Affordable Learning Georgia Textbook Transformation Grants
Proposal Form

Institution Name	Dalton State College
Team Members (Name, Title, Department and email address for each)	Molly Zhou, Assistant Professor of Education, School of Education, Dalton State College, mzhou@daltonstate.edu David Brown, Instruction and Technology Librarian, Derrell C. Roberts Library, Dalton State College, dobrown@daltonstate.edu
Sponsor, Title, Department	Dr. Andy Meyer, Academic Affairs Office, Dalton State College
Course Name, Course Number and Semester Offered (Spring 2015 Required)	EDUC 2130 Exploring Teaching and Learning, Spring 2015, Fall 2015

Average Number of Students in the Course	30	**Number of Course Sessions per Academic Year**	4

Award Category (pick one)	☒ No-Cost-to-Students Learning Materials ☐ OpenStax Textbooks ☐ Course Pack Pilots

List the original course materials for students (including title, whether optional or required, & cost for each item)	Required textbook *Educational Psychology* (12th edition) by Anita Woolfolk MyEducationaLab Access Code: optional	Textbook Cost: $220.00 MyEdcationLab Access Code: $30.00 Total Cost: $250.00

Projected Per Student Cost	0.00	**Projected Per Student Savings (%)**	$250.00

1. PROJECT GOALS

There are three goals that the project intends to achieve: 1) To make learning materials affordable to students. In this case, the learning materials created as a result of the project will have zero cost on students. 2) To have focused learning on educational learning theories and their applications in the classroom. 3) To provide easy access for students' learning. As the result of the project, the learning materials will be provided in the D2L Learning Management System to enrolled students. In addition, the learning materials will be catalogued and added to the Roberts Library's collection for electronic access.

1.1 STATEMENT OF PROBLEM

The course EDUC2130 has used the textbook *Educational Psychology* as the required learning material currently but the book is expensive to students, too much information to be taught in a 16-week semester (672 pages), and a lot of redundancy throughout the book. The course is a required course for all education majors and one of the requirements of program admission. This course is also available to students who are interested in teaching and learning. Although this is a major related foundation course, it is important to make sure learning materials used in the course are accessible and affordable to as many students as possible. More importantly, focused learning on educational theories plays a critical role for students' success in their future program of study, including Ed.TPA assessment preparation for education majors.

Ed.TPA is a certification assessment that requires solid understanding of educational learning theories and application of those theories in the classroom. This assessment is also adopted by the state of Georgia and is tied to teacher certification effective 2015. Needless to say, students' learning in the course EDUC2130 greatly impacts their future learning, teacher preparation, and successful passing of Ed.TPA.

To that end, it is essential to have learning materials that will have focused discussion on learning theories, learning materials that will provide hand-on activities to engage students in reflective thinking, and learning materials that will provide experiences for them to apply those theories creatively in the classroom. These needs for learning materials coincide with the intent and purpose of the proposed project. A few of the benefits from the project's learning materials include: zero cost of the learning materials to students, focused discussion on educational learning theories to better prepare students' for success, and creative activities to bring deep theories surface for better understanding of the learning theories and stronger application theories in the classroom.

1.2 TRANSFORMATION ACTION PLAN

The action plan for the learning materials includes:
1. The learning materials will be adopted for use in the Spring 2015 semester for one section of EDUC2130.
2. The course syllabus will be redesigned to encourage technological use of the learning materials; a copy of the learning materials will be made available in D2L Learning Management System for students' use; a set of the learning materials-based PowerPoint slides will be designed to be available and ready for students' use in spring 2015 semester.
3. The objectives of the course will be redesigned to prepare for assessment changes as a result of the current state and national reforms such as Ed.TPA.
4. Learning materials will be examined to ensure coverage of theories to include behaviorism, social learning, cognitive learning, constructivism, information processing, and neurological research.
5. The course will be designed to be a hybrid format to encourage technological use and online applications.

6. Summative Assessments: Educational Learning Theory Reflection Paper and Field Experience Paper will be used. Those two assignments will be graded based the Learning Theory Reflection Paper Rubric and Field Experience Paper Rubric.
7. Formative Assessments: Quizzes will be used to assess students' understanding of key concepts and ideas on learning theories throughout the Spring 15 semester.
8. A Pre-Posttest Assessment will be used to gather data on students' learning at the beginning and the end of the Spring 2015 semester to help further understand the course's impact on students' learning.
9. Comparative data analysis will be conducted to see the differences on summative assessments between FA 2014 semester and Spring 2015 semester. Baseline summative assessment data on those two assignments mentioned above will be collected by December 2014.
10. A Student Feedback Questionnaire will be administered at the end of Spring 2015 semester to solicit students' feedback on their learning in this course.
11. Data on students' enrollment, fail, withdraw rate in the Spring 2015 semester will also be used to help examine the impact of this course on students as well.

1.3   TIMELINE

9/29/2014 Align the course objectives to reflect current state and national reforms in education; design course outcomes; start gathering articles and sources in Galileo and USG libraries for the project to reflect the focus of learning theories such as behaviorism, social learning, cognitive learning, constructivism, and information processing theory, and neurological research.

10/13/2014 Complete course objectives and outcomes design; complete processing materials together in PDF format.

10/27/2014 Complete designing the learning materials to include instruction, reading, activities, and references components.

11/03/2014 Finalize the order of the learning materials to include instruction, reading, and activities, and references for each learning theory; submit IRB for data collection for this project.

11/17/2014 Check consistency of course materials: learning objectives/outcomes, course syllabus, PPT visuals and course hybrid design.

12/8/2014 Finalize the learning materials and all needed changes/designs, and technology to be in place to include course objectives, course outcomes, syllabus, assessments, and hybrid design in D2L; the course ready for delivery in the Spring 2015 semester.

12/15/2014 Three hard copies of the learning materials are made and put on reserve in the Roberts Library; the electronic version of the learning materials is available through the Roberts Library; an electronic copy of the learning materials is put in School of Education office; complete and submit the midterm status report.

1/06/2015 Implement the learning materials for EDUC2130, Pre-test completed.

4/28/2015 Complete Post-test; complete data gathering for the project.

5/01/2015 Work on data analysis; prepare final project report.

6/01/2015 Submit final project report.

1.4   BUDGET

Personnel	Specifics	Expenses ($)
Molly Zhou	Content, Instruction, Assessment, Data Analysis, and Reports	5,000.00 (Overload)
David Brown	Technology, Sources, and Instructional Design	5,000.00

Project Items	Breakdowns	Subtotal
	Subtotal	**$10,000.00**
Project Items	**Breakdowns**	**Subtotal**
Paper	$10x2	20.00
Pencils	$10x2	20.00
Pens	$10x2	20.00
Ink Cartridges	$45x3	135.00
Hard-copies of the Learning Materials	$15x3	45.00
GERA 2015 Conference Registration	$100x1 person	100.00
Travel to GERA Conference Mileage	380 miles x .25 cents/milex2	190.00
GERA Conference Hotel	135x2 nights	270.00
	Subtotal	**$800.00**
	Total	**$10,800.00**

1.5 SUSTAINABILITY PLAN

The course is one of the required courses for education program admission so it is going to be offered every semester. Due to increased needs, summer course offering is under consideration. The course instructor has been teaching the course since 2012 and she plans to teach this course as own preference for future terms. She will continue to adopt the learning materials for the terms to come. The learning materials will be made available to students open access through the Roberts Library. Three hard-copies of the learning materials will be on reserve in the library to meet students' needs. A PDF copy of the learning materials will be kept in the School of Education office. The course instructor will keep the original copy of the learning materials and will maintain and update the materials as necessary.

1.6 REFERENCES & ATTACHMENTS

References:

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Attachments:
1. Letter of Support from Dr. Andy Meyer
2. Letter of Support from Dr. Sharon Hixon
3. Summative Assessments Assignment Instruction
4. Learning Theory Reflection Paper Rubric
5. Field Experience Paper Rubric
6. Pre-Post Test
7. Formative Assessment Quiz 1
8. Student Feedback Questionnaire