

## Affordable Learning Georgia Textbook Transformation Grants

### Final Report for Mini-Grants

#### General Information

Date: 5/2/2018

Grant Round: Round 10

Grant Number: ALG Mini Proposal M6

Institution Name(s): Dalton State College

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

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Project Lead: Molly Zhou

Course Name(s) and Course Numbers: Educ2130 Exploring Teaching and Learning

Final Semester of Project: Spring 2018

Average Number of Students Per Course Section: 30

Number of Course Sections Affected by Implementation of Revised Resources: 1

Total Number of Students Affected by Implementation of Revised Resources: 30

#### 1. Project Narrative

The purpose of the project was to create ancillaries/interactive activities to enrich and *Educational Learning Theories* E-textbook. The project plan was to use the existing E-textbook as the reference and to use Adobe Captivate to create interactive activities to enhance students' learning with sound recordings and interactive features in HTML5 file format and some cases shockwave file format. The timeline was to start the project in Fall 2017 and complete the project in Spring 2018.

As the team was working on creating ancillaries/learning materials for each chapter of the *Educational Learning Theories* E-textbook, new updates were made to the E-textbook. A thorough check was conducted to make sure the book has the most updated information on the topic. As a result, all the URL/links were checked and updated for all the chapters and the recommended additional readings for each chapter. Due to availability of sources, Chapter 7, Chapter 8, Chapter 10, and Chapter 12 were restructured and reconstructed using available sources with permissions for remixing and editing. Art work examples from students enrolled in

Fall 2130 course in Fall 2017 semester were included in the revised E-textbook. A new textbook front cover page was added to enhance the appearance of the E-Textbook. The web-based version of the revised and updated E-textbook is available at <http://libguides.daltonstate.edu/TeachingLearning>. The revised and updated E-textbook carries the CC-NC-SA license. The E-textbook is recommended to be cited as Zhou, M., & Brown, D. (Eds.). (2017). *Educational learning theories*. Retrieved from <http://libguides.daltonstate.edu/TeachingLearning>.

To help students with easy access to the chapter content, the team designed web-based chapter pages to go with the interactive activities for all 12 chapters. A completed chapter on the Libguide web site includes four subpages “Introduction,” “Required Reading,” “Learning Enrichment Activities,” and “Additional Reading.”

The focus of Mini M6 project was to create ancillaries/interactive activities and sound recordings. All the recordings and interactive activities were created and completed in Fall 2017 semester. A total of 12 sound recordings were made for the “Introduction” of each chapter. A total of 57 activities were created: Chapter 1 (5 activities); Chapter 2 (5 activities); Chapter 3 (6 activities); Chapter 4 (4 activities); Chapter 5 (4 Activities); Chapter 6 (4 Activities); Chapter 7 (6 activities); Chapter 8 (4 activities); Chapter 9 (4 activities); Chapter 10 (10 activities); Chapter 11 (2 activities); Chapter 12 (3 activities). All the recordings and activities were hosted at <http://libguides.daltonstate.edu/TeachingLearning> under the “Introduction” and “Learning Enrichment Activities” tabs for each chapter. All the activities were available in HTML5 format and if applicable in shockwave file format.

Upon being awarded the Mini M6 grant, the project team met in October 2017 to discuss the project. It was decided that we should check the textbook links and update the E-textbook first. The team worked on updating of the E-textbook in October 2017 and completed updating in Mid-November 2017. Starting the third week of November, 2017, the team worked on the designing and constructing activities for the first three chapters on the Libguide. Drafted activities were shown to 3 students individually for feedback. Students mentioned the color effects, design, and missing items about the activities. Feedback was used to reconstruct the activities and the team completed the activities design and enactment on the Libguide page for chapters 1-3 by November 30, 2017. The team continued to design and construct activities for the next 3 chapters and 6 students were invited to provide feedback for activities of those chapters. Access to those chapters were granted to students and the access link was shared with students in an email invitation. Those six students were from the students enrolled in the Educ2130 class in the Fall 2017 semester with academic performance levels at advanced, middle, and low levels. All 6 students provided positive feedback on the site; some missing elements were pointed out and several inactive links were mentioned. Based on the feedback, the team completed the activities for chapters 4-6. From the third week of December 2017 to the fourth week of December 2017, the team focused on activity design and construction for chapters 7, 8, 9, 10 11, and 12. Being on the Holiday break, the team was able to complete all activities for all chapters of the E-textbook in a timely. In January 2018, the Libguie webpage with the web-based chapter content chapter by chapter, full version of the textbook in pdf format, the interactive activities, and the additional reading pages went live. All the learning materials

mentioned above were made available to students enrolled in the Educ2130-1 section in Spring 2018 semester. The learning materials including sound recordings and interactive activities were made available in D2L as well. A copy of the files in HTML5 format and shockwave format was stored in the office of the instructional technologist. A copy of the files in HTML5 and shockwave format was made and kept in the Instructor's office for back up and future webpage maintenance needs. The Project was successfully implemented in Spring 2018 semester.

In January 2018, an IRB for data collection for the project was submitted and it was approved in February 2018. The Learning Material Activity Survey was administered to twice in the Spring 2018 semester, one time in the middle of semester (quantitative survey items only), and one time close to the end of the Spring 2018 semester (both quantitative items and qualitative items). A total of 27 students took the survey.

The results showed overall positive feedback from students enrolled in the Educ2130-01 Spring 2018 semester. Based on a 5-point scale of 1-5 with 1 meaning (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree), students rated the Access to learning materials (D2L and Libguide) 4.69, Content (relevance, usefulness, and coverage) 4.71, Cost (saving) 4.83, and Effectiveness in helping them learn 4.8. Qualitative question results supported the data results above as well. Most students felt satisfied with the learning materials provided to them. Only one student who mentioned that videos on the Libguide could be linked to the text. Students overall responded that OER learning materials and activities were as good as commercial learning materials or better. They loved the easy and convenient access to the learning materials such as home and phone access. One student mentioned it took a long time to download the materials. Only few students mentioned that they liked the hard copy of the book better (an option was made available for students in the course to purchase a hard copy of the book through Student Services).

The Libguide webpage review statistics indicated a total 487 reviews from beginning of January to the end of April 2018. The review statistics also showed strong viewing activities in January, slightly lower viewing activities in February, and low activities in March, and active viewing activities again in April. One reason that March was low in viewing activity could be that Spring Break was in March. In addition, some students' emails were hacked during the semester and that may have caused them to think that they could not access the libguide page just like they could not access their D2L or their Dalton State email.

At the end of the Spring 2018 semester, based on students' feedback and survey results, the team conducted another round of check on the learning materials. Links were added on the Libguide to link the interactive activities and the web-based chapter text for each chapter. The web-based chapter content, interactive activities (in HTML5 format and shockwave format), additional readings, and the E-textbook in (pdf format) were checked again for accessibility, accuracy, and full functioning.

The project creation process was a fast-paced one with clear goals, active participation and involvement of students and the team, and full support from colleagues and administrators. The team would not have done it otherwise. The one thing that could be done a little differently was

the implementation. In order to maximize the use of the web-based sources and to encourage students' access and use of interactive learning activities further, the instructor could emphasize further on the availability of the learning materials and activities over the Libguide page. Although clear instruction on that was given at the beginning of the semester, the viewing activities seemed low in the middle of the semester. Another round of reminder and emphasis may help refresh students to utilize all the learning materials including the interactive learning activities to maximize their learning throughout the semester.

## 2. Materials Description

The *Educational Learning Theories* is an E-textbook with 12 chapters of theories that are critical and important to teaching and learning in education. The original E-textbook was created in May 2014 and is updated in May 2018. After Mini M6 project efforts, each chapter now has interactive activities to enhance students learning. In addition, the E-textbook can be accessed as web-based chapters. To ensure accessibility for a variety of students with the use of a wide variety of devices, created interactive activities were made available in HTML5 format and if applicable shockwave format. The E-textbook can be accessed as a full E-textbook in pdf format or chapter by chapter web-based chapter format on the Libguide website at <http://libguides.daltonstate.edu/TeachingLearning>. There are also recommended reading sources provide at the end of each chapter to broaden students' learning. The above-mentioned materials can be accessed at <http://libguides.daltonstate.edu/TeachingLearning>.

## 3. Materials Links

The materials created for the project were hosted at the <http://libguides.daltonstate.edu/TeachingLearning> for open access. The materials were also hosted in D2L for students who were enrolled in Educ2130-01 during the spring 2018 semester.

## 4. Future Plans

As a result of the project, a USG conference presentation proposal on *My Reflection of OER* was submitted and accepted for presentation at the 2018 USG Teaching and Learning Conference in Athens, GA from April 4 to April 6, 2018. As a result of this project and related work on OER, there could be two more presentations related to OER later on this year in Summer. One presentation will be at the ATE (Association of Teacher Educators) Conference in New Mexico August 2018 (in proposal stage) and the other international conference presentation at the Fifth Biennial Conference of the World Federation of Associations for Teacher Education in Australia July 2018 (proposal accepted).

The E-textbook will stay the way it is in the near future. In a year or so, a check will be conducted on the recommending reading lists for each chapter and make necessary updates for those sources. That check will be continued by the team annually after that to ensure continued currency and accessibility of the project. No plan to add additional materials in the near future.