

Spring 2018

Exploring Critical and Contemporary Issues in Education (MGA)

Loleta Sartin

Middle Georgia State University, loleta.sartin@mga.edu

Molly Kimsey

Middle Georgia State University, molly.kimsey@mga.edu

Pat Borck

Middle Georgia State University, pat.borck@mga.edu

Robin Grant

Middle Georgia State University, robin.grant@mga.edu

Shamani Shikwambi

Middle Georgia State University, shamani.shikwambi@mga.edu

See next page for additional authors

Follow this and additional works at: <https://oer.galileo.usg.edu/education-collections>

 Part of the [Education Commons](#)

Recommended Citation

Sartin, Loleta; Kimsey, Molly; Borck, Pat; Grant, Robin; Shikwambi, Shamani; Brooks, Lane; and Owens, Sherie, "Exploring Critical and Contemporary Issues in Education (MGA)" (2018). *Education Grants Collections*. 6.
<https://oer.galileo.usg.edu/education-collections/6>

This Grants Collection is brought to you for free and open access by the Education at GALILEO Open Learning Materials. It has been accepted for inclusion in Education Grants Collections by an authorized administrator of GALILEO Open Learning Materials. For more information, please contact affordablelearninggeorgia@usg.edu.

Authors

Loleta Sartin, Molly Kimsey, Pat Borck, Robin Grant, Shamani Shikwambi, Lane Brooks, and Sherie Owens

Grants Collection

Middle Georgia State University



UNIVERSITY SYSTEM
OF GEORGIA

Loleta Sartin, Molly Kimsey, Pat Borck, Robin Grant,
Shamani Shikwambi, Lane Brooks, and Sheri Owens

Exploring Critical and Contemporary Issues in Education





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.



Unless otherwise indicated, all Grants Collection materials are licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

Initial Proposal

Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle: Round 8

Internal Submission Deadline: Sunday, December 11, 2016

Application Title: 292

Application ID: #001286

Submitter First Name: Barbara

Submitter Last Name: Ratzlaff

Submitter Title: Director of Contracts and Grants

Submitter Email Address: barbara.ratzlaff@mga.edu

Submitter Phone Number: (478) 471-5353

Submitter Campus Role: Grants Office

Applicant First Name: Loleta

Applicant Last Name: Sartin

Co-Applicant Name(s): --

Applicant Email Address: loleta.sartin@mga.edu

Applicant Phone Number: (478) 757-2667

Primary Appointment Title: Associate Professor of Education

Institution Name(s): Middle Georgia State University

Submission Date: Monday, December 12, 2016

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

Loleta Sartin, Associate Professor of Education

Molly Kimsey, Lecturer, School of Education

Pat Borck, University Librarian

Robin Grant, Electronic Resources Librarian

Shamani Shikwambi, Associate Professor of Education

Lane Brooks, Lecturer, School of Education

Sherie Owens, Assistant Professor of Education

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

School of Education

Proposal Title: 292

Course Names, Course Numbers and Semesters Offered:

Education 2120, Exploring Socio and Cultural Diversity

Education 2130, Exploring Teaching and Learning

Offered Spring, Summer, and Fall

Average Number of Students per Course Section: 20

Number of Course Sections Affected by Implementation in Academic Year: 21

Total Number of Students Affected by Implementation in Academic Year: 420

List the original course materials for students (including title, whether optional or required, & cost for each item): Education 2110: OER previously designed included in grant for purpose of compilation of Activities to foster student engagement
Education 2120: Understanding Human Differences (Required) \$155.50
Education 2130: Strategies and Models for Teachers: Teaching Content and Thinking Skills (Required) \$165.00

Requested Amount of Funding: 24,900

Original per Student Cost: 320.50

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: 320.50

Projected Total Annual Student Savings: 134,610.00

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

LibGuides CMS (Content Management System) hosting platform will be utilized.

Proposal Category: No-Cost-to-Students Learning Materials

Final Semester of Instruction: Fall 2017

Project Goals:

1.1 PROJECT GOALS

Although grants have been awarded for Education 2110, 2120, and 2130 in the early stages of the ALG grant process, the purpose of this grant is new and builds upon existing work. Although previous grantees have done an exceptional job in creating readings for the courses, there is not a comprehensive collection, which includes the depth and quantity of multimedia content for all three required Education courses (2110, 2120, and 2130), which is necessary for today's digital learners. Additionally, not all of the courses have activities and other ancillary materials to support the courses. A concern noted by faculty when considering OER adoption is the lack of comprehensive resources available to students and faculty in comparison to textbooks. The absence of these resources may prohibit faculty from fully adopting OER resources in lieu of the traditional textbook.

Thus, the goals of the grantees directly align with student savings, success, and pedagogical transformation.

1. Create a comprehensive, easily accessible collection utilizing LibGuides CMS hosting site that includes multimedia OER content, modules, and activities to encourage full adoption of OER in lieu of traditional textbooks
2. Analyze and build upon existing OER resources to include and/or increase representation of multimedia content in Education 2110, 2120, and 2130
3. Increase student engagement and success by including more robust and digital friendly content
4. Transform faculty's pedagogical approach by the utilization of more multimedia, engaging content and activities

Statement of Transformation:

1.2 STATEMENT OF TRANSFORMATION

The grantees have become increasingly aware that a need exists for courses to utilize more in-depth technological tools if we intend to keep today's students engaged and challenged.

Most college students were born into a world rich with technology. Labeled digital natives by Marc Prensky, they have been saturated from birth with many types of digital toys and tools, which have become an integral part of their life. Digital activity is second nature for them. Growing up in such an environment, they think and process information in a totally different way than previous generations their thinking patterns have changed, and Prensky says it is likely that their brains have physically changed, too (Prensky, 2001).

Keeping digital native learners engaged in learning through traditional methods such as readings, PowerPoint, and lecture is a challenge for professors. Digital native learners have become accustomed to being engaged in their own learning - receiving and sending information within seconds. Professors, while often attempting to incorporate technology in their instruction, tend to fall short of the expectations of digital natives (Hunzicker, 2013).

It is projected approximately 420 indicated education majors will enroll in Education 2110, 2120, and 2130 at MGA during the academic year. However, the three courses are required for education majors within the USG; therefore, the collection can be accessed and utilized by Schools of Education throughout the USG thus impacting an even larger audience. Additionally, MGA serves a large percentage of non-traditional students. Adult learners generally have exhausted financial aid (Chitty, 2009). The rising costs of tuition and textbooks create financial barriers to degree completion. With the utilization of no-cost-to students learning materials, college becomes more affordable and accessible to our population thus increasing retention and graduation rates.

Understanding the needs of digital natives and non-traditional learners has fueled the grantees desire to build a robust collection of challenging and engaging multimedia resources and develop an open platform for housing the content for utilization throughout the USG.

The grantees will build upon existing work by creating a comprehensive collection which will include the depth and quantity of readings and multimedia content needed for all three required Education courses (2110, 2120, and 2130). Additionally, activities and other ancillary materials will be created to support the courses. The LibGuide CMS hosting platform will include OER readings, multimedia content, modules, and activities. With the creation of these robust readings, multimedia content, modules, and activities the need to utilize a textbook will be eliminated.

The transformative impact:

Courses:

* Utilize more engaging, relevant, and timely material in education courses

* Utilize multimedia resources, modules, and activities that more accurately reflect trends and issues in Georgia.

Program/Department:

- * Expose students to digitally robust, engaging material that reflect the state and region to better prepare them for upper division courses, which will increase retention and graduation rates.

Institution:

- * Lower overall costs for degree completion for students by eliminating textbook costs for the three courses

Transformation Action Plan:

1.3 TRANSFORMATION ACTION PLAN

The grant participants will research, review, adopt, and/or create robust, multimedia OER content, modules, and activities for Education 2110, 2120, and 2130. A LibGuide CMS will be utilized to host the content. For the completion of the transformation the following roles are needed: a Project Director, a Curriculum Expert per course, Library Support Staff, an Instructor per course, and Content Reviewers. Due to the limited number of faculty members and work load within the School of Education grant participants may have more than one role.

Grant Participants/Team Members:

Project Director will:

- * in collaboration with Curriculum Experts and Library Support Staff identify and approve appropriate OER content
- * develop related course materials
- * create and administer surveys
- * collect and analyze data
- * compile summary project reports
- * compile final project report

Curriculum Experts will:

- * collaborate with Project Director and Library Support Staff to identify, review, select, and adopt appropriate multimedia OER for Education 2110, 2120, and/or 2130

- * develop master syllabi and instructional materials necessary for course transformation

Library Support Staff will:

- * collaborate with Curriculum Experts and Project Director to identify and adopt multimedia OER
- * provide LibGuides CMS training
- * assist with identification of resources available through USG libraries, Galileo, and other OER
- * verify accessibility of external resources
- * review possible copyright issues

Content Reviewers will:

- * review course content prior to implementation
- * provide feedback to Project Director and Curriculum Experts

Quantitative & Qualitative Measures: 1.4 QUANTITATIVE AND QUALITATIVE MEASURES Both quantitative and qualitative methods will be utilized throughout the cycle of the grant to analyze the success and impact of multimedia OER for faculty and students. Quantitative/Qualitative methods will consist of anonymous pre- and post-student course surveys that measure the satisfaction, benefits, and barriers of multimedia OER in lieu of textbooks, the ease of utilizing the resources vs. textbooks, the relevance of the materials, and the overall course satisfaction. Survey respondents will provide open ended comments on their experiences using the multimedia resources. Additionally, through interviews and surveys, faculty will provide detailed analysis of the new materials for each course. End of course grades prior to and after the utilization of the digitally robust OER will be analyzed. Additionally, each semester the institution conducts end of course evaluations which will be reviewed and analyzed to compare overall student satisfaction with courses. This set of data should provide a valuable quantitative analysis of the implementation of multimedia OER.

Timeline:

January 30, 2017 – March 3, 2017

- * Review and analyze existing OER content compiled for Education 2110, 2120, and 2130 in prior grant cycles (Curriculum Experts and Project Director)
- * Identify gaps in content, multimedia resources, or activities per course (Curriculum Experts and Project Director)
- * Apply for IRB (Project Director)

March 6, 2017—May 26, 2017

- * Compile, adopt, and/or create robust multimedia resources for Education 2110 (Curriculum Experts, Project Director, and Library Support Staff)
- * Develop surveys for faculty and students (Project Director)
- * Assess 2110 course learning objectives alignment with revised OER resources (Curriculum

Experts and Project Director)

- * Review 2110 content and provide feedback to Curriculum Experts and Project Director (Content Reviewer)

- * Compile summary report (Project Director)

May 31, 2017 – July 25, 2017

- * Teach Education 2110 utilizing multimedia OER

- * Administer surveys to faculty and students enrolled in Education 2110 (Project Director)

- * Compile, adopt, and/or create robust multimedia resources for Education 2120 and 2130 (Curriculum Experts, Project Director, and Library Support Staff)

- * Assess 2120 and 2130 course learning objectives alignment with revised OER resources (Curriculum Experts and Project Director)

- * Review 2120 and 2130 content and provide feedback to Curriculum Experts and Project Director (Content Reviewers)

- * Compile summary report (Project Director)

August 2017 – November 2017

- * Teach Education 2120 and 2130 utilizing multimedia OER

- * Administer surveys to faculty and students enrolled in Education 2120 and 2130

(Project Director)

- * Analyze Summer 2017 data (Project Director)

- * Review and revise OER material as needed based on student and faculty data (Curriculum Experts, Project Director, and Library Support Staff)

December 2017 - January 2018

- * Compile and analyze comprehensive data (Project Director)

- * Revise course content, if necessary (Curriculum Experts, Project Director, and Library Support Staff)

Compile final report (Project Director)

Budget:

This Large Scale Transformation Grant proposal addresses three courses within the School of Education. The Grant Participants will be paid an overload stipend for the additional work completed during the life of the grant. The Project Director, Dr. Loleta Sartin, will coordinate grant participation. Grant Participants (any of the team members, including Dr. Sartin) may have multiple roles depending on schedules and workload each semester. The grant will include the following personnel across 3 semesters.

Project Director: \$5,000.00

Curriculum Experts 2110, 2120, and 2130: \$5,000.00 per expert for a total of \$15,000.00

Student Assistants (3-6): \$7.50/hr x 400 hrs. est. \$3,000 total

Content Reviewers (3) 2110, 2120, and 2130: \$200.00 per reviewer for a total of \$600.00

Travel for Professional Development and Presentations Related to ALG Grant \$1300.00

Total Grant: \$24,900

Sustainability Plan:

The project activities are designed to intentionally create a culture that supports the goals of high quality teaching and strong support for meeting the needs of learners in the School of Education at MGA and within the USG. Grant participants involved in this project will work collaboratively with the School of Education’s Curriculum Review Committee, faculty, and students to ensure the materials are evaluated, meet the needs of the learners, and address the courses’ student learner outcomes. After the completion of the grant cycle, the Curriculum Review Committee will review the content at least three pivotal points throughout the academic year (April, August, and December). During those times the multimedia OER will be reviewed to ensure they are relevant, and current. Findings will be shared with education faculty for review, critique, and revisions as needed to meet the needs of learners in the School of Education.




**Middle Georgia
State University**

Office of the Provost
100 University Parkway, Macon, GA 31206
478.471.2730 mga.edu

Macon
Cochran
Dublin
Eastman
Warner Robins
and online everywhere

December 9, 2016

To Whom It May Concern:

From: Dr. Pamela Bedwell, 
Vice Provost for Academic Initiatives

RE: Letter of Support for Affordable Learning Georgia Award

I am pleased to provide this letter of support for Dr. Loleta Sartin, Associate Professor of Education, and Ms. Molly Kimsey, Lecturer of Education. Dr. Sartin and Ms. Kimsey are proposing to address the "No-Cost-to-Students Learning Materials". They are targeting EDUC 2120 and EDUC 2130 and potentially impacting in one year over 420 students at a savings to students of approximately \$134,610.00. Over 70% of Middle Georgia State University students are on financial aid and could not afford to come to college without that support. If funded, my office stands ready to support, and publicly recognize the work that Dr. Sartin and Ms. Kimsey are doing on behalf of the teacher candidates.

Dr. Pamela Bedwell

Syllabus

The resources will be uploaded to LibGuides CMS at the url: <http://guides.mga.edu/OERPortal>

EDUCATION 2110: Investigating Critical & Contemporary Issues in Education

WEEKS	ASSIGNMENTS
<p>1-4</p> <p>Unit 1: The Teaching Profession and The History of Education</p>	<p>Readings: Dündar, S. (2017). <i>Reasons for Choosing the Teaching Profession and Beliefs about Teaching: A Study with Elementary School Teacher Candidates</i>.</p> <p>URL: https://eric.ed.gov/?id=EJ1045352</p> <p>Independent School Management. (2016). The History of American Education. 1-8. Retrieved from https://isminc.com/pdf/free/administrators-faculty/history_education.pdf.</p> <p>URL:</p> <p>https://isminc.com/pdf/free/administrators-faculty/history_education.pdf</p> <p>Videos: The History of American Academic Education [Video file]. (2006)</p> <p>URL: https://fod.infobase.com/PortalPlaylists.aspx?wID=114464&xtid=115849</p> <p>Robinson, K. (2013). Ken Robinson: How to Escape Education’s Death Valley. Retrieved from TED.com:</p> <p>URL:</p> <p>https://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley?utm_source=tedcomshare&utm_medium=referral&utm_campaign=tedsread</p> <p>Creative Commons License: CC BY-NC-ND</p> <p>Beyond the Standards Movement. Films Media Group, 2000.</p> <p>URL:</p> <p>http://ezproxy.mga.edu/login?url=http://fod.infobase.com/PortalPlaylists.aspx?wID=114464&xtid=60319</p> <p>Interactive Activities:</p> <p>American Education Timeline</p> <p>http://www.eds-resources.com/educationhistorytimeline.html</p> <p>Permission is granted to anyone wishing to use this page or the related lesson plan for instructional purposes with attribution to author.</p>

	<p>Allen, S. Content Standards: Connecting Standards-Based Curriculum to Instructional Planning. Retrieved from Iris Peabody, Vanderbilt University</p> <p>URL: https://iris.peabody.vanderbilt.edu/module/cnm/</p> <p>All of the resources found on this Website are copyright the IRIS Center. Modules, Case Study Units, Activities, and online tools and resources are freely available for use in college instruction, free professional development activities, and independent learning opportunities for practicing educators.</p>
<p>5-8</p> <p>Unit 2:</p> <p>Diverse Learners: Multiple Intelligences, Multicultural Education</p>	<p>Readings: Alsubaie, M. A. (2015). Examples of Current Issues in the Multicultural classroom. <i>Journal of Education and Practice</i>, 6(10), 86-89.</p> <p>URL: http://ezproxy.mga.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1078831&site=eds-live&scope=site</p> <p>Pacer.org. (2017). <i>Categories of Diverse Disabilities</i>.</p> <p>URL: http://www.pacer.org/parent/php/PHP-c128.pdf</p> <p>Videos: TED-Ed. (2017). <i>Multiple Intelligences (Howard Gardner's Theory)</i>.</p> <p>URL: https://ed.ted.com/on/tOyP1gMy - digdeeper</p> <p>Adichie, C. (2017). <i>The danger of a single story</i>. [online] Ted.com.</p> <p>URL: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</p> <p>Interactive Activities <i>Literacynet.org (2017). Multiple Intelligences – Assessment</i> (online) Available at: http://www.literacynet.org/mi/assessment/findyourstrengths.html</p>
<p>9-12</p>	<p>Readings Www2.ed.gov (2017). Policy – ED.gov</p> <p>URL: http://www2.ed.gov/policy/landing.jhtm?src=ft</p> <p>GaPSC Providers. 505-6-.01 THE CODE OF ETHICS FOR EDUCATOR</p>

<p>Unit 3: School Law & Ethics</p>	<p>URL: https://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf</p> <p>GaPSC Providers. Moral Turpitude URL: https://www.gapsc.com/Ethics/MoralTurpitude.aspx</p> <p>GaPSC Providers. Disciplinary Actions URL: https://www.gapsc.com/Ethics/DisciplinaryAction.aspx</p> <p>Videos: TEDx Talks. (2014, 04 04). The Significance of Ethics and Ethics Education in Daily Life Michael D. Burrough. URL: https://www.youtube.com/watch?v=_8juebyo_Z4</p> <p>CineLearning. (2016). Teacher Ethics - Out for a Drink. URL: https://www.youtube.com/watch?v=j15B2TdawZE Creative Common License: Standard YouTube License</p> <p>DeKalb County School District. (2017). <i>Code of Ethics - Georgia Professional Standards Commission</i>. URL: http://view.earthchannel.com/PlayerHD.aspx?PGD=dekalbschga&eID=474</p> <p>Interactive Activities: GaPSC Providers. Educator Ethics Knowledge Exam. URL: https://www.gapsc.com/Ethics/EthicsQuestionnaire/frmEthicsQuestionnaire.aspx</p>
<p>13-16 Unit 4: What is Good Teaching?</p>	<p>Readings: Hegarty, N. (2015). The Growing Importance of Teaching Philosophy Statements and What They Mean for the Future: Why Teaching Philosophy Statements Will Affect You. <i>Journal Of Adult Education</i>, 44(2), 28-30. URL: http://ezproxy.mga.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1083971&site=eds-live&scope=site</p> <p>Interaction Between Philosophy of Education and Teaching Practice. (2016). URL: http://files.eric.ed.gov/fulltext/EJ1114663.pdf Creative Commons: Open</p> <p>Ccsso.org. (2017). <i>InTASC Model Core Teaching Standards CCSS</i>. URL: http://www.ccsso.org/resource-library/intasc-model-core-teaching-standards</p> <p>Videos: The Teaching Channel. (n.d.). <i>Strategies to meet the needs of diverse learners</i> URL: https://www.teachingchannel.org/videos/teaching-diverse-learners</p> <p>Tedx. (2015). <i>A Tale of Two Teachers Melissa Crum TEDxColumbusWomen</i> URL: https://www.youtube.com/watch?v=sgtinODaW78</p>

Interactive Activities: Oregon State. (n.d.). Task 4.

URL: <https://oregonstate.edu/instruct/ed416/Task4.html>

Barrett Values Centre. Personal Values Assessment (PVA)

URL: <https://www.valuescentre.com/our-products/products-individuals/personal-values-assessment-pva>

Final Report

1. Narrative

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

- **Summary of your transformation experience, including challenges and accomplishments**

The process was extremely gratifying. To read and hear the students' responses to the Open Education Resources made the time commitment worthwhile. During 2017, the grantees compiled, analyzed, and implemented multimedia resources that align with the student learning outcomes of Education 2110, Education 2120, and Education 2130. Upper level students who were previously enrolled in the courses assisted in content compilation. The librarians provided professional development for the student workers and faculty about copyright and platforms to utilize. Throughout the semester discussions were had with students about the appropriateness of the resources and at the end of the semester students were surveyed about their overall experience. The only challenge is the time commitment to compile and evaluate the plethora of existing resources. With the variety, quality, and quantity of resources available and the limited financial resources of students we felt ethically compelled to utilize OERs and to advocate for others to do likewise. The grantees were recipients of Round 1 and 8 grants. The two biggest accomplishments are 1) expanding the types of resources made available to students, ensuring the resources were engaging and reflective of the digital natives we were teaching and 2) as we modeled for faculty the ease of using OERs more faculty have adopted OERs. We did not want to try to force anyone to utilize OERs, but by paving the way and discussing the positive outcomes faculty have begun eliminating traditional textbooks in their courses.

- **Transformative impacts on your instruction**

Utilizing the multimedia OERs aligned with our interactive teaching approach. As faculty, we had a more in-depth understanding of the course outcomes and ensured the content was relevant, timely, accessible, and engaging. Since the faculty were intimately involved in finding and critiquing the resources they had full, thorough understanding of the content students were viewing, reading, and utilizing. Creating a technologically enhanced course aids the faculty in developing course that addresses the diverse needs of the students in their respective courses.

- **Transformative impacts on your students and their performance**

Student engagement was at an all-time high. Students responded that the multimedia resources were interesting and engaging. The students often came to class excited about the "game" they played, the video watched, or the module they completed. The students were active participants in their learning and utilizing OERs truly created a student centered environment. One student commented, "When the semester started, I was so concerned on how I would purchase my books.

Luckily, the professor did not require a text book for her class. We used open educational resources that enhanced our learning of the content.” Using OERs caused all students to become participators and resulted in increased motivation and learning.

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

- 1) It is harder to find interactive multimedia resources, allow ample time to find suitable activities.
- 2) Allow students access to all of the materials earlier. With a textbook students can read ahead, however we did not release all resources in the beginning of the semester so students could not work ahead if they desired. In the future, we will give the students access to the materials so they can view, read, engage in a timeframe that is most conducive to their time respective schedule.

2. Quotes

1. When the semester started, I was so concerned on how I would purchase my books. Luckily, Professor Sartin did not require a text book for her class. Instead, we used open educational resources that enhanced our learning of the content.
2. I definitely benefitted from the open resources more than I would a textbook. I am a very hands-on learner, so the activities as well as the videos were great.
3. I appreciated the fact that as a major, the education department really took charge in helping the students of Middle Georgia because they understand most of us are in school and work full-time, as well. Although that is stressful within itself, saving as little as five dollars and as much as a hundred dollars really makes that much more of a difference.

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: _____48_____

- Positive: 93% of 30 number of respondents
- Neutral: 7% of 30 number of respondents
- Negative: 0% of 30 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Drop/Fail/Withdraw Rate:

2% of students, out of a total 48 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

Of the 48 students enrolled across the 4 sections of the courses 2 withdrew 46 successfully passed the course with a C or higher. The average grade for the course was 93%. Of the students enrolled in the fall sections of the courses 37 participated in the voluntary survey. Students responded favorably about the use of the multimedia OERs and stated they were more motivated to learn due to the engagement, accessibility, and relevancy of the content. Detailed qualitative responses are provided in the survey results document.

The resources were fully implemented across 4 sections during Fall 2017. During Spring 2018, other education faculty will provide detailed analysis of the new materials for each course. The end of course grades remained close to the same average as other semesters when utilizing a textbook. The grantees thought the implementation proved to be a success, considering the DFW rate and average grade for the courses remained close to the same from previous semesters. This proves that the students were not negatively impacted by utilizing OERs. Moreover, the students benefited from the financial savings and

overwhelmingly students found the class more enjoyable and were appreciative of the resources utilized. The professors noted one of the biggest increases they observed was the difference in the course discourse. More students came prepared to engage in the class dialogue about the content and more completed the required readings, viewings/listening, and engaging tasks due to the multimedia OERs. At the submission of this final report end of course evaluations were not given to the faculty.

The grantees only formally surveyed the students enrolled in the final semester of the implementation. Other students throughout the year gave informal feedback on the resources. Students that had previously taken the courses, assisted in finding multimedia OERs.

4. Sustainability Plan

Offering Materials: The grantees are utilizing LibGuides CMS hosting site to house the multimedia OER content, modules, and activities. By creating a comprehensive, easily accessible collection that can be easily embedded in the D2L learning management system it encourages and removes barriers, so other faculty can fully adopt OER in lieu of traditional textbooks.

Sustainability: The Curriculum Review Committee will review the content at least three pivotal points throughout the academic year (April, August, and December). During those times the multimedia OER will be reviewed to ensure they are relevant, and current. Findings will be shared with education faculty for review, critique, and revisions as needed to meet the needs of learners in the School of Education.

5. Future Plans

The grantees better appreciate the importance of providing students with more in-depth technological tools. The grantees are committed to finding and/or creating more engaging, relevant, and timely material in additional education course in the upper division. They will accomplish this by utilizing multimedia resources, modules, and activities that more accurately reflect current trends and issues. Throughout this process the grantees have become more aware, through the assistance of the librarian, of the vast open education resources that are available. The grantees are continuously championing the concept of utilizing OERs to School of Education faculty and the university faculty at large.

The grantees have submitted a proposal to present at the University System of Georgia Teaching and Learning Conference to share their outcomes and will continue to attend conferences to enhance their knowledge of OERs. Additionally, they are in the process of writing an article detailing their work and the benefits and barriers to implementing open education resources.

6. Description of Photograph

Students from EDUC 2110 Dublin campus Front row, left to right: Amy Brown, Morgan Snow, Hailey Adams, Elizabeth Purvis, Samantha Harrelson, Ashley Lucas

Back row, left to right: Emily Peoples, Carleigh Harris, Hannah Bracewell, Aranda Thomas, Katlyn Etheridge, Megan, Giles, Jalen Gordy, Molly Kimsey, Katlyn Etheridge, Megan, Giles, Jalen Gordy, Instructor of Record and Content Area Expert, Molly Kimsey