

Fall 2018

# Introduction to Human Geography (KSU)

Tiffani Reardon

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# Grants Collection

Kennesaw State University



UNIVERSITY SYSTEM  
OF GEORGIA



Tiffani Reardon, Vanessa Slinger-Friedman, Jason Rhodes,  
and Ulrike Ingram

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# Introduction to Human Geography

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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: Textbook Transformation Grants: Round Eleven

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**Award Cycle:** Round 11

**Internal Submission Deadline:** Tuesday, January 23, 2018

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**Application Title:** 355

**Application ID:** 002070

**Submitter First Name:** Tiffani

**Submitter Last Name:** Reardon

**Submitter Title:** Instructional Designer

**Submitter Email Address:** treardo2@kennesaw.edu

**Submitter Phone Number:** 470-578-7923

**Submitter Campus Role:** Proposal Investigator (Primary or additional)

**Applicant First Name:** Tiffani

**Applicant Last Name:** Reardon

**Applicant Email Address:** treardo2@kennesaw.edu

**Applicant Phone Number:** 470-578-7923

**Primary Appointment Title:** Instructional Designer

**Institution Name(s):** Kennesaw State University

**Co-Applicant(s):** --

**Submission Date:** Tuesday, January 23, 2018

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**Proposal Title:** 355

**Proposal Category:** Specific Top 50 Lower Division Courses

**Final Semester of Instruction:** Fall 2018

**Are you using an OpenStax textbook?:** No

**Team Members (Name, Email Address):**

Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences,  
treardo2@kennesaw.edu

Vanessa Slinger-Friedman, Professor of Geography, Department of Geography and  
Anthropology, vslinger@kennesaw.edu

Jason Rhodes, Lecturer of Geography, Department of Geography and Anthropology,  
jrhode22@kennesaw.edu

Ulrike Ingram, Lecturer of Geographic Information Systems, Department of Geography and  
Anthropology, uingram@kennesaw.edu

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

Susan Kirkpatrick Smith, Chair of the Department of Geography and Anthropology and  
Associate Professor of Anthropology

Tamara Powell, Director of Distance Education and Professor of English, College of  
Humanities and Social Sciences Office of Distance Education and Department of English

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

Introduction to Human Geography – GEOG 1101

- Vanessa Slinger-Friedman: Fall and Spring
- Jason Rhodes: Fall, Spring, and Summer

Earth from Above – GEOG 1102

- Ulrike Ingram: Fall and Spring

**List the original course  
materials for students  
(including title, whether  
optional or required, & cost  
for each item):**

**Average Number of  
Students per Course  
Section:** 1101: 50; 1102: 30

**Number of Course  
Sections Affected by  
Implementation in  
Academic Year:** 1101: 13; 1102: 3

**Average Number of  
Students Per Summer  
Semester:** 100

<b>Average Number of Students Per Fall Semester:</b>	310
<b>Average Number of Students Per Spring Semester:</b>	330
<b>Total Number of Students Affected by Implementation in Academic Year:</b>	840
<b>Requested Amount of Funding:</b>	30,000
<b>Original per Student Cost:</b>	GEOG 1101: •VS: \$133.80 •JR: \$0; GEOG 1102: •UI: \$111.39
<b>Post-Proposal Projected Student Cost:</b>	0
<b>Projected Per Student Savings:</b>	GEOG 1101: •VS: \$133.80 •JR: \$0; GEOG 1102: •UI: \$111.39
<b>Projected Total Annual Student Savings:</b>	36,785.10

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

All modules and materials will be placed in accessible formats and made freely available online on a website hosted by the KSU Office of Distance Education. We will also post all modules and materials to a D2L section made available to all GEOG 1101 and GEOG 1102 instructors, so that they can easily import the content into their courses.

**Project Goals:**

We have personally experienced situations in which students have had to drop out of courses and even out of the university for the semester due to lacking a couple hundred dollars to pay for textbooks and class supplies. We would like to be part of the solution to find ways for students to reduce the cost of getting a degree. In this respect, we feel strongly that providing these no-cost materials will help with improved retention, progression, and graduation of students at Kennesaw State University and other institutions with faculty who use the resources created with this grant. To that affect, the goals of this project are the following:

Contribute to the effort to reduce the cost of course materials by providing no-cost-to-student learning materials.

Improve the quality and effectiveness of teaching materials used in GEOG 1101 (Introduction to Human Geography) and GEOG 1102 (Earth from Above), thereby improving retention in these two courses, progression, and eventual graduation.

Create intentional linkages between GEOG 1101 and GEOG 1102. GEOG 1101 is a

general education course and GEOG 1102 is a survey course for the Geography major. GEOG 1101 focuses on the human or social aspect of geography, whereas GEOG 1102 gives students knowledge of maps, geospatial data and technologies that are important to both the geography major and to many other disciplines such as criminal justice, sociology, and political science.

### **Statement of Transformation:**

This grant will transform two courses provided by the Geography and Anthropology Department by replacing the current resources with their associated costs with Open Educational Resources (OERs) for GEOG 1101 and GEOG 1102. These resources will potentially include textbook resources and multimedia resources including articles, videos, and interactive items.

These resources may include, but are not limited to:

Other open access textbooks (eg., <http://www.opengeography.org/human-geography.html>)

Other resources – module activities, audio and visual resources, including videos and podcasts

Open stacks and wiki commons, ThingLink resources

Development of a question bank for faculty

Development of self-assessment quizzes for students

Using the list on this website (<http://www.opengeography.org/online-resources.html>), we will create an expanded list of online resources for the Geography major overall and the subfields of geography including Physical geography, GIS, Human Geography, Environmental geography, Economic geography, Historical geography, Cultural geography, etc.

The stakeholders who will be affected by the transformation are:

The students taking two undergraduate courses - GEOG 1101 (Introduction to Human Geography), which is a course in the general education curriculum, and GEOG 1102 (Earth from Above), a survey course used in the Geography and GIS majors. Making course materials more affordable or, in this case, free means that student will be more likely to obtain and use them. Material and resources created through this transformation are anticipated to be high quality and designed according to research-based best practices since each of the team members are Quality Matters (QM) certified, and have collectively put multiple courses through the QM process at KSU.

Faculty teaching GEOG 1101 and GEOG 1102 at KSU and other USG system institutions - Faculty will gain open access to high quality instructional materials and resources that they can integrate into their face to face and online courses. Instructors will be able to use and modify these materials and resources for their own instructional purposes. The material will be designed to meet QM standards, including accessibility, which will be beneficial for any faculty who wish to use any of the content in their online courses.



The Geography and GIS Degree Programs - Many of our geography majors, GIS majors, and GIS certificate students take both courses, since they are pre-requisites for upper level geography and GIS courses. Therefore, it would be beneficial if both courses used no cost to student resources, and if the courses and resources were set up similarly. As we implement the grant, find OER resources, and create additional activities, we will create intentional linkages between GEOG and GEOG 1102, so that we can expose undeclared students to the Geography and GIS majors, as well as expose geography students to GIS and GIS students to Geography. An example of these intentional linkages is to have a GIS activity in GEOG 1102 that is based on a human geography topic.

It is anticipated that the impact of this transformation will be tremendously beneficial for both GEOG 1101 and GEOG 1102 students and faculty since both quality (through providing improved Quality Matters (QM) standard material) and access (through eliminating cost) issues will be addressed in this transformation. Additionally, improved access, in terms of ease of actually being able to use the course material is an anticipated outcome for this transformation. A 2016 study of the impact of OERS on students by Cooney showed that, "the majority of students were able to access the OER with more ease than traditional textbooks given the multiple electronic devices they accessed the OER from". Furthermore, the potential positive impact on course outcomes when using OERS has been demonstrated by Grewe and Preston Davis (2017) who experienced results that, "show that there is a moderately positive relationship between taking an OER course and academic achievement". The overall impact of these benefits will be improved retention of students in these courses, and graduation of students from this institution, and other institutions where faculty use these OER resources. Other benefits to the department will come from the fact that both of these courses will be using OER and fostering intentional linkages between the two courses. As we make connections between the two courses known to the students, they will be more likely to move from one course to the next the following semester, giving the students not only another course without a textbook but specifically a course that is clearly connected to the one they just left that continues to offer the benefits (as outlined above) of using OER.

### **Transformation Action Plan:**

At least two members of the development team will attend the required kick-off training/implementation meeting on February 26, 2018.

#### **Content Selection:**

We will use current syllabi for GEOG 1101 and GEOG 1102 to determine the course goals and learning objectives that must be met with new, freely available course content.

In an effort to benefit from department-wide expertise, as well as to increase the likelihood of a high-rate of adoption of our materials by GEOG 1101 and 1102 instructors, we will survey current instructors of these courses to solicit their ideas for development of free course

materials, as well as to ask for them to share with us free materials that they have already developed or are currently using that advance the goals/meet the learning objectives of these two courses. In order to raise awareness of our efforts to create free materials for these courses, and to maximize the likelihood that our colleagues will share their ideas and existing materials with us, we plan to host a "working lunch" early in our materials development process, in which all GEOG 1101 and 1102 instructors are invited to discuss the importance of reducing textbook cost for students, and to share ideas for improvement the quality of these courses through the development of free course materials.

#### Content Creation:

GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will divide the work of developing learning modules for each of the GEOG 1101 learning objectives. Modules will include, but are not limited to, readings and videos that can be made freely available online, discussion questions and activities based on these materials, assignments, and assessment tools (quizzes and exams). Each module activity will be clearly linked to a GEOG 1101 course goal or learning objective.

GEOG 1102 professor Uli Ingram will be responsible for developing learning modules for each of the GEOG 1102 learning objectives. Modules will include, but are not limited to, readings, and videos that can be made freely available online, discussion questions and activities based on these materials, GIS and remote sensing assignments, and assessment tools, specifically quizzes. Each module activity will be clearly linked to a GEOG 1102 course goal or learning objective.

A crucial aspect of our project is our plan to create deliberate links and connections between the GEOG 1101 and GEOG 1102 courses, such that GEOG 1101 students gain a richer understanding of the potential for Geographic Information Science (GIS) to enhance our understanding of the issues and themes explored in the discipline of human geography, and for GEOG 1102 students to deepen their understanding of the ways in which the skills learned in this course can be used as a powerful tool for understanding our social world. In addition to increasing the likelihood that GEOG 1101 students go on to take courses in GIS, and GEOG 1102 students take courses in human geography, a departmental goal, this reorientation of these two courses reflects an important current goal within the discipline of geography - the increased collaboration of human geographers and GIS scholars.

GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will work with GEOG 1102 professor Uli Ingram to create content and assignments which expand the presence of GIS in the GEOG 1101 course and human geography in the GEOG 1102 course. Ideas include the development of assignments for the 1102 course which directly relate to 1101 topics and themes, and which can be presented, upon completion, to 1101 students, and readings and other materials for the 1101 students which exposes them to the types of scholarship currently being undertaken in human geography with the use of GIS.

#### Implementation:

All team members will use the modules and materials developed as part of this project to teach their respective GEOG 1101 and 1102 courses without textbooks, and using only materials made freely available to students, in Fall, 2018. We will also host a lunch presentation for all GEOG 1101 and GEOG 1102 instructors in which we showcase the materials, and highlight their quality, ease of implementation, and potential savings to students. Finally, as an ongoing practice, we will meet with all newly hired GEOG 1101 and GEOG 1102 instructors to introduce them to the materials and encourage them to consider the benefits of using materials that have been custom-designed for KSU students, and which are freely available to them.

#### Publication:

All modules and materials will be placed in accessible formats and made freely available online on a website hosted by the KSU Office of Distance Education. We will also post all modules and materials to a D2L section made available to all GEOG 1101 and GEOG 1102 instructors, so that they can easily import the content into their courses.

#### Evaluation:

In order to receive student feedback on the course materials developed, we will survey all students in both our Spring and Fall, 2018 GEOG 1101 and GEOG 1102 courses (i.e., pre- and post-adoption of the new course content), and ask them to evaluate the respective learning materials on the basis of:

- Cost effectiveness
- Ease of use
- Educational value
- Engagement
- Skill development
- Clarity
- Currency

We will compile a final report for ALG which presents the results from this survey, along with data related to rates of student success and participation.

#### Information Sharing:

The development team will be available to share our experiences of developing freely accessible and affordable learning materials with ALG and the KSU Department of Geography and Anthropology.

#### Revisions and Updates:

We will continue to update and improve our course materials as we continue to teach the GEOG 1101 and GEOG 1102 courses. As we do so, we continue to update the modules and materials published on the KSU Office of Distance Education website, as well as the D2L sections which will remain available to all GEOG 1101 and GEOG 1102 instructors.

**Quantitative & Qualitative Measures:** The transformation process can be evaluated according to several metrics: Student textbook/material use rates – the textbooks used in Slinger-Friedman's, Rhodes's, and Ingram's classes range from \$0 to \$133.80; we suspect that a significant number of students would attempt to get by without purchasing the books. We will survey students and determine how many students used the free, online materials versus the number who would have purchased the traditional textbooks. Student success and retention rates – Given the research data that supports the role of OER improving student retention and success, we suspect that we will see an increase in student success and retention in the course with OER. The faculty will keep a record of average grades and drop/fail/withdrawal rates in their spring 2018 courses for baselines to compare to data from the fall 2018 offerings that will use the OER. Student satisfaction – the team will seek IRB approval to survey students regarding elements of student satisfaction with the current textbooks and the OER (in their respective semesters), with regards to ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement.

**Timeline:**

February 15, 2018:

Notification of award.

February 26, 2018:

Two team members will attend the kick-off meeting in Macon.

March 15, 2018:

Reardon will start developing textbook satisfaction surveys for students.

Slinger-Friedman, Rhodes, and Ingram will start evaluating OER for appropriateness and usefulness in their classes.

April 1, 2018:

Reardon will submit textbook satisfaction surveys for students to IRB for approval by this date.

Slinger-Friedman, Rhodes, and Ingram will identify OER content to be used in their courses that satisfies the goals and objectives of those courses by this date.

April 15, 2018:

Slinger-Friedman, Rhodes, and Ingram will survey pre-implementation students with current textbooks for comparison with post-implementation student survey.

June 1, 2018:

Slinger-Friedman, Rhodes, and Ingram will develop content for at least one interactive activity each by this date.

Reardon will begin developing a website to host OER resources.

July 1, 2018:

Reardon will develop the content from June 1 into interactive activities by this date.

Slinger-Friedman, Rhodes, and Ingram will adapt content and activities to online course and submit to Quality Matters by this date.

August 15, 2018:

Slinger-Friedman, Rhodes, and Ingram will deliver their transformed courses for fall 2018 semester.

Slinger-Friedman, Rhodes, and Ingram will survey students in the first two weeks of classes for comparison with end of semester.

November 1, 2018:

Slinger-Friedman, Rhodes, and Ingram will survey students in implementation courses to gather feedback of the new resources.

End of Fall 2018:

Reardon will post website with OER resources online by this date.

Reardon will publish materials to D2L resource page for geography instructors by this date.

Reardon and Ingram will begin collecting data, including satisfaction rate, pass/fail rate, withdraw rate, success rate, and completion rate.

Reardon will complete and submit final report.

Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences or meetings.

**Budget:**

Overload pay for Reardon	\$5,000
Overload pay for Slinger-Friedman	\$5,000
Overload pay for Rhodes	\$5,000
Overload pay for Ingram	\$5,000
*Travel to conference to learn and/or publicize	\$9,200
Travel for 2 members to kick-off in Macon	\$800
<b>Total requested</b>	<b>\$30,000</b>

\*Unused funds from travel allotment will be used to purchase materials, software, technology, etc. as needed for the project.

**Sustainability Plan:**

The overall goal of this project is to create a compilation of materials that cover the themes required to teach these two geography courses. All materials will be made available to every instructor in the department (if they choose to adopt them) prior to the beginning of the semester through D2L.

The materials will also be made available to faculty at other USG institutions through a website built by Tiffani Reardon and hosted on the KSU server.

GEOG 1101 is offered every fall, spring, and summer semester. GEOG 1102 is offered every fall and spring semester. Following the development of the resource, the materials will be available for all future offerings of the course. We will encourage the other instructors who teach these courses in our department to adopt these materials, which would ensure consistency of course content.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each semester to assess if changes should be made for the next semester. Any such changes will be based upon student feedback and our own evaluations of what is

working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate.

All materials are open, and there are no recurring expenses. There are no additional costs that will need to be paid in the future. The transformation will be sustained solely by updating the materials.

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January 9, 2018

To Whom It May Concern,


I am writing to offer my full support for the Affordable Learning Georgia Textbook Transformation Grant (ALGTTG) proposal entitled *Transforming Introductory Geography Courses for a More Affordable Learning Experience*. This proposal will benefit hundreds of students each semester with up-to-date information about rapidly changing technology and how that technology is applied to the field of Geography.

While many ALGTTG proposals benefit students by providing low- to no-cost textbook options, this proposal goes further by providing students with links between two different courses, Introduction to Human Geography and Earth from Above. The former is a General Education option in Area E and is required as a prerequisite for numerous upper division courses in degree programs in four academic colleges at Kennesaw State University. The latter GEOG 1102 is required for the Geography, GIS, and Environmental Science degrees and is a lower division, Area F, option for several other programs. Given the reach of the two courses that will be affected by this ALGTTG proposal, students will benefit by having course material that is specifically created to show linkages between subject areas that may not appear to be related to one another.

All three faculty members have years of experience in an online teaching environment, and have demonstrated excellence in this arena. The PI of the project is an Instructional Designer with years of experience as well as experience as a successful PI in other ALGTTG projects. While the course materials they will develop are not specifically for an online audience, because the materials need to be accessible in electronic format, and be something that students want to engage with. I know that the materials they produce will have both of these features.

The proposal for *Transforming Geography* is sustainable. The PI and Co-PIs have agreed to meet each semester to assess the materials from the courses and to adjust them as needed. They will also make sure to keep other faculty members apprised of the changes they make, thereby ensuring that the materials are current as technology and pedagogical needs change.

Sincerely,



Susan Kirkpatrick Smith, Ph.D.  
Chair, Department of Geography and Anthropology  
Associate Professor of Anthropology





College of Humanities and Social Sciences  
Office of Distance Education

January 5, 2018

Dear Members of the Proposal Review Committee:

I am writing to support the proposal titled "Transforming Introductory Geography Courses for a More Affordable Learning Experience" submitted by Ms. Tiffani Reardon, Dr. Vanessa Slinger-Friedman, Dr. Jason Rhodes, and Ms. Uli Ingram. This proposal seeks to create no cost to students learning materials for GEOG 1101: Introduction to Human Geography and GEOG 1102: Earth from above. GEOG 1101 is a general education course serving 750 students per year, and GEOG 1102 is a survey course serving 90 students per year for the Geography major, which is available online.

These courses are excellent candidates for transformation with a no cost textbook option. By replacing the current textbook with no cost to students resources, the proposal team will save students in their GEOG 1101 courses \$133.80 each per year, for a possible savings of \$26,760. The proposal team will save students in their GEOG 1102 courses \$111.39 per year, for a possible savings of \$10,025.10. Together, these faculty will remove an estimated \$36,785.10 per year from the student debt load.

This proposal team understands that an important part of facilitating wider adoption of these text materials is creating robust and valuable support materials—quizzes in the learning management system to go along with the textbook, easily replicable assignments with grading rubrics, and PowerPoints (to create voiceover lectures) that bridge the gap between the course goals and the textbook readings. The team is made up of experienced online teachers with a great amount of experience in instructional technology. Therefore, they have the skills to create high quality support materials for this textbook transformation project.

At KSU, online courses go through a Quality Matters re-review every three years, and course materials are updated. Therefore, sustainability is built into the course design. As such, sustainability will not be a challenge for these talented professors.

Sincerely,

A handwritten signature in black ink that reads "Tamara Powell".

Dr. Tamara Powell, KSU Affordable Learning Georgia Champion and  
Director, College of Humanities and Social Sciences Office of Distance Education

**Affordable Learning Georgia Textbook Transformation Grants**  
**Round Nine**  
**For Implementations beginning Summer Semester 2017**  
**Running Through Spring Semester 2018**

**Proposal Form and Narrative**

<b>Submitter Name</b>	Tiffani Reardon
<b>Submitter Title</b>	Instructional Designer
<b>Submitter Email</b>	treardo2@kennesaw.edu
<b>Submitter Phone Number</b>	470-578-7923
<b>Submitter Campus Role</b>	Proposal Investigator
<b>Applicant Name</b>	Tiffani Reardon
<b>Applicant Email</b>	treardo2@kennesaw.edu
<b>Applicant Phone Number</b>	470-578-7923
<b>Primary Appointment Title</b>	Instructional Designer
<b>Institution Name(s)</b>	Kennesaw State University
<b>Team Members</b>	<p>Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences, <a href="mailto:treardo2@kennesaw.edu">treardo2@kennesaw.edu</a></p> <p>Vanessa Slinger-Friedman, Professor of Geography, Department of Geography and Anthropology, <a href="mailto:vslinger@kennesaw.edu">vslinger@kennesaw.edu</a></p>

	<p>Jason Rhodes, Lecturer of Geography, Department of Geography and Anthropology, <a href="mailto:jrhode22@kennesaw.edu">jrhode22@kennesaw.edu</a></p> <p>Ulrike Ingram, Lecturer of Geographic Information Systems, Department of Geography and Anthropology, <a href="mailto:uingram@kennesaw.edu">uingram@kennesaw.edu</a></p>				
<b>Sponsor, Title, Department, Institution</b>	<p>Susan Kirkpatrick Smith, Chair of the Department of Geography and Anthropology and Associate Professor of Anthropology</p> <p>Tamara Powell, Director of Distance Education and Professor of English, College of Humanities and Social Sciences Office of Distance Education and Department of English</p>				
<b>Proposal Title</b>	Transforming Introductory Geography Courses for a More Affordable Learning Experience				
<b>Course Names, Course Numbers and Semesters Offered</b>	<p>Introduction to Human Geography – GEOG 1101</p> <ul style="list-style-type: none"> <li>• Vanessa Slinger-Friedman: Fall and Spring</li> <li>• Jason Rhodes: Fall, Spring, and Summer</li> </ul> <p>Earth from Above – GEOG 1102</p> <ul style="list-style-type: none"> <li>• Ulrike Ingram: Fall and Spring</li> </ul>				
<b>Final Semester of Instruction</b>	Fall 2018				
<b>Average Number of Students Per Course Section</b>	1101: 50	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	1101: 13	<b>Total Number of Students Affected by Implementation in Academic Year</b>	1101: 750
	1102: 30		1102: 3		1102: 90
					Total: 840

Average Number of Students Per Summer Semester	<p>GEOG 1101:</p> <ul style="list-style-type: none"> <li>VS: Not taught in summer</li> <li>JR: 2 sections x 50 students each = 100 students</li> </ul> <p>GEOG 1102:</p> <ul style="list-style-type: none"> <li>UI: Not taught in summer</li> </ul>
Average Number of Students Per Fall Semester	<p>GEOG 1101:</p> <ul style="list-style-type: none"> <li>VS: 2 sections x 50 students each = 100 students</li> <li>JR: 3 sections x 50 students each = 150 students</li> </ul> <p>GEOG 1102:</p> <ul style="list-style-type: none"> <li>UI: 2 sections x 30 students each = 60 students</li> </ul>
Average Number of Students Per Spring Semester	<p>GEOG 1101:</p> <ul style="list-style-type: none"> <li>VS: 2 sections x 50 students each = 100 students</li> <li>JR: 4 sections x 50 students each = 200 students</li> </ul> <p>GEOG 1102:</p> <ul style="list-style-type: none"> <li>UI: 1 section x 30 students = 30 students</li> </ul>
Award Category (pick one)	<input type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> Specific Core Curriculum Courses
Are you planning on using an OpenStax textbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p>GEOG 1101:</p> <ul style="list-style-type: none"> <li>VS: Contemporary Human Geography by James M. Rubenstein, Required, \$133.80</li> <li>JR: No textbooks</li> </ul> <p>GEOG 1102:</p> <ul style="list-style-type: none"> <li>UI: Introduction to Geospatial Technologies by Shellito, Required, \$111.39</li> </ul>
Requested Amount of Funding	\$30,000

<b>Original Per Student Cost</b>	GEOG 1101: <ul style="list-style-type: none"> <li>• VS: \$133.80</li> <li>• JR: \$0</li> </ul> GEOG 1102: <ul style="list-style-type: none"> <li>• UI: \$111.39</li> </ul>
<b>Post-Proposal Projected Per Student Cost</b>	GEOG 1101: <ul style="list-style-type: none"> <li>• VS: \$0</li> <li>• JR: \$0</li> </ul> GEOG 1102: <ul style="list-style-type: none"> <li>• UI: \$0</li> </ul>
<b>Projected Per Student Savings</b>	GEOG 1101: <ul style="list-style-type: none"> <li>• VS: \$133.80</li> <li>• JR: \$0</li> </ul> GEOG 1102: <ul style="list-style-type: none"> <li>• UI: \$111.39</li> </ul>
<b>Projected Total Annual Student Savings</b>	GEOG 1101: <ul style="list-style-type: none"> <li>• VS: 200 students x \$133.80 each = \$26,760 savings</li> <li>• JR: 450 students x \$0 each = \$0 savings</li> </ul> GEOG 1102: <ul style="list-style-type: none"> <li>• UI: 90 students x \$111.39 each = \$10,025.10</li> </ul> <p>Total projected annual student savings: \$36,785.10</p>

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**NARRATIVE**

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## 1.1 PROJECT GOALS

We have personally experienced situations in which students have had to drop out of courses and even out of the university for the semester due to lacking a couple hundred dollars to pay for textbooks and class supplies. We would like to be part of the solution to find ways for students to reduce the cost of getting a degree. In this respect, we feel strongly that providing these no-cost materials will help with improved retention, progression, and graduation of students at Kennesaw State University and other institutions with faculty who use the resources created with this grant. To that affect, the goals of this project are the following:

1. Contribute to the effort to reduce the cost of course materials by providing no-cost-to-student learning materials.
2. Improve the quality and effectiveness of teaching materials used in GEOG 1101 (Introduction to Human Geography) and GEOG 1102 (Earth from Above), thereby improving retention in these two courses, progression, and eventual graduation.
3. Create intentional linkages between GEOG 1101 and GEOG 1102. GEOG 1101 is a general education course and GEOG 1102 is a survey course for the Geography major. GEOG 1101 focuses on the human or social aspect of geography, whereas GEOG 1102 gives students knowledge of maps, geospatial data and technologies that are important to both the geography major and to many other disciplines such as criminal justice, sociology, and political science.

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## 1.2 STATEMENT OF TRANSFORMATION

This grant will transform two courses provided by the Geography and Anthropology Department by replacing the current resources with their associated costs with Open Educational Resources (OERs) for GEOG 1101 and GEOG 1102. These resources will potentially include textbook resources and multimedia resources including articles, videos, and interactive items.

These resources may include, but are not limited to:

- Other open access textbooks (eg., <http://www.opengeography.org/human-geography.html>)
- Other resources – module activities, audio and visual resources, including videos and podcasts
- Open stacks and wiki commons, ThingLink resources
- Development of a question bank for faculty
- Development of self-assessment quizzes for students
- Using the list on this website (<http://www.opengeography.org/online-resources.html>), we will create an expanded list of online resources for the Geography major overall and the subfields of geography including Physical geography, GIS, Human Geography, Environmental geography, Economic geography, Historical geography, Cultural geography, etc.

The stakeholders who will be affected by the transformation are:

1. The students taking two undergraduate courses - GEOG 1101 (Introduction to Human Geography), which is a course in the general education curriculum, and GEOG 1102 (Earth from Above), a survey course used in the Geography and GIS majors. Making course materials more affordable or, in this case, free means that student will be more likely to obtain and use them. Material and resources created through this transformation are anticipated to be high quality and designed according to research-based best practices since each of the team members are Quality Matters (QM) certified, and have collectively put multiple courses through the QM process at KSU.
2. Faculty teaching GEOG 1101 and GEOG 1102 at KSU and other USG system institutions - Faculty will gain open access to high quality instructional materials and resources that they can integrate into their face to face and online courses. Instructors will be able to use and modify these materials and resources for their own instructional purposes. The material will be designed to meet QM standards, including accessibility, which will be beneficial for any faculty who wish to use any of the content in their online courses.
3. The Geography and GIS Degree Programs - Many of our geography majors, GIS majors, and GIS certificate students take both courses, since they are pre-requisites for upper level geography and GIS courses. Therefore, it would be beneficial if both courses used no cost to student resources, and if the courses and resources were set up similarly. As we implement the grant, find OER resources, and create additional activities, we will create intentional linkages between GEOG and GEOG 1102, so that we can expose undeclared students to the Geography and GIS majors, as well as expose geography students to GIS



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and GIS students to Geography. An example of these intentional linkages is to have a GIS activity in GEOG 1102 that is based on a human geography topic.

It is anticipated that the impact of this transformation will be tremendously beneficial for both GEOG 1101 and GEOG 1102 students and faculty since both quality (through providing improved Quality Matters (QM) standard material) and access (through eliminating cost) issues will be addressed in this transformation. Additionally, improved access, in terms of ease of actually being able to use the course material is an anticipated outcome for this transformation. A 2016 study of the impact of OERS on students by Cooney showed that, "the majority of students were able to access the OER with more ease than traditional textbooks given the multiple electronic devices they accessed the OER from". Furthermore, the potential positive impact on course outcomes when using OERS has been demonstrated by Grewe and Preston Davis (2017) who experienced results that, "show that there is a moderately positive relationship between taking an OER course and academic achievement". The overall impact of these benefits will be improved retention of students in these courses, and graduation of students from this institution, and other institutions where faculty use these OER resources. Other benefits to the department will come from the fact that both of these courses will be using OER and fostering intentional linkages between the two courses. As we make connections between the two courses known to the students, they will be more likely to move from one course to the next the following semester, giving the students not only another course without a textbook but specifically a course that is clearly connected to the one they just left that continues to offer the benefits (as outlined above) of using OER.

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### 1.3 TRANSFORMATION ACTION PLAN

At least two members of the development team will attend the required kick-off training/implementation meeting on February 26, 2018.

#### Content Selection:

We will use current syllabi for GEOG 1101 and GEOG 1102 to determine the course goals and learning objectives that must be met with new, freely available course content.

In an effort to benefit from department-wide expertise, as well as to increase the likelihood of a high-rate of adoption of our materials by GEOG 1101 and 1102 instructors, we will survey current instructors of these courses to solicit their ideas for development of free course materials, as well as to ask for them to share with us free materials that they have already developed or are currently using that advance the goals/meet the learning objectives of these two courses. In order to raise awareness of our efforts to create free materials for these courses, and to maximize the likelihood that our colleagues will share their ideas and existing materials with us, we plan to host a "working lunch" early in our materials development process, in which all GEOG 1101 and 1102 instructors are invited to discuss the importance of reducing textbook cost for students, and to share ideas for improvement the quality of these courses through the development of free course materials.

#### Content Creation:

GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will divide the work of developing learning modules for each of the GEOG 1101 learning objectives. Modules will include, but are not limited to, readings and videos that can be made freely available online, discussion questions and activities based on these materials, assignments, and assessment tools (quizzes and exams). Each module activity will be clearly linked to a GEOG 1101 course goal or learning objective.

GEOG 1102 professor Uli Ingram will be responsible for developing learning modules for each of the GEOG 1102 learning objectives. Modules will include, but are not limited to, readings, and videos that can be made freely available online, discussion questions and activities based on these materials, GIS and remote sensing assignments, and assessment tools, specifically quizzes. Each module activity will be clearly linked to a GEOG 1102 course goal or learning objective.

A crucial aspect of our project is our plan to create deliberate links and connections between the GEOG 1101 and GEOG 1102 courses, such that GEOG 1101 students gain a richer understanding of the potential for Geographic Information Science (GIS) to enhance our understanding of the issues and themes explored in the discipline of human geography, and for GEOG 1102 students to deepen their understanding of the ways in which the skills learned in this course can be used as a powerful tool for understanding our social world. In addition to increasing the likelihood that GEOG 1101 students go on to take courses in GIS, and GEOG 1102 students take courses in human geography, a departmental goal, this reorientation of these two courses reflects an important current goal within the discipline of geography - the increased collaboration of human geographers and GIS scholars.

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GEOG 1101 professors Vanessa Slinger-Friedman and Jason Rhodes will work with GEOG 1102 professor Uli Ingram to create content and assignments which expand the presence of GIS in the GEOG 1101 course and human geography in the GEOG 1102 course. Ideas include the development of assignments for the 1102 course which directly relate to 1101 topics and themes, and which can be presented, upon completion, to 1101 students, and readings and other materials for the 1101 students which exposes them to the types of scholarship currently being undertaken in human geography with the use of GIS.

#### Implementation:

All team members will use the modules and materials developed as part of this project to teach their respective GEOG 1101 and 1102 courses without textbooks, and using only materials made freely available to students, in Fall, 2018. We will also host a lunch presentation for all GEOG 1101 and GEOG 1102 instructors in which we showcase the materials, and highlight their quality, ease of implementation, and potential savings to students. Finally, as an ongoing practice, we will meet with all newly hired GEOG 1101 and GEOG 1102 instructors to introduce them to the materials and encourage them to consider the benefits of using materials that have been custom-designed for KSU students, and which are freely available to them.

#### Publication:

All modules and materials will be placed in accessible formats and made freely available online on a website hosted by the KSU Office of Distance Education. We will also post all modules and materials to a D2L section made available to all GEOG 1101 and GEOG 1102 instructors, so that they can easily import the content into their courses.

#### Evaluation:

In order to receive student feedback on the course materials developed, we will survey all students in both our Spring and Fall, 2018 GEOG 1101 and GEOG 1102 courses (i.e., pre- and post-adoption of the new course content), and ask them to evaluate the respective learning materials on the basis of:

- Cost effectiveness
- Ease of use
- Educational value
- Engagement
- Skill development
- Clarity
- Currency

We will compile a final report for ALG which presents the results from this survey, along with data related to rates of student success and participation.

#### Information Sharing:

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The development team will be available to share our experiences of developing freely accessible and affordable learning materials with ALG and the KSU Department of Geography and Anthropology.

Revisions and Updates:

We will continue to update and improve our course materials as we continue to teach the GEOG 1101 and GEOG 1102 courses. As we do so, we continue to update the modules and materials published on the KSU Office of Distance Education website, as well as the D2L sections which will remain available to all GEOG 1101 and GEOG 1102 instructors.

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## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

The transformation process can be evaluated according to several metrics:

- Student textbook/material use rates – the textbooks used in Slinger-Friedman's, Rhodes's, and Ingram's classes range from \$0 to \$133.80; we suspect that a significant number of students would attempt to get by without purchasing the books. We will survey students and determine how many students used the free, online materials versus the number who would have purchased the traditional textbooks.
- Student success and retention rates – Given the research data that supports the role of OER improving student retention and success, we suspect that we will see an increase in student success and retention in the course with OER. The faculty will keep a record of average grades and drop/fail/withdrawal rates in their spring 2018 courses for baselines to compare to data from the fall 2018 offerings that will use the OER.
- Student satisfaction – the team will seek IRB approval to survey students regarding elements of student satisfaction with the current textbooks and the OER (in their respective semesters), with regards to ease of use, accessibility, and helpfulness with regard to achieving learning objectives. The survey will also seek qualitative student feedback and suggestions for improvement.

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## 1.5 TIMELINE

February 15, 2018:

- Notification of award.

February 26, 2018:

- Two team members will attend the kick-off meeting in Macon.

March 15, 2018:

- Reardon will start developing textbook satisfaction surveys for students.
- Slinger-Friedman, Rhodes, and Ingram will start evaluating OER for appropriateness and usefulness in their classes.

April 1, 2018:

- Reardon will submit textbook satisfaction surveys for students to IRB for approval by this date.
- Slinger-Friedman, Rhodes, and Ingram will identify OER content to be used in their courses that satisfies the goals and objectives of those courses by this date.

April 15, 2018:

- Slinger-Friedman, Rhodes, and Ingram will survey pre-implementation students with current textbooks for comparison with post-implementation student survey.

June 1, 2018:

- Slinger-Friedman, Rhodes, and Ingram will develop content for at least one interactive activity each by this date.
- Reardon will begin developing a website to host OER resources.

July 1, 2018:

- Reardon will develop the content from June 1 into interactive activities by this date.
- Slinger-Friedman, Rhodes, and Ingram will adapt content and activities to online course and submit to Quality Matters by this date.

August 15, 2018:

- Slinger-Friedman, Rhodes, and Ingram will deliver their transformed courses for fall 2018 semester.
- Slinger-Friedman, Rhodes, and Ingram will survey students in the first two weeks of classes for comparison with end of semester.

November 1, 2018:

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- Slinger-Friedman, Rhodes, and Ingram will survey students in implementation courses to gather feedback of the new resources.

End of Fall 2018:

- Reardon will post website with OER resources online by this date.
- Reardon will publish materials to D2L resource page for geography instructors by this date.
- Reardon and Ingram will begin collecting data, including satisfaction rate, pass/fail rate, withdraw rate, success rate, and completion rate.
- Reardon will complete and submit final report.
- Data will be shared with colleagues and administrators at KSU and may be presented in appropriate upcoming conferences or meetings.

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## 1.6 BUDGET

Overload pay for Reardon	\$5,000
Overload pay for Slinger-Friedman	\$5,000
Overload pay for Rhodes	\$5,000
Overload pay for Ingram	\$5,000
*Travel to conference to learn and/or publicize	\$9,200
Travel for 2 members to kick-off in Macon	\$800
<b>Total requested</b>	<b>\$30,000</b>

\*Unused funds from travel allotment will be used to purchase materials, software, technology, etc. as needed for the project.



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## 1.7 SUSTAINABILITY PLAN

The overall goal of this project is to create a compilation of materials that cover the themes required to teach these two geography courses. All materials will be made available to every instructor in the department (if they choose to adopt them) prior to the beginning of the semester through D2L.

The materials will also be made available to faculty at other USG institutions through a website built by Tiffani Reardon and hosted on the KSU server.

GEOG 1101 is offered every fall, spring, and summer semester. GEOG 1102 is offered every fall and spring semester. Following the development of the resource, the materials will be available for all future offerings of the course. We will encourage the other instructors who teach these courses in our department to adopt these materials, which would ensure consistency of course content.

In an effort to maintain and continuously improve this course and its materials, we will meet at the end of each semester to assess if changes should be made for the next semester. Any such changes will be based upon student feedback and our own evaluations of what is working (or not working) in the course. Adjustments in course content and material will be made to reflect changes in the field, as appropriate.

All materials are open, and there are no recurring expenses. There are no additional costs that will need to be paid in the future. The transformation will be sustained solely by updating the materials.

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## 1.8 REFERENCES & ATTACHMENTS

Reference letters attached.

Cooney, Cailean (2016). How do open Educational resources (OERS) Impact Students? A Qualitative Study at New York City College of Technology, Cuny.

<https://academicworks.cuny.edu/cgi/viewcontent.cgi?>

[referer=https://www.google.com/&httpsredir=1&article=2386&context=gc\\_etds](https://academicworks.cuny.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=2386&context=gc_etds)

Grewe, K.E. and W. Preston Davis (June 2017). The Impact of Enrollment in an OER Course on Student Learning Outcomes. International Review of Research in Open and Distributed Learning. Vol 18, No. 4.

# Syllabus

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## **GEOG 1101 – Introduction to Human Geography: 7-Week Session**

Professor: Dr. Vanessa Slinger-Friedman

Class time & room: Online

Office & Hours: by appointment; Room – SO 4046 Kennesaw campus

Phone, e-mail: 470 578 2068; **preferred e-mail on D2L** (other email: [vslinger@kennesaw.edu](mailto:vslinger@kennesaw.edu))

Department web page: <http://www.kennesaw.edu/sga/>

### **Course Description:**

This introductory course focuses on the global patterns of population, culture, resources, and economic systems. Students will obtain an understanding of the factors contributing to these patterns, and examine contemporary world issues such as urbanization, economic development, and resource utilization from a geographic point of view. This course may be used to fulfill the elective requirements of Core Area B. Prerequisite: ENGL 0099 and READ 0099, if required.

The course takes place completely online. Reading the assigned pages of the provided free open access text or reading material before you proceed through the module is very helpful for participating and understanding the course material.

For this course it will be useful if you are aware of what is going on in the world. There are several on-line news sources that you may read free of charge: The New York Times ([www.nytimes.com](http://www.nytimes.com)); The International Herald Tribune ([www.iht.com](http://www.iht.com)); and BBC News (<http://www.bbc.co.uk>). It is important that you keep up with the readings and the daily news.

### **Required Reading:**

This online course uses open access resources (OERs) for text material. Please note that the links to the open access material for each topic is located within the module for that topic.

### **Learning Outcomes:**

Successful completion of this course will provide the following learning outcomes:

- (1) Students will be able to identify and describe basic patterns related to political, economic, cultural, social, and urban systems found globally.
- (2) Students will be able to identify, describe and compare the diversity of political, economic, cultural, social, and urban systems found globally.
- (3) Students will be able to apply knowledge of basic geographic processes and concepts to the study of the themes of population, culture, environment, development and economy.
- (4) Students will identify, describe, and analyze current events related to the thematic study of topics such as population, culture, economy, environment, and development.
- (5) Students will develop their abilities to think critically about how various parts of the planet are connected spatially.
- (6) Student will practice communicating effectively through writing, presentations, and/or class activities and participation.
- (7) Students will be able to identify the importance of geographic knowledge in understanding the everyday functioning of our planet, and its crucial role in informing policy decision-making.

General Education Courses: GEOG 1101 satisfies one of Kennesaw State University's general education program requirements. It addresses the Social Sciences general education learning outcome(s). The learning outcome states: "Students analyze how human relationships develop, persist, and/or change." For more information about KSU's General Education program

requirements and associated learning outcomes, please visit  
[http://catalog.kennesaw.edu/preview\\_program.php?catoid=29&poid=3434](http://catalog.kennesaw.edu/preview_program.php?catoid=29&poid=3434)

General Education Assessment Study: Kennesaw State University is currently engaged in a campus-wide assessment of its general education program. The purpose is to measure student achievement with respect to faculty defined student learning outcomes. This course has been selected to participate in the process. No individually-identifiable student information will be collected as part of the assessment. Data will be reported only in aggregated form. Students should know that the data may be used for scholarly work by members of KSU faculty (but only in anonymous and aggregated form). If you are opposed to having your anonymous data used for scholarly work, you can “opt out” of this specific aspect of the process. For more information on the general education assessment process and for access to an “opt out” form, please click <http://curriculum.kennesaw.edu/gened/learning-assessment.php>

### **Grading Policy:**

During the course you have several opportunities to demonstrate your command of course concepts and content. The components of the course that are for a grade are:

**Introduce yourself discussion posting:** During the first week of class, each student will complete an introduction of themselves (following the guidelines given) on the discussion board and attach a current photo or copy of a photo of him/herself to the discussion posting. See the class calendar schedule for deadline. This discussion posting is worth **5** points of your final grade.

**Syllabus quiz:** Students complete the syllabus quiz by the deadline for **1** point.

**Module Quizzes:** Quizzes cover previous in-class lectures, reading material, and information from multimedia presentations. Test questions will reinforce your knowledge and understanding of key concepts. There will be 6 quizzes given per the class schedule. I will drop your lowest quiz grade (if you miss a quiz this will be the grade that is dropped). Each quiz will contain 20 multiple-choice questions. Each quiz is worth 20 points. You will be given 25 minutes to complete each quiz.

**Online journals:** Completing the Online Journal in full and on time (**2** points per journal for a total of **6** points). For the journal, you must write a two paragraph reflection on the material covered in the module. The respective paragraphs should begin:

The most interesting thing I learned in this module was....[explain what and why and where it was from (e.g., Powerpoint, Discussion Board, Reading)].

The most unclear aspect of this module was....[explain what, why, where it was covered (e.g., Powerpoint, Discussion Board, Reading)] and provide suggestions on how to improve the module

**Assessments (discussion boards/wiki pages and worksheets):** Some of the modules have either a discussion posting or a wiki page assignment and 2 of the modules have a worksheet component to complete and submit. These worksheets and discussion board postings/wiki pages are design to improve and reinforce your understanding of the course content for a given module and to give you opportunities to apply geographic concepts, terms, and tools to real world scenarios. The worksheets are worth **9** points each and each discussion board posting (with a response to another student’s posting) is worth **20** points. Discussion topic will be “locked” at the end of the stipulated period. After that time, students will be able to read the posts but no new contributions will be accepted. **See the grading rubric for the discussion boards and wiki page below.**

**Geographic tools wiki paper:** Part of your grade will come from the completion of a paper. The paper will relate to the use of a geographic tool (GIS) in real world scenarios. The wiki paper grading rubric is below. Instructions for the paper can be found on the course learning management system.

**Grading Rubric for wiki paper and discussion boards**

	4-5 points	2-3 points	1 point
<b>Criteria</b>			
<b>Connections</b>	<ul style="list-style-type: none"> <li>•Clear connections are made to course materials or personal experience (as relevant)</li> </ul>	<ul style="list-style-type: none"> <li>•Connections are made, but are difficult to follow or are not fully explained</li> </ul>	<ul style="list-style-type: none"> <li>•Vague generalities or observations with limited relevance to question</li> </ul>
<b>Quality</b>	<ul style="list-style-type: none"> <li>•Offers new insight and/or perspective on topic</li> <li>•Explanations have depth, detail and nuance</li> </ul>	<ul style="list-style-type: none"> <li>•Offers limited insight or perspective into topic</li> <li>•Explanations lack detail and/or nuance</li> </ul>	<ul style="list-style-type: none"> <li>•Offers no new insight</li> <li>•May simply restate what others say or offer “I agree with...” type contributions</li> </ul>
<b>Commenting and responding to other students’ wikis or discussion statements</b>	<ul style="list-style-type: none"> <li>•Responds appropriately to the original material and makes relevant observations that offer additional insight to original material</li> </ul>	<ul style="list-style-type: none"> <li>• Response offers no new insight to the original material</li> </ul>	<ul style="list-style-type: none"> <li>•Response is limited in terms of the relevance to the original material</li> </ul>
<b>Delivery</b>	<ul style="list-style-type: none"> <li>•Discussion comments are well researched, clearly stated, and completely relevant to the social issue discussed</li> <li>•Few, if any grammatical errors in any written work</li> </ul>	<ul style="list-style-type: none"> <li>•Several grammatical errors and/or stylistic errors in any written work</li> <li>•Discussion comments are only somewhat based on research or have limited effectiveness due to poor delivery</li> </ul>	<ul style="list-style-type: none"> <li>•Obvious grammatical and/or stylistic errors in any written work</li> <li>•Errors/lack of research seriously impair ability to understand comment or see its relevance to the social issue being discussed</li> </ul>

### **Grading:**

Final grades will be calculated by adding together the scores from:

Introduction and photo on discussion board	5 points
Syllabus quiz completed successfully	1 points
Quizzes ( <b>top 5 quiz grades out of 6 quizzes</b> )	(5 X 20 points) = 100
Online journals (into dropbox) (3)	(3 X 2 points) = 6
Discussion boards and wiki paper	(3 X 20 points) = 60
Worksheets (2)	(2 X 9 points) = 18

The following grading scale will be used: Total points = 190

= or > 171 = A,    152 - 170 = B,    133 - 151 = C,

114 - 132 = D,                      = or < 113 = F

**Feedback:** You will receive grades and/or feedback on exams, discussion boards, and your wiki paper 1 week after the due date.

**ALL DEADLINES MUST BE MET. NO MAKE UP TESTS/ASSIGNMENTS WILL BE GIVEN WITHOUT A VALID MEDICAL EXCUSE ACCOMPANIED BY A DOCTOR'S NOTE. ALL WORK MUST BE TYPED.**

You will have up to one week after the posting of a grade to contact me to check and query that grade. **Grades will not be changed or reviewed beyond this time.** Opportunities for extra credit points through attendance MAY be given periodically/unannounced during the semester.

### **Keeping informed**

Course communication will be through D2L e-mail to communicate with each other. **YOU MUST CHECK YOUR LEARNING MANAGEMENT SYSTEM ACCOUNT REGULARLY FOR CLASS UPDATES.**

**Communication Policy:** Expect a reply from the professor within 24 -48 hours of your emailing. I will not reply to emails sent to me through my regular KSU email. I will reply to you on D2L. I will reply to emails sent after 4pm on Fridays on the following Monday.

**Academic Misconduct:** Academic honesty is fundamental to the activities and principles of a university. All members of the academic community must be confident that each person's work has been responsibly and honorably acquired, developed, and presented. Any effort to gain an advantage not given to all students is dishonest, whether or not the effort is successful. If I suspect that you have sought to gain an advantage in this course or sought to give someone an advantage by dishonest means, I will follow university procedures to the letter. [See below for Kennesaw State University's Academic Integrity Statement.]

**Academic Integrity:** Every KSU student is responsible for upholding the provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. Section II of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records, or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an "informal" resolution by a faculty member, resulting in a grade

adjustment, or a formal hearing procedure, which may subject a student to a Code of Conduct's minimum one semester suspension requirement.

**READ THIS!!! IMPORTANT INFORMATION ABOUT WRITING A PAPER OR DOING AN ASSIGNMENT:**

In writing a paper or doing an assignment, you may use sources and QUOTE small sections of them to support a point you are trying to make, but you may NOT simply copy and paste large sections of websites/sources. **This does not constitute original work - in fact, it constitutes plagiarism, an occurrence of academic misconduct and I will follow the actions stated in the academic integrity statement (above).** Your grade is dependent upon how well YOU understand and can explain ideas (**in your own words**). I am not grading the authors of webpages or articles, I am grading **you** and **your** synthesis of the material. Please visit the writing center. Learn how to write effectively. It is perhaps one of the most important skills you can acquire at KSU.

**ADA Statement:** Kennesaw State University provides program accessibility and reasonable accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Kennesaw State University's Disability Support Services can be accessed at [http://www.kennesaw.edu/stu\\_dev/dsss/dsss.html](http://www.kennesaw.edu/stu_dev/dsss/dsss.html)

**Sept 5, 2018 is the last day to withdraw from 7-week session I without academic penalty. The Professor has the right to alter this syllabus at her discretion.**



## TENTATIVE SCHEDULE - Subject to change by Professor

Please note that *with the exception of Module A*, assignment deadlines are on **Fridays or Sundays**. Please pay close attention to the D2L maintenance schedule to make sure you submit assignments on time and are not impacted by this maintenance. **Late work is NOT accepted without a related and formal medical excuse.**

Week 1 – Module A (Aug13 – 19)

Introduction to the course and what is geography and the Geographical perspective

Assessments due: Introduction posting on the discussion board and syllabus quiz (Tuesday Aug 21<sup>st</sup> at 9:59pm)

Week 2 – Module B (Aug 20 – 26)

Looking at Geographical tools with a focus on Geographic Information Systems (GIS)

Assessments due: wiki page (on pbworks and on the dropbox by Fri Aug 24 at 9:59pm);

Online journal, Quiz 1 and comment on another student's wiki page on pbworks (Sun Aug 26 at 9:59pm)

Week 3 – Module C (Aug 27 – Sept 2)

Cultural Geography and Folk and popular culture

Assessments due: Online journal and Quiz 2 (deadline Sun Sept 2 at 9:59pm)

Week 4 – Module D (Sept 3 – Sept 9)

Demography (Population Geography) and Migration (population diffusion)

Assessments due for demography: Submit worksheet to dropbox (deadline Sun Sept 9 at 9:59pm)

Assessments due for migration: Discussion board posting (Fri Sept 7 at 9:59pm);

Quiz 3, comment on another student's discussion board post (Sun Sept 9 at 9:59pm)

Weeks 5– Module E (Sept 10 – 16)

Agriculture

Assessments due: Quiz 4 and Online journal (Sun Sept 16 at 9:59pm)

Week 6 – Module F (Sept 17 – 23)

Economic Geography – Industrial systems

Assessments due: Quiz 5 (deadline Sun Sept 23 at 9:59pm)

Week 7 – Module G (Sept 24 – 30)

Urbanization in the less developed countries and Urban issues in more developed countries

Assessments due for Urbanization in the less developed countries: Submit worksheet to dropbox (deadline Sun Sept 30 at 9:59pm)

Assessments due for Urban issues in more developed countries: Discussion board (Fri Sept 28 at 9:59pm);

Quiz 6, comment on another student's discussion board post (Sun Sept 30 at 9:59pm).

**SUGGESTION: Print this out and keep it where you can see it everyday**

# Final Report

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# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

To submit your Final Report, go to the Final Report submission page on the ALG website:

[http://affordablelearninggeorgia.org/site/final\\_report\\_submission](http://affordablelearninggeorgia.org/site/final_report_submission)

Final report submission requires four files:

- This completed narrative document
- Syllabus or syllabi
  - (if multiple files, compress into one .zip folder)
- Qualitative/Quantitative Measures data files
  - (if multiple files, compress into one .zip folder)
- Photo of your team or a class of your students w/ at least one team member, minimum resolution 800x600px
  - (nearly all smartphones take photos larger than this size by default)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

## General Information

**Date: December 21, 2018**

**Grant Round: 11**

**Grant Number: 335**

**Institution Name(s): Kennesaw State University**

**Project Lead: Tiffani Reardon**

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

- Tiffani Reardon, Instructional Designer, College of Humanities and Social Sciences Office of Distance Education, [treardo2@kennesaw.edu](mailto:treardo2@kennesaw.edu)
- Vanessa Slinger-Friedman, Professor of Geography, Department of Geography and Anthropology, [vslinger@kennesaw.edu](mailto:vslinger@kennesaw.edu)
- Jason Rhodes, Lecturer of Geography, Department of Geography and Anthropology, [jrhode22@kennesaw.edu](mailto:jrhode22@kennesaw.edu)
- Ulrike Ingram, Director of GIS and Lecturer of Geographic Information Systems, Department of Geography and Anthropology, [uingram@kennesaw.edu](mailto:uingram@kennesaw.edu)

**Course Name(s) and Course Numbers: GEOG 1101 and GEOG 1102**

**Semester Project Began: Spring 2018**

**Final Semester of Implementation: Fall 2018**

**Total Number of Students Affected During Project: 840**

## 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
- Transformative impacts on your instruction
- Transformative impacts on your students and their performance

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

### Vanessa Slinger-Friedman

Overall, this was a positive experience. While it took a significant amount of time to garner the OER resources for GEOG1101, I found that there were amply supply resources for the topics that I cover in my GEOG 1101 course. Overall, I would say that the impact so far is neutral since one section did better and one section did worse in the Spring 2018 semester compared to the Fall 2018 semester when OER resources were used. More data from future semesters are needed to accurately determine the impact of using OER resources on the students in this course. One challenge that I foresee with this transformational experience is with keeping the links up-to-date as some of them are already inaccessible. In fact, some of the resources that I used for one module ‘disappeared’ from the internet in the middle of a module and I had to quickly find appropriate alternative resources that fit the module assessments. This leads me to conclude that the sustainability plan for this course will be important in making sure that instructors and students are able to access resources in a timely manner.

### Urike Ingram

It was a positive experience to me. I was glad to find a variety of resources that covered the same topics as are covered in the expensive textbook. It was difficult to find resources for some topics, and I can imagine adding a few more resources to 2 of the modules the next time I teach this course. I anticipate that some materials will be removed, or the website will change, resulting in a broken link. The same used to happen with the textbook and the companion website since GIS related materials are updated quite frequently as the software changes. It was great working with fellow faculty members who were also interested in lowering the costs to our students. Starting in Spring 2018, KSU started offering a query options to the students during registration were students are able to search for courses using

no and low cost materials. It's good to know that students are now able to search for this and deliberately choose sections that use OERs.

### Jason Rhodes

This was a great experience for me. My GEOG 1101 course was already a textbook-free class, but this project gave me the opportunity to share the resources I'd developed with colleagues, as well as the positive experience I've had teaching without a textbook. Perhaps more importantly, for me, it caused me to spend a considerable amount of time familiarizing myself with the truly impressive array of materials freely available online which can be effectively used in an introductory human geography course. The result of this experience is that we've developed a bank of materials that can be easily used by other GEOG 1101 professors in our department, as they hopefully also move to a textbook-free/low-cost approach in their introductory courses. I am especially eager to share this material with newly hired faculty members who may be teaching GEOG 1101 for the first time. Access to this material could, I think, be of enormous benefit to them while also greatly benefitting students as a result of their decision to adopt a textbook-free/low-cost platform for their introductory course at the outset of their teaching career at KSU.

### 2. Quotes

"There are no exams or textbooks, that is something I loved about the class as well as the extra credit opportunities"

"No textbook was given, but the readings, articles, and videos provided in the modules MUCH better aided my learning and understanding of this material than any class that has required a textbook. I think I understood a more applied perspective of what was taught rather than a purely theory-based lesson from a textbook."

"Besides the fact it was not a true textbook, not in the traditional way, I believe this kind of material, structured and provided by the professor at no additional or very limited cost as were the videos, is much more helpful for students than the traditional and usually expensive books that most of the time are used just for 50/60%. This kind of approach gives the professor the opportunity to shape the course as he deems best and in case to adjust his teaching quicker depending on how the class is responding"

"The no cost resources were great! Besides the price (which is ideal - especially for an introductory course), I liked that many of the resources were up to date with the current technology and topics. This will better prepare me for my career. I felt better prepared for this class as the readings and topics were informative but not hard to read. I would appreciate more classes taking this approach - especially in fields that focus on ever changing modern technologies."

"I appreciate that my professor took into consideration the cost of the textbook before the start of this class and decided not to use it. The materials and resources presented

each were more than sufficient to complete each week's assignments, discussions, and quizzes. My professor was always available for whatever need happened to arise and made the class aware of this with every module, email, and announcement. As an online learner, I found this coursework to be organized and effective and thus made the completion of my assignments easier. I wouldn't change anything about this course.”

### 3. Quantitative and Qualitative Measures

#### 3a. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

##### **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: 840

- Positive: 72% of 36 number of respondents
- Neutral: 28% of 36 number of respondents
- Negative: 0% of 36 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:**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

16% of students, out of a total 232 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- 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. Measures Narrative

*In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

*[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]*

- *Include measures such as:*
  - *Drop, fail, withdraw (DFW) delta rates*
  - *Course retention and completion rates*
  - *Average GPA*
  - *Pre-and post-transformation DFW comparison*
  - *Student success in learning objectives*
  - *Surveys, interviews, and other qualitative measures*
- *Indicate any co-factors that might have influenced the outcomes.*

### Vanessa

I taught two sections of GEOG 1101 in Spring 2018 in which I used a textbook. When comparing the number of students earning A, B, and C grades and the F/W/WF data with those two sections against the A, B, and C grades data and the F/W/WF data for my GEOG 1101 section in Fall 2018 semester (in which students did not use a textbook) the students in one of the Spring 2018 sections did better and the students in the other Spring 2018 section did worse. Please see below for this data.

Spring 2018 Section W01 (# of students = 41); Total of Failed, withdrew, withdrawal fail = 7;  
% of students with A, B, C grades = 78.04%; % F, W, WF rate = 17.07%

Spring 2018 Section W02 (# of students = 37); Total of Failed, withdrew, withdrawal fail = 10;  
% of students with A, B, C grades = 67.56%; % F, W, WF rate = 27%

GEOG Fall 2018 Grade report (# of students = 44); Total of Failed, withdrew, withdrawal fail = 9; % of students with A, B, C grades = 70.45%; % F, W, WF rate = 20.45%

Overall, I would say that the impact so far is neutral since one section did better and one section did worse in the Spring 2018 semester compared to the Fall 2018 semester when OER resources were used. More data from future semesters are needed to accurately determine the impact of using OER resources on the students in this course.

### Uli

Data for Spring and Fall 2018 Geog 1102 taught by Uli Ingram:

Spring 2018 Grade report (# of students = 26); Total of Failed, withdrew, withdrawal fail = 5; % of students with A, B, C grades = 80.77%; % F, W, WF rate = 19.23%

Fall 2018 Grade report (# of students = 30); Total of Failed, withdrew, withdrawal fail = 4; % of students with A, B, C grades = 80.00%; % F, W, WF rate = 13.33%

### Jason

I taught 180 GEOG 1101 students in the Spring semester. The grade breakdown is as follows:

A – 114 (63%)

B – 26 (14%)

C – 19 (11%)

D – 3 (1.7%)

F – 11 (6%)

WF – 3 (1.7%)

W – 4 (2%)

I taught 158 GEOG 1101 students in the Fall semester, with the following grade breakdown:

A – 96 (61%)

B – 21 (13%)

C – 15 (9%)

D – 1 (.01%)



F – 13 (8%)

WF – 3 (.02%)

W – 9 (6%)

#### 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.*

##### Vanessa

Some links to OER resources in the form of videos and readings that were selected over summer 2018 are already unavailable. It is clear that there is the need to constantly check on and update the OER resources for these courses.

##### Uli

Since Geog 1102 is a geospatial technology course, the textbook used to get outdated very quickly which resulted in the publisher putting out a new edition frequently. Some of the OER materials will get outdated as well, so I have to be stringent about checking the links before each module opens to make sure they are still available. I downloaded any materials that were available for download and included them directly in my section rather than linking to them. That way even if the website address were to change, the students are still able to access the materials. In the textbook when the links would get outdated, it would be very frustrating to the students if they were unable to access the materials referenced in the book, and it was impossible for me to check each of them week by week. I believe it is feasible to maintain the currency of the OER materials, making sure they are available to the students.

##### Jason

My plan is to continue to update the material online as I update my course, thus keeping the material current. As I do this, it will of course be necessary to check old links, and make sure that they still work. As I continue to share this material with my colleagues – particularly new colleagues, I will also ask them to share any relevant, freely available online resources that they may have, and thus continue to increase the size of our online library of materials with each passing semester.

#### 5. Future Plans

- *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*
- *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

Uli

I have submitted an application to present at a GIS Education summit in summer of 2019 about teaching this course with an OER.

Jason

I will institutionalize the sharing of free, online resources among faculty in our department, so that all teachers of the GEOG 1101 class are aware of our online resources, and so that the resources available reflect what they do in their courses. I look forward to continuing to recruit GEOG 1101 teachers to both use and provide materials for our online resource.

Tiffani

Uli and I are currently working on two grant applications for future rounds. I believe the goal is to transform all courses in the GIS minor to use OER. I also plan to add the data from this grant to our cumulative data at KSU for continued research on OER and its impact on both faculty and students.

## 6. Description of Photograph

- *On the Final Report Submission page, you will be submitting a photo. In this document, list the names of the people shown in this separately uploaded photograph, along with their roles.*



Left to right:

- Jason Rhodes, Instructor of Record – GEOG 1101
- Vanessa Slinger-Friedman, Instructor of Record – GEOG 1101
- Uli Ingram, Instructor of Record – GEOG 1102

- Tiffani Reardon, Instructional Designer and Project Manager