

Application Number	M59
Applicant	Jasmine Crumsey Forde
Position	Lecturer & Undergraduate Program Coordinator
Institution	University of Georgia
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Team Members	Amanda Rugenski (atrugenski@uga.edu), Benjamin Parrott (benparrott@srel.uga.edu)

Type	Creation of ancillaries for pre-existing OER
Course Number / Title	ECOL 1000: Ecological Basis of Environmental Issues
Final Semester	Spring 2020
Grant Amount	\$4,800

Works Being Revised	Zehnder, Caralyn; Manoylov, Kalina; Mutiti, Samuel; Mutiti, Christine; VandeVoort, Allison; and Bennett, Donna, "Introduction to Environmental Science: 2nd Edition" (2018). Biological Sciences Open Textbooks. 4. https://oer.galileo.usg.edu/biology-textbooks/4 .
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Description	<p>Goals: Ecological Basis for Environmental Issues, ECOL 1000, is an introductory course taken by undergraduate students of all majors to fulfill the UGA Environmental Awareness Requirement. This is a face-to-face course that to date has used a traditional textbook paired with SaplingPlus, an adaptive studying platform. TopHat has been used as an electronic response system to solicit student feedback during lectures and to administer in-class quizzes. The current cost of these materials can reach \$160 per student. The use of the e-Learning Commons has been limited to posting course announcements and lecture slides. Given the high enrollment of this course (nearly 1200 students per year, 280 students per large section), and the availability of an OER textbook whose topical coverage closely align with those in the current traditional textbook, this course is an excellent candidate for transforming course materials and positively impacting student learning. Our goal is to increase accessibility and effective use of a text for our course, while maintaining key course components through the strategic use of the tools already supported by the University of Georgia's e-Learning Commons.</p> <p>This grant will be used to develop ancillary materials (lectures designed using BOPPPS lesson planning model, study guides, workbook, and rubrics for assignments) to pair with the following textbook: Zehnder, Caralyn; Manoylov, Kalina; Mutiti, Samuel; Mutiti, Christine; VandeVoort, Allison; and Bennett, Donna, "Introduction to Environmental Science: 2nd Edition" (2018). Biological Sciences Open Textbooks. 4. https://oer.galileo.usg.edu/biology-textbooks/4. This textbook is available through Galileo Open Learning Materials, and will be adopted as a required text for the course.</p> <p>Quizzes and in-class polling questions that are currently administered through TopHat (\$36 annual subscription required) will be given using the Respondus Lockdown Browser Dashboard that is already integrated into eLC; in-class polling administered through the same platform will be accomplished using the Kahoot! electronic response system (free). A subset of the lectures will also be recorded and made available to better support the needs of student athletes, who often miss class due to team travel schedules. Deliverables from this grant (lecture slides, recorded lectures, worksheets, study guides, reading assurance quizzes) will be used to instruct students across the full range of face-to-face course offerings for ECOL 1000 (enrollments of 25, 40, and 280 students) in three semesters, and will lead to the development of a no/low-cost model for ECOL 1000 course materials that we hope would be adopted by all course instructors.</p> <p>Deliverables: Lectures will be designed using the BOPPPS model for structuring a lesson to optimize student learning (Bridge-In, Outcomes, Pre-Assessment, Participatory Learning, Post-Assessment, Summary; Pattison et al. 2006). Publicly-available media (e.g. news stories and videos) that are both current and relevant to the topic discussed in each lecture will be captioned by the University of Georgia Disability Resource Center's Captioned Media Office. Formative assessments that will be created include pre-assessments and post-assessments for each lecture, in addition to unit-level quizzes. For each individual and group assignment, deliverables will include a rubric for instructor and peer grading, formative assessments, and worksheets that will frame group work and homework for the semester).</p>
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	<p>Reference: Pattison, P, & Day, RWS, Eds. 2006. Instructional skills workshop handbook for participants. The Instructional Skills Workshop International Advisory Committee, TAG, UBC: Vancouver.</p>
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<p>Timeline</p>	<p>January to April, 2019: Jasmine Crumsey Forde will participate in a Faculty Learning Community on Inclusive Pedagogies: Managing Group Work. This FLC will be facilitated by Peggy Brickman, Meigs Distinguished Teaching Professor, Department of Plant Biology. Lessons will be used to inform group work activities developed for ECOL 1000.</p> <p>February 2019: At least two team members will attend the Affordable Learning Institute workshop. Develop a project scope and intended map of course development.</p> <p>March – May: curate videos, news stories, existing case studies available through National Center for Case Study Teaching in Science, classroom assessment techniques.</p> <p>June – July 2019: Begin development of lecture slides, worksheets, and study guides. Jasmine Crumsey Forde will lead the development of lectures, Benjamin Parrott will lead the development of worksheets, and Amanda Rugenski will lead the development of group activities and rubrics.</p> <p>August 2019: Finalize unit lectures that will be presented September -December 2019.</p> <p>September - December 2019: Field test key lectures and group assignments within each unit of the ECOL 1000 section taught by Benjamin Parrott. Student feedback on the lecture design and participatory learning activities will be solicited through Qualtrics surveys, and analysis of assessment data.</p> <p>December 2019: have all student-facing materials developed</p> <p>January-April 2020: Field test full curriculum with a class of ~280 students that will be instructed by Jasmine Crumsey Forde.</p> <p>May 2020: Make final revisions to student-facing materials. Submit slides, worksheets, and study guides for peer review by the UNG.</p> <p>June - July 2020: Teach full curriculum with a class of ~25 students that will be instructed by Amanda Rugenski</p> <p>Publish final products under Creative Common Attribution License once peer-reviews and final revisions are complete.</p>
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Budget	<p>\$800 is requested for peer review of newly developed ancillary materials (lecture slides, worksheets, and study guides) by the UNG. \$4000 is requested for personnel expenses. This amount will be used to buy out time for Jasmine Crumsey Forde, Amanda Rugenski, and Benjamin Parrott with the Odum School of Ecology at the University of Georgia. This time will be used to develop ancillary course materials for the Fall 2019, Spring 2020, and Summer 2020 offerings of ECOL 1000 and to assess student feedback and performance received as the full curriculum is implemented and revised.</p>
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