

**Affordable Learning Georgia Textbook Transformation Grants
Round 2: Summer 2015, Fall 2015, Spring 2016 Proposal Form and Narrative**

Institution Name(s)	Dalton State College				
Team Members (Name, Title, Department, Institutions if different, 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, Institution	Dr. Andy Meyer, Vice President of Academic Affairs, Dalton State College				
Course Names, Course Numbers and Semesters Offered (Summer 2015, Fall 2015, or Spring 2016)	EDUC3214 Exploratory Activities in Physical Education, Art and Music Fall 2015				
Average Number of Students Per Course Section	35	Number of Course Sections Affected by Implementation in Academic Year 2016	3	Total Number of Students Affected by Implementation in Academic Year 2016	105
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input checked="" type="checkbox"/> Course Pack Pilots <input type="checkbox"/> Transformations-at-Scale				
List the original course materials for students (including title, whether optional or required, & cost for each item)	Required textbook <i>The creative arts: A process approach for teachers and children</i> (5th ed.) by Linda Edwards MyEducationLab Access Code: optional		Textbook Cost: \$120.00 MyEducationLab Access Code: \$30.00 Total Cost: \$150.00		
Plan for Hosting Materials	<input type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input checked="" type="checkbox"/> LibGuides <input checked="" type="checkbox"/> Other: Digital Repository; College Library; School of Education Model Classroom				
Projected Per Student Cost	0.00	Projected Per Student Savings (%)	\$150.00		

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 arts integration in classrooms. 3) To provide easy access to learning materials for students. As a result of the project, the learning materials will be provided in the D2L Learning Management System, Course LibGuide, and Digital Repository at the College. In addition, the learning materials will be catalogued and added to the Roberts Library's collection for both hardcopy access and electronic access. The learning materials will be available to USG system faculty and staff for instructional purposes. The print copy of the learning materials on demand will be available at \$5.00 per copy upon request.

1.1 STATEMENT OF TRANSFORMATION

The course EDUC3214 has used the textbook *The creative arts: A process approach for teachers and children* as the required learning material currently but the book is costly to students, did not have focused discussion on arts integration in the classroom, and did not include arts and technology as part of the content for general classroom teacher training. The course is a required course for graduation. Although this is an education major related course, it is important to make sure that the learning materials used in the course are affordable and accessible to students. Accessible in this case also means to reduce the burden of textbook cost and ensure successful progress towards graduation in light of the current changes in education.

Effective Fall 2015, student teachers will be required to pay \$300.00 for the state mandated edTPA assessment and multiple state level Ethics Tests with price unreleased. With these newly added expenses to students, financial expenditure becomes a big factor for students' continued learning and successful graduation. The reduced the pressure on financial cost of their education and reduced stress during the last semester of their degree program will add another layer of assurance to students' successful graduation and reduced stress level about college expenses. The proposed project will help reduce the cost of college expenses and reduce students stress in light of the fact that student teachers will need to pass the high stake assessment edTPA in order to be recommended for certification.

The nature of the course requires a lot of ideas and brainstorming activities and sources. A single costly textbook is not nearly enough to ensure students have the knowledge and skills to successfully implement those music, art, and P.E. movements activities in their classroom. In addition, technology is a component currently not discussed in the adopted textbook, which created gaps in students' learning on how to integrate activities in increasingly technology rich classrooms. Focused learning materials on Arts Integration strategies, ideas, and technology use in the classroom could be alternatively enriched by using open educational resources free of charge. The needs for rich learning materials for this class coincide with the intent and purpose of the proposed project. A few benefits as a result of the project include: zero cost of the learning materials to students, focused learning on arts integration in the classroom to meet the current needs for teacher preparation, and creative use of technology to facilitate arts integration in the classroom.

1.2 TRANSFORMATION ACTION PLAN

The transformation action plan for the learning materials includes:

1. The learning materials will be adopted for use in the Fall 2015 semester for one section of the course EDUC3214.
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. A set of the learning materials-based PowerPoint slides will be designed to be available and ready for students' use in Fall 2015 semester in D2L.
3. The objectives of the course will be redesigned to facilitate students' learning as a result of the current state and national changes such as edTPA.
4. Learning materials will be examined to ensure coverage of arts integration strategies and technology use during that process.
5. The course will be designed to be hybrid format to encourage technological use and online applications.
6. The course instructor will be responsible for the content accuracy, currency, and soundness of the learning materials. In addition, she will also be responsible for the implementation of the proposed materials in the FA 2015 semester. She will be responsible for assessments implementation, data gathering, data analysis, and reports submission. The librarian and technology and instructional designer will be responsible for gathering sources for this project, which will include GALILEO materials, Library collections, databases, open access sources, etc. He will help design the PPT slides for this project. He will assist the technological and instructional design during the planning and implementation process of the project. He will also help clear the copy right matters related to the material usage for this project. He will help with data entry during the implementation process for this project as well.

7. Plan for Open Access: the proposed learning materials will be available in D2L Learning management system for enrolled students' use. The learning materials will be catalogued available for use in the Roberts Library. The learning materials will be added to the Digital Repository accessible to USG system institutions. The learning materials will be available through the course LibGuide. Finally the learning materials will be added to the Schools of Education Model Classroom for interested users.

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

The assessment of the student success and learning experience in the course with the use of the proposed learning materials will include formative assessments and summative assessment and the use of both quantitative and qualitative measures.

1. Summative Assessment: Arts Integration Research Paper. The assignment will be assessed by using the Arts Integration Research Paper Rubric.
2. Formative Assessments: Themed D2L Discussions will be used to assess students' learning of a variety of arts integration and the creative use of technology in the classroom. The Discussions will be assessed by Themed Discussion Rubric
3. Formative Assessments: two Make & Take Projects will be used to assess students' learning and application of their learning on arts integration. The assignments will be assessed by using Make and Take Project Presentation Rubric.
4. A Pre-Posttest Assessment will be used to gather data on students' learning at the beginning and the end of the Fall 2015 semester to help further understand the course's impact on students' learning on arts integration in the classroom.
5. Comparative data analysis will be conducted by using the summative assessment data to see difference patterns between Spring 2015 semester and Fall 2015 semester. Baseline summative assessment data on the Arts Integration Paper mentioned above will be collected in May 2015.
6. A Student Feedback Questionnaire will be administered at the end of Fall 2015 semester to solicit students' feedback on their learning and satisfaction on the learning materials in this course.
7. Data on students' enrollment, fail, withdraw rate in the Fall 2015 semester will also be used to help further examine the impact of this course on students as well.

1.4 TIMELINE

- 2/02/2015** 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 arts integration and creative technology use during the integration process; submit IRB application on the project for data collection to include Spring 2015 semester and Fall 2015 semester.
- 3/06/2015** Complete course objectives and outcomes design; continue to search more USG materials and open learning materials for the project.
- 4/06/2015** Complete designing the learning materials to include four components: music, arts, movements, and technology use; each of those four components will include a full text source and a variety of sources to include 3 web sources, 2 video sources, and a minimum of 15 additional sources; IRB approval in place.
- 05/04/2015** Finalize the order of the learning materials to include Selected Reading, Suggested Activities, and Additional Sources for each area of arts integration, i.e., music, arts, and movements; A PDF draft copy of the learning materials available.
- 06/08/2015** Check consistency of course materials: learning objectives/outcomes, the learning materials, course syllabus, PPT visuals, and course hybrid design; finalize the PDF copy of the learning materials.
- 07/06/2015** 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.
- 07/30/2015** Check to ensure all elements of the course is in place ready for delivery by August 1, 2015; complete and submit the mid-term status report for the project.
- 08/03/2015** Three hard copies of the learning materials are made and two put on reserve in the Roberts Library; the electronic version of the learning materials is available through the Roberts Library Course LibGuide and Digital Repository; an electronic copy of the learning materials and a hard copy are added to the Model Classroom collection; the electronic copy of the learning materials is ready to share with USG system institutions.
- 08/10/2015** Implement the learning materials for EDUC3214, Pre-test completed.
- 12/04/2015** Complete Post-test; complete data gathering for the project.
- 12/14/2015** Work on data analysis; prepare final project report.
- 12/18/2015** Submit the final project report.

1.5 BUDGET

Personnel	Specifics	Expenses (\$)
Molly Zhou	Content, Instruction, Assessments, Data Analysis, and Reports	5,000.00
David Brown	Technology, Sources, Copy Right Matters, and Instructional Design	5,000.00
Subtotal		\$10,000.00
Project Items	Breakdowns	Subtotal
Paper	\$5x1	5.00
Pencils	\$10x1	10.00
Pens	\$10x1	10.00
Ink Cartridges	\$45x2	90.00
Hard-copies of the Learning Materials	\$5x3	15.00
ALG Kick-off Meeting Mileage	150milesx.35 cents/milex2	105.00
GERA Conference 2015 Registration	\$120 x 1 person	120.00
Travel to GERA Conference Mileage	350miles x .35cents/milex2	245.00
GERA Conference Hotel	100x2 nights	200.00
Subtotal		\$800.00
Total		\$10,800.00

1.6 SUSTAINABILITY PLAN

The course is a required course for graduation so it is going to be offered every semester in the future. The course instructor has been assigned to teach the course for two semesters and the course instructor plans to continue to request the course as own preferred teaching assignment 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 and other faculty and staff for use to meet their learning and instructional purposes open access both in hard copy format and electronic format through the Roberts Library, D2L learning management system, Course LibGuide, Digital Repository, and the Model Classroom. Two hard-copies of the learning materials will be available on reserve in the library. A PDF copy of the learning materials and a hard-copy of the learning materials will be kept in the School of Education Model Classroom for interested users; the PDF copy of the learning materials will also be available to USG faculty who are interested in adopting the learning materials to meet their instructional needs. The course instructor will keep the master copy of the learning materials and will maintain and update the materials as necessary. The librarian and the technology and instructional designer will ensure continued access of the updated learning materials to interested users.

1.7 REFERENCES & ATTACHMENTS

References:

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Attachments:

1. ALG Round 2 Grant Proposal Form and Narrative
2. Letter of Support from Dr. Meyer
3. Letter of Support from Ms. Barbra Jones
4. Summative Assessment Arts Integration Paper Instruction and Rubric
5. Formative Assessments: Themed Discussion Instruction and Rubric
6. Formative Assessments: Make & Take Project Instruction and Rubric
7. Pre-Post Test Instruction and Rubric
8. Student Feedback Questionnaire



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November 21, 2014

Dear ALG Grant Committee,

I am pleased to write a letter of support for the Affordable Learning Grant Proposal authored by Dr. Molly Zhou and Instructional Technology Librarian David Brown. I support their proposal to create a course packet to replace the textbook for Exploratory Activities in Physical Education, Art and Music (EDUC3214). Their proposal will benefit our students, and Roberts Library has the materials and resources to support this course.

The Library has many scholarly resources. GALILEO has thousands of relevant scholarly articles, and the Library has hundreds of books on the topic. Librarian David Brown has extensive experience in helping students access these resources both remotely and in the Library. He has experience creating Library Guides (LibGuides), creating and embedding videos, and helping Education majors use the Library's Presentation Practice Studio.

The Library can provide access to the course packet and materials in multiple ways including Georgia View, the Library's Course Reserves, and the Library's LibGuides.

I know the Library has the resources to make this transformation from textbook to course packet a successful endeavor and fully support their proposal. Feel free to contact me if you would like more information.

Sincerely,

Barbara Jones
Librarian



Dear ALG Committee

Dr. Molly Zhou and David Brown have asked me to write a letter of support on their behalf with regards to the Affordable Learning Grants and I am happy to support their efforts. Dr. Zhou and Mr. Brown plan on developing a suite of open source materials to allow students to take EDUC 3214 Exploratory Activities in Physical Education, Art, and Music in a very low cost to students format.

Their plan involves replacing the current textbook and creating learning materials for students that will be available in Brightspace GeorgiaView, Dalton State Library Libguides, and in our Electronic Depository. In addition to the creation of no cost learning materials, these electronically available materials will be more flexible and adaptable to the needs of both faculty and students. In addition to the creation of the learning materials they also have a thorough assessment plan.

I think that this project is a great follow up to their currently funded project. As they point out in their proposal, the cost to education students is constantly on the rise and anything we can do to help alleviate the costs. I think that creation of the no cost to student learning materials is a great opportunity to demonstrate that we can create an affordable program.

Sincerely,

Andy Meyer, Ph.D.

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