

Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 341

Application ID: 001878

Submitter First Name: Sarah

Submitter Last Name: Hepler

Submitter Title: Lead Instructional Designer

Submitter Email Address: shepler2@gsu.edu

Submitter Phone Number: 404-413-4476

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Sarah

Applicant Last Name: Hepler

Co-Applicant Name(s): Jung Ha Kim, Principal Senior Lecturer & Director of Undergraduate Studies

Applicant Email Address: shepler2@gsu.edu

Applicant Phone Number: 404-413-4476

Primary Appointment Title: Lead Instructional Designer

Institution Name(s): Georgia State University

Submission Date: Monday, October 2, 2017

Proposal Title: 341

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

Are you using an OpenStax textbook?: Yes

Final Semester of Instruction: Spring 2018

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

Jung Ha Kim, jhkim@gsu.edu, 404-413-6518

Sarah Hepler, shepler2@gsu.edu, 404-413-4476

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

Eric Wright, Department Chair, Sociology, GSU

Course Names, Course Numbers and Semesters Offered:

SOCI 1101: Introduction to Sociology, Spring 2018

List the original course materials for students (including title, whether optional or required, & cost for each item): Discover Sociology, Required, \$127

Average Number of Students per Course Section: 40

Number of Course Sections Affected by Implementation in Academic Year: 160

Average Number of Course Sections Per Semester:

Summer: 40

Fall: 60

Spring: 60

Total Number of Students Affected by Implementation in Academic Year: 6400

Requested Amount of Funding: 10500

Original per Student Cost: 127

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: 127

Projected Total Annual Student Savings: 812,800

Project Goals:

We wrote our goals/transformation in an intertwined way so pasting this chunk of text in to

these two sections:

In this project, we propose to incorporate an existing, peer-reviewed, no-cost OpenStax textbook into a large-format online Sociology 1101 course. One historical barrier towards student success in all of GSU's SOCI 1101 courses has always been textbook cost. Students simply don't buy the book on time - or ever - due to a wide variety of financial constraints. In fact, at this point in the semester Jung Ha still has many students in her current SOCI 1101 course who still do not have the book. By completely eliminating materials costs for this course, we aim to eliminate this variable preventing student success.

Our main pedagogical innovation in this course will be fostering a climate of connectivity and collaborative creativity in the course design and in the implementation of the course. In particular, we see this as a small step in connecting the Sociology departments at the GSU Downtown and GSU Perimeter campuses. Although GSU and Georgia Perimeter consolidated several years ago, there has been no systematic push to consolidate our efforts in teaching and learning across the merged departments of Sociology. We believe that this OER project could benefit administrators, faculty, staff, and students at all GSU campuses. For administrators, this course will act as a possible avenue of cross-campus programmatic assessment if it is taken up as a template. New faculty - in particular, graduate students and adjunct faculty - will benefit greatly from a ready made but infinitely customizable SOCI 1101 course. Most notably, adjuncts who are often hired in at the last minute will have access to a high-quality, American Sociological Association standards-aligned course template. Advisors, administrative assistants, and others who interface directly with students will have open access to the course design and will thus be more informed in helping students make decisions about course scheduling. The elimination of the previous textbook cost will ensure that all students have access to course materials on day one of class. Overall, we hope that this grant will help fulfill GSU's mission of servicing students from different economic backgrounds.

Pedagogical innovations will include:

ASA Standard Application

Application of and assessment alignment with the new American Sociological Association competencies

Measurement and display of student competency attainment in Brightspace using grade items connected to the student progress tool

Relational Design

The creation of short, narrative weekly videos from the instructor tying her life to the subject matter

Highlighting excellent and interesting student work via the Announcement Tool

Fostering creative and critical writing skills by placing students in small, trusted

discussion groups

College and Career Success Focus

Integration of reflective, metacognitive assessments to foster metacognition and disciplinary thinking

Integration of content and exercises focusing on academic and career skills throughout the semester

Increased Student Ownership

Regular, responsive course check-ins throughout the semester

Responsive mid-semester GIFT (Group Instructional Feedback Technique) exercise

Statement of Transformation:

In this project, we propose to incorporate an existing, peer-reviewed, no-cost OpenStax textbook into a large-format online Sociology 1101 course. One historical barrier towards student success in all of GSU's SOCI 1101 courses has always been textbook cost. Students simply don't buy the book on time - or ever - due to a wide variety of financial constraints. In fact, at this point in the semester Jung Ha still has many students in her current SOCI 1101 course who still do not have the book. By completely eliminating materials costs for this course, we aim to eliminate this variable preventing student success.

Our main pedagogical innovation in this course will be fostering a climate of connectivity and collaborative creativity in the course design and in the implementation of the course. In particular, we see this as a small step in connecting the Sociology departments at the GSU Downtown and GSU Perimeter campuses. Although GSU and Georgia Perimeter consolidated several years ago, there has been no systematic push to consolidate our efforts in teaching and learning across the merged departments of Sociology. We believe that this OER project could benefit administrators, faculty, staff, and students at all GSU campuses. For administrators, this course will act as a possible avenue of cross-campus programmatic assessment if it is taken up as a template. New faculty - in particular, graduate students and adjunct faculty - will benefit greatly from a ready made but infinitely customizable SOCI 1101 course. Most notably, adjuncts who are often hired in at the last minute will have access to a high-quality, American Sociological Association standards-aligned course template. Advisors, administrative assistants, and others who interface directly with students will have open access to the course design and will thus be more informed in helping students make decisions about course scheduling. The elimination of the previous textbook cost will ensure that all students have access to course materials on day one of class. Overall, we hope that this grant will help fulfill GSU's mission of servicing students from different economic backgrounds.

Pedagogical innovations will include:

ASA Standard Application

Application of and assessment alignment with the new American Sociological Association competencies

Measurement and display of student competency attainment in Brightspace using grade items connected to the student progress tool

Relational Design

The creation of short, narrative weekly videos from the instructor tying her life to the subject matter

Highlighting excellent and interesting student work via the Announcement Tool

Fostering creative and critical writing skills by placing students in small, trusted discussion groups

College and Career Success Focus

Integration of reflective, metacognitive assessments to foster metacognition and disciplinary thinking

Integration of content and exercises focusing on academic and career skills throughout the semester

Increased Student Ownership

Regular, responsive course check-ins throughout the semester

Responsive mid-semester GIFT (Group Instructional Feedback Technique) exercise

Transformation Action Plan:

Content Identification, Review, Selection, and Creation

OER Course materials will be identified by the grantees - SME and instructional designer - using the OpenStax website and the GALILEO Library databases. Materials will be reviewed for quality and alignment with project using 1) existing OpenStax reviews, 2) the peer-review option available in GALILEO databases, and 3) the American Sociological Association competency standards. In addition, we will ensure that content is open and legal by referring to the Fair Use Checklist developed by the USG. Once adopted, Open Stax Chapters and other OER materials will be linked to in their respective Brightspace topical modules. Additional original short, narrative, relational weekly videos will be created during the semester using Screencastify.

Course Design

The course design for SOCI 1101 is currently underway. Thus far, we have already talked extensively about Jung Ha's course philosophy, performed a syllabus review, and adopted the American Sociological Association competencies for assessment alignment. Our next step is to design meaningful, threaded assessments to align with these competencies and with the OpenStax text. Other relevant OER's will also be aligned with the ASA competencies. We will also use the Competencies tool in Brightspace to connect grade items to competencies. Successful and unsuccessful

competency attainment will be viewable to both students and to the instructor of record using the Progress Tool. After aligning competencies, we will develop a relational strategy. This involves, in part, the creation of small, supportive student groups and the development of discussion prompts that encourage students to tie the material to their own lived experiences. The professor will create short weekly videos during the semester using Screencastify. In this way, her videos can reflect and react to the real experiences of actual students in the course. Next, an updated, multimedia syllabus will be created once a draft of the course design is complete. After the syllabus is created, all materials will be placed in Brightspace using the Modules Tool in Content. Modules will be arranged thematically. Each module will include an Introduction, links to OER materials, Discussions, and any related Assessments. Each Module - as well as each item in the module - will be annotated using the Description function. In this way, we can provide context and justification for the different modular activities to both students and any professors who adopt the template in the future.

Team Member Roles & Activities

Jung Ha Kim will work as the subject matter expert, course-design collaborator, and instructor of record. Her responsibilities will include co-designing the course, teaching the course, and co-collecting and analyzing data. Sarah Hepler will work as the instructional designer and project manager. Her responsibilities will include co-designing the course and co-collecting and analyzing data.

Open Access Plan

Once completed, the course Brightspace Template will be exported as an XML file. This file will be placed on the ALG website with our other required materials and can be imported into other instances of Brightspace or Canvas. We will also place course materials - like the syllabus, objectives, assessments, and discussions - into a Google Doc.

Quantitative & Qualitative Measures: Both qualitative and quantitative measures will be used to measure the effectiveness and effects of the course redesign. The two grantees and a T.A. will collaborate on data collection and analysis. Our main quantitative measures will be pre- and post-module quizzes aligned to standards set at a success threshold of 75%. Using the American Sociological Association (ASA) standards-aligned course template, students will be required to take pretest and posttest surveys of the five designated lesson plans on Brightspace. The results of these pretest and posttest surveys will be documented and analyzed by the Progress Tool in Brightspace to measure student learning outcomes. Another purpose for these pretest and posttest surveys are for students to assess their own progress of mastering course materials. While students won't be graded on these surveys, they will be required to take them, in order to access the actual lesson plans. For instance, Module 1 components will be locked - but visible - until the Module 1 pre-test is taken and Module 2 will be completely locked until the Module 1 post-test is taken. Assessing and taking charge of how students themselves have been progressing in the course will further enhance their active participation and ownership of the educational process. This quantitative data will be compared and incorporated with qualitative data to further document learning outcome attainment success. We will use two qualitative measures of the course: beginning and end of course discussion posts and a mid-semester responsive evaluation. Here is a description of each post: Welcome Module Discussion Post In the Welcome module of the course, students will be required to respond to a discussion prompt focusing on expectations. The discussion prompt will read: It was great reading your responses to the Welcome discussion - I'm so glad to have you in the class and really enjoyed learning about each of you. One of the most important skills to learn as a budding sociologist is self-reflection. Throughout the course we'll be working on our skills of reflection so let's get

started now. In this post, you'll be reflecting on your expectations for the course. At the end of the course, we'll do the same exercise and you'll reflect on how your ideas have changed: What are your general expectations for yourself and your classmates this semester? In other words, how do you think your experience will be this semester? How do you predict that your experience this semester might affect your life after this semester is over? Although you have a textbook for this course, it is free. How do you think that not having to buy a textbook will affect your experience?

Final Module Discussion Post

In the Final module of the course, students will be required to respond to a discussion prompt reflecting on how their expectations and thinking evolved during the semester. This discussion prompt will read: Thank you all for participating in this course. Remember when we thought about your expectations early in the semester? Now it's time to reflect on those expectations as well as looking towards the future. The goal of this activity is to help you reflect on your own thinking and how it has changed during the semester. To do this activity, you need to look back at what you wrote during the Welcome module. How did your experiences this semester match your expectations? How did they differ? How could you see yourself using your experiences this semester in the future? How did not having to buy a textbook affect your experience?

Qualitative data will be analyzed using an iterative, thematic approach. First, a random sample of student pre/post-test discussions will be selected. We will then read through each pre-test discussion post, coding relevant sections. The same process will be carried out for the post-test discussion post. Codes will then be collapsed into themes. A midterm GIFT (Group Instructional Feedback Technique) evaluation will be carried out with the students with the help of a SOTL consultant from the Center for Excellence in Teaching and learning. This process is a small group consensus-making technique that fosters student metacognition and sense of ownership over course design. In short, a

consultant facilitates the evaluation process and delivers an anonymous report to the instructor. The instructor then decides what - if anything - will be changed about the course and communicates this to the students. In this case, Jung Ha will make a short video to address the evaluation and any related changes. The evaluation questions are as follows: What aspects of this course ENHANCE your learning? What aspects of this course can be IMPROVED? What could YOU (as a student) do to make the course better for your classmates and the teacher? Data from this highly-structured activity will be collected and themed by the SOTL consultant. The final report will be sent to the grantees. The report will be compared with the results of our other assessment measures for patterns and disjunctures. We will use the entire body of data to inform future course decisions. In addition, where possible and appropriate, the course will be modified during the semester to meet the needs of this particular group of students.

Timeline:

October 1 - November 15th 2017: Course Design

**Assessment Design
Communication Strategy
Outcomes Alignment
Additional OER Content Selection
Content Creation
Syllabus Redesign**

November 15th-November 30th 2017: Brightspace Master Course buildout

January 2018: Implementation of redesigned course in one section of SOCI 1001

January 2018 - May 2018: Continuous formative evaluation of redesign with student input

May 2018: Data collection and analysis

June and July 2018: Integration of changes based on data analysis

Budget:

Jung Ha Kim: \$5,000

Sarah Hepler: \$5,000

Travel: \$800

Sustainability Plan:

This course will be piloted in Spring 2018 and then made freely available to all instructors teaching Sociology 1101 at all GSU campuses. Importantly, this course will be made available as a template to adjunct instructors teaching at the GPC campuses. Thus, this template will be open to critique and collaboration from other sociologists at all campuses. This includes those faculty that are full-time, adjunct, visiting, and GRA's. We see this as a small, non-mandatory transformative step towards fostering a culture of sharing and collaboration between the different campus units of GSU.

The course will be updated and supported each semester with help of GSU's Center for Excellence in Teaching and Learning. Human resources at the CETL include instructional designers, multimedia designers, learning technologists, and a data science/analytics team.

P.O. Box 5020
Atlanta, GA 30302-5020
Phone: 404/413-6500
Fax: 404/413-6505



September 27, 2017

Affordable Learning Georgia
Textbook Transformation Grant Program

Dear Selection Committee,

I am writing to express my strong support of the proposed project, titled "SOC1 1101, GSU" being submitted by the Center for Teaching and Learning and Dr. Jung Ha Kim, Director of Undergraduate Studies, in the Sociology Department at Georgia State University. We are particularly enthusiastic of the proposed effort because it will be incredibly helpful in addressing the financial challenges that many of students face in securing critical learning materials.

At a more general level, I believe the proposed project will be particularly innovative for our program because it will be the first cross-campus template available to all GSU/GPC professors and has the potential for subsequent cross-campus collaboration in future iterations of the course. In addition, it will help in our efforts to align our curriculum with the new guidelines released by the American Sociological Association, facilitate a more comprehensive assessment of the impact of our classroom and online-based instruction, and provide a customizable platform that will increase student engagement and metacognitive disciplinary thinking. Ultimately, I believe these innovation will help our students be more successful in their academic careers and in making a successful transition to the workforce.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric R. Wright".

Eric R. Wright, Ph.D.
Chair, Department of Sociology
Second Century Initiative (2CI) Professor of Sociology and Public Health

ALG Round 9: SOCI 1101, GSU

Submitter Name	Sarah Hepler				
Submitter Title	Lead Instructional Designer				
Submitter Email	shepler@gsu.edu				
Submitter Phone Number	404-413-4476				
Submitter Campus Role	<i>Proposal Investigator (Primary or Additional)</i>				
Applicant Name	<i>Jung Ha Kim</i>				
Applicant Email	jhkim@gsu.edu				
Applicant Phone Number	404-413-6518				
Primary Appointment Title	<i>Principal Senior Lecturer & Director of Undergraduate Studies</i>				
Institution Name(s)	Georgia State University				
Team Members	<i>Jung Ha Kim, jhkim@gsu.edu, 404-413-6518</i>				
Sponsor, Title, Department, Institution	<i>Eric Wright, Sociology Department Chair, GSU</i>				
Proposal Title	SOCI 1101, GSU				
Course Names, Course Numbers and Semesters Offered	SOCI 1101: Introduction to Sociology, Spring 2018				
Final Semester of Instruction	<i>Spring 2018</i>				
Average Number of Students Per Course Section	40	Number of Course Sections Affected by Implementation in Academic Year	160	Total Number of Students Affected by Implementation in Academic Year	6400
Average Number of Course Sections Per Semester	<i>Summer: 40 Fall: 60 Spring: 60</i>				
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No				

List the original course materials for students (including title, whether optional or required, & cost for each item)	<i>Discover Sociology, Required, \$127</i>
Requested Amount of Funding	\$10,800
Original Per Student Cost	\$127
Post-Proposal Projected Per Student Cost	\$0
Projected Per Student Savings	\$127
Projected Total Annual Student Savings	<i>\$812,800</i>

Narrative

Project Goals/Statement of Transformation

In this project, we propose to incorporate an existing, peer-reviewed, no-cost OpenStax textbook into a large-format online Sociology 1101 course. One historical barrier towards student success in *all* of GSU's SOCI 1101 courses has always been textbook cost. Students simply don't buy the book on time - or ever - due to a wide variety of financial constraints. In fact, at this point in the semester Jung Ha still has many students in her current SOCI 1101 course who still do not have the book. By completely eliminating materials costs for this course, we aim to eliminate this variable preventing student success.

Our main pedagogical innovation in this course will be fostering a climate of connectivity and collaborative creativity in the course design and in the implementation of the course. In particular, we see this as a small step in connecting the Sociology departments at the GSU Downtown and GSU Perimeter campuses. Although GSU and Georgia Perimeter consolidated several years ago, there has been no systematic push to consolidate our efforts in teaching and learning across the merged departments of Sociology. We believe that this OER project could benefit administrators, faculty, staff, and students at all GSU campuses. For administrators, this course will act as a possible avenue of cross-campus programmatic assessment if it is taken up as a template. New faculty - in particular, graduate students and adjunct faculty - will benefit greatly from a ready made but infinitely customizable SOCI 1101 course. Most notably, adjuncts who are often hired in at the last minute will have access to a high-quality, American Sociological Association standards-aligned course template. Advisors, administrative assistants, and others who interface directly with students will have open access to the course design and will thus be more informed in helping students make decisions about course scheduling. The elimination of the previous textbook cost will ensure that all students have access to course materials on day one of class. Overall, we hope that this grant will help fulfill GSU's mission of servicing students from different economic backgrounds.

Pedagogical innovations will include:

- ASA Standard Application
 - Application of and assessment alignment with the new American Sociological Association competencies
 - Measurement and display of student competency attainment in Brightspace using grade items connected to the student progress tool
- Relational Design
 - The creation of short, narrative weekly videos from the instructor tying her life to the subject matter
 - Highlighting excellent and interesting student work via the Announcement Tool
 - Fostering creative and critical writing skills by placing students in small, trusted discussion groups
- College and Career Success Focus
 - Integration of reflective, metacognitive assessments to foster metacognition and disciplinary thinking
 - Integration of content and exercises focusing on academic and career skills throughout the semester
- Increased Student Ownership
 - Regular, responsive course check-ins *throughout* the semester
 - Responsive mid-semester GIFT (Group Instructional Feedback Technique) exercise

Transformation Action Plan

Content Identification, Review, Selection, and Creation

OER Course materials will be identified by the grantees - SME and instructional designer - using the OpenStax website and the GALILEO Library databases. Materials will be reviewed for quality and alignment with project using 1) existing OpenStax reviews, 2) the peer-review option available in GALILEO databases, and 3) the American Sociological Association competency standards. In addition, we will ensure that content is open and legal by referring to the Fair Use Checklist developed by the USG. Once adopted, Open Stax Chapters and other OER materials will be linked to in their respective Brightspace topical modules. Additional original short, narrative, relational weekly videos will be created during the semester using Screencastify.

Course Design

The course design for SOCI 1101 is currently underway. Thus far, we have already talked extensively about Jung Ha's course philosophy, performed a syllabus review, and adopted the American Sociological Association competencies for assessment alignment. Our next step is to design meaningful, threaded assessments to align with these competencies and with the OpenStax text. Other relevant OER's will also be aligned with the ASA competencies. We will also use the Competencies tool in Brightspace to connect grade items to competencies. Successful and unsuccessful competency attainment will be viewable to both students and to the instructor of record using the Progress Tool. After aligning competencies, we will develop a relational strategy. This involves, in part, the creation of small, supportive student groups and the development of discussion prompts that encourage students to tie the material to their own lived experiences. The professor will create short weekly videos during the semester using Screencastify. In this way, her videos can reflect and react to the real experiences of actual students in the course. Next, an updated, multimedia syllabus will be created once a draft of the course design is complete. After the syllabus is created, all materials will be placed in Brightspace using the Modules Tool in Content. Modules will be arranged thematically. Each module will include an Introduction, links to OER materials, Discussions, and any related Assessments. Each Module - as well as each item in the module - will be annotated using the Description function. In this way, we can provide context and justification for the different modular activities to both students and any professors who adopt the template in the future.

Team Member Roles & Activities

Jung Ha Kim will work as the subject matter expert, course-design collaborator, and instructor of record. Her responsibilities will include co-designing the course, teaching the course, and co-collecting and analyzing data. Sarah Hepler will work as the instructional designer and project manager. Her responsibilities will include co-designing the course and co-collecting and analyzing data.

Open Access Plan

Once completed, the course Brightspace Template will be exported as an XML file. This file will be placed on the ALG website with our other required materials and can be imported into other instances of Brightspace or Canvas. We will also place course materials - like the syllabus, objectives, assessments, and discussions - into a Google Doc.

Quantitative and Qualitative Measures

Both qualitative and quantitative measures will be used to measure the effectiveness and effects of the course redesign. The two grantees and a T.A. will collaborate on data collection and analysis.

Our main quantitative measures will be pre- and post-module quizzes aligned to standards set at a success threshold of 75%. Using the American Sociological Association (ASA) standards-aligned course template, students will be required to take pretest and posttest surveys of the five designated lesson plans on Brightspace. The results of these pretest and posttest surveys will be documented and analyzed by the Progress Tool in Brightspace to measure student learning outcomes. Another purpose for these pretest and posttest surveys are for students to assess their own progress of mastering course materials. While students won't be graded on these surveys, they will be required to take them, in order to access the actual lesson plans. For instance, Module 1 components will be locked - but visible - until the Module 1 pre-test is taken and Module 2 will be completely locked until the Module 1 post-test is taken. Assessing and taking charge of how students themselves have been progressing in the course will further enhance their active participation and ownership of the educational process. This quantitative data will be compared and incorporated with qualitative data to further document learning outcome attainment success.

We will use two qualitative measures of the course: beginning and end of course discussion posts and a mid-semester responsive evaluation. Here is a description of each post:

Welcome Module Discussion Post

In the Welcome module of the course, students will be required to respond to a discussion prompt focusing on expectations. The discussion prompt will read:

It was great reading your responses to the Welcome discussion - I'm so glad to have you in the class and really enjoyed learning about each of you. One of the most important skills to learn as a budding sociologist is self-reflection. Throughout the course we'll be working on our skills of reflection so let's get started now. In this post, you'll be reflecting on your expectations for the course. At the end of the course, we'll do the same exercise and you'll reflect on how your ideas have changed:

- *What are your general expectations for yourself and your classmates this semester? In other words, how do you think your experience will be this semester?*
- *How do you predict that your experience this semester might affect your life after this semester is over?*
- *Although you have a textbook for this course, it is free. How do you think that not having to buy a textbook will affect your experience?*

Final Module Discussion Post

In the Final module of the course, students will be required to respond to a discussion prompt reflecting on how their expectations and thinking evolved during the semester. This discussion prompt will read:

Thank you all for participating in this course. Remember when we thought about your expectations early in the semester? Now it's time to reflect on those expectations as well as looking towards the future. The goal of this activity is to help you reflect on your own thinking and how it has changed during the semester. To do this activity, you need to look back at what you wrote during the Welcome module.

- *How did your experiences this semester match your expectations? How did they differ?*
- *How could you see yourself using your experiences this semester in the future?*
- *How did not having to buy a textbook affect your experience?*

Qualitative data will be analyzed using an iterative, thematic approach. First, a random sample of student pre/post-test discussions will be selected. We will then read through each pre-test discussion post, coding relevant sections. The same process will be carried out for the post-test discussion post. Codes will then be collapsed into themes.

A midterm GIFT (Group Instructional Feedback Technique) evaluation will be carried out with the students with the help of a SOTL consultant from the Center for Excellence in Teaching and Learning. This process is a small group consensus-making technique that fosters student metacognition and sense of ownership over course design. In short, a consultant facilitates the evaluation process and delivers an anonymous report to the instructor. The instructor then decides what - if anything - will be changed about the course and communicates this to the students. In this case, Jung Ha will make a short video to address the evaluation and any related changes. The evaluation questions are as follows:

- What aspects of this course ENHANCE your learning?
- What aspects of this course can be IMPROVED?
- What could YOU (as a student) do to make the course better for your classmates and the teacher

Data from this highly-structured activity will be collected and themed by the SOTL consultant. The final report will be sent to the grantees. The report will be compared with the results of our other assessment measures for patterns and disjunctures. We will use the entire body of data to inform future course decisions. In addition, where possible and appropriate, the course will be modified *during* the semester to meet the needs of this particular group of students.

Timeline

October 1 - November 15th 2017: Course Design

Assessment Design

Communication Strategy

Outcomes Alignment

Additional OER Content Selection

Content Creation

Syllabus Redesign

November 15th-November 30th 2017: Brightspace Master Course buildout

January 2018: Implementation of redesigned course in one section of SOCI 1001

January 2018 - May 2018: Continuous formative evaluation of redesign with student input

May 2018: Data collection and analysis

June and July 2018: Integration of changes based on data analysis

Budget

Jung Ha Kim: \$5,000

Sarah Hepler: \$5,000

Travel: \$800

Sustainability Plan

This course will be piloted in Spring 2018 and then made freely available to all instructors teaching Sociology 1101 at all GSU campuses. Importantly, this course will be made available as a template to adjunct instructors teaching at the GPC campuses. Thus, this template will be open to critique and collaboration from other sociologists at all campuses. This includes those faculty that are full-time, adjunct, visiting, and GRA's. We see this as a small, non-mandatory transformative step towards fostering a culture of sharing and collaboration between the different campus units of GSU.

The course will be updated and supported each semester with help of GSU's Center for Excellence in Teaching and Learning. Human resources at the CETL include instructional designers, multimedia designers, learning technologists, and a data science/analytics team.

Reference

DEPARTMENT OF SOCIOLOGY
College of Arts and Sciences

P.O. Box 5020
Atlanta, GA 30302-5020
Phone: 404/413-6500
Fax: 404/413-6505



September 27, 2017

Affordable Learning Georgia
Textbook Transformation Grant Program

Dear Selection Committee,

I am writing to express my strong support of the proposed project, titled "SOC 1101, GSU" being submitted by the Center for Teaching and Learning and Dr. Jung Ha Kim, Director of Undergraduate Studies, in the Sociology Department at Georgia State University. We are particularly enthusiastic of the proposed effort because it will be incredibly helpful in addressing the financial challenges that many of students face in securing critical learning materials.

At a more general level, I believe the proposed project will be particularly innovative for our program because it will be the first cross-campus template available to all GSU/GPC professors and has the potential for subsequent cross-campus collaboration in future iterations of the course. In addition, it will help in our efforts to align our curriculum with the new guidelines released by the American Sociological Association, facilitate a more comprehensive assessment of the impact of our classroom and online-based instruction, and provide a customizable platform that will increase student engagement and metacognitive disciplinary thinking. Ultimately, I believe these innovation will help our students be more successful in their academic careers and in making a successful transition to the workforce.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric R. Wright".

Eric R. Wright, Ph.D.
Chair, Department of Sociology
Second Century Initiative (2CI) Professor of Sociology and Public Health