

**Affordable Learning Georgia Textbook Transformation Grants
Proposal Form**

Please complete per inline instructions; completed form not to exceed four pages.

Institution Name	The University of Georgia		
Team Members (Name, Title, Department and email address for each)	Dr. Deanna L. Cozart, Part-time Assistant Professor, Educational Theory and Practice. dcozart@uga.edu Ms. Amy Ingalls, Instructional Designer, The Office of Online Learning. aingalls@uga.edu		
Sponsor, Title, Department	Dr. Ronald Butchart, Distinguished Research Professor and Department Head, Educational Theory and Practice		
Course Name, Course Number and Semester Offered (Spring 2015 Required)	EDUC 2120 (Exploring Soci-cultural Perspectives on Diversity) Offered each Fall, Spring, and Summer, including Spring 2015		
Average Number of Students in the Course	30	Number Course sessions per Academic year	12
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials (selected category) <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots		
List the original course materials for students (including title, whether optional or required, & cost for each item)	<i>[Material Title, opt req]</i> <i>Multicultural Education in a Pluralistic Society (9th edition), required</i>	<i>[Cost]</i> <i>\$150.20 (list price)</i> Total Cost - \$150.20	
Projected Per Student Cost	\$150.20	Projected Per Student Savings (%)	100%

1. PROJECT GOALS

1. Decrease the financial burden on students enrolled in EDUC 2120.
2. Increase student engagement and interest in the reading materials in EDUC 2120.
3. Increase student retention and completion rates in EDUC 2120.

1.1 STATEMENT OF PROBLEM

The costs of higher education have risen steadily over the past 10 years, with course materials now averaging over \$1,200 per student per semester (College Board, 2013). Students seeking teacher certification in the state of Georgia are required to complete three different prerequisite courses, including EDUC 2120 (Exploring Socio-cultural Perspectives on Diversity). This proposal specifically targets textbook costs (~ \$150.00 per student) associated with EDUC 2120 offered with Dr. Deanna Cozart at The University of Georgia. Dr. Cozart currently teaches seven sections of EDUC 2120 each academic year, impacting over 240 students. The perennially high enrollment in EDUC 2120 makes it one of the Top 50 USG Lower-Division Courses.

For many students, the cost of the textbook may contribute to their decision of whether or not to remain in the course, or, should they choose not to purchase it, may ultimately result in a lower course grade. Additionally, recent data shows 30% of students choose not to purchase textbooks, while many others may illegally download versions or photocopy portions from classmates (Schick & Marklein, 2013). The cost of the textbook, therefore, could adversely impact students unable to afford it.

Professors wrestle with another textbook challenge: changes in course content that can take place from the time the book is written to when it is published and distributed. Further, publisher-determined content may not speak to course topics as well as instructor-created content, meaning readings from a traditional textbook can be irrelevant or out-of-date. By using GALILEO and the UGA Libraries system, more current course readings can be included to encourage greater student engagement, which can lead to higher course grades, and greater student retention (Lee, Pate, & Cozart, *in press*). As an Instructional Designer with UGA's Office of Online Learning and graduate student in UGA's department of Learning Design and Technology with a focus in Library Media, Amy Ingalls is particularly skilled in locating resources and developing them for optimal accessibility and usage in university classes.

The current problem — the additional cost to students, less engaging course materials, and student completion rates - can be eliminated for this course by updating course readings to include more timely and relevant articles to support the course content.

Thus, key benefits to moving to a no-cost-to-student textbook option would include:

- Decreased cost to students pursuing teacher certification who must complete this course
- Increase in engagement by providing access to current and more relevant course materials
- Encourage student retention and completion of EDUC 2120 by providing no-cost materials accessible to all students and eliminating inadvertent penalty faced by students not purchasing a textbook

1.2 TRANSFORMATION ACTION PLAN

- Syllabus evaluation to look at current readings and determine which to continue to use in the course. Dr. Cozart currently uses a textbook, as well as other supplemental readings. Using the resources available in GALILEO and the UGA Libraries system, these readings will all be evaluated to determine their place in a new e-reserve, as well as their contribution to learning objectives for the course.
- Identification of new and/or modified articles and readings to include in the course from GALILEO and the UGA Libraries system. Dr. Cozart and Ms. Ingalls will work together to identify if there are stronger materials available through the UGA Libraries System that could contribute to the course and greater student engagement through relevancy and timeliness of the content.
- Instructional design to determine any other media platforms and open resources available to contribute to student success and engagement with the course content. Ms. Ingalls will lead this initiative in her work to determine any new media and open resources that meet both the course objectives and the goals of this grant. She will further work with Dr. Cozart to assure all resources would work in face-to-face, blended, and online learning environments.
- Creation of an e-reserve for all course readings, assuring Section 508 and Fair Use compliance, in the UGA Libraries system. Ms. Ingalls will facilitate the development of an e-reserve for all new and modified course readings for use in EDUC 2120 in Spring 2015. Further, she would test and assure that all materials meet the standards for accessibility.
- Evaluation of the project, including a comparison of current Fall 2014 (n = 122) student success, retention, and engagement to Spring 2015 (n ~ = 120) students. In order to determine the success of this project, both quantitative and qualitative measures will be used. For quantitative analysis, the Drop, Fail, Withdraw (DFW) delta rate will be calculated for all class sections and compared across semesters (Fall 2014 - Spring 2015) for statistically significant differences. Further, descriptive statistics will be used to compare and evaluate student engagement via likert-scale items included on end-of-course surveys for both Fall 2014 and Spring 2015 sections, as well as for grade distributions across semesters. Likert-scale items will include questions such as, “How engaging did you find the current textbook for this course?” and “How helpful was the textbook to your success in this course?” for Fall 2014 students, with question wording changed to encompass e-reserve readings for Spring 2015 students. Qualitative analysis will include open-ended survey response items from the end-of-course survey for both Fall 2014 and Spring 2015 students. These responses will be coded and compared for student responses to items such as, “Describe how effective you found the textbook (or e-reserve materials) for this course” to determine themes that demonstrate engagement and effectiveness of the reading materials, be it textbook or e-reserve, for the course.

1.3 TIMELINE

- September 28 - Notification of award
- November 1 - Syllabus evaluation complete
- December 1 – Article review and instructional design complete

- December 16- Student evaluations for Fall 2014 complete
- December 19 - First status report to ALG
- January 5 – Spring 2015 EDUC 2120 students begin using e-reserve
- May 11 - Student evaluations for Spring 2015 complete
- June 1 - Final report, including qualitative and quantitative outcomes, submitted

1.4 BUDGET

Personnel expenses:

1. Salary expenses for Dr. Deanna Cozart - \$5,000
2. Salary expenses for Ms. Amy Ingalls - \$5,000

Additional expenses:

1. Funds to purchase any necessary software to create open source documents = \$100
2. Funds to facilitate travel to regional conferences and/or training sessions relating to the purposes and goals of the project (for example, the 2014 Open Educational Resources Conference, Nov. 19 - 21), and including dissemination of knowledge gained through the project to other stakeholders = \$700

Total expected costs = **\$10,800**

1.5 SUSTAINABILITY PLAN

Dr. Cozart is currently the lead instructor for EDUC 2120 and teaches seven sections of the class each academic year. She has the full support of the department to continue teaching at this level and using the materials developed during the course of this project. Further, she will be able to share the content developed with other faculty members teaching this course as an option for future use and implementation.

1.6 REFERENCES & ATTACHMENTS

References:

The College Board. (2013). *Trends in college pricing 2013*. Washington, DC: Author.

Lee, E., Pate, J., & Cozart, D. (*in press*). Autonomy support for online students. *TechTrends*.

Shick, D., & Marklein, M.B. (2013, August 20). College students say no to textbooks. *USA Today*.

Attachments:

(A) Letter of Support - Dr. Ronald Butchart, Distinguished Research Professor and Department Head, Educational Theory and Practice, The University of Georgia.

(B) Letter of Support - Dr. Keith Bailey, Director, The University of Georgia Office of Online Learning.