

**Affordable Learning Georgia Textbook Transformation Grants**

**Round 2**

**Fall 2015, Spring 2016, Summer 2016**

**Proposal Form and Narrative**

*Please complete per inline instructions; the completed document is not to exceed four pages. The italicized text is provided for your assistance; please do not keep the italicized text in your submitted proposal. Proposals that do not follow the instructions may be returned.*

<b>Institution Name(s)</b>	University of North Georgia				
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<b>Sponsor, Title, Department, Institution</b>	College of Education, Social Foundations of Education Program				
<b>Course Names, Course Numbers and Semesters Offered (Summer 2015, Fall 2015, or Spring 2016)</b>	<p>Course One: EDUC 2110: Critical and Contemporary Issues in Education</p> <p>Course Two: EDUC 2120: Exploring Socio-Cultural Diversity Course</p> <p>Three: EDUC 2130: Exploring Teaching and Learning</p> <p>All 3 courses are offered every fall, spring, and summer</p>				
<b>Average Number of Students Per Course Section</b>	24	<b>Number of Course Sections Affected by Implementation in Academic Year 2016</b>	58	<b>Total Number of Students Affected by Implementation in Academic Year 2016</b>	1392
<b>Award Category (pick one)</b>	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input checked="" type="checkbox"/> Transformations-at-Scale				

<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<p>2110: <i>American Education</i> by Joel Spring (16<sup>th</sup> ed) – Required</p> <p>2120: <i>Is Everyone Really Equal</i> by Sensoy and DiAngelo – Required</p> <p>2130: <i>Educational Psychology</i> (11<sup>th</sup> ed) by Slavin</p>	<p>[Cost]</p> <p>96.33</p> <p>29.01</p> <p>99.00</p> <p><b>Total Cost</b></p>	
<b>Plan for Hosting Materials</b>	<input type="checkbox"/> <a href="#">OpenStax CNX</a> <input checked="" type="checkbox"/> <input type="checkbox"/> D2L <input type="checkbox"/> <a href="#">LibGuides</a> <input type="checkbox"/> Other _____		
<b>Projected Per Student Cost</b>	<b>224.34</b>	<b>Projected Per Student Savings (%)</b>	<b>224.34</b>



## **1. Project Goals**

For our proposed transformation project, we have three main goals, which are as follows:

1. Education majors in Georgia face additional expenses that many majors do not necessarily incur, as will be discussed in the statement of transformation. Students are required to pay out of pocket for multiple state assessments, background checks, liability insurance, and other items that can make the costs associated with the field of education a barrier, especially given that 7.5% of students on the Dahlonega campus and 13.8% of students on the Gainesville campus of UNG identify as low-income (Institutional Data). Given these requirements, we envision making students' journeys easier by alleviating the costs associated with textbooks in all three Foundations of Education courses, which are required for all education majors. We chose these three courses because although EDUC 2120 and EDUC 2130 are listed under the top 50 USG courses, EDUC 2110 is the first in this series, and we feel that implementing a no-cost-to-students course materials approach in all three courses will be more beneficial to education majors. In this way, none of the introductory-level education courses at UNG would have associated textbook costs, allowing students to save for the aforementioned requirements.

2. As a second goal, this project provides the chance to revise these courses to better meet the course objectives and ensure that pre-education majors on all four UNG campuses receive comparable instruction, especially given that we have more adjuncts in Foundations than in other areas of our college. Thus, we want the EDUC 2110, EDUC 2120, and EDUC 2130 courses to be aligned across the board to ensure that objectives are being met.

3. Although we understand that this is a one-time grant, we know that education is constantly changing, and we plan to meet regularly in the future to edit the materials developed here. We see this as an opportunity to work together as a team to discover the best possible resources for our students and to keep ourselves abreast of changes in the field of education. In the journey to teach our students to become intentional educators (Slavin, 2012), we need to mirror these same qualities of being life-long learners and engaging in critical inquiry within our field.

### **1.1 Statement of Transformation**

As stated above, becoming a PK-12 educator is an increasingly expensive endeavor, especially for limited-income students. In our introductory course required for all education majors, EDUC 2110: Critical and Contemporary Issues in Education, students must pay the following out-of-pocket costs: (1) LiveText for \$113.00; (2) liability insurance for anywhere from \$18.00 to approximately \$50.00 for three years, which is the requirement for admissions to the College of Education; (3) the Educator Ethics exam through GACE for \$30.00; (4) a one-time field experience fee of \$125.00 to cover the costs of supervision within the public school classrooms; and (5) a background check for \$25.00. Without a textbook, students are looking at a cost of at least \$316.00 for this one required education course, in addition to tuition. This does not include future costs, such as that of additional GACE assessments (the Program Admissions assessment and content-level assessments); the costs of updating background checks annually; and the cost of edTPA, a new required assessment for all teacher candidates in Georgia. Given these expenses, the faculty at the University of North Georgia think that EDUC 2110 would be the perfect starting point for implementation of an Affordable Learning Georgia Textbook Transformation Grant. Students are our biggest stakeholders, and we do not want students to be

pushed away from a major in education due to the costs associated with this field. This grant will provide one way in which we can ease students' financial burdens. In addition, we plan to extend this into the other two required Foundations courses, EDUC 2120: Exploring Socio-Cultural Diversity and EDUC 2130: Exploring Teaching and Learning. In EDUC 2120, we already worked to ease the financial stress by choosing a new text this past summer that cut textbook costs by approximately \$80.00. We believe, however, that we could offer course readings completely online and for free by utilizing already available materials on GALILEO.

The second stakeholders are the faculty who teach these classes. We are challenged by the fact that many of our Foundations courses are taught by adjuncts or faculty outside of the Social Foundations of Education. This makes course alignment vital to ensuring that all students receive the same education. Furthermore, textbooks often cover a part or portion of the intended material, but professors must supplement to meet course objectives. This grant would allow for revision of course content to better meet objectives and ensure that faculty outside Foundations have the necessary material in an easily accessible electronic format. As a side note, faculty will maintain the freedom to add other free online materials as they deem appropriate.

Lastly, further changes to educational certification in the state of Georgia require that candidates for certification demonstrate their knowledge of theory and academic language to the Professional Standards Commission through their edTPA portfolios, a new required assessment portfolio for all teacher candidates. It is vital, then, that our students have a strong theoretical background and the knowledge to put theory into practice, and revising the textbooks in these introductory courses can help us ensure that students receive this foundational background.

If awarded one of the Affordable Learning Grants, we could implement completely online and free readings in these three required core classes. Education majors at UNG are required to take and successfully complete these three courses before being admitted into any USG education program. Based on last year's data, this grant has the potential to cut costs for at least 1,392 students (including duplications, since students take all three courses and can take EDUC 2120 and EDUC 2130 simultaneously). Since every student takes all three classes, this could save each student approximately \$224.34 (a total savings of \$312,281.28 per academic year for all students combined). This project could save faculty and adjuncts time in that they will not need to search for supplemental materials to address objectives not covered in the current textbooks.

## **1.2 Transformation Action Plan**

Our action plan is to review course objectives and identify seminal readings and current research available on GALILEO. We have divided our group into course managers based upon their areas of expertise, and each of the two researchers will do the initial research to find readings that meet the objectives of the course under review. Each will be responsible for choosing readings and sending these out to the entire Foundations faculty for review. We will then meet as a group to decide upon our final list of required readings for each class and to discuss how these readings fulfill the objectives for each of the three courses. We will meet with our Social Foundations faculty for feedback and suggestions at least three times during the course of the semester. We want to ensure that all Social Foundations of Education faculty are in agreement on the seminal theoretical works used in these courses. The course managers will also review the accompanying syllabi to include the new reading list. We will then create a course reading list in eLearning that can be exported to all other sections of EDUC 2110 starting summer 2015, EDUC 2120 starting fall 2015, and EDUC 2130 starting spring 2016. By spring 2016, the reading materials for all

three courses will be completely free to students.

### **1.3 Quantitative and Qualitative Measures**

In each section, we will provide a survey for student feedback on the readings, the online format, and the individual impact of no-cost materials. Also, in this survey, we will address each learning objective and whether and how students thought these objectives were met through the online course materials. Thus, we will spend part of our time during the spring in survey development. Additionally, we would like to create an online discussion section for each course where students can comment upon the online format and readings at any point in the semester. We will use all discussion posts and surveys to continue to improve materials. Using BannerWeb, we will also look at the success of students in terms of grades and the WF and W rate in comparison to past semesters to determine any initial correlation to student progress. Longitudinally, we can examine the same students' success on the edTPA portfolio during their senior year. Finally, we will provide an end-of-semester evaluation to all Social Foundations of Education faculty for feedback on their students' learning related to the course materials, faculty engagement with the course materials, and suggestions for improvement.

### **1.4 Timeline**

- Aug-Sept: Team 1 - (1) Review EDUC 2110 course objectives with all Social Foundations of Education Faculty, (2) Develop list of suggested readings for EDUC 2110, and (3) Consolidate list of suggested readings.
- Team 2 - (1) Review EDUC 2120 course objectives with all Social Foundations of Education Faculty, (2) Develop list of suggested readings for EDUC 2120, and (3) Consolidate list of suggested readings.
- October: (1) Present list of EDUC 2110/2120 readings to all Social Foundations of Education faculty for recommendations, (2) Make changes and develop finalized list of course materials for EDUC 2110/2120, and (3) Create assessment measures to analyze success of online materials.
- November: (1) Present assessment measures to Social Foundations faculty for edits.
- December: (1) Upload online materials into all sections of EDUC 2110/2120 for spring semester, (2) Provide faculty with all assessments for themselves and students enrolled for spring, and (3) Submit ALG status report by end of fall 2015 semester.
- January: (1) Roll out online, free course materials for all sections of EDUC 2110/2120, (2) Review EDUC 2130 course objectives with all Social Foundations of Education Faculty, (2) Develop list of suggested readings for EDUC 2130, and (3) Consolidate list of suggested readings.
- February: (1) Present list of EDUC 2130 readings to all Social Foundations of Education faculty for recommendations, and (2) Make changes and develop finalized list of course materials for EDUC 2130.

April: (1) Upload online materials into all sections of EDUC 2130 for summer semester, (2) Provide faculty and students with all assessments for EDUC 2130 summer courses, (3) Meet with Foundations faculty to discuss results and make any necessary changes for fall of 2016, and (4) Submit ALG status report by end of spring 2016 semester.

Summer 2016: All three courses will be up and running by summer 2016. (1) We will assess all three courses at the end of summer 2016, (2) meet as a group to review any changes that need to be made, and (3) submit our final report.

### **1.5 Budget**

\$5,000 for each faculty member for compensation and \$5000.00 for travel for faculty members for meetings and conference (this would include travel to the required ALG kick-off meeting and meetings between campuses, since the faculty members are on differing campuses). We will stagger the course releases so that more than two faculty members are not on release at the same time, and although all faculty will have input on all decisions, we have chosen course managers for each course covered under the proposal.

- Fall 2015: Sheri Hardee \$5,000 to manage EDUC 2110 = \$5,000
- Fall 2015: Kelly McFaden \$5,000 and Lauren Johnson \$5,000 to manage EDUC 2120 = \$10,000
- Spring 2016: Linda Reece \$5,000 and Pat Nodine \$5,000 to manage EDUC 2130 = \$10,000
- Spring 2016: Travel for two faculty members to present results at AERA = \$4,200

Total: \$30,000.00

### **1.6 Sustainability Plan**

During our yearly retreat, we will make changes for the upcoming year based upon student and faculty feedback. We will continue to have meeting times at least three times per semester to assess data, make recommended changes, and update readings. Our faculty meets regularly, so we can easily integrate time to edit and update course materials. We believe the extenuation of this approach can only benefit our students and professors in the future, and we are dedicated to ensuring that this happens.