

Fall 2018

Introductory Physical Education Courses (UGA)

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Grants Collection

University of Georgia



UNIVERSITY SYSTEM
OF GEORGIA

James Castle, Ilse Mason, Sophie Walter, Stephen Bridges,
Steve Balfour, Stephanie Leary

Introductory Physical Education Courses





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

Application Details

Manage Application: Textbook Transformation Grants: Round Eleven

Award Cycle: Round 11

Internal Submission Deadline: Tuesday, January 23, 2018

Application Title: 366

Application ID: 002085

Submitter First Name: James

Submitter Last Name: Castle

Submitter Title: Lead Instructional Designer

Submitter Email Address: jcastle@uga.edu

Submitter Phone Number: 706-357-0048

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: James

Applicant Last Name: Castle

Applicant Email Address: jcastle@uga.edu

Applicant Phone Number: 706-357-0048

Primary Appointment Title: Lead Instructional Designer

Institution Name(s): University of Georgia

Co-Applicant(s): Dr. Ilse Mason, Dr. Stephen Balfour, Stephen Bridges

Submission Date: Tuesday, January 23, 2018

Proposal Title: 366

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

Final Semester of Instruction: Fall 2018

Are you using an OpenStax textbook?: No

Team Members (Name, Email Address):

James Castle, jcastle@uga.edu

Dr. Ilse Mason, isannen@uga.edu

Dr. Stephen Balfour, Stephen.Balfour@uga.edu

Stephen Bridges, stephen.bridges@uga.edu

Graduate Assistant, TBD

Stephanie Leary (The Web Craftory), steph@stephanieleary.com

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

Dr. Rahul Shrivastav, Vice President for Instruction, Office of Instruction, University of Georgia

Dr. Janet Buckworth, Department Head and Professor, Department of Kinesiology, University of Georgia

Course Names, Course Numbers and Semesters Offered:

Prefix	Course Number	Short Title
PEDB	1010	Adapted PE
PEDB	1020	Beg Badminton
PEDB	1040	Beg Basketball
PEDB	1070	Challenge Course
PEDB	1080	Beg Bowling
PEDB	1090	Outdoor Adventure
PEDB	1100	Beg Bkpkg-Hiking
PEDB	1120	Beg Golf
PEDB	1130	Intermediate Golf
PEDB	1140	Advanced Golf
PEDB	1150	Self Defense
PEDB	1230	Beg Racquetball
PEDB	1240	Inter Racquetball
PEDB	1260	Softball
PEDB	1270	Soccer
PEDB	1280	Ultimate
PEDB	1300	Beg Swimming
PEDB	1310	Inter Swimming

PEDB	1331	Beg Scuba
PEDB	1350	Beg Tennis
PEDB	1360	Inter Tennis
PEDB	1380	Beg Volleyball
PEDB	1390	Inter Volleyball
PEDB	1400	Intro to Wt Train
PEDB	1900	Fitness for Life Group Fitness
PEDB	1910	FFL Indoor Cycling
PEDB	1920	FFL Body Condition
PEDB	1930	FFL Jogging
PEDB	1940	FFL Swimming
PEDB	1950	FFL Walking
PEDB	1990	Directed Study
PEDB	1950E	FFL Walking

Courses are offered Fall, Spring, and Summer

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

Average Number of Students per Course Section: 30

Number of Course Sections Affected by Implementation in Academic Year: 240

Average Number of Students Per Summer Semester: 7,000

Average Number of Students Per Fall Semester: 3,200

Average Number of Students Per Spring Semester: 3,200

Total Number of Students Affected by Implementation in Academic Year:	600
Requested Amount of Funding:	\$30,000
Original per Student Cost:	\$30
Post-Proposal Projected Student Cost:	\$0
Projected Per Student Savings:	\$30
Projected Total Annual Student Savings:	\$210,000

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

Part of this project will be to develop and implement a UGA OER publishing resource with a custom implementation of PressBooks, a free and open source plugin for the WordPress content management system. The system will be hosted on Pantheon, which provides managed hosting for WordPress sites. The UGA Office of Instruction will support a request for annually recurring student technology funds (\$12,700) to support the ongoing hosting and maintenance of the platform.

Project Goals:

This project aims to facilitate the creation and editing of OER content for physical education courses at UGA. An additional goal of the project is to establish an environment that can be used for OER authoring more widely among faculty at UGA. Broadly stated, the goals of this project are to remove textbook costs as a barrier for course enrollment, improve student retention, and ultimately improve the four-year graduation rate.

Author robust and comprehensive OER content for 21 physical education courses, incorporating existing OER content where available.

Make authored OERs freely accessible via the UGA Pressbooks website.

Enable 7,000 UGA students per academic year consistent access to OER physical education content, saving students a total of \$210,000 per year.

Provide an environment conducive to the authoring and editing process of OERs for the greater UGA faculty community.

Statement of Transformation:

The cost of textbooks represents a growing burden on higher education students in the US. In one study, the average cost of a textbook was found to be \$90.61, or over \$900 annually (Hilton, Robinson, Wiley, & Ackerman, 2014). The issue of textbook affordability has become an issue of state law in California, where the *College Textbook Affordability Act of 2015* appropriated \$5,000,000 to fund specific open education initiatives. Textbook affordability is an especially pointed problem for economically disadvantaged students, with many students simply not buying required courses texts if their financial aid does not cover them (Donaldson, Nelson, & Thomas, 2012).

Students at the University of Georgia are no exception to the burden of high textbook costs. In a recent survey, 49% (n=609) of UGA students surveyed reported spending \$300 or more on textbooks per semester and 81% (n=1007) report spending at least \$200 per semester (Watson, Domizi, & Clouser, 2017). Additionally, 71% (n=922) of students reported that they sometimes do not buy required textbooks for their courses. Of the 71% who sometimes do not buy textbooks, 57% (n=656) reported cost as the reason for not buying the book (Watson, Domizi, & Clouser, 2017).

One strategy for addressing the high cost of textbooks is to adopt materials that are free and openly available in their place. These materials are commonly referred to as open educational resources (OER). Many UGA faculty have made strides to adopt existing OER, and UGA students have realized a cost savings of over \$3,000,000 since fall 2013 (UGA Center for Teaching and Learning, 2017a). However, the resource list promoted by the University of Georgia's Center for Teaching & Learning presents a glaring gap: UGA does not provide a platform for faculty to publish OERs (Center for Teaching and Learning, 2017b). As a result, faculty must either (a) use only existing OER resources or (b) cobble together a third-party publishing solution, accepting whatever copyright, privacy, and accessibility terms the third party puts forward. The result has been an uneven, and at times unstable, OER environment.

In 2014, Dr. Ilse Mason received a \$5,000 grant to transform the entire undergraduate physical education curriculum using OERs. The initial creation of these OERs was done using SoftChalk, an HTML authoring tool marketed to the education sector. The resulting HTML packages proved difficult to maintain and update, as there was no mechanism to make changes to content across courses or across all pages within a course. In 2016, using internal

support from the Center for Teaching and Learning, the SoftChalk content was imported into a basic WordPress instance. While this basic WordPress site has functioned to serve the content to the students, there have been issues with site stability, the site architecture, and the site updates. This is a platform that evolved in order to survive, not one that was designed intentionally from the beginning.

Even with the challenges outlined, the Physical Education OER Project is a high impact project at UGA. Every undergraduate student is required to complete a basic PE credit in order to graduate, and every basic PE class uses this course content. In all, 7,000 students per year use the content, and the cost savings to those students is \$210,000 per year. This proposal will build on the success of the Physical Education OER Project by (a) building a platform for hosting these OERs from the ground up using a custom instance of the Pressbooks Open Source Plugin for Wordpress and (b) revising all of the Physical Education open content to be more rigorous and more closely reflect the goals of the program. This development will happen in collaboration with expert Wordpress design firm *The Web Craftory*, led by Stephanie Leary, who has more than a decade of experience working on web projects for higher education institutions.

In addition to reaching 7,000 UGA students, allowing them to save \$210,000 per year for physical education content, our team plans to deliver a platform that can be used to author OER texts by any UGA faculty. This project will allow UGA to add an OER publishing platform to the list of resources provided to faculty. Finally, the ongoing hosting and support of the OER platform will be sustainable through funding provided by the UGA student technology fees. In this regard, the Affordable Learning Georgia grant is planting a seed that will meet both an existing need (enhancing and solidifying the open PE content) and a future need (authoring resources for future OER adoption at UGA).

Transformation Action Plan:

This project will involve team members from the UGA College of Education, the UGA Office of Online Learning, and Wordpress experts *The Web Craftory*. The design phase of the project will begin in spring 2018, with Ilse Mason, Steve Balfour, and James Castle collaborating with Stephanie Leary from *The Web Craftory* to ensure that the platform being developed for OER

authoring aligns with the vision of the project. Development of the platform will occur in summer 2018, and authoring of the OERs will take place in fall 2019. The authoring portion of the project will be led by Ilse Mason, with a graduate student from kinesiology dedicated to the project. The content of each course will be comprised of a common “Fitness for Life” text, which will be married with course-specific text to make up the textbook for each individual course. The authoring platform will allow for the creation and editing of the broader “Fitness for Life” text for all courses from a single site, while the course-specific text will be able to flexibly change for each course. The platform, along with the content for all 33 physical education courses, will launch in January 2019, at which time all of the materials and the authoring platform will be available to the UGA community (and the course materials will be available to any person in the world with an internet connection).

Roles for each team member will be as follows: *The Web Craftory* will be responsible for providing Wordpress development and consulting on the best approach to use Wordpress for our desired outcomes. Office of Online Learning staff will consult on the instructional design aspects of the project and, in collaboration with Dr. Mason, provide the overarching project management to see the project to completion. Dr. Mason and her graduate student will serve as subject matter experts and primary authors of the text for the 32 courses affected by this grant. Additionally, Stephen Bridges from the Office of Online Learning will be responsible for creating a set of tutorial videos and documentation to be used as just-in-time learning resources for faculty who want to use the platform.

During the semester post-launch, the Office of Online Learning will collect data from students regarding their satisfaction with both the course content and the OER platform. The survey will be conducted using Qualtrics, and the results will inform future decisions for the evolution of the OER platform. We will also survey future OER authors on the platform to gauge their perception of the platform’s usability in order to be able to evolve the platform based on the needs of our students and instructors.

Quantitative & Qualitative Measures: Evaluation of the project's effectiveness will be measured in several ways: (1) the total amount of money saved by students on an annual basis, (2) the number of students using the OER platform, (3) the number of courses using the OER platform, (4) student and instructor satisfaction with the OER platform, and (5) the total uptime of the OER platform, and (6) ensuring that the DFW rate for courses using the OER platform is not harmed. At launch, we expect this project to save 7,000 students \$30 each by removing the cost of their physical education textbook. As other courses and faculty begin to use the platform, the amount saved by students will increase. For example, if a course that serves 100 students per year replaces a \$100 textbook with OERs, the total savings to students will increase \$10,000. As OER adoption is a priority at UGA, we expect to see OER creation to be incentivized for high enrollment courses. This will drive both the use of the OER platform and the amount saved/number of students using the platform. We will conduct surveys of students and faculty who use the platform to monitor their satisfaction and look for ideas for improvement. These surveys will take place during the course authoring period (for instructors) and during course delivery (for students). Finally, we will monitor the uptime of the OER platform. A problem with the current usage of self-created OER at UGA is lack of reliable hosting. Our goal is to have no service disruptions during semesters when the course content is in use. This will be a great improvement over the current arrangement, where the content might be unavailable to students multiple times in a given week. By centralizing this resource for UGA courses and faculty, we will be able to offer reliable hosting on a platform that was designed to host Wordpress for high traffic and high demand sites. Finally, we want to ensure that the use of the OER platform does not contribute to an increase in the DFW rate of the physical education courses. We will analyze each measure to monitor success. The total amount of money saved for students will be calculated by

multiplying the number of students by the individual amount saved by not buying a textbook. That total amount saved will be balanced against the cost of maintaining the platform. At launch, we expect the cost of maintaining the platform to be around 6% of the total amount saved students. We will monitor this percentage as the platform adoption increases. To analyze the DFW rates, we will compare the DFW rate of the courses going forward with the DFW rates of past course offerings. DFW is a better indicator than overall course grades in this situation because the physical education courses are simply pass/fail (not graded on a traditional A-F scale). Finally, we will monitor general satisfaction with the platform using Likert scale questions, and we will ask for qualitative suggestions to find trends for features that students and faculty would like to see added to the platform.

Timeline:

Activity	Begin Date	End Date	Responsibility
Design outlines for OER Platform	Feb. 2018	Apr. 2018	Office of Online Learning, <i>The Web Craftory</i>
Development of OER Platform	May 2018	Jul. 2018	<i>The Web Craftory</i>
Authoring of Physical Education Content	Aug. 2018	Dec. 2018	Ilse Mason, Graduate Student
Documentation & Tutorials	Jul. 2018	Dec. 2018	
Platform Launch	Jan. 2018		Office of Online Learning
Internal Marketing	Jan. 2019		Office of Online Learning
Spring 2019 Student Surveys	Apr. 2019	May 2019	Ilse Mason
Spring 2019 Faculty Surveys	Apr. 2019		Office of Online Learning

Platform & Curriculum Improvements based on feedback	May 2019	July 2019	Ilse Mason, Office of Online Learning
Fall 2019 Student Surveys	Nov. 2019	Dec 2019	Ilse Mason
Fall 2019 Faculty Surveys	Dec. 2019		Office of Online Learning
Data Analysis & Final Report Completion	Dec. 2019	Jan. 2020	Office of Online Learning, Ilse Mason

Budget:

Line Item	Amount
Pressbooks Website Development	\$12,750 (See attached proposal)
Overall Project Expenses and Travel	\$800
PrinceXML License	\$1,900
Graduate Student (Content Authoring)	\$5,000
Dr. Ilse Mason (Project Management)	\$3,550
Office of Online Learning (Instructional Design & Project Management)	\$6,000 (\$2,000 per team member)
Total	\$30,000

Sustainability Plan:

Dr. Mason coordinates the instruction for all PEDB courses. She oversees the curriculum, and she will continue to direct all instructors to use the OER curriculum for all offerings of PEDB courses going forward.

In order to provide ongoing hosting and maintenance fees, we will seek yearly funding in the amount of \$12,700 from the student technology fee budget. We believe this is a sound investment given the first year savings to students of \$210,000, which will only increase as more faculty author material on the platform. The hosting for the site, which will be provided by pantheon.io, allows for unlimited traffic and authoring, meaning that the site will scale as usage of the platform increases. Finally, this project is meant to empower UGA faculty to create the content that will best allow them to teach their students. A significant barrier to the creation of

OERs at UGA has been the lack of a provided tool to author and maintain the texts. By removing this barrier, we will enable the usage and adoption of open textbooks at UGA to grow across the university.



UNIVERSITY OF
GEORGIA

Office of Instruction

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205 Herty Drive
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January 22, 2018

To the Affordable Learning Georgia Review Committee,

On behalf of the UGA Office of Instruction, I am pleased to offer support for the grant application for “Establishing an Open Content Platform: Physical Education and Beyond”. This grant will enable the distribution of no-cost textbooks to students, with over 7,000 students anticipated to use the platform in the first year, representing \$210,000 in savings to students.

The project is a collaboration between Dr. Ilse Mason from the UGA College of Education and the UGA Office of Online Learning. Dr. Mason is an award-winning faculty member with five years of experience developing and teaching online classes, and our Office of Online Learning has collaborated with faculty to develop hundreds of online courses over the past six years. Another recent collaboration between Dr. Mason and the Office of Online Learning, UGA’s online walking class, has received national exposure on Amazon’s AWS Blog and in eCampusNews.

In addition to providing no-cost physical education texts to students, this grant will result in the implementation of a UGA-provided platform that will allow any UGA faculty to author texts that are open to anyone, anytime. This is a huge step forward for empowering faculty to join in the effort to lower textbook costs. In order to ensure the continued success of this project, the UGA Office of Instruction will support a request for \$12,700 annually toward the hosting and maintenance of the platform from the Student Technology Fee Committee. We believe this investment will be more than offset by the cost savings realized by students using the platform.

Thank you for consideration of this project in the Affordable Learning Georgia grant program.

Sincerely,

Rahul Shrivastav, Ph.D.
Vice President for Instruction



16 January 2018

To the Affordable Learning Georgia Review Committee:

It is with great pleasure that I place my enthusiastic support as Department Head behind Dr. Ilse Mason's participation in the University of Georgia's ALG proposal titled "Establishing an Open Content Platform: Physical Education and Beyond."

This proposal is an outstanding opportunity for Dr. Mason to collaborate with UGA's Office of Online Learning to further the work that she has done with open educational resources. The courses that will be immediately impacted in this grant are required for all undergraduates at UGA and enroll more than 7,000 students each academic year. The impact of this proposal on enhancing the quality of instruction and reducing the financial burden is significant, representing \$210,000 per year in savings to our students.

Dr. Mason has extensive experience managing the courses that are the focus of this grant. She has been a pioneer in online learning at UGA, having developed the institution's only online physical education class in 2013. This course has been updated and revised each offering and has been recognized locally with UGA's Innovative Teaching Award and nationally in a eCampus News front page article. This grant will extend Dr. Mason's work, make the materials for this class open to any faculty member at USG and nationally, and provide a platform for other UGA faculty members to author no-cost textbooks to the benefit of their students.

Dr. Mason's expertise and enthusiasm is critical to this project, and she has my full support.

Thank you for the opportunity to improve our students' access to high quality, free learning materials through participation in this grant program.

Sincerely,

Department Head and Professor
Jb1@uga.edu

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

Proposal Form and Narrative

- *The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.*
- **Note: The only way to submit the proposal is through the online form in Georgia Tech's InfoReady Review at:**
<https://gatech.infoready4.com/#competitionDetail/1757803>
- *Italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

Submitter Name	James Castle
Submitter Title	Lead Instructional Designer
Submitter Email	jcastle@uga.edu
Submitter Phone Number	706-357-0048
Submitter Campus Role	<i>Other</i>
Applicant Name	<i>James Castle</i>
Applicant Email	jcastle@uga.edu
Applicant Phone Number	706-357-0048
Primary Appointment Title	<i>Lead Instructional Designer</i>
Institution Name(s)	University of Georgia

Team Members	<p><i>James Castle, Lead Instructional Designer, Office of Online Learning (jcastle@uga.edu)</i></p> <p><i>Stephen Balfour, Director, Office of Online Learning (stephen.balfour@uga.edu)</i></p> <p><i>Stephen Bridges, Instructional Designer, Office of Online Learning (stephen.bridges@uga.edu)</i></p> <p><i>Ilse Mason, Senior Lecturer, Department of Kinesiology (isannen@uga.edu)</i></p> <p><i>Graduate Student, Department of Kinesiology</i></p> <p><i>Stephanie Leary, CEO & Lead Developer, The Web Craftory (steph@stephanieleary.com)</i></p>																																															
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<i>Courses are offered Fall, Spring, and Summer</i>					
Final Semester of Instruction	<i>Spring 2018</i>				
Average Number of Students Per Course Section	30	Number of Course Sections Affected by Implementation in Academic Year	240	Total Number of Students Affected by Implementation in Academic Year	7000
Average Number of Students Per Summer Semester	600				

Average Number of Students Per Fall Semester	3200
Average Number of Students Per Spring Semester	3200
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input 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>Required: Mason, I. (2013) UGA Physical Education & Fitness Activities, 4th Edition. Retrieved from http://www.mhlearningsolutions.com/PE_Georgia with McGraw-Hill \$30</p>
Requested Amount of Funding	\$30,000
Original Per Student Cost	\$30
Post-Proposal Projected Per Student Cost	\$0

Projected Per Student Savings	\$30
Projected Total Annual Student Savings	\$210,000

NARRATIVE

1.1 PROJECT GOALS

This project aims to facilitate the creation and editing of OER content for physical education courses at UGA. An additional goal of the project is to establish an environment that can be used for OER authoring more widely among faculty at UGA. Broadly stated, the goals of this project are to remove textbook costs as a barrier for course enrollment, improve student retention, and ultimately improve the four-year graduation rate.

1. Author robust and comprehensive OER content for 21 physical education courses, incorporating existing OER content where available.
2. Make authored OERs freely accessible via the UGA Pressbooks website.
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4. Provide an environment conducive to the authoring and editing process of OERs for the greater UGA faculty community.

1.2 STATEMENT OF TRANSFORMATION

The cost of textbooks represents a growing burden on higher education students in the US. In one study, the average cost of a textbook was found to be \$90.61, or over \$900 annually (Hilton, Robinson, Wiley, & Ackerman, 2014). The issue of textbook affordability has become

an issue of state law in California, where the *College Textbook Affordability Act of 2015* appropriated \$5,000,000 to fund specific open education initiatives. Textbook affordability is an especially pointed problem for economically disadvantaged students, with many students simply not buying required courses texts if their financial aid does not cover them (Donaldson, Nelson, & Thomas, 2012).

Students at the University of Georgia are no exception to the burden of high textbook costs. In a recent survey, 49% (n=609) of UGA students surveyed reported spending \$300 or more on textbooks per semester and 81% (n=1007) report spending at least \$200 per semester (Watson, Domizi, & Clouser, 2017). Additionally, 71% (n=922) of students reported that they sometimes do not buy required textbooks for their courses. Of the 71% who sometimes do not buy textbooks, 57% (n=656) reported cost as the reason for not buying the book (Watson, Domizi, & Clouser, 2017).

One strategy for addressing the high cost of textbooks is to adopt materials that are free and openly available in their place. These materials are commonly referred to as open educational resources (OER). Many UGA faculty have made strides to adopt existing OER, and UGA students have realized a cost savings of over \$3,000,000 since fall 2013 (UGA Center for Teaching and Learning, 2017a). However, the resource list promoted by the University of Georgia's Center for Teaching & Learning presents a glaring gap: UGA does not provide a platform for faculty to publish OERs (Center for Teaching and Learning, 2017b). As a result, faculty must either (a) use only existing OER resources or (b) cobble together a third-party publishing solution, accepting whatever copyright, privacy, and accessibility terms the third party puts forward. The result has been an uneven, and at times unstable, OER environment.

In 2014, Dr. Ilse Mason received a \$5,000 grant to transform the entire undergraduate physical education curriculum using OERs. The initial creation of these OERs was done using SoftChalk, an HTML authoring tool marketed to the education sector. The resulting HTML packages proved difficult to maintain and update, as there was no mechanism to make changes to content across courses or across all pages within a course. In 2016, using internal support from the Center for Teaching and Learning, the SoftChalk content was imported into a basic WordPress instance. While this basic WordPress site has functioned to serve the content to the students, there have been issues with site stability, the site architecture, and the site updates. This is a platform that evolved in order to survive, not one that was designed intentionally from the beginning.

Even with the challenges outlined, the Physical Education OER Project is a high impact project at UGA. Every undergraduate student is required to complete a basic PE credit in order to graduate, and every basic PE class uses this course content. In all, 7,000 students per year use the content, and the cost savings to those students is \$210,000 per year. This proposal will build on the success of the Physical Education OER Project by (a) building a platform for hosting these OERs from the ground up using a custom instance of the Pressbooks Open Source Plugin for Wordpress and (b) revising all of the Physical Education open content to be more rigorous and more closely reflect the goals of the program. This development will happen in collaboration with expert Wordpress design firm *The Web Craftory*, led by Stephanie Leary, who has more than a decade of experience working on web projects for higher education institutions.

In addition to reaching 7,000 UGA students, allowing them to save \$210,000 per year for physical education content, our team plans to deliver a platform that can be used to author OER texts by any UGA faculty. This project will allow UGA to add an OER publishing platform to

the list of resources provided to faculty. Finally, the ongoing hosting and support of the OER platform will be sustainable through funding provided by the UGA student technology fees. In this regard, the Affordable Learning Georgia grant is planting a seed that will meet both an existing need (enhancing and solidifying the open PE content) and a future need (authoring resources for future OER adoption at UGA).

1.3 TRANSFORMATION ACTION PLAN

This project will involve team members from the UGA College of Education, the UGA Office of Online Learning, and Wordpress experts *The Web Craftory*. The design phase of the project will begin in spring 2018, with Ilse Mason, Steve Balfour, and James Castle collaborating with Stephanie Leary from *The Web Craftory* to ensure that the platform being developed for OER authoring aligns with the vision of the project. Development of the platform will occur in summer 2018, and authoring of the OERs will take place in fall 2019. The authoring portion of the project will be led by Ilse Mason, with a graduate student from kinesiology dedicated to the project. The content of each course will be comprised of a common “Fitness for Life” text, which will be married with course-specific text to make up the textbook for each individual course. The authoring platform will allow for the creation and editing of the broader “Fitness for Life” text for all courses from a single site, while the course-specific text will be able to flexibly change for each course. The platform, along with the content for all 33 physical education courses, will launch in January 2019, at which time all of the materials and the authoring platform will be available to the UGA community (and the course materials will be available to any person in the world with an internet connection).

Roles for each team member will be as follows: *The Web Craftory* will be responsible for providing Wordpress development and consulting on the best approach to use Wordpress for our

desired outcomes. Office of Online Learning staff will consult on the instructional design aspects of the project and, in collaboration with Dr. Mason, provide the overarching project management to see the project to completion. Dr. Mason and her graduate student will serve as subject matter experts and primary authors of the text for the 32 courses affected by this grant. Additionally, Stephen Bridges from the Office of Online Learning will be responsible for creating a set of tutorial videos and documentation to be used as just-in-time learning resources for faculty who want to use the platform.

During the semester post-launch, the Office of Online Learning will collect data from students regarding their satisfaction with both the course content and the OER platform. The survey will be conducted using Qualtrics, and the results will inform future decisions for the evolution of the OER platform. We will also survey future OER authors on the platform to gauge their perception of the platform's usability in order to be able to evolve the platform based on the needs of our students and instructors.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Evaluation of the project's effectiveness will be measured in several ways: (1) the total amount of money saved by students on an annual basis, (2) the number of students using the OER platform, (3) the number of courses using the OER platform, (4) student and instructor satisfaction with the OER platform, and (5) the total uptime of the OER platform, and (6) ensuring that the DFW rate for courses using the OER platform is not harmed. At launch, we expect this project to save 7,000 students \$30 each by removing the cost of their physical education textbook. As other courses and faculty begin to use the platform, the amount saved by students will increase. For example, if a course that serves 100 students per year replaces a \$100 textbook with OERs, the total savings to students will increase \$10,000. As OER adoption is a

priority at UGA, we expect to see OER creation to be incentivized for high enrollment courses. This will drive both the use of the OER platform and the amount saved/number of students using the platform. We will conduct surveys of students and faculty who use the platform to monitor their satisfaction and look for ideas for improvement. These surveys will take place during the course authoring period (for instructors) and during course delivery (for students). Finally, we will monitor the uptime of the OER platform. A problem with the current usage of self-created OER at UGA is lack of reliable hosting. Our goal is to have no service disruptions during semesters when the course content is in use. This will be a great improvement over the current arrangement, where the content might be unavailable to students multiple times in a given week. By centralizing this resource for UGA courses and faculty, we will be able to offer reliable hosting on a platform that was designed to host Wordpress for high traffic and high demand sites. Finally, we want to ensure that the use of the OER platform does not contribute to an increase in the DFW rate of the physical education courses.

We will analyze each measure to monitor success. The total amount of money saved for students will be calculated by multiplying the number of students by the individual amount saved by not buying a textbook. That total amount saved will be balanced against the cost of maintaining the platform. At launch, we expect the cost of maintaining the platform to be around 6% of the total amount saved students. We will monitor this percentage as the platform adoption increases. To analyze the DFW rates, we will compare the DFW rate of the courses going forward with the DFW rates of past course offerings. DFW is a better indicator than overall course grades in this situation because the physical education courses are simply pass/fail (not graded on a traditional A-F scale). Finally, we will monitor general satisfaction with the platform

using Likert scale questions, and we will ask for qualitative suggestions to find trends for features that students and faculty would like to see added to the platform.

1.5 TIMELINE

Activity	Begin Date	End Date	Responsibility
Design outlines for OER Platform	Feb. 2018	Apr. 2018	Office of Online Learning, <i>The Web Craftory</i>
Development of OER Platform	May 2018	Jul. 2018	<i>The Web Craftory</i>
Authoring of Physical Education Content	Aug. 2018	Dec. 2018	Ilse Mason, Graduate Student
Documentation & Tutorials	Jul. 2018	Dec. 2018	
Platform Launch	Jan. 2018		Office of Online Learning
Internal Marketing	Jan. 2019		Office of Online Learning
Spring 2019 Student Surveys	Apr. 2019	May 2019	Ilse Mason
Spring 2019 Faculty Surveys	Apr. 2019		Office of Online Learning
Platform & Curriculum Improvements based on feedback	May 2019	July 2019	Ilse Mason, Office of Online Learning
Fall 2019 Student Surveys	Nov. 2019	Dec 2019	Ilse Mason
Fall 2019 Faculty Surveys	Dec. 2019		Office of Online Learning
Data Analysis & Final Report Completion	Dec. 2019	Jan. 2020	Office of Online Learning, Ilse Mason

1.6 BUDGET

Line Item	Amount
Pressbooks Website Development	\$12,750 (See attached proposal)
Overall Project Expenses and Travel	\$800
PrinceXML License	\$1,900
Graduate Student (Content Authoring)	\$5,000
Dr. Ilse Mason (Project Management)	\$3,550
Office of Online Learning (Instructional Design & Project Management)	\$6,000 (\$2,000 per team member)
Total	\$30,000

1.7 SUSTAINABILITY PLAN

Dr. Mason coordinates the instruction for all PEDB courses. She oversees the curriculum, and she will continue to direct all instructors to use the OER curriculum for all offerings of PEDB courses going forward.

In order to provide ongoing hosting and maintenance fees, we will seek yearly funding in the amount of \$12,700 from the student technology fee budget. We believe this is a sound investment given the first year savings to students of \$210,000, which will only increase as more faculty author material on the platform. The hosting for the site, which will be provided by pantheon.io, allows for unlimited traffic and authoring, meaning that the site will scale as usage of the platform increases. Finally, this project is meant to empower UGA faculty to create the content that will best allow them to teach their students. A significant barrier to the creation of OERs at UGA has been the lack of a provided tool to author and maintain the texts. By removing this barrier, we will enable the usage and adoption of open textbooks at UGA to grow across the university.

1.8 REFERENCES & ATTACHMENTS

Attachment: Web Development Proposal

References

College Textbook Affordability Act of 2015, Cal Assemb B. 798 (2015-2016), Chapter 663 (Cal. Stat. 2015)

Donaldson, R. L., Nelson, D. W., & Thomas, E. (2012). *2012 Florida student textbook survey*. Retrieved from:

http://www.openaccess textbooks.org/pdf/2012_Florida_Student_Textbook_Survey.pdf

Hilton III, J. L., Robinson, T. J., Wiley, D., & Ackerman, J. D. (2014). Cost-savings achieved in two semesters through the adoption of open educational resources. *International Review Of Research In Open & Distance Learning*, 15(2), 67-84.

UGA Center for Teaching and Learning. (2017a). Open Educational Resources (OERs).

Retrieved from: <http://ctl.uga.edu/oer>

UGA Center for Teaching and Learning. (2017b). OER Resources. Retrieved from:

http://ctl.uga.edu/oer_resources

Watson, C.E., Domizi, D.P., & Clouser, S.A. (2017). Student and faculty perceptions of OpenStax in high enrollment courses. *The International Review of Research in Open and Distributed Learning* 18(5),

doi:<http://dx.doi.org/10.19173/irrodl.v18i5.2462>

A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.



UGA Fitness Online Learning Site

Prepared for: James Castle

Prepared by: Stephanie Leary, The Web Craftory

October 24, 2017

PROJECT SUMMARY

The University of Georgia's Office of Online Learning and the Department of Kinesiology need a web-based platform to deliver customized materials for Basic Physical Education courses. Similar to paper-based custom course packets, each course's collection will include a common core PEDB module in addition to the materials specific to that course.

The materials currently reside in separate WordPress installations for each course. While this allows instructors to edit the course materials in a relatively easy interface, it involves duplicating the core materials without ensuring consistency, and it requires staff to update and maintain the various WordPress sites individually.

We propose to bring all the PEDB materials together into a single WordPress multisite network and use the [Pressbooks plugin](#) to turn each site into an online textbook. We will be able to include the common PEDB materials in each course's book using the remix functionality from the [Pressbooks Textbook plugin](#), either as-is or removed into a separate custom plugin for UGA. WordPress's multisite user management will allow instructors to continue editing their own materials, as they have been doing, while requiring staff to maintain only one WordPress installation.

While the current project scope is limited to PEDB courses, we will approach the proposed solutions with an eye toward creating a system that can be extended or replicated for other departments' online courses.

WORK PLAN

For this project, we plan to begin by setting up a test installation of WordPress, Pressbooks, and the Pressbooks Textbook plugin. We will then import a copy of the existing course material sites' content and experiment with the Pressbooks Textbook functionality, which is the focus of most of the Discovery phase. Does Pressbooks work as expected? Can the Textbook plugin be used as-is, or do we need to extract and/or rewrite its remix logic to fulfill our requirements for core content inclusion? Does the Textbook plugin designate only one set of core content for the entire multisite network, or could a single network be used to host course content for multiple departments, each with its own designated core content?

Once these questions have been addressed and we are satisfied with the network's setup, we will work on customizing one or more Pressbooks themes to comply with UGA branding. The complete set of custom code (themes and plugins) will then be sent to a third party WordPress firm (most likely [Valet.io](#)) for a code review.

Prior to launch, we plan to delete the working copy of the course content and perform a fresh import from the live PEDB sites, in order to capture any edits instructors have made during the project.

BUDGET AND TIMELINE

Task Description	Hours	Rate	Cost
Discovery	10	\$150	\$ 1,500
WordPress and Pressbooks installation and setup	12	\$150	\$ 1,800
Core content plugin setup or rewrite	8	\$150	\$ 1,200
Content import	4	\$150	\$ 600
Pressbooks theme design with UGA branding	16	\$150	\$ 2,400
QA and accessibility testing	10	\$150	\$ 1,500
Documentation and training	14	\$150	\$ 2,100
Overhead	6	\$150	\$ 900
External code review			\$ 750
Total	80	\$	12,750
Annual Maintenance	18	\$ 150	\$ 2,700

ABOUT OUR WORK

Themes vs. Plugins

We recommend that some features (particularly a content model) be implemented as custom plugins rather than theme functions. This best practice allows you to change designs in the future without losing access to the functionality. The custom plugin(s) will be provided to the client alongside the theme, with documentation for maintenance, and will not be considered an increase in the scope of the project.

Industry Best Practices and Accessibility Compliance

Themes will be based on the principles of responsive web design, allowing the same site content to be optimized for a variety of devices and display sizes. The Web Craftory generally employs a mobile-first design strategy, ensuring that the site functions well on small screens and older devices but offers enhancements on larger screens.

Markup will validate to HTML5 and CSS3 standards, and sites built with the distribution will comply with WCAG 2.0 A requirements as well as most federal (Section 508) accessibility guidelines. The theme will display and perform properly in current versions of major desktop web browsers (Chrome, Firefox, Safari, Internet Explorer) and current default web browsers for iOS and Android mobile devices at the time of launch. Support for older browsers should be specified before development begins and may increase the budget and QA timeline.

All of our themes and plugins are coded according to [WordPress best practices](#), [PHP coding standards](#), [data validation and security guidelines](#), the [theme review checklist](#), and WP Engine's performance and cache compatibility recommendations. The theme and plugins will be internationalized and ready to translate, should the client wish. Custom code is thoroughly documented for ease of maintenance and uses WordPress core hooks and functions whenever possible.

COMPARABLE PROJECTS

Berkeley College of Engineering theme and content model	6
National Work Zone Safety Information Clearinghouse content model, database searches, and data migration	22
Texas A&M Veterinary Medical Diagnostic Laboratory theme, test search, and data migration	25
Texas A&M University at Qatar Conference Network	29

BERKELEY COLLEGE OF ENGINEERING THEME & CONTENT MODEL, 2016

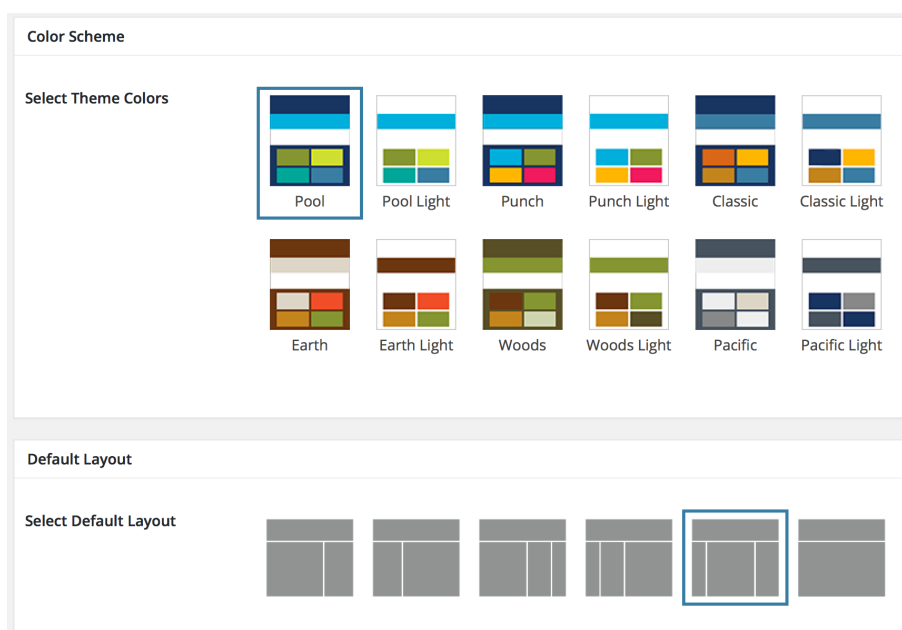
The University of California at Berkeley's College of Engineering had a huge demand for WordPress sites and not enough staff to handle each request individually. Their marketing team asked us to build a theme framework that would offer a few color scheme options in compliance with the university's [brand guidelines](#) and WCAG 2.0 AA standards. The project would also include five custom post types that the marketing team had determined were common to most of their departments and research teams. Each post type had a list of options, custom fields, and display guidelines.

The resulting theme and plugin suite is the most flexible site framework we've ever built. The theme and custom plugins follow WordPress best practices, PHP coding standards, data validation and security guidelines, and the theme review checklist. The theme and plugins are internationalized and ready to translate, should the university wish.

A template site has been set up with all the necessary plugin settings and some preset content. The marketing team plans to use WP Engine's cloning tools to quickly deploy new sites. Because the theme is based on the highly respected Genesis framework, sites that do not require university branding can use commercially available Genesis plugins and still work seamlessly with the rest of the custom features.

Color Schemes and Layout Options

The theme includes six color schemes, each with a light and dark variant, for a total of twelve options. There are six layouts available as a site-wide setting that may be overridden on a per-page basis. Since most Genesis-based themes' color schemes include only a single accent color, the standard interface is a simple text dropdown.



Each of the Berkeley schemes involve six or seven prominent colors, so we created a custom visual selector that mirrors Genesis's built-in layout options.

The College requested a special feature: a color selector to be added to the WP Editor Widget plugin, which would allow site owners to add flexible featured content to their sidebars in color-coordinated boxes. Each color scheme has bold, subtle, and transparent variations. The color selector option could be applied to any standard WordPress widget; the College decided to limit it to a single one for the time being.

Berkeley**ENGINEERING**

This is the latest issue of the magazine! Here's a [link](#) in the body text.



Read this issue...

Berkeley**ENGINEERING**

This is the latest issue of the magazine! Here's a [link](#) in the body text.



Read this issue...

Berkeley**ENGINEERING**

This is the latest issue of the magazine! Here's a [link](#) in the body text.



Read this issue...

Featured content bold, subtle, and transparent variations in the Pool and Pool Light color schemes

Berkeley**ENGINEERING**

This is the latest issue of the magazine! Here's a [link](#) in the body text.



Read this issue...

Berkeley**ENGINEERING**

This is the latest issue of the magazine! Here's a [link](#) in the body text.



Read this issue...

Berkeley**ENGINEERING**

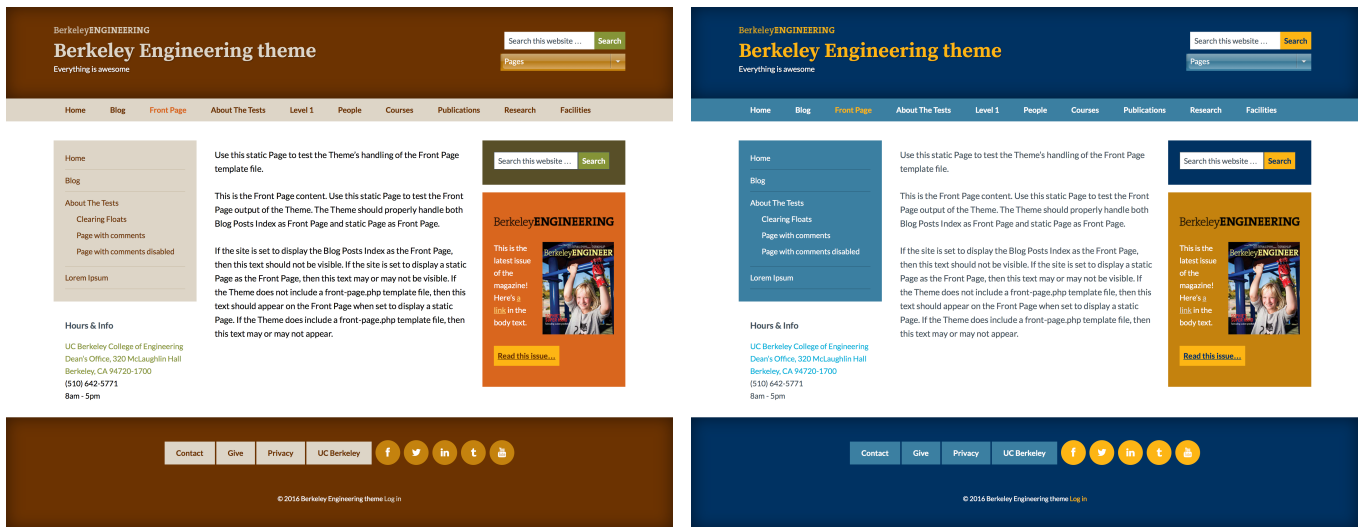
This is the latest issue of the magazine! Here's a [link](#) in the body text.



Read this issue...

Featured content bold, subtle, and transparent variations in the Earth and Earth Light color schemes

Forms and navigation menus appearing in the sidebars have their own color presets. When combined with the featured content widget, they give the sites cheerful pops of color in keeping with the College's existing site and the University's brand guidelines. Site owners could use the transparent color settings for a more somber tone.



The College requested a branding option that would appear above the title in the site header. Rather than allow site owners to upload arbitrary image files, they requested color-coordinated logos that would be turned on or off with a simple toggle.


Theme Settings

Save Settings Reset Settings

Logo and Front Page Title

Front Page Title Hide page title on front page

Logo Visibility Display Berkeley logo above site title and description



BerkeleyENGINEERING

Mechanical Engineering

Building the Future

Search this website ... Search

Pages

Slideshows, Banners, and Emergency Announcements

The theme includes widget areas above and below the main navigation. The area above the navigation is intended for emergency announcements. Any widget could be placed here, but a simple text widget will appear as a black bar.

The area below the navigation is intended for banner images and slideshows. While the College does not want to encourage its constituents to rely on slideshows, they have included the Soliloquy plugin for those who can't live without one. Slideshows can be placed in the banner area, in a sidebar, or in any single post or page.

The screenshot displays the Berkeley Engineering theme website. At the top, the header includes the text "BerkeleyENGINEERING" and "Berkeley Engineering theme" with the tagline "Everything is awesome". A search bar and a "Pages" dropdown menu are located in the top right. Below the header, a black bar contains an emergency announcement: "Our offices will be closed today due to flooding. [More information...](#)". The main navigation menu includes links for Home, Blog, Front Page, About The Tests, Level 1, People, Courses, Publications, Research, and Facilities. The main content area features a large banner image of a laboratory setting with a slideshow of images and a text overlay: "Bacon ipsum dolor amet tail brisket ut swine. Excepteur sint est do exercitation pork loin porchetta sunt sirloin fugiat drumstick spare ribs pork dolor cow. [Read more...](#)". To the left, a sidebar contains several widgets: a "Home" widget, a "Blog" widget, an "About The Tests" widget with sub-links for "Clearing Floats", "Page with comments", and "Page with comments disabled", and a "Lorem Ipsum" widget. Below these is an "Hours & Info" widget providing contact information for the UC Berkeley College of Engineering. To the right of the main content, there is a search bar and a "BerkeleyENGINEERING" magazine promotion widget with a "Read this issue..." button. The footer contains a navigation bar with links for Contact, Give, Privacy, and UC Berkeley, along with social media icons for Facebook, Twitter, LinkedIn, Tumblr, and YouTube. The copyright notice at the bottom reads "© 2016 Berkeley Engineering theme Log In".

Press Release

Level 1 of the reverse hierarchy test. This is to make sure the importer correctly assigns parents and children even when the children come first in the export file.

- [Level 2](#)
- [Level 2a](#)
- [Level 2b](#)

This will be a very serious quote from the university president.
—Spokesperson

Subsection #1

With some text

Subsection 4

Subsection #2

Subsection #3

BerkeleyENGINEERING

This is the latest issue of the magazine!



Read this issue...

Hours & Info

[UC Berkeley College of Engineering](#)
[Dean's Office, 320 McLaughlin Hall](#)
[Berkeley, CA 94720-1700](#)
(510) 642-5771
8am - 5pm

Pull Quotes

The College wanted to be able to add pull quotes to their text, and they disliked the plain text block quotes offered by the WordPress rich text editor. We created a custom toolbar button that provides a more flexible input, an optional linked citation, and three alignment settings (left, right, center).

The College also asked for collapsible sections for additional content. Like the pull quotes and sidebar widgets, these have presets for each color scheme.

Whitepaper Template

To help the College move away from PDF documents, we included a Whitepaper page template in the theme. This stripped-down look is applied to individual pages. It removes the site title, navigation, sidebars, and most of the footer. Instead, it displays the page title and contents in a monochrome format with fonts and line length optimized for easy reading, and includes navigation only to other Whitepaper documents. Using this template on multiple pages, it's possible to present anything from a research abstract to a book in an accessible, mobile-friendly web-based format.

Whitepaper test

Bacon ipsum dolor amet sint shoulder ham hock pig picanha irure filet mignon. Cupim shank jerky eu commodo in ullamco sausage quis capicola. Pig landjaeger sunt kielbasa corned beef andouille. Sint rump short loin aliquip, ex pariatum bacon pork chop corned beef. Consectetur excepteur ut occaecat elit nostrud spare ribs sirloin tenderloin reprehenderit sunt shankle pork loin. Pariatur ut velit, picanha dui turducken veniam et.

Chuck pork belly enim tenderloin veniam kielbasa spare ribs boudin fatback irure. Short ribs incididunt bacon sint rump capicola, aliquip officia chicken nostrud jowl. Short ribs corned beef chuck tenderloin pork chop dui tongue shoulder dolor sed bresaola. Veniam esse pork dui prosciutto.

Cow in irure, ground round consectetur ipsum pastrami alcatra ea tempor ball tip non magna. Ad incididunt pig jowl, biltong sausage in beef ribs rump chicken elit shankle. Sunt ball tip laborum pig aliquip ipsum. Meatloaf cillum leberkas anim magna sint. Aliquip boudin meatball kevin, salami velit esse ex aute dolor t-bone ham ball tip ut. Sunt beef shoulder commodo veniam venison labore turducken voluptate et rump tri-tip drumstick.

Beef pork loin picanha laboris id. Pig reprehenderit minim ball tip. Do frankfurter tongue occaecat ball tip. Ad ham hock pariatum aliqua bresaola, enim officia excepteur strip steak nulla occaecat tenderloin kielbasa cupidatat ipsum. Prosciutto elit voluptate flank. Mollit doner ut biltong chuck bresaola.

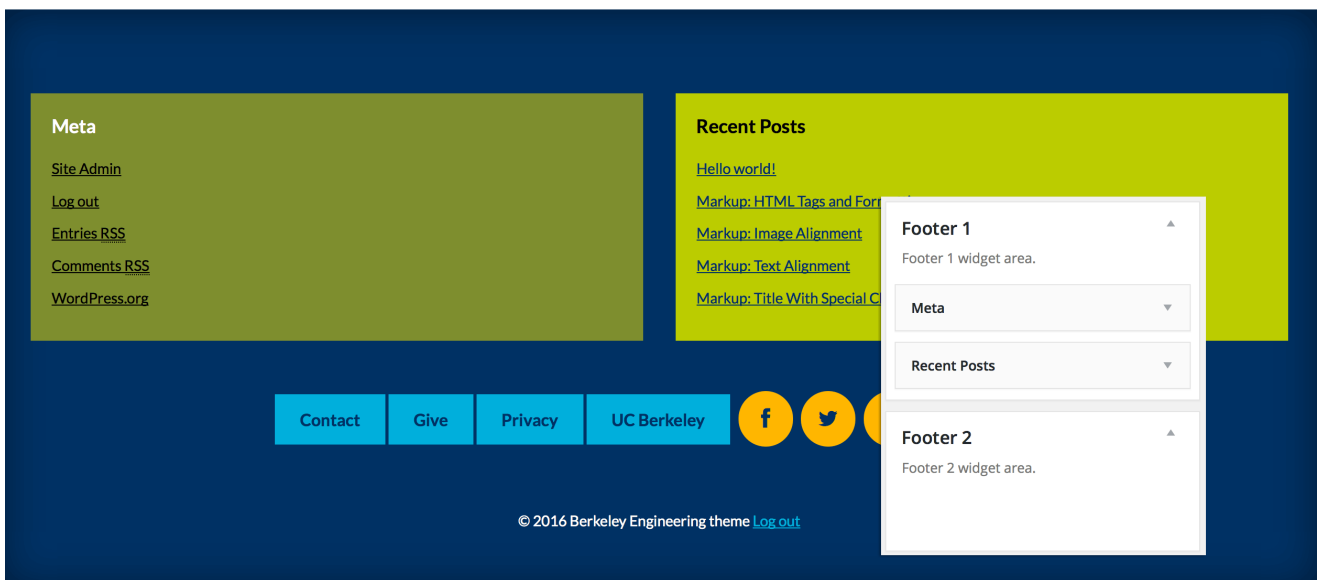
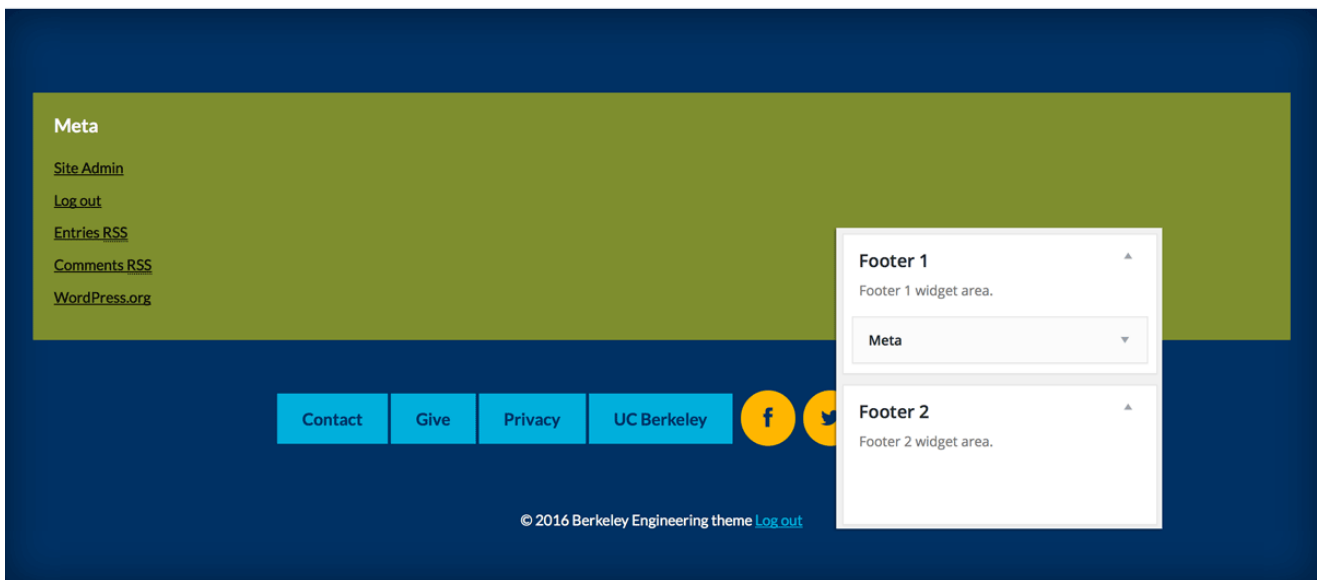
Shank nostrud irure, anim reprehenderit proident sausage drumstick tongue. In chuck rump aliqua, short loin velit veniam turducken et fugiat. Lorem strip steak sirloin shankle, ea ipsum shoulder. Exercitation ground round ea occaecat ham, et elit turkey swine hamburger.

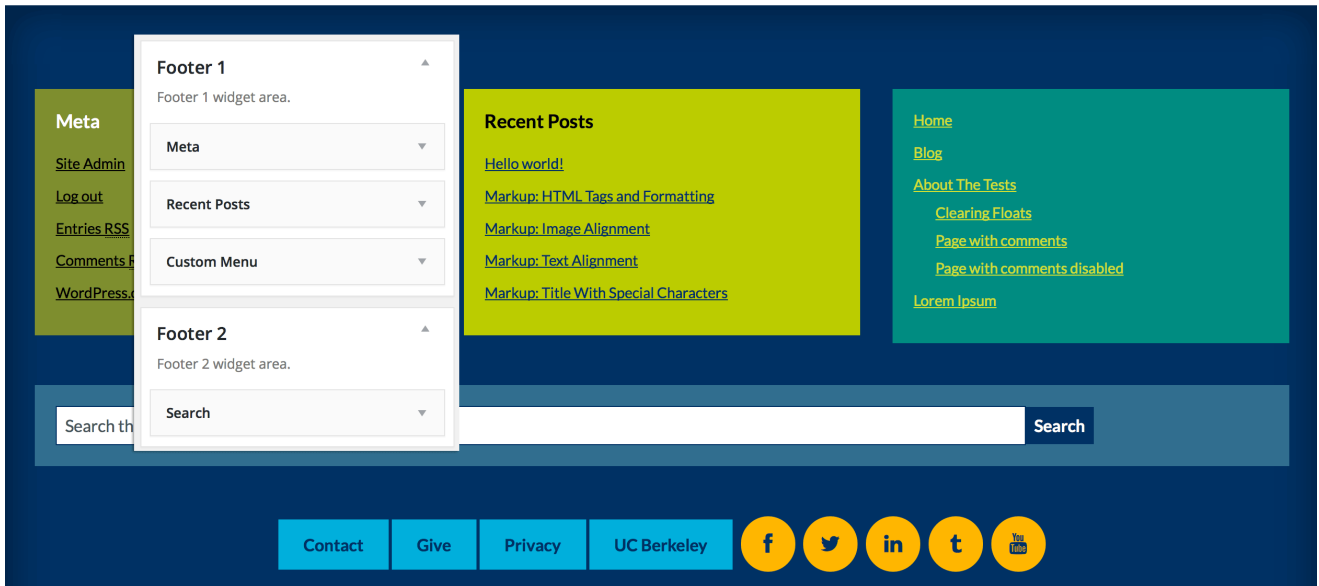
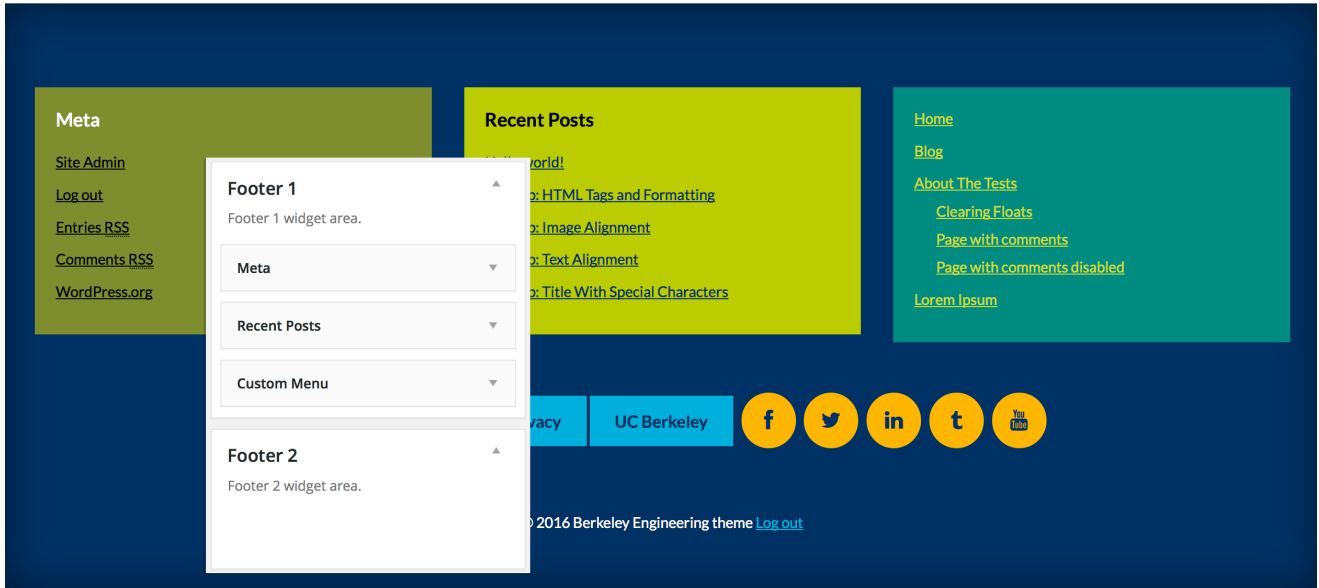
In this section:

[Whitepaper child](#)
[Up: Front Page](#)

Footer Magic

The theme supports up to three rows of widgets in the footer area. Each row may contain up to three widgets. The footer widgets use four preset colors (varying by color scheme) and expand to fill their rows. A single widget in a row will fill the entire page width; a row of three widgets will be divided into thirds. On mobile, the widgets become full-width stacked boxes. The color and width assignments are automatic; there are no user settings for widget color or width in the footer.





The footer menu is similarly automatic. Any links to known social media sites will be transformed into icon buttons. Users may also assign social media icons to unrecognized URLs—ideal for URL shorteners or campaign trackers. Again, the colors are preset according to the site’s color scheme. On mobile screens, the menu will split into two rows at the division between normal links and social media icons.

Content Model

At the top of the College's list of requirements was support for a content model that would suit most of their constituents. Because the model they had devised closely matched that of several previous projects of our, we were able to offer a few suggestions and build the model at the outset of the project, long before the design was finalized. The Marketing team had plenty of time to enter content, experiment in the administrative interface, and request changes to the final layout.

The final model consists of five custom post types, five always-on taxonomies (some shared across post types), and three optional taxonomies for People.

People	Courses	Publications	Research	Facilities
Subject Areas	Subject Areas	Subject Areas	Subject Areas	Subject Areas
Organizations	Organizations			Facility Type
People Type				
Student Type				
(Committees)				
(Groups)				
(Research Areas)				

Post types can be turned off in the site's General Settings, if the full range of options is not needed. This keeps the administrative interface as uncluttered as possible.

Each post type has a dedicated editing interface with custom field inputs. For People and Facilities, different sets of inputs are shown depending on the selected People type (faculty, staff, student) or Facility type (building, lab, room, equipment). For example, faculty are invited to list their education, publications, and research interests; whereas students are instead asked to enter their major and class year.

The editing screens include specialized hints and reminders for editors. We have agreed on custom screen option defaults that hide seldom-used options, streamlining the editing interface as much as possible for new users while allowing experienced editors to toggle the inputs they need.

Courses by Department

[Civil & Environmental Engineering](#)[Mechanical Engineering](#)

Courses



Complicating the Simple

ME 304

Learn to create complicated gadgets that perform simple tasks in indirect, convoluted ways.

Course	Number	Instructor(s)	Time
Cosmic Engineering 101	COSM 101	Isaac Asimov	
Complicating the Simple	ME 304	Rube Goldberg	MWF 10-Noon
Intro to Social Engineering	Soc Eng 101	Charles Ponzi	

[Contact](#)[Give](#)[Privacy](#)[UC Berkeley](#)

The Courses listing is set to display as a table, sorted by course number. All other post types use archive setting options to determine whether they should be displayed as a list, with or without thumbnail images, or as a grid. In all cases, a single featured item may be displayed above the full listing.

Departments

Administration

College Relations

Civil & Environmental Engineering

Electrical Engineering & Computer Sciences

Mechanical Engineering

Nuclear Engineering

People



Theodore E Bear
Pyromania



Baloo Bear
Professor of jungle law
Jungle Book
Environment



Boo-Boo Bear
Undergrad
Major: Napping
Class: 2016
Star-gazing



Fozzie Bear
Stand-up Comic



Oski T Bear
Campus mascot



Paddington Bear
Undergrad



Smokey R Bear
Senior fire suppression technician

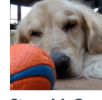
Cleaning up after careless campers.
[Environment](#), [Pyromania](#)



Theodore E Bear
Pyromania



Yogi L Bear
Smarter-than-average Bear



Steve McConnell
Web guy



Testy L McTest
This is testy mctest's title
These are Testy's responsibilities.



Winnie T. Pooh



Karen Rhodes
Executive director, Marketing & communications
[College of Engineering](#)
[Media relations](#)



Ranger R Smith
Associate Dean

Departments

Administration

[College Relations](#)

[Civil & Environmental Engineering](#)

[Electrical Engineering & Computer Sciences](#)

[Mechanical Engineering](#)

[Nuclear Engineering](#)

Faculty

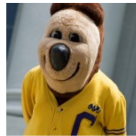
This is a list of our amazing faculty! (To change this intro, go to People → People Types → Faculty and edit the Archive Intro Text field.)



Baloo Bear

Professor of jungle law

[Jungle Book](#)
[Environment](#)



Oski T Bear

Campus mascot



Karen Rhodes

Executive director, Marketing & communications

[College of Engineering](#)
[Media relations](#)

There is an optional people directory that can be inserted into any page using a shortcode. It can be filtered by people type—for example, the site owner could create a directory table containing only faculty and staff. This directory is always sorted by last name and does not support featured items or images.

On mobile devices, the phone numbers become links, which you can tap to call. The directory uses microformat markup that allows individuals' contact information to be transformed into downloadable vCards.

Staff Directory

Name	Title	Phone	Email
Baloo Bear	Professor of jungle law	555-3333	bare@necessiti.es
Oski T Bear	Campus mascot		oski@berkeley.edu
Karen Rhodes	Executive director, Marketing & communications	555-1234	klrhodes@berkeley.edu

All Genesis-based themes include archive settings for each post type. This page allows site owners to customize titles and descriptions for the listing pages—for example, one could change the Research heading to Projects.

The College requested a custom option to allow site owners to change the portion of the URLs specific to the custom post types (the slug). For example, WordPress would normally use `example.com/people` for the complete listing of the people post type. This was a highly unusual request, but was surprisingly easy to implement.

URL Settings

Change archive URL slug to `http://coetheme.staging.wpengine.com/`

[Save Settings](#) [Reset Settings](#)

Widget Magic

Each post type has its own customized primary sidebar. To facilitate navigation within the post type sections, we created two custom widgets that take advantage of the site's numerous taxonomies: Taxonomy List and Posts by Term. Both use smart post type detection for taxonomies shared across multiple post types, like Organizations and Subject Areas. When used in a post type's sidebar, they list only information relevant to that post type (e.g. administrative departments used only for People do not appear in Course listings), and they link to information filtered to the currently-viewed post type. When choosing a department from a Course listing, you'll see only Courses, not a mix of Courses and People.

We've also filtered the built-in WordPress Recent Posts widget to respect the post type of the page on which it appears. When used in the Publications sidebar, it lists recent publications instead of blog posts.

Site owners can replace widgets on a per-page basis in both the sidebars and the footer. However, the widgets we have set up in the template site, which will be the basis for all new sites, should serve for most constituents.

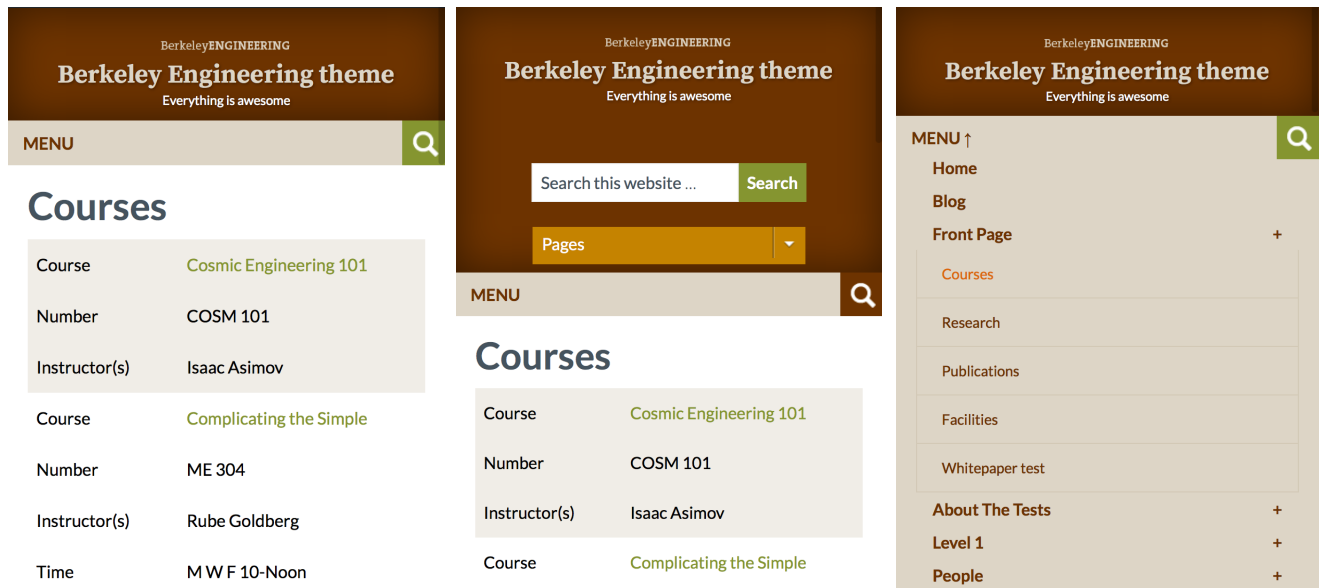
The image displays three side-by-side widget configuration panels for different post types: Courses, Publications, and Facilities. Each panel includes a title, a description, and several configuration options.

- Courses:** Title: Courses by Department; Select Taxonomy: Organizations; Buttons: Delete, Close, Visibility, Save.
- Publications:** Title: Publications by Subject; Select Taxonomy: Subject Areas; Buttons: Delete, Close, Visibility, Save.
- Facilities:** Title: All Buildings; Select Taxonomy: Facility Types; Select Term: Building; Limit to Post Type: Facilities; Posts shown: 5; Show only on posts with selected term: checked; Buttons: Delete, Close, Visibility, Save.

Mobile Menus, Columns, and Tables

On phone-sized screens, tables rearrange themselves into stacked rows of data, with column headings shifted to the left and repeated for each record. Empty columns are omitted entirely.

The mobile version of the menu accommodates multi-level hierarchies. Both the menu and the header widget area are hidden behind toggles on mobile screens.



Multi-column and grid layouts are visible on tablet and desktop sizes, but turn into single-column lists on phone-sized screens.

Documentation

As with almost all of our projects, the Engineering theme and plugin suite includes a custom Dashboard wayfinding widget and extensive in-dashboard documentation.

The screenshot shows the WordPress dashboard for the Berkeley Engineering theme. The top navigation bar includes the site name, theme name, and user profile. The left sidebar contains a menu with categories like People, Publications, Facilities, Research, Courses, Genesis, Appearance, Plugins, Users, Tools, Settings, Custom Fields, CAS Maestro, Soliloquy, Publishing Help, Video Tutorials, and Collapse menu. The main dashboard area features a 'Welcome to WordPress!' message with a 'Dismiss' button. Below this is a 'Get Started' section with a 'Customize Your Site' button and a link to 'change your theme completely'. To the right are 'Next Steps' and 'More Actions' sections with links for editing the front page, adding pages/posts, and managing widgets. The dashboard is divided into three main widget panels: 'At a Glance' (39 Posts, 22 Pages, 30 Comments), 'Manage Content...' (listing Post Types, Taxonomies, and People), and 'Publishing Help' (a list of links for editing, redirects, analytics, and settings). The footer includes the text 'Thank you for creating with WordPress.' and 'Version 4.4.2'.

Task & Time Breakdown: Berkeley Engineering

Description	Hours
Discovery	6
Design	40
Theme development	50
Plugin development	40
Setup and configuration	8
Documentation and training	20
Overhead: meetings and project management	8
TOTAL	172

NATIONAL WORK ZONE SAFETY INFORMATION CLEARINGHOUSE CONTENT MODEL AND DATA MIGRATION, 2016

The Texas A&M Transportation Institute's web team offers its services for hire among other state and federal agencies. Among their long-term federal contracts was a library of information related to road construction work zones. The site was approximately ten years old and was running in an outdated and insecure version of Drupal. TTI's web team had long since moved from Drupal to WordPress as their CMS of choice, and finally received funding from the federal sponsor to migrate this site. The project included a new theme and a migration from TTI's in-house web servers to WP Engine.

The migration offered the data librarian an opportunity to make some long-overdue changes to the data model. The project therefore involved several phases:

1. Identify data that did not need to be migrated (including some 10,000 spam user accounts)
2. Create content model in WordPress and set up custom fields corresponding to Drupal fields
3. Configure Drupal exports for approximately 8,000 records
4. Import users and content to WordPress, one post type at a time
5. Verify imported data
6. Update the content model and migrate data within WordPress (moving custom fields to taxonomies, etc.)
7. Re-verify migrated data
8. Match 404 requests to stored Drupal paths and redirect to new URLs
9. Configure theme templates and search result views to match (or exceed) the old Drupal site

While the migration process itself was highly idiosyncratic due to the proliferation of user-submitted content and the changes between the Drupal data model and the new WordPress site, the content modeling process was nearly identical to other past projects: IIAD, TVMDL, and Berkeley (which was in development concurrently with this project).

Aside from the data migration, the most challenging part of this project was tweaking the Relevanssi Premium search plugin to gracefully handle the taxonomy-based search filters with shared taxonomies. The search forms look simple, but behind the scenes there are lots of checks ensuring that the filter dropdowns contain only the terms relevant to the post type(s) being searched.

Content Model

The Work Zone content model consists of six custom post types, with several taxonomies shared across post types. The names of organizations, states, agencies, providers, and manufacturers had all been stored as text fields in Drupal, with the typical array of data entry errors as a result. After the data was imported into WordPress custom fields, we wrote a migration plugin to move these fields into taxonomies. This allowed us to merge the duplicates and establish a consistent naming structure that will be assigned to new database entries. This move also let us tap into WordPress’s built-in archive views for taxonomies, making it easy to list, for example, all outreach programs available in a state.

People	Training Courses	Publications	Outreach Programs	Best Practices	Equipment
Organization	Organization	Topics	Topics	Organization	Topics
Topics	Topics	Provider	Provider	Topics	Manufacturer
State/Agency	Format		State/Agency	Provider	
	Provider			State/Agency	
	State/Agency				

Each post type has its own sorting mechanism, search form, and search result table columns.

The screenshot shows the website's navigation bar with links for ABOUT, CONTACT, LISTSERV, LOGIN/REGISTER, and a search box. Below the navigation is the logo for workzonesafety.org and the text "National Work Zone Safety Information Clearinghouse". A secondary navigation bar lists categories: Crash Information, Flagger Information, Training, Events and Conferences, Data Resources, and Hot Topics. The main content area shows a breadcrumb trail: "You are here: Home / Publications / Search for Books and Reports". Below this is the heading "Results 1–50 of 1201 for Books and Reports" and a table of search results.

Title ↑	Author	Publication Year
Work Zone Management in the District of Columbia: Deploying a Citywide Transportation Management Plan and Work Zone Project Management System	Dickerson, Clarence L; Wang, Jianwei; Witherspoon, James; Crumley, Scott C	2016
Development of a Decision Matrix and Specifications for Portable Temporary Rumble Strips for Short-Term Work Zones		2016
Capacity Modeling and Control Optimization for Two-lane Highway Lane Closure Work Zones	Zhu, Wenbo; Li, Zhibin; Ash, John; Wang, Yinhai; Hua, Xuedong	2016

Task & Time Breakdown: Work Zone Safety

Description	Hours
Discovery	12
Theme development	34
Plugin development	120
Setup and configuration	27
Data migration	72
Content editing	31
Overhead: meetings and project management	20
TOTAL	316

TEXAS A&M VETERINARY MEDICAL DIAGNOSTIC LABORATORY THEME DESIGN AND TEST SEARCH, 2015

The Texas A&M Veterinary Medical Diagnostic Laboratory is a small state agency that provides diagnostic testing services to veterinarians. The website includes a database of available tests, shipping instructions for biological samples, a reference library, an archive of news related to infectious animal diseases, and a podcast.

TVMDL had an old custom database for its diagnostic tests. The database did not support aliases, fuzzy matching, or relevance-based results, and veterinarians found it frustrating to use. Most of the TVMDL staff didn't have permission to correct errors, and the interface could not be updated to match the current website design.

As part of the overall site redesign in 2015, we imported the test data from a CSV file into WordPress custom post types and fields. TVMDL staff initially intended to maintain their existing database and re-import data into WordPress on a nightly schedule, but found the web editing interface so easy to use that they abandoned the old database and began updating the data exclusively in WordPress.

The new test search feature uses the Relevanssi Premium plugin to index the custom field data and provide relevance-based results with fuzzy matching and basic English stemming. Additional custom code allows users to leave the search field blank and submit the form using only the species selections. Empty searches with no species selections redirect to the master list of all tests. Relevanssi allows us to specify synonyms, ensuring that veterinarians can find the relevant tests whether they enter "canine" or "dog."

Each search result row includes a detail view. This data is not retrieved until the user requests it, which keeps the main search result list fast and efficient. On mobile screens, the detail view changes from a side-by-side table layout to a vertical list.

Bluetongue Virus (qPCR)	One or more of the following: 1-2 mL semen; 1-2 mL whole, unclotted blood in an EDTA tube; 1.0 g fresh spleen tissue	Bovine, Caprine, Cervid, Ovine	\$30.00	Details
Bluetongue-Epizootic Hemorrhagic Disease Panel qPCR	One or more of the following: 1-2 mL semen; 1-2 mL whole, unclotted blood in an EDTA tube; 1.0 g spleen tissue	Bovine, Cervid	\$45.00	Details
Brucella Abortus Card Test	1.0 mL serum or plasma	Bovine, Caprine, Cervid, Equine, Ovine, Porcine	\$3.50	Details

Cytology Aspirate/Smear	Air-dried slide	All	\$35.00	Close
Name	Cytology Aspirate/Smear			
Section	Clinical Pathology			
Description	Cytology examination on aspirates and or smears.			
Specimen	Air-dried slide			
Sampling Requirements	Air-dried direct slides must be prepared at time of collection.			
Collection Container	Slide container			

Name: **Cytology Aspirate/Smear**

Specimen: Air-dried slide

Species: All

\$35.00

[Details](#)

Name: **Epizootic Hemorrhagic Disease Virus (qPCR)**

Specimen: One or more of the following: 1-2 mL semen; 1-2 mL whole, unclotted blood in an EDTA tube; 1.0 g fresh spleen tissue

Species: [Bovine](#), [Cervid](#)

\$30.00

[Details](#)

Name: **Epizootic Hemorrhagic Disease Virus Serotyping (1,2 and 6) (qPCR)**

Specimen: One or more of the following: 1-2 mL semen; 1-2 mL whole, unclotted blood in an EDTA tube; 1.0 g fresh spleen tissue

Species: [Bovine](#), [Cervid](#)

Name: **Cytology Aspirate/Smear**

Specimen: Air-dried slide

Species: All

\$35.00

[Close](#)

Name

Cytology Aspirate/Smear

Section

Clinical Pathology

Description

Cytology examination on aspirates and or smears.

Specimen

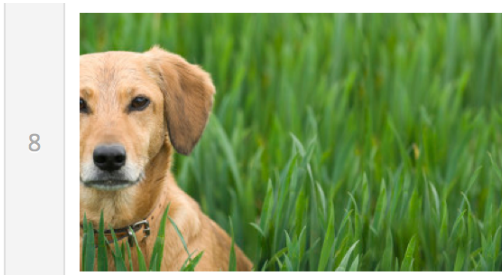
Air-dried slide

Sampling Requirements

Air-dried direct slides must be prepared at time of collection.

TVMDL requested a "View All" button that would override WordPress's built-in posts-per-page limit for search results. This was surprisingly tricky to implement; WordPress has failsafes to prevent people from requesting unlimited posts, which would tax the database server on large sites. In this case, the data set is small enough that the occasional use of "View All" does not pose a problem, and of course the pages are cached until the data set changes.

In addition to the many custom fields used in the test database, the Advanced Custom Fields Pro plugin offers an easy site-wide options screen where administrators can manage the footer contact information, emergency announcement banners, and the gorgeously detailed photos used as the backdrop for the search feature. Each photo has its own CSS alignment settings for widescreen, tablet/small desktop, and mobile layouts.



8

Secondary Menu:
Locations

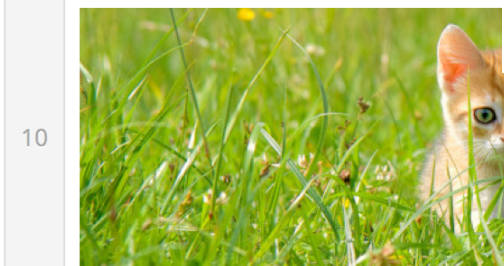
Primary Menu:
Simplified
Main Nav

Background
images:
TVMDL Options

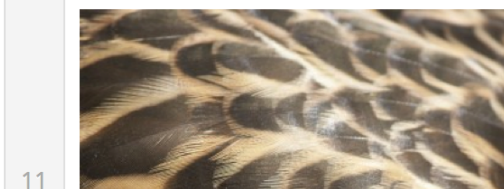
Text columns:
Home page
content
(home page title
is not shown)



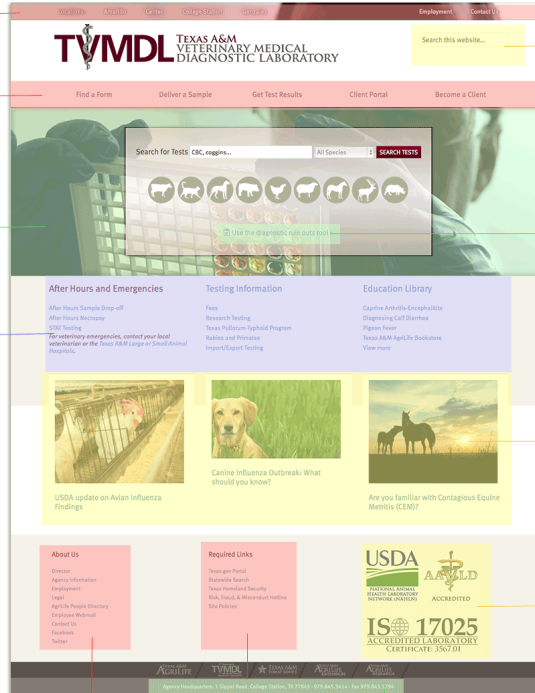
9



10



11



Search Widget
in
Header Right
Sidebar

Diagnostic Link:
TVMDL Options

Featured Posts
Widget
in
Featured Posts
Sidebar

Text Widget
in
Footer Three
Sidebar

Menu Widget:
Simplified Footer
in Footer One Sidebar

Menu Widget:
Required Links
in Footer Two Sidebar

Address: TVMDL Options

center center

center 70%

top center

The responsive design called for two navigation menus, one for the labs' locations and one for the main site navigation. On small screens, the location menu is automatically appended to the main menu to save space and avoid confusing visitors.

Other than the site logos and the test search form (including the species icons), the entire home page is built from widgets, menus, options, and editable content areas. The internal site documentation, stored in the

Dashboard using the WP Help plugin, includes a diagram to remind site editors where to locate each home page item for editing.

Task & Time Breakdown: TVMDL

Description	Hours
Design	40
Theme development	40
Plugin development	40
Setup and configuration	32
Data migration	34
Content editing	31
Documentation and training	8
Overhead: meetings and project management	8
TOTAL	233

TEXAS A&M UNIVERSITY AT QATAR CONFERENCE NETWORK, 2014

Texas A&M University at Qatar’s communications team had worked with us before to set up sites for events—usually at the last minute, due to poor planning from the event organizers. (Friday afternoon: “My symposium opens for registration Monday morning! I’ve created a Word form to collect credit card numbers and I have all the speaker bios in a PowerPoint file. Can you build me a site?”) We were all frustrated by this process, and the team set aside some time for us to create a holistic solution: a network of event sites based on a single template.

We set up a new multisite instance and created a template site with the basic content outline every event would need: a schedule, travel and lodging information, a sponsors page, and information on how to register for the event. All of these pages were left blank, but were added to the site’s menu. Then we set up a site copier plugin so that new sites could be deployed from the template with a couple of clicks.

There was no custom design for this project, since the events were usually externally sponsored and seldom needed to reflect the university’s brand. The network has all the commercial [Genesis themes](#) available, each with several color schemes, plus the [Design Palette Pro](#) and [Web Fonts](#) plugins to let the conference organizers customize their designs. The network also includes the [Genesis Extender](#) plugin to allow the network administrators to add per-site customizations using Genesis’s hooks, if they have small code snippets to accomplish their changes. The site uses the [Soliloquy](#) plugin for gorgeous, responsive photo slideshows that can be placed anywhere on the site.

The conference organizers have the choice of using [Events Calendar Pro](#), which is fantastic for big multi-day conferences, or simply entering a single day’s schedule in TablePress. [Gravity Forms](#) lets them add contact forms or even simple, no-fee registration forms. Events that do require registration fees and are not using the university’s in-house event registration system can use Event Calendar Pro’s various ticket sales add-ons (like [EventBrite](#)) or the very simple [CampTix](#) plugin with a PayPal account.

« All Events

Session 1B

March 14, 2020 @ 8:00 am - 9:00 am

This is the session description.

Speakers:

- [Speaker 1](#)
- [Speaker 3](#)

[+ GOOGLE CALENDAR](#) [+ ICal IMPORT](#)

The screenshot shows the 'Add New Soliloquy Slider' interface. The title is 'Qatar Scenes'. Under 'Soliloquy Settings', there are tabs for 'Images', 'Config', and 'Misc'. The 'Slider Type' is set to 'Default'. A large dashed box contains the text 'Drop images here or Select Images'. Below this, there is a note 'Maximum upload file size: 1MB' and a link 'Click Here to Insert Slides from Other Sources'. At the bottom, there are four image thumbnails with red plus icons, representing the slider content.

TEXAS A&M UNIVERSITY AT QATAR CONFERENCE TEM

Just any... WP Engine Multisite Install site

The screenshot shows a calendar for March 2020. The date March 14th is highlighted. Below the calendar, there is a search bar with 'SEARCH' and 'Search' labels, and a 'NEAR' section with a 'Location' label. A 'FIND EVENTS' button is visible. At the bottom, it says 'Events for Saturday, March 14th 2020'. There is also a 'VIEW AS Day' button.

Custom Development

The bulk of this project involved setting up commercial themes and plugins that worked well together, but there were a few customizations. We created a custom post type for speakers and connected them to events. Session descriptions now include an automatically-generated list of linked speakers' bios, with photos if available. Likewise, the speaker pages include links to that person's sessions. In previous conference sites, these interconnections had to be maintained by hand.

Since placing sponsors' logos on the site was a common problem, we created a site-wide rich text option. On this page, event planners can upload and arrange logos just as they would in the text of a blog post. They can then place the logos in the site footer, in a sidebar widget, or in a page using the custom [sponsors] shortcode.

We wrote extensive documentation for this site in WP Help, so that event planners have a complete guide to setting up their sites on the network. The network also includes WP101 video tutorials and a custom wayfinding Dashboard widget that walks the event planner through the site setup process. They wayfinding widget can be edited on a per-site basis to accommodate future changes to the network.

My Sites Conference Template 0 + New Events Howdy, tamuqsteph

WP Engine Dashboard

Home My Sites Publishing Help Posts Events Media Forms Pages Comments People Tickets Genesis Appearance Plugins Users Tools Settings Custom Fields Soliloquy Web Fonts Video Tutorials

Dashboard

Edit your conference site

Site design

- Select site design
- Choose default page layout, breadcrumb and comment settings
- Install web fonts
- Change menus
- Change colors, fonts, and favicon
- Set up photo slideshow

Conference info

- Edit pages and news posts
- Edit rooms and sessions
- Edit speaker bios and photos
- Edit sponsor logos
- Set up ticket sales
- Edit forms

Forms

Title	Unread	Total
<input type="button" value="View All Forms"/>		

Publishing Help

- Designing your site
- Slideshows
- Footer text
- Sponsor logos
- Sessions and schedules
- Speakers' profiles and photos
- The News section
- Forms
- Registration forms and tickets
- How to add multiple columns within a page or blog post
- Editing tables
- Changing the appearance of Events
- Shortcode Reference

Notepad

Enter notes to self here.

Task & Time Breakdown: Qatar Conference Network

Description	Hours
Setup and configuration	24
Plugin development	6
Documentation and training	16
Overhead: meetings and project management	1
TOTAL	47

TERMS

Licenses, Rights, and Restrictions

All rights granted; all custom code is open source (GPL 2 license).

Custom themes and plugins may be used on any of the client's sites without restriction. Government and education clients may share themes and plugins within their organizations *and* with other government agencies, schools, and non-profit organizations.

The Web Craftory may abstract features from custom themes and plugins to be distributed as free, open source plugins, unless expressly forbidden by client's contract. The Web Craftory may share custom theme and plugin code publicly on GitHub and/or wordpress.org, with the client's permission, to allow for contributions and updates from the WordPress community at large. We may also write tutorials and/or presentations teaching other developers how to implement functionality similar to that provided in custom themes and plugins, unless the contract forbids our doing so.

Custom themes may not be stripped of the client's branding and resold as commercial products.

Third-party commercial theme and plugins provided under The Web Craftory's developer licenses, not purchased by the client, are subject to renewal or cancellation at our discretion. **Clients are encouraged to purchase and maintain their own product licenses if not covered under a campus site license.**

Warranty and Maintenance

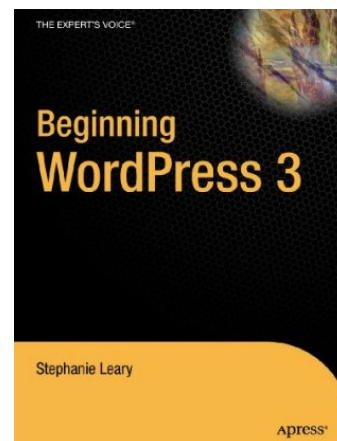
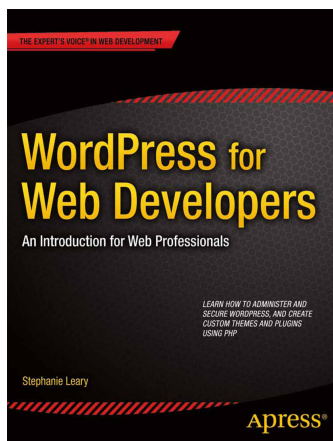
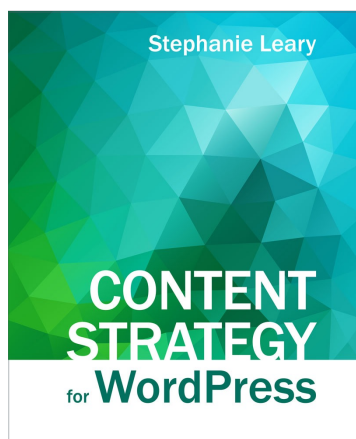
Work is guaranteed for one year after launch, including any changes required for compatibility with WordPress or plugin upgrades. Feature changes or new requests after launch will be billed at \$150/hour, subject to availability.

After launch, customer is responsible for upgrading WordPress (including plugins) when new versions are available.

ABOUT THE CONSULTANT

Stephanie Leary spent eight years in various roles at the Texas A&M University System, where she pioneered the use of blogging software as a full content management system for departments' websites. She is now a freelance web consultant (dba The Web Craftory) specializing in WordPress sites for the higher education and publishing industries. She is a core contributor to the WordPress project and has released more than twenty [plugins](#) to the open source WordPress community. She is the author of [Beginning WordPress 3](#) (Apress, 2010), [WordPress for Web Developers](#) (Apress, 2013), and [Content Strategy for WordPress](#) (2015), and is a frequent speaker at WordCamps around the country as well as the annual HighEdWeb conference. ([Watch presentations.](#))

The Web Craftory occasionally employs part-time student workers, remote virtual assistants, and subcontractors.



Portfolio

[View the complete portfolio online.](#)

[Berkeley College of Engineering](#) theme framework and content model, 2016

[National Work Zone Safety Clearinghouse](#) content model and Drupal migration (managed by [TTI](#)), 2016

[Texas A&M Veterinary Diagnostic Medical Laboratory](#) (TVMDL) redesign and test database search, 2015

[5th Animal Mortality Management Symposium](#) (sponsored by [IIAD](#)) theme, content model, and migration, 2015

[Texas A&M AgriLife FirstCall](#) help portal theme and content migration, 2014

[IIAD grant proposal submission system](#), 2014

[Texas A&M University at Qatar](#) conference network, 2014

[Institute for Infectious Animal Disease \(IIAD\)](#) theme, content model, and migration, 2013

[Texas Transportation Institute \(TTI\)](#) responsive refactoring, 2013

Syllabus

UNIVERSITY OF GEORGIA
College of Education | Department of Kinesiology
Fall 2018 | PEDB 1120: Beginning Golf
TR 11:00am-12:15pm
Meeting Place: UGA Golf Course Driving

Instructor: Yangyang Deng

Email: yd97674@uga.edu

Office: Ramsey 316

Preferred Method of Communication: UGA email

Office Hours: MW 9am-10am or by appointment

Required textbook: Online and linked via eLC

Course Description: Instruction, practice of skills and strategy in Golf, and acquisition of fitness knowledge.

Beginning Golf is designed to teach golf to diversity learners from a variety of golf backgrounds, ranging from no previous golf experience to playing on a high school golf team. Physical activity is a large part of this course, and students will be expected to participate in moderate (to vigorous activity) as part of the course requirements.

Course Objectives: Upon successful completion of this course:

- Students will demonstrate a basic knowledge of the rules, fundamental skills of Golf
- Students will gain an appreciation for Golf as a way to exercise and improve overall health in life
- Students will understand the importance of physical activity as it relates to a healthy lifestyle
- Students will also demonstrate their basic knowledge of fitness and course related topics
- Students will design a personal exercise program based on the assessment of their fitness, individual needs and interests

The ultimate **purpose of this course** is to graduate you from a lower level of physical activity to Level 5. If you feel you are already at Level 5, then we hope to come alongside you and diversify your experiences and knowledge of a particular physical activity.

LEVEL 1 Student has no or minimal past experiences with physical activity

LEVEL 2 Student cognitively understands what it takes to perform a physical activity properly, and begins to show signs of physically performing the activity correctly

LEVEL 3 Student begins to make connections with practice at the classroom level and attempts to transfer his/her skills outside the classroom, while adhering to the rules and traditions of the activity

LEVEL 4 Student sees activity as a social activity, which can be engaged in with friends, family, or coworkers for recreational purposes

LEVEL 5 Student views activity as a medium to ultimately enhance their level of physical activity, providing an opportunity to impact others and sustain a healthy level of exercise for the duration of his/her life

Required Attire and Equipment:

1. Appropriate golf attire is recommended, but not mandatory at the driving range. Appropriate golf attire would include a collared shirt, khaki pants/shorts/skirt, or casual dress pants.
2. Golf Shoes are highly recommended. If you do not have golf shoes, wear tennis shoes.
3. If you have your own golf clubs, bring them. Clubs are provided for those who don't have golf clubs.
4. Students who fail to meet the attire requirements will be marked as not participating for that given class day, which results in points lost (see Participation Policy below)

Course Policies:

1. Students will abide by the standards as stated by the University Honor Code (see below) and Academic Honesty Policy. These standards can be found in *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty. Detailed information can be viewed at <http://www.uga.edu/honesty> to help you understand how the term "academic dishonesty" is defined on this campus.

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

2. Full participation in physical activity is required (see Participation Policy below).

3. Students requesting accommodation(s) must first register with the Disability Resource Center (DRC). The DRC will provide documentation to the student, who must then provide this documentation to the instructor when requesting an accommodation. Students with documented disabilities that affects their ability to physically participate fully in the course or who require reasonable accommodations are encouraged to speak with the Basic PE Program Coordinator, so that appropriate accommodations can be arranged.
4. Students are responsible for the information provided in class along with the readings in eLC and/or supplemental resources. If you are absent when materials are distributed, it is your responsibility to obtain the information from another student.
5. Poor sportsmanship/inappropriate behavior, including the use of inappropriate language will not be tolerated. If this occurs, the student will be asked to leave, will be counted as absent, and will need to meet with the instructor. If the student refuses to leave, it is at the instructor's discretion to reduce the student's grade.
6. Class begins at 11:00am. If you arrive late to class, you must check in with the instructor to gain participation credit for that day. Being late results in a loss of participation points (see Participation policy)
7. Class Postponement: Due to the nature of Golf, being outside and weather being relevant, in the case in which class must be postponed, students will be notified at least 1hour in advance of class via email.
8. Permission for physical contact – if useful for instructional purposes – will be obtained from the student
9. For information on HB 280, please go to <http://www.policies.uga.edu/FA/nodes/view/1263/Weapons-Prohibited-on-Campus>
10. The course syllabus is a general plan for the course; deviations announced by the instructor may be necessary.

Course Requirements:

1. Students are required to use eLearning Commons (eLC) for this course. Syllabus, course information, course outline, clearance for safe exercise participation, and course content will be available through eLC. To access eLearning Commons you will need your UGA MyID, as well as a current password.
2. Students are required to complete the "Clearance for Exercise Participation" form before they can access the Course content on eLC. Students with prior medical conditions are required to also complete the waiver and/or physician's clearance form (see instructor for additional information).
3. Students must complete and score at least 90% on the "Syllabus Quiz" before they can access the remainder of the course content. Students are also required to complete the conceptual component quizzes and must score 80% or better on these assessments to receive credit. **Quizzes only become available once the corresponding module content has been visited.** The due dates are posted in eLC, corresponding to each quiz, or you can check the schedule below.
4. The course consists of an activity component, conceptual component and assignments (specifically: physical participation, readings, quizzes and assignments). All updates or changes to the schedule will be posted on eLC. It is your responsibility to keep up with changes to assignments.
5. Readings, assessments and assignments are assigned throughout the session and due dates are posted on eLC. **Late assignments will not receive any points.** It is your responsibility to keep up with the due dates.

Grading

This course is graded as an "S" (Satisfactory) or "U" (Unsatisfactory). In order to determine what grade a student will be awarded, a percentage system will be used. In this pass/fail course, **an overall of 80/100 is needed to pass ("S") the course.**

Various components determine a student's final grade: (1) Activity component, (2) Conceptual component and (3) Application Assignments. Components are connected, and failing parts of one of the components could result in an "U", or Unsatisfactory grade.

(1) Activity Component – 50 points

See also Participation Policy

Participation Points (in-class) - minimum of 1300 out of 1500 total minutes needed to pass

A students will earn 0, 40 or 50 points based on their attendance and participation in class:

- 50 points** IF perfect participation (1500 minutes)
- 40 points** IF participation is 1300-1499 minutes
- 0 points** IF participation is 1299 minutes or less => cannot pass the course

(2) Conceptual Component – 30 points

You must score 90% or greater on the Syllabus Quiz to access the chapter reading links and quizzes

Syllabus Quiz is located in 'Start Here'> Course Information in eLC

DUE 8/19

Chapter readings and quizzes linked in eLC

~ All quizzes are not be available until the chapters have been accessed

- Ch. 1: ACTIVITY **DUE Thursday 8/23** 5 points*
- Activity Quiz
- Ch. 2: RELEVANCE **DUE Thursday 8/30** 5 points*
- Relevance Quiz
- Ch.3: HEALTHY LIFESTYLE **DUE Thursday 9/6** 5 points*
- Healthy Lifestyle Quiz
- Ch.4: FITNESS **DUE Thursday 9/13** 5 points*
- Fitness Quiz
- Ch.5: GOAL-SETTING **DUE Thursday 9/20** 5 points*
- Goal-Setting Quiz
- Ch.6: NUTRITION **DUE Thursday 9/27** 5 points*
- Nutrition

***Student must score at least 80% on ONE quiz attempt** to receive the points for that particular quiz:

0 for score <80%
5 pts for score 80% or higher.

EXTRA absence earned if Ch. 2-6 quizzes are ALL done by 8/30

(3) Application Assignments – 15 points

Application Assignments make a practical connection between the activity, and conceptual components

A student must complete and submit evidence for *THREE application assignments*

Instructions to assignments are listed in Chapter 7 and linked in eLC

- Ch.1 Activity Application **DUE Sunday 10/14** 5 points
- Ch. 2-6 Application **DUE Sunday 10/14** 5 points
- CH. 2-6 Application **DUE Sunday 10/14** 5 points

(4) Course Requirement – 5 points

To build a lifelong physical activity behavior, students need to design a model/plan that cooperate with all the knowledge and skills learn from Golf class to daily lives. Please submit the scanned model or PDF document to the designed drop box on eLC.

Due Monday 10/22 5 points

(1) Participation Policy

Consistent and on-task participation in-class are vital factors of your final grade. Students accumulate the minutes that they are present and actively engaged in class. Students are responsible for keeping track of their participation. If a student wants to know how many classes s/he has missed, ask the instructor in class.

If a student always attends, participates in class and is on-task during class, the student will earn all

1500 minutes for participation and thus receives all 50 participation points

If a student consistently attends, participates in class and is on-task during class for

1300-1500 minutes of the semester, the student will receive 40 participation points.

If a student misses more than 200 minutes and thus earns

1299 minutes or less, s/he cannot pass the course and will automatically receive a grade of **Unsatisfactory.**

Arriving to class on-time and staying in class until dismissal are also a part of your participation points.

If a student arrives to class **between 5 and 15 minutes late**, s/he will lose 25 points off of his/her Participation minutes

Arriving **over 15 min late or leaving more than 15 minutes early** results in

a loss of all the participation minutes for that day.

If a student is **late more than 5 times**, an additional 100 minutes will be deducted; s/he cannot pass the course and will automatically receive a grade of **Unsatisfactory.**

Students who engage in **off-task behavior** will also lose points from their participation grade each time an offense is seen because off-task behavior usually leads to safety issues and decreases the quality of participation for you and potentially for others.

The following are examples of off-task behavior and the point deductions associated with each:

1. Student is consistently chatting without engagement in the task at hand (10 points)
2. Student is consistently on cell phone during class (20 points)
3. Student distracts other students, or is disruptive to those trying to learn (20 points)
4. Student comes to class with inappropriate attire (20 points)
5. Student engages in unsafe behavior intentionally, such as trying to strike a golf ball at another student, taking target practice at UGA Driving Range Facilities or employees picking up golf balls in tractor (30 points)
6. Student intentionally attempts to hit golf ball outside of driving range boundaries (30 points)
7. Student intentionally tries to tear up grounds at facility (includes slamming club into ground, taking full golf swings in inappropriate locations and tearing grass or greens) (30 points)

The following statements provide the only excused reasons for not participating in class...* Lapses in participation due to **illness must be verified by a Physician, the Student Health Service, or by talking with the instructor and getting approval *in advance*. **Family funerals** will be excused with students informing the instructor via e-mail *in advance* of the funeral.

****10 weeks**

Instructor will still add Course Requirement!

Day	<u>Activity In Class</u>	<u>Conceptual and Assignments</u>	<u>Due Dates (@11:59pm)</u>	<input checked="" type="checkbox"/>
Week 1 8/13-8/19	<ul style="list-style-type: none"> ✓ Syllabus, procedures, ✓ Rules ✓ Tour the Range ✓ Golf Etiquette ✓ Safety 	Complete Clearance to Exercise Quiz Read Syllabus and take Syllabus Quiz (need 90% to access remainder)	Sunday 8/19: Syllabus Quiz DUE	
Week 2 8/20-8/26	<ul style="list-style-type: none"> ✓ Basic fundamentals ✓ Pre-Assessment of Skills 	Read Chapter 1: Activity Complete Activity Quiz (need 80%)	Thursday 8/23: Activity Quiz DUE	
Week 3 8/27-9/2	<ul style="list-style-type: none"> ✓ Driving Range Basics ✓ Explain common problems seen 	EXTRA ABSENCE if all quizzes done by 8/30 Read Chapter 2: Relevance Complete Relevance Quiz (need 80%) <u>9/3: Labor Day (no classes)</u>	Thursday 8/30: Relevance Quiz DUE	
Week 4 9/4-9/11	<ul style="list-style-type: none"> ✓ Driving Range Basics ✓ Correct problems 	Read Chapter 3: Healthy Lifestyle Complete Healthy Lifestyle Quiz (need 80%)	Thursday 9/6: Healthy Lifestyle Quiz DUE	
Week 5 9/12-9/17	<ul style="list-style-type: none"> ✓ Work different irons into swing 	Read Chapter 4: Fitness Complete Fitness Quiz (need 80%)	Thursday 9/13: Fitness Quiz DUE	
Week 6 9/18-9/24	<ul style="list-style-type: none"> ✓ Putting 	Read Chapter 5: Goal-Setting Complete Goal-Setting Quiz (need 80%)	Thursday 9/20: Goal-Setting Quiz DUE	
Week 7 9/25-10/1	<ul style="list-style-type: none"> ✓ Drivers/Woods 	Read Chapter 6: Nutrition Complete Nutrition Quiz (need 80%)	Thursday 9/27: Nutrition Quiz DUE	
Week 8 10/2-10/8	<ul style="list-style-type: none"> ✓ Chipping ✓ Pitching 	Read Chapter 7: Application Assignments		
Week 9 10/9-10/15	<ul style="list-style-type: none"> ✓ Assessment of student's progress ✓ Competitions 	Submit evidence for three application assignments	Sunday 10/14: THREE Application Assignments DUE	
Week 10 10/16-10/22	<ul style="list-style-type: none"> ✓ Competitions 	<u>10/17: Withdrawal deadline</u>		
Day	<u>Activity In Class</u>	<u>Conceptual and Assignments</u>	<u>Due Dates (@11:59pm)</u>	<input checked="" type="checkbox"/>

UNIVERSITY OF GEORGIA
College of Education | Department of Kinesiology

Fall 2018 | PEDB 1380 12498: Beginning Volleyball
Monday & Wednesday 12:20pm-1:10pm
Meeting Place: Ramsey Volleyball Arena

Instructor: Eric Magrum

Office: Ramsey 219

Office Hours: T/TR 8:30-9:30am or by
appointment

Email: Magrum@uga.edu

Preferred Method of Communication: UGA
email

Required textbook: Online and linked via eLC

When sending mail to my UGA email, please include the course name (Beginning Volleyball or PEDB 1380) and CRN (12498).

Course Description: Instruction, practice of skills and strategy in Volleyball, and acquisition of fitness knowledge.

Beginning Volleyball is designed to teach Volleyball to an array of learners from a variety of Volleyball backgrounds, ranging from no previous Volleyball experience to playing on a high school Volleyball team. Physical activity is a large part of this course, and students will be expected to participate in moderate (to vigorous activity) as part of the course requirements.

Course Objectives: Upon successful completion of this course:

- Students will demonstrate a basic knowledge of the rules, fundamental skills of Volleyball
- Students will gain an appreciation for Volleyball as a way to exercise and improve overall health in life
- Students will understand the importance of physical activity as it relates to a healthy lifestyle
- Students will also demonstrate their basic knowledge of fitness and course related topics
- Students will design a personal exercise program based on the assessment of their fitness, individual needs and interests

The ultimate **purpose of this course** is to graduate you from a lower level of physical activity to Level 5. If you feel you are already at Level 5, then we hope to come alongside you and diversify your experiences and knowledge of a particular physical activity.



LEVEL 1 Student has no or minimal past experiences with physical activity

LEVEL 2 Student cognitively understands what it takes to perform a physical activity properly, and begins to show signs of physically performing the activity correctly

LEVEL 3 Student begins to make connections with practice at the classroom level and attempts to transfer his/her skills outside the classroom, while adhering to the rules and traditions of the activity

LEVEL 4 Student sees activity as a social activity, which can be engaged in with friends, family, or coworkers for recreational purposes

LEVEL 5 Student views activity as a medium to ultimately enhance their level of physical activity, providing an opportunity to impact others and sustain a healthy level of exercise for the duration of his/her life

Required Attire and Equipment:

1. Appropriate Volleyball attire is recommended, and necessary while at the Volleyball courts. Appropriate Volleyball attire includes: Volleyball shoes, comfortable but not baggy clothing, clean socks etc.
2. Students who fail to meet the attire requirements will be marked as not participating for that given class day, which results in points lost (see Participation Policy below)
3. It is strongly suggested that students bring water bottles to class due to the potential of heat and dehydration during class.

Course Policies:

1. Students will abide by the standards as stated by the University Honor Code (see below) and Academic Honesty Policy. These standards can be found in *A Culture of Honesty*, the University's policy and procedures for handling cases of suspected dishonesty. Detailed information can be viewed at <http://www.uga.edu/honesty> to help you understand how the term "academic dishonesty" is defined on this campus.

As a University of Georgia student, you have agreed to abide by the University's academic honesty policy, "A Culture of Honesty," and the Student Honor Code. All academic work must meet the standards described in "A Culture of Honesty" found at: www.uga.edu/honesty. Lack of knowledge of the academic honesty policy is not a reasonable explanation for a violation. Questions related to course assignments and the academic honesty policy should be directed to the instructor.

2. Full participation in physical activity is required (see Participation Policy below).
3. Students requesting accommodation(s) must first register with the Disability Resource Center (DRC). The DRC will provide documentation to the student, who must then provide this documentation to the instructor when requesting an accommodation. Students with documented disabilities that affects their ability to physically participate fully in the course or who require reasonable accommodations are encouraged to speak with the Basic PE Program Coordinator, so that appropriate accommodations can be arranged.
4. Students are responsible for the information provided in class along with the readings in eLC and/or supplemental resources. If you are absent when materials are distributed, it is your responsibility to obtain the information from another student.
5. Poor sportsmanship/inappropriate behavior, including the use of inappropriate language will not be tolerated. If this occurs, the student will be asked to leave, will be counted as absent, and will need to meet with the instructor. If the student refuses to leave, it is at the instructor's discretion to reduce the student's grade.
6. Class begins *promptly* at **12:20pm**. If you arrive late to class, you must check in with the instructor to gain participation credit for that day. Being late results in a loss of participation points (see Participation policy)
7. Limited physical contact may be required for instructional purposes. In such case, the instructor will ask and receive permission from the student if the instructor can have such limited physical contact necessary to provide the instruction.

8. For information on HB 280, please go to <http://www.policies.uga.edu/FA/nodes/view/1263/Weapons-Prohibited-on-Campus>
9. The course syllabus is a general plan for the course; deviations announced by the instructor may be necessary.

Course Requirements:

1. Students are required to use eLearning Commons (eLC) for this course. Syllabus, course information, course outline, clearance for safe exercise participation, and course content will be available through eLC. To access eLearning Commons you will need your UGA MyID, as well as a current password.
2. Students are required to complete the “Clearance for Exercise Participation” form before they can access the Course content on eLC. Students with prior medical conditions are required to also complete the waiver and/or physician’s clearance form (see instructor for additional information).
3. Students must complete and score at least 90% on the “Syllabus Quiz” before they can access the remainder of the course content. Students are also required to complete the conceptual component quizzes and must score 80% or better on these assessments to receive credit. **Quizzes only become available once the corresponding module content has been visited.** The due dates are posted in eLC, corresponding to each quiz, or you can check the schedule below.
4. The course consists of an activity component, conceptual component and assignments (specifically: physical participation, readings, quizzes and assignments). All updates or changes to the schedule will be posted on eLC. It is your responsibility to keep up with changes to assignments.
5. Readings, assessments and assignments are assigned throughout the session and due dates are posted on eLC. **Late assignments will not receive any points.** It is your responsibility to keep up with the due dates.

Grading

This course is graded as an “S” (Satisfactory) or “U” (Unsatisfactory). In order to determine what grade a student will be awarded, a percentage system will be used. In this pass/fail course, **an overall of 80/100 is needed to pass (“S”) the course.**

Various components determine a student’s final grade: (1) Activity component, (2) Conceptual component and (3) Application Assignments. Components are connected, and failing parts of one of the components could result in an “U”, or Unsatisfactory grade.

(1) Activity Component – 50 points

See also Participation Policy

Participation Points (in-class) - minimum of 1300 out of 1500 total minutes needed to pass

A student will earn 0, 40 or 50 points based on their attendance and participation in class:

50 points IF perfect participation (1500 minutes)

40 points IF participation is 1300-1499 minutes

0 points IF participation is 1299 minutes or less => cannot pass the course

(2) Conceptual Component – 30 points

You must score 90% or greater on the Syllabus Quiz to access the chapter reading links and quizzes
Syllabus Quiz is located in 'Start Here' > Course Information in eLC **DUE 8/19**

Chapter readings and quizzes linked in eLC ~ *All quizzes are not be available until the chapters have been accessed*

- Ch. 1: ACTIVITY **DUE Thursday 8/23**
Activity Quiz 5 points*
- Ch. 2: RELEVANCE **DUE Thursday 8/30**
Relevance Quiz 5 points*
- Ch.3: HEALTHY LIFESTYLE **DUE Thursday 9/6**
Healthy Lifestyle Quiz 5 points*
- Ch.4: FITNESS **DUE Thursday 9/13**
Fitness Quiz 5 points*
- Ch.5: GOAL-SETTING **DUE Thursday 9/20**
Goal-Setting Quiz 5 points*
- Ch.6: NUTRITION **DUE Thursday 9/27**
Nutrition 5 points*

*Student **must score at least 80% on ONE quiz attempt** to receive the points for that particular quiz:

0 for score <80%
5 pts for score 80% or higher.

EXTRA absence earned if Ch. 2-6 quizzes are ALL done by 8/30

(3) Application Assignments – 15 points

Application Assignments make a practical connection between the activity, and conceptual components

A student must complete and submit evidence for *THREE application assignments*

Instructions to assignments are listed in Chapter 7 and linked in eLC

- Ch.1 Activity Application **DUE Sunday 10/14** 5 points
- Ch. 2-6 Application **DUE Sunday 10/14** 5 points
- CH. 2-6 Application **DUE Sunday 10/14** 5 points

(4) Course Requirement – 5 points **DUE Wednesday 11/28**

Attend a UGA Volleyball match or scrimmage and write a one-page reflection. Specifically, discuss who the opponent was, the scores of the sets, and the technical and tactical elements you noticed during the game. Try to draw connections between the skills we have/are learning and what you observed on the court.

****There are 13 home matches this year all will be played at Stegeman Coliseum****

Use the hyperlink below to view the schedule.

[UGA Volleyball Schedule](#)

(1) Participation Policy

Consistent and on-task participation in-class are vital factors of your final grade. Students accumulate the minutes that they are present and actively engaged in class. Students are responsible for keeping track of their participation. If a student wants to know how many classes s/he has missed, ask the instructor in class.

If a student always attends, participates in class and is on-task during class, the student will earn all **1500 minutes for** participation and thus receives all 50 participation points

If a student consistently attends, participates in class and is on-task during class for **1300-1500 minutes** of the semester, the student will receive 40 participation points.

If a student misses more than 200 minutes and thus earns **1299 minutes or less**, s/he cannot pass the course and will automatically receive a grade of **Unsatisfactory.**

Arriving to class on-time and staying in class until dismissal are also a part of your participation points.

If a student arrives to class **between 5 and 15 minutes late**, s/he will lose 25 points off of his/her Participation minutes

Arriving **over 15 min late or leaving more than 15 minutes early** results in a loss of all the participation minutes for that day.

If a student is **late more than 5 times**, an additional 100 minutes will be deducted; s/he cannot pass the course and will automatically receive a grade of **Unsatisfactory.**

Students who engage in **off-task behavior** will also lose points from their participation grade each time an offense is seen because off-task behavior usually leads to safety issues and decreases the quality of participation for you and potentially for others. The following are examples of off-task behavior and the point deductions associated with each:

1. Student is consistently chatting without engagement in the task at hand (10 points)
2. Student is consistently on cell phone during class (20 points)
3. Student distracts other students, or is disruptive to those trying to learn (20 points)
4. Student comes to class with inappropriate attire (20 points)
5. Student engages in unsafe behavior *intentionally*, such as trying to strike a Volleyball ball at another student, or harms any employees or students during UGA class time. (30 points)

The following statements provide the only excused reasons for not participating in class...* Lapses in participation due to **illness must be verified by a Physician, the Student Health Service, or by talking with the instructor and getting approval *in advance*. **Family funerals** will be excused with students informing the instructor via e-mail *in advance* of the funeral.

Tentative Outline/Due Dates:

Day	<u>Activity In Class</u>	<u>Conceptual and Assignments</u>	<u>Due Dates</u> (@11:59pm)	<input checked="" type="checkbox"/>
Week 1 8/13-8/19	Syllabus, procedures, rules	Complete Clearance to Exercise Quiz Read Syllabus and take Syllabus Quiz (need 90% to access remainder)	Sunday 8/19: Syllabus Quiz DUE	
Week 2 8/20-8/26	Tosses & Passes (Forearm pass)	Read Chapter 1: Activity Complete Activity Quiz (need 80%)	Thursday 8/23: Activity Quiz DUE	
Week 3 8/27-9/2	Tosses & Passes (Overhead pass)	EXTRA ABSENCE if all quizzes done by 8/30 Read Chapter 2: Relevance Complete Relevance Quiz (need 80%)	Thursday 8/30: Relevance Quiz DUE	
Week 4 9/4-9/11	Serve Underhand	Read Chapter 3: Healthy Lifestyle Complete Healthy Lifestyle Quiz (need 80%)	Thursday 9/6: Healthy Lifestyle Quiz DUE	
Week 5 9/12-9/17	Serve Overhead	Read Chapter 4: Fitness Complete Fitness Quiz (need 80%)	Thursday 9/13: Fitness Quiz DUE	
Week 6 9/18-9/24	Spike	Read Chapter 5: Goal-Setting Complete Goal-Setting Quiz (need 80%)	Thursday 9/20: Goal-Setting Quiz DUE	
Week 7 9/25-10/1	Spike & Blocking	Read Chapter 6: Nutrition Complete Nutrition Quiz (need 80%)	Thursday 9/27: Nutrition Quiz DUE	
Week 8 10/2-10/8	Offensive Tactics	Read Chapter 7: Application Assignments		
Week 9 10/9-10/15	Defensive Tactics	Submit evidence for three application assignments	Sunday 10/14: THREE Application	
Week 10 10/16- 10/22	Team Tournament	<u>10/17: Withdrawal deadline</u>		
Week 11 10/23- 10/29	Team Tournament			
Week 12 10/30-11/5	Team Tournament			
Week 13 11/6-11/12	Team Tournament			
Week 14 11/13- 11/26	Game Play	<u>11/17-11/25: Thanksgiving Break</u>		
Week 15 11/27- 12/03	TBD		11/28/18 DUE Course Requirement	

Final Report

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

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: 12/12/2018

Grant Round: 12

Grant Number: 366

Institution Name(s): University of Georgia

Project Lead: James Castle

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

Ilse Mason, Senior Lecturer and Basic PE Program Coordinator, Department of Kinesiology (isannen@uga.edu)

Sophie Walter, Graduate Assistant, Department of Kinesiology (sow17281@uga.edu)

Stephen Bridges, Instructional Designer and Lead Media Producer, Office of Online Learning (Stephen.bridges@uga.edu)

Steve Balfour, Director, Office of Online Learning (Stephen.balfour@uga.edu)

Stephanie Leary, Founder, The Web Craftory (steph@stephanieleary.com)

Course Name(s) and Course Numbers: Multiple 100 Level PEDB Courses

Semester Project Began: Spring 2018

Final Semester of Implementation: Fall 2018

Total Number of Students Affected During Project: 3500

1. Narrative

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

We were able to launch open.online.uga.edu on the Pressbooks for Wordpress platform. This platform gives UGA faculty & staff the ability to author open textbooks to be used in their courses. Our pilot implementation of Pressbooks involved authoring texts for over 30 1000-level physical education courses, and the content was used by about 3500 students during the fall of 2018. Overall, the project was a success in both the ease of authoring content via the Wordpress content editor, and consuming content as part of the course experience for students.

In addition to establishing the Pressbooks platform, we filmed instructional videos to be incorporated into the OER texts. Topics for these videos included swimming, golf, and jogging. The videos were filmed with the Office of Online Learning media production team, leading to a high-quality, polished product.

As a result of our efforts, students had reliable access to high-quality, performant OER materials. We had no downtime of our materials during the class session. This stands in stark contrast to the performance of materials on the previous platform, where the environment the materials were hosted in would crash at least weekly, and often multiple times per week when student traffic was highest. This semester, students were able to access the OER content authored and edited by Ilse and Sophie as needed, with no interruptions.

The content itself benefitted from being authored in the open source Pressbooks system. Pressbooks allows for authors to create books, chapters, and sections within its authoring environment, and it displays those elements in an e-book format. This grant also allowed for the content of those materials to be completely revised to more closely align with the goals of each course.

Configuring and setting up the Wordpress multisite installation needed to run Pressbooks in Amazon Web Services has proven to be a challenge. This effort would not have been possible without the work of our sole developer, Stephanie Leary. Hosting and maintenance will always be a challenge in projects like these, and without the dedicated expertise of a professional developer, this project would have been a failure. As the project continues, we plan to do some custom themeing on our Pressbooks environment, and we still need to configure the site to work with CAS, UGA's user authentication service. The integration with CAS is likely the biggest technical challenge we have yet to conquer.

2. Quotes

“The most useful thing about pressbook was that it was free. Textbooks are expensive and any way that students can save money is great. The book was also very easy to navigate and was user friendly”

“All the content was incredibly useful and helped me tremendously. Learning about the volleyball rules and techniques were probably the most helpful due to my volleyball class. This book was very helpful and easy to access.”

“The pressbooks were useful because it mapped out what components are the most important to my health”

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: _____

- Positive: 87 % of 524 number of respondents
- Neutral: 11 % of 524 number of respondents
- Negative: 2 % of 524 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?

While grade data for Fall 2018 has not been finalized yet, we were able to compare quiz grades from fall 2018 with the previous five semesters of offerings in the grant courses. Of the 18,220 quiz attempts in the affected courses in the fall of 2018, 17,841 (97.95%) resulted in a passing grade. This is the highest pass rate in any of the past 6 semesters, up over 2% from fall 2017.

	2017 Spring	2017 Summer	2017 Fall	2018 Spring	2018 Summer	2018 Fall
Quiz Pass Rates	95.94%	96.08%	95.75%	96.20%	96.14%	97.95%

For their overall course grade, 95.2% of students in the affected classes received a grade of Satisfactory in fall 2017. While these grade figures are not yet available for fall 2018, the quiz scores indicate that the results will improve slightly (or at least stay the same).

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:

The DFW rate for this semester has not yet been calculated. The DFW rate for these classes in Fall 2017 was 4.5%. While we do not have D/F/W figures for fall 2018, the student performance on quizzes indicates that the D/F/W rate will not be harmed.

_____ % of students, out of a total _____ 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. 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.*

Students reported satisfaction with both the platform and content on an end-of-semester survey (n=524). Students rated the OER content on the following criteria: quality, applicability, ease of navigation, design/layout of content, site speed. Approximately 85% of students rated each of these areas as good or excellent, with the exception of site speed, which 89% rated as good or excellent.

We examined all quiz grades from the past six semesters of course offerings in the affected courses (n=86,452). Because the affected courses are pass/fail courses, we examined the quiz data through the lens of whether the student passed or failed the quiz. A passing grade on the PEDB quizzes is 80% or better. Quizzes with score less than 80% are considered failing. The attached file contains the deidentified quiz data by course, quiz, and semester.

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.*

We will retain Stephanie Leary as the technical maintainer of the site to apply updates/patches and debug issues as needed. Ilse Mason remains in charge of maintaining and updating the PEDB content, and she will maintain a graduate assistant line to help coordinate this effort.

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.*

This project has planted a seed that will enable UGA faculty to author and use OERs in their courses. We now have a resource that did not exist before, and it will allow us to empower faculty in their course design practices. The Office of Online Learning will continue to support and promote the OER platform going forward. We have discussed presenting the project at a USG conference, but we have not committed to anything yet.

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.*

James Castle, Lead Instructional Designer, Office of Online Learning

Stephen Bridges, Instructional Designer and Lead Media Producer, Office of Online Learning

Sophie Walter, Graduate Assistant, Department of Kinesiology

Steve Balfour, Director, Office of Online Learning

Ilse Mason, Senior Lecturer and Basic PE Program Coordinator, Department of Kinesiology