>Research analysis of Teaching English Language Learners</p>	<p><b>10/27:</b> M4 Discussion  <b>11/3:</b> M4 Discussion</p>

		<p><a href="http://www.aft.org/sites/default/files/periodicals/goldenberg.pdf">http://www.aft.org/sites/default/files/periodicals/goldenberg.pdf</a></p> <p>Teaching English Learners implementing the Sheltered Instruction Observation Protocol (SIOP) model  <a href="http://www.tobink8.org/SIOP/TeachingEnglishLearnersTheSIOPWay.pdf">http://www.tobink8.org/SIOP/TeachingEnglishLearnersTheSIOPWay.pdf</a></p> <p>Making Content Comprehensible for English Language Learners—SIOP Model SHELTERED INSTRUCTION— for Academic Achievement  <a href="https://www.region10.org/r10website/assets/File/ELL%20Strategies-Making%20Content%20Comprehensible.pdf">https://www.region10.org/r10website/assets/File/ELL%20Strategies-Making%20Content%20Comprehensible.pdf</a></p> <p>Language Objectives: The Key to Effective Content Area Instruction for English Learners  <a href="http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners">http://www.colorincolorado.org/article/language-objectives-key-effective-content-area-instruction-english-learners</a></p> <p>English Learners and Math - Wiest, L. R.. (2008). Problem-Solving Support for English Language Learners. <i>Teaching Children Mathematics</i>, 14(8), 479–484. Retrieved from <a href="http://www.jstor.org/stable/41199191">http://www.jstor.org/stable/41199191</a></p> <p>Responsive learning community - Yu Ren Dong. (2016). Create a Responsive Learning Community for ELLs. <i>The Mathematics Teacher</i>, 109(7), 534–540. Retrieved from <a href="http://www.jstor.org/stable/10.5951/mathteacher.109.7.0534">http://www.jstor.org/stable/10.5951/mathteacher.109.7.0534</a></p> <p>Teaching English Learners in the Content Areas: Janzen, J.. (2008). Teaching English Language Learners in the Content Areas. <i>Review of Educational Research</i>, 78(4), 1010–1038. Retrieved from <a href="http://www.jstor.org/stable/40071153">http://www.jstor.org/stable/40071153</a></p> <p>Effective Instruction for English Learners - Calderón, M., Slavin, R., &amp; Sánchez, M.. (2011). Effective Instruction for English Learners. <i>The Future of Children</i>, 21(1), 103–127. <a href="http://www.jstor.org/stable/41229013">http://www.jstor.org/stable/41229013</a></p> <p>English learners and Social Studies - Short, D. J.. (1994). Expanding Middle School Horizons: Integrating Language, Culture, and Social Studies. <i>TESOL Quarterly</i>, 28(3), 581–608. <a href="http://doi.org/10.2307/3587309">http://doi.org/10.2307/3587309</a></p>	<p>responses</p> <p><b>11/3:</b> Asset-Based Application Project</p>
5	Nov. 7 – Nov. 18	<p style="text-align: center;"><b>Immigration</b></p> <p>What Part of Legal Immigration Don't You Understand?  <a href="http://thumbnails-visually.netdna-ssl.com/what-part-of-legal-immigration-dont-you-understand_50290c8272a8d_w1500.jpg">http://thumbnails-visually.netdna-ssl.com/what-part-of-legal-immigration-dont-you-understand_50290c8272a8d_w1500.jpg</a></p> <p>This American Life Podcast - You Reap What You Sow  <a href="http://www.thisamericanlife.org/radio-archives/episode/456/reap-what-you-sow">http://www.thisamericanlife.org/radio-archives/episode/456/reap-what-you-sow</a></p> <p>Meet the New Americans - Narratives  <a href="http://www.pbs.org/independentlens/newamericans/newamericans.html">http://www.pbs.org/independentlens/newamericans/newamericans.html</a></p> <p>Film: The Harvest/LaCosecha The Story of the Children Who Feed America  <a href="http://theharvestfilm.com/">http://theharvestfilm.com/</a></p>	<p><b>11/10:</b> M5 Discussion</p> <p><b>11/17:</b> M5 Discussion responses</p> <p><b>11/7:</b> Key Assessment presentation</p> <p><b>11/17:</b> Key Assessment</p>
6	Nov. 21 – Dec. 1	<p style="text-align: center;"><b>Diversity</b></p> <p>Wheatley, Margaret J., Willing to be Disturbed  <a href="http://www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf">http://www.ode.state.or.us/opportunities/grants/saelp/willing-to-be-disturbed.pdf</a></p> <p>Social Class Privilege Checklist  <a href="http://www.sap.mit.edu/content/pdf/class_privilege_checklist.pdf">http://www.sap.mit.edu/content/pdf/class_privilege_checklist.pdf</a></p> <p>A Talk to Teachers: Delivered in 1963 as “The Negro Child – His Self-Image”  <a href="http://static.schoolrack.com/files/34213/220712/Chapter_4-Part_4.pdf">http://static.schoolrack.com/files/34213/220712/Chapter_4-Part_4.pdf</a></p> <p>NAEP Achievement Gap Data  <a href="https://nces.ed.gov/nationsreportcard/studies/gaps/">https://nces.ed.gov/nationsreportcard/studies/gaps/</a></p> <p>A Teacher’s Guide to Religion in the Public Schools  <a href="http://www.islamproject.org/pdfs/1st-Amendment-Guidelines.pdf">http://www.islamproject.org/pdfs/1st-Amendment-Guidelines.pdf</a></p>	<p><b>11/24:</b> M6 Discussion</p> <p><b>12/1:</b> M6 Discussion responses</p>

# Final Report

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## Affordable Learning Georgia Textbook Transformation Grants

**Date:** December 22, 2016

**Grant Number:** 155

**Institution Name(s):** Georgia Southern University

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

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&

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**Project Lead:** Chelda Smith

**Course Name(s) and Course Numbers:** 5234/5234G: Cultural Issues

**Semester Project Began:** Fall 2015

**Semester(s) of Implementation:** Summer & Fall 2016

**Average Number of Students Per Course Section:** 22

**Number of Course Sections Affected by Implementation:** 7

**Total Number of Students Affected by Implementation:** 150

### 1. Narrative

At the onset of this project, there were two primary goals: 1) develop a set of learning materials that utilize university resources and eliminates the need for the current course texts, and 2) develop a set of learning materials that is current, relevant and meaningful to Georgia Southern College of Education students. Dr. Smith and Dr. Leckie were successful in accomplishing both goals.

In November of 2015, Dr. Leckie and Dr. Smith met to discuss the textbooks used in their respective 5234 sections. They surveyed their colleagues to determine the usefulness and value of dominant textbooks across varied sections. They analyzed course syllabi from various sections and semesters and gathered topic themes that were consistent. Thereafter, they began an informal compilation of digital resources able to substitute or enhance the content found in previously used textbooks, while maintaining alignment with existing course objectives.

In December of 2015, Dr. Leckie and I met with Ashley Lowery from Georgia Southern's University Library to receive training in curating a Digital Commons collection. Throughout the spring semester of 2016, Dr. Leckie and Dr. Smith developed online repository of traditional texts. Referral from students, faculty and their libraries are included in the

collection. They also compiled an interactive & multimedia resources bank using Google Drive. That platform allowed associate colleagues to add resources throughout the semester. It also provided space for alternative and supporting texts to be introduced and shared.

Through autoethnographic discussions, Dr. Leckie and Dr. Smith assessed faculty perception of the proposed digital course texts for relevancy, usability and resource quality. One challenge that surfaced was the ability to capture the historical contexts of various ethnic groups in the United States. An asset of Spring's (2012) Deculturalization and the Struggle for Equality is its comprehensive historical analysis of traditionally underrepresented groups. Compiling a set of digital resources that accomplish that feat proved difficult, both in terms of breadth and depth.

Reflecting upon the feedback generated from our survey and discussions, Dr. Leckie and Dr. Smith opted to revamp the course entirely for the Summer 2016 schedule. Upon implementation, they learned that core topics remained intact but pedagogical approaches needed alteration. For instance, to address the historical coverage of Spring's text, they opted to divide the students into ethnic-specific research groups. Doing so allowed each group to investigate the historical experiences and contributions of a particular ethnic group with connections to how that group is fairing in the present. Thereafter, each team presented their findings to the whole group as the faculty facilitated discussions. That approach enhanced student learning by extending the depth of coverage while meeting the latitude of Spring's text.

As can be expected, students responded more enthusiastically to an interactive learning assignment than to reading a textbook. Researching, analyzing, working collaboratively, presenting findings and participating in a discussion are all validated features of engaging instruction. At the end of the Summer 2016 semester, Dr. Leckie and Dr. Smith surveyed the students and confirmed their satisfaction with course materials. While students expressed relief and enthusiasm about no-cost texts, the overall performance rating of our students was statistically insignificant. Dr. Wall, a colleague who also implemented the summer 2016 pilot, confirmed the pedagogical adjustments and its instructional benefit to students.

This past fall, Dr. Leckie and Dr. Smith implemented the second iteration of 5234. With more time in the semester (4 weeks vs. 16 weeks), they altered the schedule once more. In the spirit of relevancy more resources were added based on student suggestion. They also added more topics based on current events (i.e. Islamophobia at the Summer Olympics). The fall semester allowed more representation and production of mixed mediums (podcasts, videos, movies). This proved more engaging for our students, especially in the online platform.

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

Dr. Leckie and Dr. Smith learned quite a few lessons from this experience. In addition to gaining familiarity with Digital Commons and stretching their pedagogical muscles through an online platform, they were able to have rich and ongoing discussions about content value.



Without this grant, it is unlikely these important conversations would have occurred. Similar conversations with their students that led faculty to better understand the value of their work, curricular choices, pedagogical choices and the course's overall impact. Having reflected on these experiences, Dr. Leckie and Dr. Smith will continue using the no-text approach in their respective sections. They will remain open to alternative and new resources that address course topics that are most pertinent to the needs of Georgia Southern students. Likewise, they continue to share these assets with colleagues.

Dr. Leckie and Dr. Smith anticipate that their colleagues will adopt the no-cost textbook approach. They've built an open access resource bank through Digital Commons and a shell template of the course through Desire to Learn. These resources are free and accessible to all current and future instructors of the course.

## 2. Quotes

*There was one or two that were difficult to understand but all in all the materials provided were very helpful.*

*In general I enjoyed the fact that we had articles we focused on in this course rather than an expensive textbook. The articles that were chosen clearly explained the content discussed and were able to teach me more about some concepts I had not yet been exposed to in such a manner.*

*For the most part I liked the readings and found them informative and interesting. I would have liked to read more about the ESOL learners in Georgia, particularly in the Bulloch County area.*

## 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?** The overall student opinion about the materials was positive.

Total number of students affected in this project: 98

- Positive: 98 % of 44 number of respondents
- Neutral: 2 % of 44 number of respondents
- Negative: 0 % of 44 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:**

    .02    % of students, out of a total     98     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**

· The goal of our Textbook Transformation plan was to provide a set of course readings using GALILEO and other materials in the library system so that are no additional cost to students and also provide students with materials that are engaging, relevant, meaningful and current. In order to assess impact of our project we gathered survey data in both paper and Qualtrics formats and also gathered download data from the Digital Commons system. We surveyed students at the end of the spring 2016 semester when we were developing course materials and at the end of the summer and fall 2016 semesters after implementation. Qualtrics was used for online classes and paper surveys were distributed to face to face classes in order to improve response rates.

Overall survey results indicate that students found the materials to be engaging and helped them to understand course concepts. In terms of amount of reading completed, more course readings were completed as compared to the pre-transformation course in the spring of 2016. There is a slightly higher number of “I don’t know, I didn’t read it” responses for questions 6-11 as they were part of a menu of readings to help students apply concepts. Of the five readings that were required for all students, at most four respondents reported not completing the reading. Additionally, download data from our Digital Commons site indicate over 3,000 clicks on our shortened URLs that are embedded in our Folio course. Although the Digital Commons site is open to all and hence students from outside of our class could access the materials, the shortened URLs are only accessible through our course which indicates that not only are students reading the materials, they are reading materials multiple times. Initial survey data, implementation survey data, and full download data are attached in separate files.

The above and attached data indicate that we met our goals of developing a set of course readings that are no cost to students and provide them relevant, engaging and current ways to engage with course concepts.

#### **4. Sustainability Plan**

Our ESED 5234 - Cultural Issues page on Digital Commons and related activities in Folio have been shared with current instructors for the course and will be made available for future instructors. In developing the modules in Digital Commons we met with all current course instructors to get their input regarding key concepts and critical texts to include. This process gave other instructors some buy-in from the onset. We designed the site as a series of modules with readings and websites related to the focal concept for that module. This design allows instructors for other sections to select modules to augment their current instruction thereby facilitating a gradual use of the Digital Commons materials instead of forcing an all or nothing approach. We found in our discussions with current instructors that they had favorite textbooks that they were hesitant to relinquish. It is our plan to continue to discuss the modules and our success with students completing the readings as further encouragement to transition to a no textbook format. In our program meetings we will share additions to the site and seek additional input regarding relevant texts to include.

As there are many texts to choose from, we enlisted the help of a graduate student to provide brief annotations for each of the articles, websites and other materials so that instructors would get a preview without having to read the entire article. This task is about 60% complete and will be finished next semester. As new materials are added, annotations will be added as well.

For new instructors to the course, we have a 5 week summer session course designed with readings and associated assignments as well as a full 15 week semester course designed with readings and assignments. Both summer and full semester courses have been designed at both the undergraduate and graduate levels. As we both teach this course during the summer and regular term, the course and materials will be regularly updated and shared.

#### **5. Future Plans**

This project has encouraged us to carefully consider the selection of materials for student use. The Digital Commons system provides a way to organize relevant materials and since students are paying their tuition, it is important to make use of the library resources. Additionally, as our students are current or future teachers, they will be reading journal articles from their various professional organizations in order to remain current in their field. It is important to give them exposure to the variety of education related journals that are available as well as provide them experiences reading and making meaning from those texts. After graduation, their learning will not be from textbooks, so it is important to develop this capacity while they are still students. We hope to make further use of Digital Commons in our other courses.

We have no current plans to present to a larger venue, other than our program meetings.

#### **6. Description of Photograph**

Dr. Smith was not available for a photograph during the preparation of this report. She is away from campus for the entirety of the Fall 2016 semester. In January, upon returning to Georgia Southern's campus, she will take a photo with Dr. Leckie and submit it then. We apologize for the inconvenience.