Geological Sciences and Geography Grants
Collections

Geological Sciences and Geography

Spring 2018

World Regional Geography

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UNIVERSITY SYSTEM
OF GEORGIA

Amanda Rees and Brad Huff

World Regional Geography

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.

Initial Proposal

Application Form

Personal

Details

*Submitter First Name:	Amanda
*Submitter Last Name:	Rees
*Submitter Title:	Professor Geography
*Submitter Email Address:	rees_amanda@columbusstate.edu
*Submitter Phone Number:	706 507 3458
*Submitter Campus Role:	Proposal Investigator (Primary or additional)
*Applicant First Name:	Amanda
*Applicant Last Name:	Rees
*Applicant Email Address:	rees_amanda@columbusstate.edu
*Applicant Phone Number:	706 507 3440
*Primary Appointment Title:	Professor of Geography
*Institution Name(s):	Columbus State Universtiy

Co-Applicant(s)

*Co-Applicant Name:	Dr Brad Huff

Application Details

Application ID:	#001295

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

Amanda Rees, Professor of Geography, History and Geography Department, Columbus State University, rees_amanda@columbusstate.edu

Brad Huff, Assistant Professor of Geography, Department of History & Geography, Columbus State University huff_brad@columbusstate.edu

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

Dr. Tina Butcher, Provost, Columbus State University.

*Proposal Title:	283

*Course Names, Course Numbers and Semesters Offered:

World Regional Geography, GEOG 1101I, offered in fall & spring semesters

*Average Number of Students per Course Section:	50
*Number of Course Sections Affected by Implementation in Academic Year:	5
*Total Number of Students Affected by Implementation in Academic Year:	250
*List the original course materials for students (including title, whether optional or required, & cost for each item):	Pulsipher, L.A. & Pulsipher, A. 2015 World Regional Geography Concepts (3rd Edition) Macmillan Press. ISBN-10: 1-4641
*Requested Amount of Funding:	$10,800
*Original per Student Cost:	$142.59
*Post-Proposal Projected Student Cost:	$0
*Projected Per Student Savings:	$142.59
*Projected Total Annual Student Savings:	$35,647.50

*Creation and Hosting Platforms Used ("n/a" if none):

The geography team will evaluate 2 potential hosting platforms: Merlot https://www.merlot.org/merlot/index.htm and LIBGuides http://columbusstate.libguides.com/ (hosted by CSU Library). We plan to locate supplemental materials to support the use of the chosen text.

*Proposal Category:	No-Cost-to-Students Learning Materials
*Final Semester of Instruction:	Fall 2017

*Project Goals:

As recipients of this grant over summer 2017, our goals include:

Student Savings

Identify and review a no-cost World Regional Geography textbook;

Redesign the course to maximizes the strengths of the chosen no-cost textbook;
Augment each course module with additional no-cost materials identified in Galileo and other library resources (academic journals, newspapers, sub-titled videos etc.).

Pedagogical Transformation

Incorporate no-cost resources into collaborative projects & assignments by developing an active learning, case-study approach to engage students in team applications that support critical thinking and team decision-making.

Student Success

Integrating no-cost electronic texts and supplemental materials with active learning exercises, to establish and maintain higher levels of student access, utilization and engagement. With no-cost, quick and effective access to materials, and the integration of those texts with the high impact practice of collaborative assignment design, we will support higher order learning and thinking.

*Statement of Transformation:

* The transformation will occur as we move away from a high cost publication to a no-cost publication and supplemental texts.
* Stakeholders impacted include approximately 250 world regional geography students who are taking this class as part of the core Area E Social Science. The course also supports the International Learning Community program.

* The impact of this will be that students are far more likely to access the textbook each class as they complete in-class assignments and map analysis

* Higher levels of student engagement with no cost access should encourage and maintain higher rates of productive grades.

*Transformation Action Plan:

Three potential no-cost digital world regional geography textbooks have already been identified:

Royal Burgee. World Regional Geography: People, Places and Globalization (https://open.umn.edu/opentextbooks/BookDetail.aspx?bookId=78
The Saylor Group. World Regional Geography
https://www.saylor.org/site/textbooks/World%20Regional%20Geography.pdf
Caitie Finlayson. World Regional Geography http://caitiefinlayson.com/worldregional/

Criteria used to review texts include:

* support of programmatic focus on active learning and community geography pedagogy;
* support of the four course learning outcomes (human-environment interactions, economic globalization, and spatial analysis and interpretation).

Identify supplemental materials (news articles, videos, radio stories) to enrich active learning and collaborative decision-making.

Develop and integrate in-class activities with no-cost textbook and supplemental materials to support the application of geography concepts to solve problems in a team-based environment.

Course and syllabus instructional redesign.

Publishing of course materials to an online platform

*Quantitative & Qualitative Measures: a. Does the text support student engagement in the learning outcomes? This will be measured by assessing student capacity to utilize the text to illustrate each learning outcome with an example.
b. Compare DFW rate before and after the introduction and integration of the no-cost textbook and supplemental materials with in-class activities.
c. Apply a student feedback survey on accessibility and use of the textbook.

*Timeline:

May 5 – May 15
* Complete assessment for three open source World Regional Geography texts.
* Complete assessment of two online hosting platforms.
May 15
* Meet to share individual assessment and choose the textbook.
* Submit the new open source text with campus bookstore
May 15-30
* Align the text with course learning outcomes and identify additional materials needed to support learning outcomes
June 1 – June 30
* Complete a backwards design the World Regional Geography course and identify using the newly identified open source textbook and identifying additional appropriate free resources including: newspaper articles, articles, images and videos that are supported with transcripts) through Galileo,
July 1 - 20

* Design of World Regional Geography course modules embedding appropriate texts, images (including maps), and videos in world regional geography modules.

July 21-30

* Publish materials to the chosen online hosting platform.

August 10

* Begin instruction using the open source text and supplemental materials.

*Budget:

$10,000 will be used as income to support faculty on 10 month contracts while they work together during the summer to redevelop the World Regional Geography course integrating no-cost and supplemental materials and redesign the course. $800 will be used to travel to program meetings.

*Sustainability Plan:

Module case studies will shift, sometimes radically over time in response to local and global political, social, and economic trends. Updating and augmenting course materials will be required. To remain abreast of international issues that inform each module, we will establish Google Alerts to materials needed to either inform and modify module case studies.

Add Other Email Addresses for Notifications

**Enter recipient(s) email   --
address(es):**

COLUMBUS STATE
UNIVERSITY

December 2, 2016

Affordable Learning Georgia Textbook Transformation Grants
University System of Georgia
270 Washington Street, S.W.
Atlanta, GA 30334

Dear Committee:

Columbus State University (CSU) is excited to submit an application to the
Affordable Learning Georgia Textbook Transformation Grant Program. The
proposal submitted by Dr. Amanda Rees and Dr. Brad Huff, faculty members
within the CSU Department of History and Geography titled, "Tectonic shifts in
World Regional Geography Textbook Access: Integrating No-cost texts into the
Core", focuses upon developing no-cost-to-students learning materials for the
course World Regional Geography (GEOG 1101I).

The CSU Office of Sponsored Programs will be responsible for the receipt and
distribution of any award funds based upon the proposal budget. If the proposed
project is successful CSU will act accordingly to institutionalize the project to
lower costs to students.

If you have any questions regarding this proposal please contact Dr. Rees at
706-507-8358 or via email at rees_amanda@columbusstate.edu; you may also
contact Dr. Huff at 706-507-8355 or via email at huff_brad@columbusstate.edu. I
may be contacted at 706-507-8265 or at butcher_tina@columbusstate.edu.

Sincerely,

Tina D. Butcher, Ph.D.
Interim Provost and Vice President for Academic Affairs

Syllabus

Columbus State University

Course Title: World Regional Geography GEOG 1101I
Course Schedule Fall 2017

Course Information

- *Credit Hours*: 3 hours
- *Course Prerequisites*: None.
- *Course Description*: This course provides a framework for recognizing and analyzing the major distinctive regions of the world in comparative context emphasizing various inter-relations among environment, culture, economy, politics, and history. Everywhere that people live or find resources to require, they alter the face of the earth to meet their needs, wishes, and expectations. This course explores the dynamic relationship between people and environment, and introduces you to geography, the study of the interactions between people and the world in which they live. Geography is not just about place-names and political boundaries. It is about understanding how we humans use the land, live in the world, relate to other peoples, and make sense of our surroundings. We will examine historical, contemporary and future geographical-themed issues across the planet.
- "I" Designation Course:

This course is part of the CSU International Learning Community (ILC). The theme for 2017-2018 is Migration: Movement(s) Around the Globe. As a member of an "I" course, you will be part of a much broader community of faculty and students from the colleges of Letters and Science, Business, Health and Education, and Arts who are all taking internationally- focused coursework. You will have an opportunity to meet and talk with these faculty and students as you take part in special co-curricular ILC activities who will speak on this year's theme including speakers, discussion groups, a film series, and Global Dialogues (student and student discussions). You will be required to attend two of these activities during the semester, and up to 2 additional ILC activities will be offered extra credit. Check here International Learning Community for ILC event details.

Course Philosophy

- Treat yourself and each other with respect and kindness. Questioning your own taken-for-granted values, beliefs, and assumptions can be quite unsettling, yet it is very valuable to personal and professional development. Instead of resisting or projecting blame for your possibly unsettled feelings on others who may raise questions and challenge some of your beliefs, recognize that this is a predictable part of learning to think critically and reflectively. This is essential to effective teamwork.

○ Please keep me posted about how the course is going for you and if you need help, please ask. You are always welcome to come to talk with me – I have office hours devoted to addressing student questions weekly. In addition, I will check in with students during the first half of the semester to see what's working and what can be improve.

Required Course Materials

○ Course materials are free and posted online in CougarVIEW
○ Intedashboard Account (access can be purchased online or through the [CSU bookstore](#).

Learning Outcomes

By the end of this class you will be able to use examples from your course work to illustrate the following learning outcomes (LOs):
● LO1. Demonstrate how human actions modify the physical environment;
● LO2. Demonstrate how the physical environment influences human activity;
● LO3. Define globalization and demonstrate the ways in which economic globalization functions contemporarily;
● LO4. Analyze and interpret maps, images (i.e. ground level photographs or remotely sensed aerial images), graphs, or similar geographic data representations, and think spatially to understand and communicate information.

Skills You Will Develop include the:

○ Ability to think critically about geographical issues;
○ Writing competency for a variety of audiences;
○ Tools to support effective teamwork and capacity to worth with others who are different from yourself.

Course Communication

○ Use your official CSU account (CougarNET) for all email communications. I will email the class communication (not CougarVIEW).
○ Use common sense in writing and sending email.
○ Always identify yourself in the email and let me know what class you attend. If you need clarification on an assignment, ask at least 24 hours before it is due, otherwise you may not get an answer in time to complete the assignment successfully. Read and think about email before sending. Email is a permanent record.

Course Schedule

Module 1: Begin Here & Module 1A & 1B Introduction

        Aug 15   i-t-RAT and short application (Prepare Module 1A)

        Aug 17   i-t-RAT and short application (Prepare Module 1B)

Module 2: North America Module Pre-Class Materials

Finlayson, C. 2016, *World Regional Geography,* Creative Commons Attribution-Non Commercial-ShareAlike 4.0 International" license, found at http://caitiefinlayson.com/worldregional/ [Accessed 5/24 2017].

Pappas, S. et al., 2017, What Is Global Warming? *Live Science* [Online] Available from http://www.livescience.com/37003-global-warming.html BBC News. 2016, What is climate change? [Online] Available from http://www.bbc.com/news/science-environment-24021772 [5/24/2017].

Environmental Defense Fund n.d., Climate change's effects plunder the planet. [Online] Available from https://www.edf.org/climate/climate-changes-effects-plunder-planet[5/31/2017].

jholl 2008, Environmental Interrelationships, Chapter 1. Available from https://www.slideshare.net/jholl/hee-chapter-1-environmental-interrelationships-presentation [5/31 2017].

- Aug 22   i-RAT & t-RAT: You will need your *Intedashboard* account established for the i-RAT this week) Information about *Intedashboard* can be found in the Begin Here module.
- Aug 24   Application
- Aug 29   Application
- Aug 31   Application

Module 3: South Asia Module Pre-Class Materials

Rees, A. 2017. Types of Maps Used in our World Regional Geography Class. [Electronic Lecture Reading] Columbus State University, unpublished.

Greenfield, D. 2017 Information Flows. [Online] Greenfieldgeography.wikispaces accessed 30th May 2017. (modified)

- Sept 5   i-t-RATs
- Sept 7   Application
- Sept 12   Application
- Sept 14   Application

Module 4A: Midterm Review

- Sept 19   i-T-RAT
- Sept 21   Submission (Online submission of individual midterm writing assignment as a Word Document 11.59PM to CougarVIEW

Module 5: East, SE Asia & Europe Module Pre-Class Materials

Finlayson, C. 2016. *World Regional Geography,* Creative Commons Attribution-Non Commercial-ShareAlike 4.0 International" license, found at http://caitiefinlayson.com/worldregional/ [Accessed 5/24 2017].

Carvajal, D & Castle, S., 2009. "A U.S. Hog Giant Transforms Eastern Europe." New York Times. May 5 http://www.nytimes.com/2009/05/06/business/global/06smithfield.html

PBS NewsHour, 2014 "Who's behind the Chinese takeover of world's biggest pork producer?" September 14. http://www.pbs.org/newshour/bb/whos-behind-chinese-takeover-worlds-biggest-pork-producer/ accessed 12.19.2017

PBS NewsHour, 2014 "Who will China Feed its growing middle class? September 13. (Length: 8.16 minutes) http://www.pbs.org/newshour/bb/china-porkcir/ accessed 12.19.2017

- Sept 26   i-t-RAT
- Sept 28   Application
- Oct 3   Application
- Oct 5   Application

Module 6: Sub-Saharan Africa and East Asia Module Pre-Class Materials

Finlayson, C. 2016, World Regional Geography, Caitlin Finlayson under a Creative Commons "Attribution-NonCommercial-ShareAlike 4.0 International" license, found at http://caitiefinlayson.com/worldregional/ [Accessed 5/24 2017].

"Africa and China: More than minerals", 2013, The Economist, [Online], vol. March 23, 2013. Available from: https://www.economist.com/news/middle-east-and-africa/21574012-chinese-trade-africa-keeps-growing-fears-neocolonialism-are-overdone-more [7/22/2017].

Tiffen, A. , 2014, The New Neo-Colonialism in Africa [online]. Global Policy Institute. Available from: http://www.globalpolicyjournal.com/blog/19/08/2014/new-neo-colonialism-africa [Accessed 7/24 2017].

- 10 Oct   i-t-RAT
- 12 Oct   Application
- 17 Oct   Application
- 19 Oct   Application

Module 7: South America Module Pre-Class Materials

Greenfield, D. 2017. Reducing Economic Disparities. http://greenfieldgeography.wikispaces.com/Reducing+disparities. Accessed July 24, 2017.

Purvis, A. 2006. "How a £1.50 chocolate bar saved a Mayan community from destruction." The Guardian https://www.theguardian.com/lifeandstyle/2006/may/28/foodanddrink.features1

O'Keefe, B. 2016, Bitter Sweets. *Fortune* http://fortune.com/big-chocolate-child-labor/ March 1. [Accessed July 24, 2017]

- 24 Oct   i-t-RATs
- 26 Oct   Application
- 31 Oct   Application
- 2 Nov   Application

Module 8 Oceania Module Pre-Class Materials

Finlayson, C. 2016, World Regional Geography, Caitlin Finlayson under a Creative Commons "Attribution-NonCommercial-ShareAlike 4.0 International" license, http://caitiefinlayson.com/worldregional/ [Accessed 8/1 2017].

Harris, J., et al , 2016, Why all world maps are wrong [online]. Vox Media. Available from: https://www.youtube.com/watch?v=kIID5FDi2JQ&spfreload=1 [Accessed 8/1 2017].

Pletcher, K. , 2013, Northeast Passage: Sea Route, Eurasia [online]. Encyclopedia Britannica, Inc. Available from: https://www.britannica.com/topic/Northeast-Passage [Accessed 8/2 2017].

- 7 Nov   i-t-RAT
- 9 Nov   Application
- 14 Nov   Application
- 16 Nov   Application

Module 4B Final Individual Writing Assignment Final

28 Nov   i-t-RAT and Application

30 Nov   Conclusion of application.

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Behavior Expectations

Students should follow professional standards of work and behavior. Arrive to class on time, have your concepts prepared, and participate in team work and discussions. Courteousness to your team members should be primary (for example you may want to give them a "heads up" if you are missing a class) and professional codes of conduct should be maintained. As a team you will be working together closely and you will learn some strategies to support effective team development. You will be asked to develop some team policies to address the functioning of the team.

Time Commitment

This class requires you to read the assigned texts for each module, and prepare notes on specific concepts or questions provided in each module. The preparation will take 1-2 hours for each module. The midterm and final writing assignments will take 5-7 hours prior to workshopping your drafts in class, and another hour or so to incorporate your team's feedback. Thought the writing assignments are short, it takes time to research appropriate examples with evidence and editing your response to fit the word limit will require attention.

Instructional Format

This course will be using a Team-Based-Learning (TBL) format (www.teambasedlearning.org). This instructional method aims to help develop your workplace learning skills (sometimes referred to as soft skills) and will be done in a way that will hold teams accountable for using course content to make decisions that will be reported publicly and subject to cross-team discussion/critique. You will be assigned to a team with approximately 5-8 members during on the first day of class. You will sit with your team during most classroom sessions.

Phase 1 – Preparation: You will access a list of concepts (that work as a guide to reading), the readings or links to readings. All materials will be arranged in modules. The materials you'll need for each module will be located on CougarVIEW. Each CougarVIEW module will have module learning outcomes, list of concepts, readings, and midterm and final writing assignments.

Phase 2 – Readiness Assurance Test: At the first class meeting of each module, you will be given a Readiness Assurance Test (RAT). The RAT test (10 – 25 multiple-choice questions) measures your comprehension of the assigned readings, and helps you learn the material needed to begin problem solving in phase 3. Once the test period is over, the instructor will often give a short mini-lecture to clarify concepts that are not well understood as evidenced by the test scores. The purpose of phase 2 is to ensure that you and your teammates have sufficient foundational knowledge to begin learning how to apply and use the course concepts in phase 3. RATs are closed book and based on the assigned readings.

- *Individual RAT* (iRAT) – You individually complete a multiple-choice test based on the readings using Intedashboard found at: https://www.intedashboard.com/logi
- *Team RAT* (tRAT) - Following the iRAT, the same multiple-choice test is re-taken with your team. These tests use one of two methods, a "scratch and win" type answer cards known as an IF-AT. You negotiate with your teammates, and then scratch off the opaque coating hoping to reveal a star that indicates a correct answer. Your team is awarded 4 points if you uncover the correct answer on the first scratch, 2 points for second scratch, and 1 point for third scratch. Or we will use Intedashboard.
- *Appeals Process* - Once your team has completed the team test, your team has the opportunity to fill out an appeals form. The purpose of the appeals process is to allow your team to identify questions where you disagree with the question key or question wording or ambiguous information in the readings. Your instructor will review the appeals outside of class time and report the outcome of your team appeal at the next class meeting. Only teams are allowed to appeal questions (no individual appeals).
- *Feedback and Mini-lecture* - Following the RATs and Appeal Process, the instructor provides a short clarifying lecture on any difficult or troublesome concepts.- In-Class Activities: You and your team use the foundational knowledge, acquired in the first two phases to make decisions that will be reported publicly and subject to cross-team discussion/critique. A variety of methods will be used to have you report your team's decision at the end of each activity. Sometimes you will hold

up cards indicating a specific choice, sometimes you may respond using , you might write your answer on small whiteboards, and other times short worksheets will be completed, and then at random teams will be selected to report their findings to the rest of the class.

Phase 3 - In-Class Activities: You and your team use the foundational knowledge, acquired in the first two phases to make decisions that will be reported publicly and subject to cross-team discussion/critique. A variety of methods will be used to have you report your team's decision at the end of each activity. Sometimes you will hold up cards indicating a specific choice, sometimes you may respond using Intedashboard, you might write your answer on small whiteboards, and other times short worksheets will be completed, and then at random teams will be selected to report their findings to the rest of the class.

Assignment Requirements

A rubric with these requirements is included in the midterm and final individual writing assignment module 4A and 4B (CougarVIEW).

Technical Requirements

Students should be able to:
- Compose an email
- Attach, upload and download files from CougarVIEW
- Save a file to computer or USB device
- Cut and paste an image into a word document.

Grading. Students are expected to be fully prepared to discuss the topic(s) each week and complete the assignments each week. Your final grade will be based upon completing the following learning activities and exams.

Policy for Late Work: All written work must be submitted by the due date and time to be considered for full grade. Late work will be docked 1% for each day it is late. If you miss a class for a scheduled university event please provide proof of this event (a letter from the instructor or coach explaining the absence) AND let me know if good time so that I can make other arrangements for you.

Final Grade Calculation	
Percentage Range	Final Grade
90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

Individual Performance: There are approximately 8 Individual Readiness Assurance Tests (i-RATs) given during the course—one at the beginning of each unit. They cover concepts indicated on CougarVIEW in each module. A midterm final writing assignments will be administered to assess individual performance. All written work must be submitted by the due date and time to be considered for full grade. Students missing i-RATs may not be taken at a later date.

Team Performance: Teams performance will be evaluated in two ways.

- ○ Team RATs (t-RATs)
- ○ Team Applications

Specific instructions and grading criteria for each activity will be provided. Each member of a team will receive the same team performance score for each team RAT and activity unless they do not participate (absence, distracted or in other ways does not engage in team activities).

Team Contribution: Everyone will evaluate the contributions of all the other team members at midterm and at the completion of the semester. Individuals will be asked to provide differential ratings that will produce differences in grades within the team. This means that team members cannot help everyone in the team get an A by giving everyone high peer evaluation scores. The only way for everyone in a team to earn an A is by doing an outstanding job on the individual and team exams and activities. Specific criteria for peer evaluation will be developed in class.

Setting Grade Weights: The percentages of the total grade accounted for i-RATs, t-RATs and Applications will be discussed by each team and shared. Then a consensus of the grade weighting will be calculated by the beginning of week 2. The only limitations on your grade weight decisions will be:

1. a maximum of 40% must be assigned to individual performance
2. a maximum of 50% must be assigned to team performance and to team contribution
3. within the individual performance area, at least 5% of the grade must be assigned to each exam
4. team contributions will be 10% (5% assessed at midterm and 5% at the end of the semester)

Individual Performance (40%)
- ○ Individual Readiness Assurance Tests (i-RATs) (15-25%)
- ○ Midterm Writing Assignment (5-10%)
- ○ Final Writing Assignment (5-10%)
- ○ ILC Events (2 required each worth 2.5%)= 5%

Team Performance (50%)
- ○ Team Readiness Assurance Tests (t-RATs) (10-40%)

- ○ Applications (10-40%)
- ○ Team Contribution (10%)
  - ○ Midterm Peer Evaluation (5-10%)
  - ○ Final Peer Evaluation (5-10%)

TOTAL   100%

Extra Credit (4%)
- ○ Attend max. 2 additional ILC events (2% each event) = 4% I can only assign a grade if you attend the event, sign the ILC attendance sheet and indicate my name as the person that you'd like the ILC folks to share that you attended event.

NOTE: In calculating your final grade at the end of the semester I will drop the lowest i/t-RAT and application grade.

Course Policies and Statements

Attendance Policy. You can miss no more than 2 weeks of class (4 class periods) this includes illness, or a death in the family etc. You are not required to tell me or email me when you miss a class, it is up to you to make sure you meet the requirements of the course. If you miss more than 4 class periods you are understood not to have completed the required elements of the class and you will receive a WF grade. If you are attending a university sponsored event you must bring me written evidence from your professor/coach about your absence prior to your absence. I will use RAT and application forms to assess attendance. For more information on class attendance and withdrawal go to
http://academics.columbusstate.edu/catalogs/current/acaregs_undergrad.php#attendance
Please contact me before you decide to drop this class. After the first week of class the course counts as attempted. If you drop after the deadline you risk your eligibility for Financial Aid as the course will be calculated for satisfactory progress.

Attendance and relationship to grade: Attendance will be taken by the team's Checker. The Checker will mark team members names with an asterisk * if they did not participate in team activities. If you are not present in class for team assignments you will not receive grade for the portion of the assignment you missed.)

Academic Honesty (Acknowledgement is hereby given to USG eCore on whose policy this is based). All students are expected to recognize and uphold standards of intellectual and academic integrity. As a basic and minimum standard of conduct in academic matters that students be honest and that they submit for credit only the products of their own efforts. Both the ideals of scholarship and the need for fairness require that all dishonest work be rejected as a basis for academic credit. They also

require that students refrain from any and all forms of dishonorable or unethical conduct related to their academic work.

In an effort to foster an environment of academic integrity and to prevent academic dishonesty, students are expected to discuss with faculty the expectations regarding course assignments and standards of conduct. In addition, students are encouraged to discuss freely with faculty, academic advisers, and other members of the academic community any questions pertaining to the provisions of this policy.

Definitions and Examples. The examples and definitions given below are intended to clarify the standards by which academic honesty and academically honorable conduct are to be judged. The following list is merely illustrative, and it is not intended to be exhaustive. Moreover, the definitions and examples suggest conditions under which unacceptable behavior of the indicated types normally occurs. However, there may be unusual cases that fall outside these conditions that also will be judged unacceptable by the academic community.

Plagiarism NOTE: Plagiarism detection systems are used by your instructor. Plagiarism is presenting another person's work as one's own. Plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own. Plagiarism frequently involves a failure to acknowledge in the text, notes, or footnotes the quotation of the paragraphs, sentences, or even a few phrases written or spoken by someone else. The submission of research or completed papers or projects by someone else is plagiarism, as is the unacknowledged use of research sources gathered by someone else when that use is specifically forbidden by the instructor. Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism.

Unauthorized collaboration. Submission for academic credit of a work product, developed in substantial collaboration with other person or source but represented as one's own effort, is unauthorized. Seeking and providing such assistance is a violation of academic honesty. However, collaborative work specifically authorized or assigned by an instructor is allowed.

Multiple Submissions. It is a violation of academic honesty to submit substantial portions of the same work for credit more than once without the explicit consent of the instructor(s) to whom the material is submitted for additional credit. In cases in which there is a natural development of research or knowledge in a sequence of courses, use of prior work may be desirable, or required. However, the student is responsible for indicating in writing, that the current work submitted for credit is cumulative in nature.

ADA and 504 Statement. If you have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. We

recommend that you contact the Center for Accommodation and Access located in Schuster Student Success Center, Room 221, 706-507-8755 as soon as possible. The Center for Accommodation and Access can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support may also be available to meet your specific need.

CougarVIEW (D2L Brightspace) Accessibility Information. From D2L website: "At Desire2Learn we believe that learning technologies should never limit learning opportunities. Our accessibility program is tightly integrated with our research and development lifecycle to ensure our tools are standards compliant and easy for people to navigate and understand using the assistive technologies and devices that support their needs... At Desire2Learn we use WAI guidelines, such as the Web Content Accessibility Guidelines 2.0 (WCAG 2.0), Authoring Tool Accessibility Guidelines 2.0 (ATAG 2.0) and Accessible Rich Internet Applications Suite (WAI-ARIA) to ensure our designs are consistent with international objectives." For more information go to Desire 2 Learn at http://www.desire2learn.com/products/accessibility/.

Course Attendance Policy. "Attendance" and participation are required. You will be expected to participate in ongoing discussions of the lesson topics and to interact with other students and your instructor regularly. It is expected that you will demonstrate a positive attitude and courtesy toward other participants in the discussion and observe good discussion netiquette. Be sure to read and observe the following procedures:
- You are a guest in the Instructor's classroom, so be sure to observe the class rules.
- Practice manners and civility, and be polite and respectful of your instructor and classmates in all your communication.
- Keep your Instructor informed of your status.
- Address your Instructor as Professor
- Use correct grammar and punctuation in all your communication ('Dear Professor xxx' not 'Hey').
- Accept your Instructor's and your team's feedback and learn from it.
- In the online environment, problems associated with power outages, networks being down, and ISP troubles inevitably result in legitimate reasons for delays, however, you should still be prepared to deliver your work by the stated deadlines.
- If you have any problems, let your instructor know as soon as possible.

For information regarding HB 280 (Campus Carry), please refer to www.usg.edu/HB280. It is the permit holder's responsibility to know and comply with the law.

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: 12.17.2017

Grant Number: 283

Institution Name(s): Columbus State University

Team Members (Name, Title, Department, Institutions if different, and email address for each): Dr. Amanda Rees, Professor of Geography and Dr. Brad Huff, Associate Professor of Geography, Department of History & Geography, Columbus State University
rees_amanda@columbusstate.edu and huff_brad@columbusstate.edu

Project Lead: Amanda Rees

Course Name(s) and Course Numbers: World Regional Geography GEOG 1101I

Semester Project Began: Spring 2017

Semester(s) of Implementation: Fall 2017

Average Number of Students Per Course Section: 18-90

Number of Course Sections Affected by Implementation: 3

Total Number of Students Affected by Implementation: 64 students

1. **Narrative**

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

Rees and Huff reviewed no-cost textbooks in the summer of 2017 and identified one particularly appropriate textbook. We then spent the rest of the summer identifying other resources to support this choice. In addition, we took this opportunity to work together to 'flip' this course using team-based learning (TBL). Though Rees had experience flipping the class using TBL (shifting to a no lecture student-centered learning experience), Huff had not. Challenges included using backward design to define course learning outcomes and then designing eight modules to teach those outcomes. We developed learning outcomes for each module and identified existing or developed new materials to support those outcomes.

The steps in designing each module included: identifying pre-class readings (using the no-cost textbook and supplementary readings and videos), identifying a list of concepts to help students engaged effectively with the readings (working as a reading guide), developing testing mechanisms to verify students understood the module's concepts, and developing a series of applications that asked students to use the concepts to make a decision or create a response.

Rees and Huff met regularly every two weeks through the summer and then weekly in the fall to discuss how students responded to the modules, making notes of adjustments to guide future revisions of the course.

Huff's students were a mix of sophomore to senior students. Rees' students were all first semester students and were also part of a first-year learning community. Rees taught two sections of this learning community at the same time to support increased inter-team discussion. together. Our weekly reviews made it clear that the "new" students found reading and analyzing the texts more challenging than the seasoned students. Rees had to provide additional time for applications so that her learning community students could more effectively work in teams to resolve the module questions.

The new texts and the move to flipping the classroom impacted instruction dramatically as we learned to create effective applications that allowed students to succeed.

NOTE: Both Rees and Huff require students to purchase access to Intedashboard, a web-based student response system that automates TBL administration and provides real-time data analytics for individual and team readiness assurance tests that occur in each module, clarifications, applications and peer evaluation. Students get quick responses to their tests and are able to share the results of their team activities with the whole class. This specialized student response system developed to meet the needs of TBL costs between $15 and $18 per semester for each student. CSU was part of Intedashboard's Beta testing in spring 2017 and we are find this software very valuable in supporting student engagement and success.

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

Physical and human geography, the subject matter of World Regional Geography, changes very quickly. A brief survey of recent changes might include Brexit, the Russian invasion of the Crimea, and the dramatic loss of polar sea ice. Therefore, geography textbooks are often significantly out of date by the time they go to press. The book we selected for this class is a digital version that can be readily updated as change occur. The faculty assigned additional supplementary readings, both academic and popular. Indeed, by the end of the design phase, Rees and Huff were surprised they had used so little of the textbook.

2. Quotes

In evaluating their experience with no-cost course materials, students commented:

- "Easy to work with and access"
- "It was easier to study because she gave us exactly what we needed.".
- "They were informative."
- "Great."
- "Good."

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: _64_

- Positive: __77.7 % of __9_____ number of respondents
- Neutral: __22 % of ___9_____ number of respondents
- Negative: _0%_ % of __9_____ number of respondents

Data used to develop this finding came from responses to the prompt "How would you rate the quality of the texts used for this course? were used.

NOTE: In an open class discussion at the end of the semester in Huff's course, students said that they felt the open source textbook was as good as a regular textbook. They also enjoyed the supplemental readings. They also felt the class team-based learning format had been far more engaging than traditional lecture formats.

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:
- <u>X</u>   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:

Rees Student Data

Previous Semester: Spring 2017 saw a class of 89 students (two classes of 45 students each brought together into one class) a mix of first year, sophomores, juniors and seniors. 15% of students of a total of 89 students affected, dropped/failed/withdrew from the course in the semester prior to implementation.

Implementation Semester: Fall 2017 saw 36 students in a First Year Learning Community (2 classes combined into one). 11% of students, out of a total of 36 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Huff Student Data

Previous Semester: Fall 2016 saw a class of 30 students. These students were a mix of first year, sophomores, juniors and seniors. Two students received medical withdrawals and one student withdrew from the class. Three students (10%) dropped/failed/withdrew in the class.

Implementation Semester: Fall 2017 saw a class of 28 students. These students were a mix of sophomores, juniors, and seniors. None of those students dropped/failed/withdrew from the course during the implementation semester.

Together faculty report the following outcome:

- _X__ 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

Rees and Huff used four measures of impact on students: i. DFW rates, ii. retention rates, iii. statistics measuring success in the final writing assignment. and iv. statistics measuring success in the whole course.

i. DFW Rates. Rees and Huff's classes saw a reduction in withdrawal rates during the implementation semester.

ii. Retention Rates: In Rees' preimplantation semester, 87 of 89 students completed the course. During the implementation phase, no students dropped from the course.

iii. Final Writing Assignment Assessment: Students were asked to identify an example to illustrate the four course learning outcomes citing their sources. This assignment is crucial in assessing whether students can identify appropriate examples of the course learning outcomes, and share evidence to support their position. The four learning outcomes were the same in the pre-implementation and implementation semesters and in both classes

Rees Student Data

Pre-Implementation Spring 2017 Course (89 students) 87 of whom completed the assignment
- Maximum grade: 100%
- Average 64.2%
- Mode 0%
- Median 77%
- Standard Deviation 30.2%

Implementation Semester Fall 2017 (36 students) 35 of 36 students completed the final writing assignment.
- Maximum grade: 97.5%
- Average grade: 69.07%
- Mode: 70%
- Median: 70%
- Standard Deviation: 18.21%

Huff's Student Data

Pre-Implementation Fall 2016 Course (28 students, 24 of whom completed the assignment)
- Maximum grade: 100
- Average: 93
- Mode: 100
- Median: 98
- Standard Deviation 10

Implementation Semester Fall 2017 (28 students 27 of whom completed the assignment)
- Maximum grade 100
- Average 94
- Mode: 100
- Median 99
- Standard Deviation 14

Findings: In both Rees and Huff's courses, students were more successful in the implementation semester than in the pre-implementation semester.

iv. Statistics Measuring Success in the Course as a Whole

Rees' Student Data

Pre-Implementation Spring 2017 Course (89 students)
- Maximum grade: 92.8%
- Average: 78.6%
- Mode: 76.7%
- Median: 81.8%
- Standard Deviation 13.1%

Implementation Semester Fall 2017 (36 students)
- Maximum grade 94.85%
- Average 77.8%
- Mode: 83.25%
- Median 81.6%
- Standard Deviation 15.12%

Huff's Student Data

Pre-Implementation Fall 2016 Course (28 students, 24 of whom completed work)
- Maximum grade: 99
- Average: 81
- Mode: 87
- Median: 82
- Standard Deviation 12

Implementation Semester Fall 2017 (28 students 27 of whom completed the work)
- Maximum grade 100
- Average 92
- Mode: 99
- Median 94
- Standard Deviation 6

Findings: In both Rees and Huff's courses, students scored higher in the implementation semester than in the pre-implementation semester.

NOTE
- Rees' students were all first semester students in a First Year Learning Community. There was a slight improvement in the implementation phase. However, this may have been the result of a course that had been more effectively aligned with its learning outcomes, or that the class was considerably smaller than that in the pre-implementation phase.
- This was Huff's first attempt at team-based learning and the revised assignments led to grade inflation in large part due to the emphasis team-based learning puts on team rather than individual scores. A substantial portion of the grading formula is determined by the students rather than the instructor. In the next administration, he intends to increase the total percentage determined by the instructor and to substantially increase the percentage determined by the individual efforts of the students.

4. Sustainability Plan

- *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

Rees and Huff will review all 8 modules at the beginning of each semester. We will create a Google Alert for changes to module applications by watching for changes in the following elements: Smithfield/WH Group, Green & Black's, Cadbury, Hershey, Nestle, North America climate change, neo-colonialism China and Africa, Arctic Ocean summer ice and the development of the northeast passage.

5. Future Plans

Revisions may include:

- Update of materials on regional impact of climate change in North America (post 3 major hurricanes, melting of permafrost in the Arctic etc.). May review with Environmental Science colleague Dr. Scott Gunter.
- The analytical mapping assignment we saved for Module 8 was a big hit. I am considering developing an activity in Module 1 asking students to identify major physical features and nations on a large, printed map.

This process makes us me focus on assessing course materials that provide clear examples and evidence of impact or change.

- Rees' upper level classes are already no-cost courses. Her students read journal articles and for her capstone course she lends the text to her students.
- Huffs introductory GIS (Geographical Information Systems) class does not require a textbook and in his advanced classes students purchase lab books, no text books. In directed readings classes Huff has students collect a series of published articles accessible through the library which is at no cost to the student.
- Rees and Huff have no plans to present on the outcomes of the ALG grant other than to discuss it as part of our larger approach to flip the classroom using no-cost course materials at the Association of American Geographers conference spring 2018 in New Orleans.

6. Description of Photograph

- Dr. Brad Huff, Associate Professor of Geography and Dr. Amanda Rees, Professor of Geography co-authors and instructors of World Regional Geography at Columbus State University.