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# Application Summary

## Competition Details

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<b>Competition Title:</b>	Textbook Transformation Grants, Round Seventeen (Summer 2020 - Summer 2021)
<b>Category:</b>	University System of Georgia
<b>Award Cycle:</b>	Round 17
<b>Submission Deadline:</b>	04/20/2020 at 11:59 PM

## Application Information

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<b>Submitted By:</b>	Isabel Maggiano
<b>Application ID:</b>	4768
<b>Application Title:</b>	534
<b>Date Submitted:</b>	04/21/2020 at 8:47 AM

## Personal Details

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<b>Institution Name(s):</b>	Department of Anthropology, University of West Georgia
<b>Applicant First Name:</b>	Lisa
<b>Applicant Last Name:</b>	Gezon
<b>Applicant Email Address:</b>	lgezon@westga.edu
<b>Applicant Phone Number:</b>	678-839-6457
<b>Primary Appointment Title:</b>	Professor and Department Chair
<b>Submitter First Name:</b>	Isabel
<b>Submitter Last Name:</b>	Maggiano
<b>Submitter Email Address:</b>	imaggian@westga.edu
<b>Submitter Phone Number:</b>	678-839-6450
<b>Submitter Title:</b>	Lecturer

## Application Details

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### Proposal Title

534

### Requested Amount of Funding

10,000

### Priority Category (if applicable)

None / N/A

**Course Title(s)**

Introduction to Physical Anthropology

**Course Number(s)**

ANTH 1105

**Team Member 1 Name**

Dr. Lisa Gezon

**Team Member 1 Email**

lgezon@westga.edu

**Team Member 2 Name**

Dr. Corey Maggiano

**Team Member 2 Email**

cmaggian@westga.edu

**Team Member 3 Name**

Dr. Isabel Maggiano

**Team Member 3 Email**

imaggian@westga.edu

**Team Member 4 Name****Team Member 4 Email****Additional Team Members (Name and email address for each)****Sponsor Name**

Dr. Denise Overfield

**Sponsor Title**

Associate Vice President for Research and Dean of the Graduate School

**Sponsor Department**

Office of Research and Sponsored Projects, Division of Academic Affairs

**Total Number of Student Section Enrollments Affected by Project in One Academic Year**

430

**Average Number of Student Section Enrollments Affected per Summer Semester**

70

**Average Number of Student Section Enrollments Affected per Fall Semester**

180

**Average Number of Student Section Enrollments Affected per Spring Semester**

180

**Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)**

Introduction to Physical Anthropology, 15th Edition, **Robert Jurmain/Lynn Kilgore/Wenda Trevathan/Russell L. Ciochon/Eric Bartelink**, Price: \$149.95, <https://www.cengage.com/c/introduction-to-physical-anthropology-15e-jurmain/9781337099820/>

**Original Total Cost per Student**

\$149.95

**Post-Project Cost per Student**

\$0

**Post-Project Savings per Student**

\$149.95

**Projected Total Annual Student Savings per Academic Year**

\$64,478.50

**Using OpenStax Textbook?**

No

**Project Goals**

Here at the University of West Georgia (UWG), we have an extremely diverse student body, which finds itself unified in many ways by central concerns regarding college affordability. This is one of the most often cited reasons for student non-completion and is an extremely challenging aspect of professor mentorship, creating a sense of helplessness when students who would otherwise succeed, struggle financially. Our Anthropology Department is small enough (4 tenured or tenure-track professors and 2 lecturers) that we get to know each of our 60-100 majors quite well during our time with them and start that process early in our introductory courses. We see the economic struggle when we ask the first day of class for students to place their books on their desks, and see nearly all empty desks, or field the repeated question, often even after the mid-term exam, "Is it ok to buy an off-edition, since some of the older ones are a lot cheaper?" These students are so numerous, particularly in core courses like "Introduction to Physical Anthropology" (ANTH 1105), that it has become normal for students to attempt the class with no text, unable to use readings to mark their progress, gain confidence, or earn benefits from activities, examples, and references therein. Modifying this class to fit a "No Cost"-model of instruction is therefore a perfect opportunity for us to improve student learning, engagement, and retention in a way previously unavailable to us, by easing the expenses students face in our own classroom.

"Introduction to Physical Anthropology" studies the human body and its relationship to the environment, over millennia and across changing environments. It was previously taught once or twice every three years as an elective, but is now taught in 9-10 sections per year as Georgia's first Core Curriculum STEM Anthropology Course, under the guidance of Dr. Corey Maggiano and Dr. Isabel Maggiano here at UWG. Together, these faculty have taught over 40 sections of the course at two universities. Here at UWG, they have linked ANTH 1105 to a wide range of excellent opportunities in our department, increasing student awareness of our Biological and Forensic Anthropology Lab (BAFAL), our Undergraduate Certificate in Forensic Science, and preparing them for upper level study and student research in physical anthropology.

However, faculty dedication and hard work in class, though vital, does little to keep financially struggling, textless students informed and enrolled, when they admit regularly they would stay if they could afford to. To alleviate that burden, this project aims to remove nearly \$64,500 of text costs from ANTH 1105 students every year. In addition, the course curriculum will be considerably remodeled to fit this OER textbook transformation, and increase student success through reading accountability, land-marking progress, and rewarding improvement. All of these goals are made more achievable through the ease of access and improved pace offered by open educational resources like the online text, Explorations: An Open Invitation to Biological Anthropology.

#### **Our Transformation Goals:**

- 1) Increase the class's enrollment and retention by easing students' financial burden
- 2) Increase student success through reading accountability
- 3) Provide land-marks for student progress that incorporate the text
- 4) Reward resulting improvement in student performance
- 5) Assess the effectiveness of our Transformation Plan through Qualitative and Quantitative means

#### **Statement of Transformation**

## **The Course, Instruction, and Department:**

This course traditionally begins with the purchase of a \$150 textbook. On day one, it starts with a theoretical background on science and anthropology along with historical context. It moves through the inheritance and evolutionary theory (across topics as central as Mendel's principles and the Human Genome Project, to more advanced topics such as gene flow speciation models and reproductive isolating mechanisms) to culminate in the students' use of Hardy-Weinberg equations to perform population predictions on the mechanisms of evolution and its rate. The class then moves through human adaptability (skin tone, thermoregulation, disease resistance, etc.), and presses onward to primatology and human origins, relating their lives to those of our closest ancestors. The class ends with an assessment of human ecological impact and the future of humanity. It poses the question, "Are we still evolving?" and answers it with a resounding, "Yes! But how?", focusing these young students, squarely, on their own futures.

For both, face-to-face instructions and online, the survey knowledge from the course is assessed through three quizzes, each acting as a foreshadowing of the 3 exams in the course to give them preparation. Exams are both multiple choice and short answer essay format. We have weekly "quizzlets" to check for class preparation and indicate areas that might need retreatment in lecture. We also have three writing assignments in the class. Two lab reports and one response paper on an out-of-class activity involving communities of learning during peer designed workshops at our lab (BAFAL), or during public academic lectures across UWG or other institutions. In this way, the students don't just experience learning in a group setting outside the class, but they also practice translating the knowledge gained and representing it in the written word.

Previous to 2015, and the arrival of Dr. Corey Maggiano and Dr. Isabel Maggiano, our department offered ANTH 1105 (or a course like it) roughly once or twice every three years. It is, however, the vital entry point to one of our discipline's four major subfields. For this reason, in 2016, the department emphasized the foundational biological science aspects of anthropology to become the first university in Georgia to gain recognition from the Board of Regents for our redesigned course as a Core Area D Science. We began welcoming students from across the university seeking to fulfill their science requirement while finding application for their knowledge in social and humanities contexts. Many students entering upper level courses, the Forensic Science Certificate, or BAFAL (all of which are directed or co-directed by the Drs. Maggiano) hear about these valuable opportunities, first, in ANTH 1105. Many of our majors also come from this introductory experience; but far broader is the impact of the course across the UWG curriculum, for merging the biological and social, expanding cultural horizons, encouraging written response, and promoting practical learning in community contexts.

Now "Introduction to Physical Anthropology" serves some 430 students in 9-10 sections every year. It is taught in face-to-face and online settings by these two closely collaborating faculty members. Both have been active across various assessment programs for the department, with Dr. Corey Maggiano currently serving in the university's area core D GEAC assessment work group. They have both undertaken gratis and competitively funded training from the Center for Teaching and Learning on online course development. Dr. Isabel Maggiano's College of Social Sciences Outstanding Teaching Award in 2018 was issued in large part due to her hard work on this course, and it comprises a large portion of Dr. Corey Maggiano's wider, award-winning service commitments due to its close association with the BAFAL experiential learning and research facility.

This rapid growth, from nearly no sections, to 9 offered per year, is also a testament to the student's desires for a science that informs their humanity. It has also been extremely important to our small department, which prides itself in serving so steadily across the core curriculum where we get most of our majors as continuing students, rather than freshmen. Now, though, after decreased enrollments across the previous academic year and with looming unknowable challenges posed by the Covid-19 Pandemic, a flexible and accessible course about the connection between humans, their health and behavior and the environment is more important than ever. Not only topically, but also logistically, a course strategically designed around an excellent OER textbook, online ready, and with such impact on our department and the core curriculum, would make a great impact here.

## **Project Design and Impact:**

Goal 1: Increase the class's enrollment and retention by easing students' financial burden.

Our transformation plan reduces the required course materials cost from \$150 per student to \$0 by transforming the course to fit an open access free online text, entitled Explorations: An Open Invitation to Biological Anthropology. Financial hardship is one of the reasons students cite most often for underperformance and leaving higher education (Salem 2017, Schlak and Johnson 2018). Alleviating the financial burden of this core course will help students to afford other aspects of their continued enrollment. Further, the ease of access offered by a free, online text (especially managed and linked to the course directly through our D2L online instruction platform (CourseDen) ensures that students are not left behind by simply not having the ability to prepare for class or study for exams. The benefits of adopting this OER textbook go further abroad as well, since the text is also associated with various ancillary online resources including 1)

presentation slides, 2) test banks, 3) the Matrix Notes guided reading system, and 4) the Teaching and Learning Anthropology Journal. Instructors adopting the text are also creating their own teaching communities through social media.

Goal 2: Increase student success through reading accountability.

We will be increasing student success through reading accountability by broadly adopting and modifying the intent of weekly "Quizlets", both face-to-face and online. Each quizlet (which will be linked to their attendance and participation grade) will ask at least one textbook-based question similar to those that may arise on assessments and have the associated page number (and hyperlink) to the region in the text addressing the concept. Students will also be given online access to notes from lecture and Matrix Notes on the readings. We will be exploring ways of using CourseDen's ability to track time spent on various modules and links as another possible means of accountability and reward for maintaining the reading schedule and text involvement. It is important to note that the inclusion of these online notes, as proposed, will not diminish the current extensive focus on in-class note taking and study habit skills development currently in the course.

Goal 3: Provide land-marks for student progress that incorporate the text.

Land-marks for students to see their progress will be fully integrated with the OER as well. This will be accomplished by lecture presentation notes (in class and online accessible) that link to the specific regions of the textbook where students can find more information. Students will be guided in this manner for only the most important topics, likely to arise on exams as short answer essays worth a significant portion of their grade. In this way not only do they have a system guiding them through topics as they move through the lecture and readings, but they also have assistance differentiating between critical and less critical information. Likewise, quizzes will be used, across face-to-face and online sections, as chances to develop their skills and confidence by rewarding their hard work at note-taking and study guide-building. Students will be permitted to use their notes on the first quiz, only their "cheat sheet" study guide on their second quiz, and take the third quiz in the same fashion as the exams. This will also help them to sense a progression in their course skill development, as will the improvement system.

Goal 4: Reward resulting improvement in student performance.

Our improvement system will be applied broadly to all face-to-face and online sections in order to directly measure and reward the real-time performance gains that we predict students to make due to resulting increases in text availability, reading accountability, and land-marks for progression. This system has been piloted to great success, measured both by student feedback and performance. The improvement system awards students extra credit for overcoming obstacles they may encounter early in the course, but is balanced enough to never threaten to overtake consistent moderate performance in the class. The improvement system becomes even more important with the addition of the OER transformation strategy, since it simultaneously serves as a land-mark and reward system. Though it is very important to measure the success of the planned transformation it is even more important to make sure that the success helps those students most at risk through the use of an improvement system like this. The classes improvement rate will be a topic of anonymous announcement and encouragement throughout the course as a community confidence builder for the whole class.

Goal 5: Our strategy for qualitative and quantitative assessment of our textbook transformation plan are outlined, in detail in a following section below.

There are many compounding benefits of a proposal like this. Modification of courses through the use of OER creates clear advantages for the student. Anecdotally, students have reported their concerns over the textbook price for ANTH 1105, their efforts to delay or avoid purchasing it, and their support for cheaper alternatives with easier online access. These opinions are also shared more widely in formal analysis on student opinion demonstrating preference for OER texts and materials (Feldstein et al. 2012; Donaldson et al. 2012; Hilton III, 2016). Likewise, instructors of ANTH 1105 have noticed a distinctly bimodal grade distribution is common and feel strongly that a significant part of that problem (a large number of students either dramatically underperforming or giving up, scoring Ds and Fs) is caused by students underutilizing the required text or refusing to buy it entirely. Student performance using OER has been widely measured as well and, though somewhat variable, investigators have found that student success can be on par (Hilton III, 2016) or improved (Hilton III, 2012), by increased grade averages (Feldstein et al. 2012; Robinson et al. 2014; Colvard et al. 2018), and reduced levels of anxiety (Lin et al. 2017).

Departmentally, gains in student involvement and performance in a core curriculum course serving such a broad diversity of students is vital for introducing students to Anthropology. Most students hear about our discipline for the first time in university and so many of our majors are transfers from prior interests. Student performance and retention in these broad-appeal courses impact nearly every aspect of a small department,

such as ours.

Finally, our textbook transformation plan will impact our institution more broadly, not only because it serves a significant number of Area D Core students for the institution, but because our student's alleviated textbook burden and increased success directly contributes to the University's efforts to improve retention and graduation rates, more broadly. Elsewhere, studies have found direct connections between OER adoption and increased completion rates (Fischer et al. 2015; Colvard et al. 2018) and subsequent course enrollment (Fischer et al. 2015).

With appropriate incorporation and experienced adaptation, as planned by the ANTH 1105 faculty, we feel certain that our students, our department, and our institution will experience all these benefits and more.

#### **Work cited:**

**Colvard NB, Watson CE and Park H** (2018) The Impact of Open Educational Resources on Various Student Success Metrics. *International Journal of Teaching and Learning in Higher Education* 30: 262-276

**Donaldson RL, Nelson DW, Thomas E.** (2012) Florida Virtual Campus Florida Student Textbook Survey. Tallahassee, FL

**Feldstein A, Martin M, Hudson A, et al.** (2012) Open Textbooks and Increased Student Access and Outcomes. *European Journal of Open, Distance And E-Learning* n2: 1-9

**Fischer L, Hilton III J, Robinson TJ, et al.** (2015) A Multi-Institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-Secondary Students. *Journal of Computing in Higher Education* 27(3): 159-172

**Hilton III J, Laman C** (2012) One College's Use of an Open Psychology Textbook. *Open Learning*, 27(3): 265-272

**Hilton III J** (2016) Open Educational Resources and College Textbook Choices: A Review of Research on Efficacy and Perceptions. *Educational Technology Research & Development* 64(1): 1-18.

**Lin Y, Tang H** (2017) Exploring Student Perceptions of the Use of Open Educational Resources to Reduce Statistics Anxiety. *Journal of Formative Design in Learning* 1: 110-125

**Robinson TJ, Fischer L, Wiley DA, et al.** (2014). The impact of open textbooks on secondary science learning outcomes. *Educational Researcher* 43(7): 341-351

**Salem JA** (2017) Open Pathways to Student Success: Academic Library Partnerships for Open Educational Resource and Affordable Course Content Creation and Adoption. *The Journal of Academic Librarianship* 43(1): 34-38

**Schlak TM and Johnston B** (2018) A Case Study and Analysis of a Successful and Collaborative Student-Centered Textbook Reserve Program in a Mid-Size Academic Library. *Public Services Quarterly* 14(1): 22-35

#### **Transformation Action Plan**



Dr. Corey Maggiano and Dr. Isabel Maggiano are currently the only faculty members teaching ANTH 1105 Introduction to Physical Anthropology at the University of West Georgia's Anthropology Department. They have anticipated the publication of Explorations: An Open Invitation to Biological Anthropology as the first comprehensive, peer-reviewed and open resource textbook for physical anthropology. This textbook is available completely cost-free online since 2019, and both Drs. Maggiano have thoroughly examined the textbook during Spring 2020 to ensure its suitability for ANTH 1105 courses taught at UWG.

Explorations: An Open Invitation to Biological Anthropology is a world-class online textbook. Its quality is the result of the efforts and authorship of 41 committed anthropology educators, nationwide; produced with support from the American Anthropological Association (our disciplines largest professional body) via the Society for Anthropology in Community Colleges, with financial support from Minnesota State; and evaluated by 49 independent peer-reviewers. The text focuses on more current topics than the previous, particularly in molecular biology, ancient DNA, diet, forensics, osteology, bioarchaeology, and primate conservation. The previous text offers none of these important subjects. Explorations: An Open Invitation to Biological Anthropology also adds efficiency to the topic progression, by limiting the historic section in favor of these more currently relevant subjects. Chapter reading pace will be incorporated into the lecture presentations and the Matrix Notes-guided reading system provided online. This increase in access is accompanied by an increase in accountability through the OERs ability to connect directly to daily "quizlets" for reading accountability, through hyperlinks throughout lecture and quizlets, and providing land-marks for student progress rewarded by an improvement system. These efforts will create landmarks for student progress through the curriculum and introduce adaptability by permitting real time alteration of course pace to facilitate review of any challenging topics.

Both instructors will share the responsibility of constructing 15-week full semester face-to-face as well as online course learning objectives, course outlines, and syllabi calendars. Additionally, they will prepare adjusted schedules for short session summer courses online through Courseden (D2L), also taught regularly at UWG. They will both be equally involved in developing lecture materials for face-to-face and online sessions. Particularly, online course material requires additional attention to maintain student involvement and maintain accessibility compliance. The instructors are also planning to update their performance assessment tools, such as lab activity assignments, discussion assignment questions, critical thinking questions, and short answer question in order to accommodate the new text. They will be working on multiple choice question selection and build sharable question libraries in CourseDen's D2L. Questions will be loaded separately for each chapter to permit the creation of flexible assessment tools for years to come, from short daily "quizlets", preparatory quizzes, to full exams. Explorations: An Open Invitation to Biological Anthropology's website also just announced an additional publication of comprehensive lab activities tailored specifically to this textbook, which will become available in June, 2021. Instructors will cooperate to fully evaluate these lab activities for consideration in either the current class or a potential proposed lab section under consideration.

The principle investigator (PI) of this textbook transformation proposal, Dr. Lisa Gezon, Chair of the UWG Anthropology Department, will provide oversight of the project. Both Co-PIs, Dr. Corey Maggiano and Dr. Isabel Maggiano, will develop, administer, and evaluate all course design and assessment tools. They will also lead in assessment analysis and write the final report. Due to the experience and close working collaboration between these faculty, the proposed textbook transformation will go beyond the adoption of a free online text. Our plan benefits student experience, success, and retention, through strategic incorporation enabling improved text access, reading accountability, progress, and improvement.

## **Quantitative & Qualitative Measures**

To evaluate this textbook transformation, we are planning a series of steps:

- **Evaluate and compare student evaluations from courses taught before and after the textbook transformation:** This will include courses taught in the last 5 years. Student evaluations are a standard procedure and will be an ideal tool to evaluate both positive and negative effects this textbook transformation has on students' learning experience. Accuracy of this evaluation tool will be ensured, since the course has been continuously and exclusively taught by the Drs. Maggiano here at UWG since 2015. Changes in course evaluations will therefore primarily reflect changes due to this transformation, instead of a change in instructor or instruction.
- **Create and administer a textbook satisfaction and new course design survey.** This student survey will be administered in addition to general course evaluations and will ask student specific questions about the textbook itself and how they incorporated it to the modified curriculum of the course. This will give students a chance to tell us more directly what they liked and did not like about the OER, which parts they thought were most useful, and raise questions regarding the advantages of using OERs as course material from a student's perspective. It will include an assessment of their increased likelihood to read the text when it is openly accessible what suggestions they would like to make to the authors/editors of the book, and how useful glossaries, chapter review questions, special topic boxes, and supplemental course materials were to them. This satisfaction survey will better inform our final report, but will also be a direct tool for a further adjustment and improvement of the course. Some other examples of questions relating the OER and course transformation:
  - How well did the course assignments and materials align with the new textbook?
  - Did the OER's ease of access aid you in improving your performance throughout the term?
  - Did you read the text in most detail before class on the topic or after as a study aid?
  - Did you take notes on the text separately from lecture notes, together with lecture notes, or not at all, while reading?
  - Did having the power point slides as a guide for lecture notes decrease the importance of your class attendance?
- **Analyze and compare final grade distributions from before and after the textbook transformation:** In order to evaluate the effect of this textbook transformation and new course design on student success, we will compare and analyze development of student's final grades from the last five years. As a specific goal for this metric, the course often had a bimodal grade distribution thought to reflect perhaps stark differences in student preparation level, access to the text, or attendance/involvement. Our grade distribution analysis will seek to separate these, until now, conflated possibilities.
- **Evaluate core assessment results from the last five years, including courses after the textbook transformation:** As a core course in Area D, ANTH 1105 has been part of our departmental and UWG-wide general education assessment for student learning for many years. We are continuing this effort, which was recently adjusted in order to comply with GEAC's general education assessment standards. Results from before and after the textbook transformation will be an ideal tool for the assessment of student learning outcome and success.
- **Formal incorporation and assessment of 1) online-notes guide, linking lecture to the text and 2) class improvement policy:** Previously the course offered no online reading or note files in its face-to-face version, opting instead for in-class instruction in note-taking skill and study habits. This course transformation, however, will add to this in-class guidance an online-notes guide that connects the textbook directly to lecture. Class attendance will be closely monitored to ensure students do not over-depend on this guide rather than incorporating necessary lecture and group work experiences. In addition, we are planning to widely implement improvement opportunities for students in all ANTH 1105 courses, face-to-face, and online. Currently, a pilot version of an improvement policy has been incorporated into only the face-to-face class. The policy offers every student a set number of improvement points relative to

their performance increases between exams. So far, the result has been that students who fall behind early in the course have a better chance to correct this and achieve their true potential. During the OER transformation, this policy will be formally adapted to the new course format and assessed in order to recognize if any improvement seen will or will not be due to late-term text purchases by students who experienced poor performance early in the semester. Both of these transformation factors will be assessed simultaneously with the above mentioned OER Student Survey.

## **Timeline**

## **May 2020**

- Outline course objectives based on the new textbook.
- Develop course schedules for 15-week courses in Fall 2020.
- Make strategic adjustments to suit schedule for face-to-face, and online sections.
- Distribute the workload for implementation.
- Work on IRB approval process necessary for student satisfactory survey.

## **June-July 2020**

- Redesign course materials, including lectures for face-to-face courses and online courses.
- Pre-record online lectures and ensure accessibility compliance.
- Develop a variety of assessment tools, such as discussion questions, homework assignments, lab activity assignments.
- Select suitable multiple-choice questions for quizzes and exams for student assessment and begin the process of formatting them for and importing them into question libraries on CourseDen.
- Select additional course material for students, such as scholarly articles, news articles, videos, broad- and podcasts, that align with the content of the new textbook.
- Implement improvement policy in all courses.
- Incorporate General Education Assessment Core Area D in all courses.

## **August-December 2020 (Fall Semester 2020)**

- Course will be taught in one face-to-face section and 3 online sections, using the new textbook by both instructors, Dr. Corey Maggiano (one section face-to-face, one section online) and Dr. Isabel Maggiano (two sections online).
- Develop student's textbook and course redesign satisfaction survey.

## **November/December 2020**

- Administer and collect student evaluations.
- Administer student's textbook satisfaction through survey in all courses.
- Collect final grade data.
- Administer General Education Assessment in all courses.
- Make all necessary adjustment for Spring 2021.
- Implement online-notes guides for all lectures.

## **January - May 2021 (Spring Semester 2021)**

- Course will be taught in one face-to-face section and 3 online sections using the new textbook and reviewed course materials. Dr. Corey Maggiano will teach one section face-to-face and one section online, and Dr. Isabel Maggiano is scheduled to teach two sections online.
- Finalize summer short session course schedules. One or two online sections are taught every summer.
- Apply to UWG's Innovations in Pedagogy Conference to present their experience with implementing Textbook Transformation.

## **April/May 2021**

- Present outcomes of the project at UWG's Innovations in Pedagogy Conference.
- Administer student satisfactory and course redesign survey and general course evaluations, develop and collect final grade and student improvement policy data.
- Reflect the textbook transformation and its success.
- Design summer session online versions of the course.

## **May-June 2021**

- Write and submit final report.

## **Budget**

Lisa Gezon: No payment

Corey Maggiano: \$2,500 summer 2020 salary (Transformation Efforts and Course Prep)

Isabel Maggiano: \$2,500 summer 2020 salary (Transformation Efforts and Course Prep)

Corey Maggiano: \$2,500 summer 2021 salary (Assessment and Final Report)

Isabel Maggiano: \$2,500 summer 2021 salary (Assessment and Final Report)

Total: \$10,000

### **Dr. Lisa Gezon**

Her primary role is to provide oversight due to a conflict of interest, since both co-PI's are married. She will not be involved in the practical aspect of this textbook transformation, nor teach this course.

### **Dr. Corey Maggiano and Dr. Isabel Maggiano**

As the only instructors teaching ANTH 1105 Introduction to Physical Anthropology at the University of West Georgia's Anthropology Department, they will share the responsibilities of this textbook transformation. Both will teach two sections of the course during Fall 2020 and Spring 2021, and will, upon demand, teach additional sections in Summer 2021. They will equally share the load of creating and developing lecture materials, student assessment tools, collecting additional materials, and selecting assessment questions and building flexible question libraries in CourseDen. Both instructors will also be equally involved in administering and evaluating student satisfaction with the new textbook and evaluating student success. They will both be writing and submitting the final report.

### **Sustainability Plan**

Explorations: An Open Invitation to Biological Anthropology was produced with support from the Society for Anthropology in Community Colleges (a section of the American Anthropological Association) and a grant from Minnesota State. First chapters were published online in 2019, and it was finished in 2020. The book is a follow up project of Perspectives: An Open Invitation to Cultural Anthropology first published in 2017, and was anticipated by many and immediately adopted. Explorations is written by an impressive collection of renowned Biological and Physical Anthropologists, is comprehensive and peer-reviewed. In February 2020, supplemental teaching materials, such as Powerpoint lectures and test banks were added, and the editors just announced the addition of lab assignments by June 2020, for which the project has secured additional funding from Minnesota State. This will be soon enough for us to incorporate lab activities in this textbook transformation. Due to the quality and accessibility of this book, an open source, and completely cost-free, and the active development and engagement it is still undergoing from both editors and authors, we have no doubt that this adoption will be a great success. Physical Anthropology is a fast-changing field, with new developments and discoveries made almost on a daily basis, and we are confident that the editors and authors of this new open textbook source will ensure its accuracy and keep it up-to-date. We strongly believe this OER is an ideal, high-quality, and cost-effective resource for our students at UWG for years to come.

On our side, the development of course materials, such as lectures, additional materials and assessment tools, will all be developed with sustainability in mind. We are planning to develop additional assessment tools in order to be able to alternate them from semester to semester in order to continuously create new and flexible learning experiences for our students. Our adjusted question library in CourseDen will have hundreds of questions, sorted by chapters, permitting the creation of flexible teaching, homework, and assessment tools for different, sharable versions of this course, whether face-to-face or online, whether taught during the semester, or in a short summer session.

Our suggested assessment and evaluation of this textbook transformation and course redesign will provide data for us to thoroughly evaluate this teaching experience from both a student and a lecturer perspective. This will enable us to continuously innovate our teaching and innovation of course materials and systematically analyze this transformation. We are planning to use our experience and evaluation to present at teaching-related conferences, beginning with our participation at the UWG Innovations for Pedagogy Conference in May 2021, adding similar venues as they become available in the future. We are excited to get started.

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### **Acknowledgment**

**Grant Acceptance**

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

April 16, 2020

Jeff Gallant  
Program Manager, Affordable Learning Georgia  
Library Services, Board of Regents of the University System of Georgia

Dear Mr. Gallant and the ALG Textbook Transformation Grant Committee:

Please accept this letter of support for the Textbook Transformation Grant submitted by Drs. Lisa Gezon, Corey Maggiano, and Isabel Maggiano of the Department of Anthropology at the University of West Georgia. Their proposal aims to improve student experience, success, and retention by easing students' financial burden, increasing student success through reading accountability, providing land-marks for student progress that incorporate the text, rewarding improvement in student performance, and assessing the effectiveness of their textbook transformation through qualitative and quantitative means. The fulcrum of their project is a free and open access textbook, "Explorations: An Open Invitation to Biological Anthropology" and its ancillary materials, sponsored by the American Anthropological Association. This will alleviate textbook costs for 430 students each year.

Their proposal requests funding to support the creation of materials and will be completed by June 2021. Once created, the materials will be easy to revise and maintain as a sustainable resource for the department.

Professors Gezon, C. Maggiano, and I. Maggiano have the full support and endorsement of their college dean. With this level of support and with the quality of the project, we are confident that this project is worthy of funding and we look forward to providing support for it.

Sincerely,

  
Denise Overfield (Apr 17, 2020)

Denise Overfield, Ph.D.  
Associate Vice President for Research and Dean of the Graduate School






# Gezon\_ALG\_LETTER OF SUPPORT\_B

Final Audit Report

2020-04-17

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## "Gezon\_ALG\_LETTER OF SUPPORT\_B" History

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# Textbook Transformation Grants, Round Seventeen (Summer 2020 – Summer 2021)

## Proposal Form and Narrative

### Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the [Round 17 RFP Page](#).
- The italic text provided below is meant for clarifications and can be deleted.

### Applicant, Team, and Sponsor Information

Institution(s)	Department of Anthropology, University of West Georgia
Applicant Name	Dr. Lisa Gezon
Applicant Email	lgezon@westga.edu
Applicant Phone #	678-839-6457
Applicant Position/Title	Professor and Department Chair
Submitter Name	Corey Maggiano
Submitter Email	cmaggian@westga.edu
Submitter Phone #	678-839-6456
Submitter Position	Assistant Professor

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Lisa Gezon	lgezon@westga.edu
Team Member 2	Corey Maggiano	cmaggian@westga.edu
Team Member 3	Isabel Maggiano	imaggian@westga.edu

If you have any more team members to add, please enter their names and email addresses in the text box below.

NA

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dr. Denise Overfield, Associate Vice President for Research and Dean of the Graduate School, University of West Georgia

## Project Information and Impact Data

<b>Priority Category / Categories</b>	None
<b>Requested Amount of Funding</b>	\$10,000
<b>Course Names and Course Numbers</b>	Introduction to Physical Anthropology, ANTH 1105
<b>Final Semester of Project</b>	Summer 2021
<b>Total Number of Student Section Enrollments Affected by Project in One Academic Year</b>	Total: ~430 students total Fall Semester: 4 FTF or Online Sections, 45 students each Spring Semester: 4 FTF or Online Sections, 45 students each Summer Semesters: 1-2 online sections, 35 students each
<b>Average Number of Student Section Enrollments Affected per Summer Semester</b>	Total: 70 students 2 online sections, 35 students each
<b>Average Number of Student Section Enrollments Affected per Fall Semester</b>	Total: 180 students 2 FTF sections, 45 students each 2 online sections, 45 students each
<b>Average Number of Student Section Enrollments Affected per Spring</b>	Total: 180 students 2 FTF sections, 45 students each

<b>Semester</b>	2 online sections, 45 students each
<b>Original Required Commercial Materials</b>	Introduction to Physical Anthropology, 15 <sup>th</sup> Edition, <b>Robert Jurmain/Lynn Kilgore/Wenda Trevathan/Russell L. Ciochon/Eric Bartelink</b> , Price: \$149.95, <a href="https://www.cengage.com/c/introduction-to-physical-anthropology-15e-jurmain/9781337099820/">https://www.cengage.com/c/introduction-to-physical-anthropology-15e-jurmain/9781337099820/</a>
<b>Average Price of Original Required Materials Per Student Section Enrollment</b>	\$149.95
<b>Average Post-Project Cost Per Student Section Enrollment</b>	NA
<b>Average Post-Project Savings Per Student Section Enrollment</b>	\$149.49
<b>Projected Total Annual Student Savings Per Academic Year</b>	\$64,478.50
<b>Using OpenStax Textbook?</b>	No

## Narrative Section

### 1. Project Goals

Here at the University of West Georgia (UWG), we have an extremely diverse student body, which finds itself unified in many ways by central concerns regarding college affordability. This is one of the most often cited reasons for student non-completion and is an extremely challenging aspect of professor mentorship, creating a sense of helplessness when students who would otherwise succeed, struggle financially. Our Anthropology Department is small enough (4 tenured or tenure-track professors and 2 lecturers) that we get to know each of our 60-100 majors quite well during our time with them and start that process early in our introductory courses. We see the economic struggle when we ask the first day of class for students to place their books on their desks, and see nearly all empty desks, or field the repeated question, often even after the mid-term exam, "Is it ok to buy an off-edition, since some of the older ones are a lot cheaper?" These students are so numerous, particularly in core courses like "Introduction to Physical Anthropology" (ANTH 1105), that it has become normal for students to attempt the class with no text, unable to use readings to mark their progress, gain confidence, or earn benefits from activities, examples, and references therein. Modifying this class to fit a "No Cost"-model of instruction is therefore a perfect opportunity for us to improve student learning,

engagement, and retention in a way previously unavailable to us, by easing the expenses students face in our own classroom.

“Introduction to Physical Anthropology” studies the human body and its relationship to the environment, over millennia and across changing environments. It was previously taught once or twice every three years as an elective, but is now taught in 9-10 sections per year as Georgia’s first Core Curriculum STEM Anthropology Course, under the guidance of Dr. Corey Maggiano and Dr. Isabel Maggiano here at UWG. Together, these faculty have taught over 40 sections of the course at two universities. Here at UWG, they have linked ANTH 1105 to a wide range of excellent opportunities in our department, increasing student awareness of our Biological and Forensic Anthropology Lab (BAFAL), our Undergraduate Certificate in Forensic Science, and preparing them for upper level study and student research in physical anthropology.

However, faculty dedication and hard work in class, though vital, does little to keep financially struggling, textless students informed and enrolled, when they admit regularly they would stay if they could afford to. To alleviate that burden, this project aims to remove nearly \$64,500 of text costs from ANTH 1105 students every year. In addition, the course curriculum will be considerably remodeled to fit this OER textbook transformation, and increase student success through reading accountability, land-marking progress, and rewarding improvement. All of these goals are made more achievable through the ease of access and improved pace offered by open educational resources like the online text, *Explorations: An Open Invitation to Biological Anthropology*.

#### **Our Transformation Goals:**

- 1) Increase the class’s enrollment and retention by easing students’ financial burden
- 2) Increase student success through reading accountability
- 3) Provide land-marks for student progress that incorporate the text
- 4) Reward resulting improvement in student performance
- 5) Assess the effectiveness of our Transformation Plan through Qualitative and Quantitative means

## **2. Statement of Transformation**

### **The Course, Instruction, and Department:**

This course traditionally begins with the purchase of a \$150 textbook. On day one, it starts with a theoretical background on science and anthropology along with historical context. It moves through the inheritance and evolutionary theory (across topics as central as Mendel’s principles and the Human Genome Project, to more advanced topics such as gene flow speciation models and reproductive isolating mechanisms) to culminate in the students’ use of Hardy-Weinberg equations to perform population predictions on the mechanisms of evolution and its rate. The class then moves through human adaptability (skin tone, thermoregulation, disease resistance, etc.), and presses onward to primatology and human origins, relating their lives to those of our closest ancestors. The class ends with an assessment of human ecological impact and the future of humanity. It poses the question, “Are we still evolving?” and answers it with a resounding, “Yes! But how?”, focusing these young students, squarely, on their own futures.

For both, face-to-face instructions and online, the survey knowledge from the course is assessed through three quizzes, each acting as a foreshadowing of the 3 exams in the course to give them preparation. Exams are both multiple choice and short answer essay format. We have weekly “quizzlets” to check for class preparation and indicate areas that might need retreatment in lecture. We also have three writing assignments in the class. Two lab reports and one response paper on an out-of-class activity involving communities of learning during peer designed workshops at our lab (BAFAL), or during public academic lectures across UWG or other institutions. In this way, the students don’t just experience learning in a group setting outside the class, but they also practice translating the knowledge gained and representing it in the written word.

Previous to 2015, and the arrival of Dr. Corey Maggiano and Dr. Isabel Maggiano, our department offered ANTH 1105 (or a course like it) roughly once or twice every three years. It is, however, the vital entry point to one of our discipline’s four major subfields. For this reason, in 2016, the department emphasized the foundational biological science aspects of anthropology to become the first university in Georgia to gain recognition from the Board of Regents for our redesigned course as a Core Area D Science. We began welcoming students from across the university seeking to fulfill their science requirement while finding application for their knowledge in social and humanities contexts. Many students entering upper level courses, the Forensic Science Certificate, or BAFAL (all of which are directed or co-directed by the Drs. Maggiano) hear about these valuable opportunities, first, in ANTH 1105. Many of our majors also come from this introductory experience; but far broader is the impact of the course across the UWG curriculum, for merging the biological and social, expanding cultural horizons, encouraging written response, and promoting practical learning in community contexts.

Now “Introduction to Physical Anthropology” serves some 430 students in 9-10 sections every year. It is taught in face-to-face and online settings by these two closely collaborating faculty members. Both have been active across various assessment programs for the department, with Dr. Corey Maggiano currently serving in the university’s area core D GEAC assessment work group. They have both undertaken gratis and competitively funded training from the Center for Teaching and Learning on online course development. Dr. Isabel Maggiano’s College of Social Sciences Outstanding Teaching Award in 2018 was issued in large part due to her hard work on this course, and it comprises a large portion of Dr. Corey Maggiano’s wider, award-winning service commitments due to its close association with the BAFAL experiential learning and research facility.

This rapid growth, from nearly no sections, to 9 offered per year, is also a testament to the student’s desires for a science that informs their humanity. It has also been extremely important to our small department, which prides itself in serving so steadily across the core curriculum where we get most of our majors as continuing students, rather than freshmen. Now, though, after decreased enrollments across the previous academic year and with looming unknowable challenges posed by the Covid-19 Pandemic, a flexible and accessible course about the connection between humans, their health and behavior and the environment is more important

than ever. Not only topically, but also logistically, a course strategically designed around an excellent OER textbook, online ready, and with such impact on our department and the core curriculum, would make a great impact here.

### **Project Design and Impact:**

Goal 1: Increase the class's enrollment and retention by easing students' financial burden.

Our transformation plan reduces the required course materials cost from \$150 per student to \$0 by transforming the course to fit an open access free online text, entitled *Explorations: An Open Invitation to Biological Anthropology*. Financial hardship is one of the reasons students cite most often for underperformance and leaving higher education (Salem 2017, Schlak and Johnson 2018). Alleviating the financial burden of this core course will help students to afford other aspects of their continued enrollment. Further, the ease of access offered by a free, online text (especially managed and linked to the course directly through our D2L online instruction platform (CourseDen) ensures that students are not left behind by simply not having the ability to prepare for class or study for exams. The benefits of adopting this OER textbook go further abroad as well, since the text is also associated with various ancillary online resources including 1) presentation slides, 2) test banks, 3) the *Matrix Notes* guided reading system, and 4) the *Teaching and Learning Anthropology Journal*. Instructors adopting the text are also creating their own teaching communities through social media.

Goal 2: Increase student success through reading accountability.

We will be increasing student success through reading accountability by broadly adopting and modifying the intent of weekly "Quizlets", both face-to-face and online. Each quizlet (which will be linked to their attendance and participation grade) will ask at least one textbook-based question similar to those that may arise on assessments and have the associated page number (and hyperlink) to the region in the text addressing the concept. Students will also be given online access to notes from lecture and *Matrix Notes* on the readings. We will be exploring ways of using CourseDen's ability to track time spent on various modules and links as another possible means of accountability and reward for maintaining the reading schedule and text involvement. It is important to note that the inclusion of these online notes, as proposed, will not diminish the current extensive focus on in-class note taking and study habit skills development currently in the course.

Goal 3: Provide land-marks for student progress that incorporate the text.

Land-marks for students to see their progress will be fully integrated with the OER as well. This will be accomplished by lecture presentation notes (in class and online accessible) that link to the specific regions of the textbook where students can find more information. Students will be guided in this manner for only the most important topics, likely to arise on exams as short answer essays worth a significant portion of their grade. In this way not only do they have a system guiding them through topics as they move through the lecture and readings, but they also have assistance differentiating between critical and less critical information. Likewise, quizzes will be used, across face-to-face and online sections, as chances to develop their skills and confidence by rewarding their hard work at note-taking and study guide-building. Students

will be permitted to use their notes on the first quiz, only their “cheat sheet” study guide on their second quiz, and take the third quiz in the same fashion as the exams. This will also help them to sense a progression in their course skill development, as will the improvement system.

Goal 4: Reward resulting improvement in student performance.

Our improvement system will be applied broadly to all face-to-face and online sections in order to directly measure and reward the real-time performance gains that we predict students to make due to resulting increases in text availability, reading accountability, and land-marks for progression. This system has been piloted to great success, measured both by student feedback and performance. The improvement system awards students extra credit for overcoming obstacles they may encounter early in the course, but is balanced enough to never threaten to overtake consistent moderate performance in the class. The improvement system becomes even more important with the addition of the OER transformation strategy, since it simultaneously serves as a land-mark and reward system. Though it is very important to measure the success of the planned transformation it is even more important to make sure that the success helps those students most at risk through the use of an improvement system like this. The classes improvement rate will be a topic of anonymous announcement and encouragement throughout the course as a community confidence builder for the whole class.

Goal 5: Our strategy for qualitative and quantitative assessment of our textbook transformation plan are outlined, in detail in a following section below.

There are many compounding benefits of a proposal like this. Modification of courses through the use of OER creates clear advantages for the student. Anecdotally, students have reported their concerns over the textbook price for ANTH 1105, their efforts to delay or avoid purchasing it, and their support for cheaper alternatives with easier online access. These opinions are also shared more widely in formal analysis on student opinion demonstrating preference for OER texts and materials (Feldstein et al. 2012; Donaldson et al. 2012; Hilton III, 2016). Likewise, instructors of ANTH 1105 have noticed a distinctly bimodal grade distribution is common and feel strongly that a significant part of that problem (a large number of students either dramatically underperforming or giving up, scoring Ds and Fs) is caused by students underutilizing the required text or refusing to buy it entirely. Student performance using OER has been widely measured as well and, though somewhat variable, investigators have found that student success can be on par (Hilton III, 2016) or improved (Hilton III, 2012), by increased grade averages (Feldstein et al. 2012; Robinson et al. 2014; Colvard et al. 2018), and reduced levels of anxiety (Lin et al. 2017).

Departmentally, gains in student involvement and performance in a core curriculum course serving such a broad diversity of students is vital for introducing students to Anthropology. Most students hear about our discipline for the first time in university and so many of our majors are transfers from prior interests. Student performance and retention in these broad-appeal courses impact nearly every aspect of a small department, such as ours.

Finally, our textbook transformation plan will impact our institution more broadly, not only because it serves a significant number of Area D Core students for the institution, but because our student's alleviated textbook burden and increased success directly contributes to the University's efforts to improve retention and graduation rates, more broadly. Elsewhere, studies have found direct connections between OER adoption and increased completion rates (Fischer et al. 2015; Colvard et al. 2018) and subsequent course enrollment (Fischer et al. 2015).

With appropriate incorporation and experienced adaptation, as planned by the ANTH 1105 faculty, we feel certain that our students, our department, and our institution will experience all these benefits and more.

#### **Work cited:**

**Colvard NB, Watson CE and Park H** (2018) The Impact of Open Educational Resources on Various Student Success Metrics. *International Journal of Teaching and Learning in Higher Education* 30: 262-276

**Donaldson RL, Nelson DW, Thomas E.** (2012) Florida Virtual Campus Florida Student Textbook Survey. Tallahassee, FL

**Feldstein A, Martin M, Hudson A, et al.** (2012) Open Textbooks and Increased Student Access and Outcomes. *European Journal of Open, Distance And E-Learning* n2: 1-9

**Fischer L, Hilton III J, Robinson TJ, et al.** (2015) A Multi-Institutional Study of the Impact of Open Textbook Adoption on the Learning Outcomes of Post-Secondary Students. *Journal of Computing in Higher Education* 27(3): 159-172

**Hilton III J, Laman C** (2012) One College's Use of an Open Psychology Textbook. *Open Learning*, 27(3): 265-272

**Hilton III J** (2016) Open Educational Resources and College Textbook Choices: A Review of Research on Efficacy and Perceptions. *Educational Technology Research & Development* 64(1): 1-18.

**Lin Y, Tang H** (2017) Exploring Student Perceptions of the Use of Open Educational Resources to Reduce Statistics Anxiety. *Journal of Formative Design in Learning* 1: 110-125

**Robinson TJ, Fischer L, Wiley DA, et al.** (2014). The impact of open textbooks on secondary science learning outcomes. *Educational Researcher* 43(7): 341-351

**Salem JA** (2017) Open Pathways to Student Success: Academic Library Partnerships for Open Educational Resource and Affordable Course Content Creation and Adoption. *The Journal of Academic Librarianship* 43(1): 34-38

**Schlak TM and Johnston B** (2018) A Case Study and Analysis of a Successful and Collaborative Student-Centered Textbook Reserve Program in a Mid-Size Academic Library. *Public Services Quarterly* 14(1): 22-35

### **3. Transformation Action Plan**

Dr. Corey Maggiano and Dr. Isabel Maggiano are currently the only faculty members teaching ANTH 1105 Introduction to Physical Anthropology at the University of West Georgia's Anthropology Department. They have anticipated the publication of *Explorations: An Open*



*Invitation to Biological Anthropology* as the first comprehensive, peer-reviewed and open resource textbook for physical anthropology. This textbook is available completely cost-free online since 2019, and both Drs. Maggiano have thoroughly examined the textbook during Spring 2020 to ensure its suitability for ANTH 1105 courses taught at UWG.

*Explorations: An Open Invitation to Biological Anthropology* is a world-class online textbook. Its quality is the result of the efforts and authorship of 41 committed anthropology educators, nationwide; produced with support from the American Anthropological Association (our disciplines largest professional body) via the Society for Anthropology in Community Colleges, with financial support from Minnesota State; and evaluated by 49 independent peer-reviewers. The text focuses on more current topics than the previous, particularly in molecular biology, ancient DNA, diet, forensics, osteology, bioarchaeology, and primate conservation. The previous text offers none of these important subjects. *Explorations: An Open Invitation to Biological Anthropology* also adds efficiency to the topic progression, by limiting the historic section in favor of these more currently relevant subjects. Chapter reading pace will be incorporated into the lecture presentations and the *Matrix Notes*-guided reading system provided online. This increase in access is accompanied by an increase in accountability through the OERs ability to connect directly to daily “quizlets” for reading accountability, through hyperlinks throughout lecture and quizlets, and providing land-marks for student progress rewarded by an improvement system. These efforts will create landmarks for student progress through the curriculum and introduce adaptability by permitting real time alteration of course pace to facilitate review of any challenging topics.

Both instructors will share the responsibility of constructing 15-week full semester face-to-face as well as online course learning objectives, course outlines, and syllabi calendars. Additionally, they will prepare adjusted schedules for short session summer courses online through Courseden (D2L), also taught regularly at UWG. They will both be equally involved in developing lecture materials for face-to-face and online sessions. Particularly, online course material requires additional attention to maintain student involvement and maintain accessibility compliance. The instructors are also planning to update their performance assessment tools, such as lab activity assignments, discussion assignment questions, critical thinking questions, and short answer question in order to accommodate the new text. They will be working on multiple choice question selection and build sharable question libraries in CourseDen’s D2L. Questions will be loaded separately for each chapter to permit the creation of flexible assessment tools for years to come, from short daily “quizlets”, preparatory quizzes, to full exams. *Explorations: An Open Invitation to Biological Anthropology’s* website also just announced an additional publication of comprehensive lab activities tailored specifically to this textbook, which will become available in June, 2021. Instructors will cooperate to fully evaluate these lab activities for consideration in either the current class or a potential proposed lab section under consideration.

The principle investigator (PI) of this textbook transformation proposal, Dr. Lisa Gezon, Chair of the UWG Anthropology Department, will provide oversight of the project. Both Co-PIs, Dr. Corey Maggiano and Dr. Isabel Maggiano, will develop, administer, and evaluate all course design and

assessment tools. They will also lead in assessment analysis and write the final report. Due to the experience and close working collaboration between these faculty, the proposed textbook transformation will go beyond the adoption of a free online text. Our plan benefits student experience, success, and retention, through strategic incorporation enabling improved text access, reading accountability, progress, and improvement.

#### 4. Quantitative and Qualitative Measures

To evaluate this textbook transformation, we are planning a series of steps:

1. **Evaluate and compare student evaluations from courses taught before and after the textbook transformation:** This will include courses taught in the last 5 years. Student evaluations are a standard procedure and will be an ideal tool to evaluate both positive and negative effects this textbook transformation has on students' learning experience. Accuracy of this evaluation tool will be ensured, since the course has been continuously and exclusively taught by the Drs. Maggiano here at UWG since 2015. Changes in course evaluations will therefore primarily reflect changes due to this transformation, instead of a change in instructor or instruction.
2. **Create and administer a textbook satisfaction and new course design survey.** This student survey will be administered in addition to general course evaluations and will ask student specific questions about the textbook itself and how they incorporated it to the modified curriculum of the course. This will give students a chance to tell us more directly what they liked and did not like about the OER, which parts they thought were most useful, and raise questions regarding the advantages of using OERs as course material from a student's perspective. It will include an assessment of their increased likelihood to read the text when it is openly accessible what suggestions they would like to make to the authors/editors of the book, and how useful glossaries, chapter review questions, special topic boxes, and supplemental course materials were to them. This satisfaction survey will better inform our final report, but will also be a direct tool for a further adjustment and improvement of the course. Some other examples of questions relating the OER and course transformation:
  - How well did the course assignments and materials align with the new textbook?
  - Did the OER's ease of access aid you in improving your performance throughout the term?
  - Did you read the text in most detail *before* class on the topic or *after* as a study aid?
  - Did you take notes on the text separately from lecture notes, together with lecture notes, or not at all, while reading?
  - Did having the power point slides as a guide for lecture notes decrease the importance of your class attendance?

3. **Analyze and compare final grade distributions from before and after the textbook transformation:** In order to evaluate the effect of this textbook transformation and new course design on student success, we will compare and analyze development of student's final grades from the last five years. As a specific goal for this metric, the course often had a bimodal grade distribution thought to reflect perhaps stark differences in student preparation level, access to the text, or attendance/involvement. Our grade distribution analysis will seek to separate these, until now, conflated possibilities.
4. **Evaluate core assessment results from the last five years, including courses after the textbook transformation:** As a core course in Area D, ANTH 1105 has been part of our departmental and UWG-wide general education assessment for student learning for many years. We are continuing this effort, which was recently adjusted in order to comply with GEAC's general education assessment standards. Results from before and after the textbook transformation will be an ideal tool for the assessment of student learning outcome and success.
5. **Formal incorporation and assessment of 1) online-notes guide, linking lecture to the text and 2) class improvement policy:** Previously the course offered no online reading or note files in its face-to-face version, opting instead for in-class instruction in note-taking skill and study habits. This course transformation, however, will add to this in-class guidance an online-notes guide that connects the textbook directly to lecture. Class attendance will be closely monitored to ensure students do not over-depend on this guide rather than incorporating necessary lecture and group work experiences. In addition, we are planning to widely implement improvement opportunities for students in all ANTH 1105 courses, face-to-face, and online. Currently, a pilot version of an improvement policy has been incorporated into only the face-to-face class. The policy offers every student a set number of improvement points relative to their performance increases between exams. So far, the result has been that students who fall behind early in the course have a better chance to correct this and achieve their true potential. During the OER transformation, this policy will be formally adapted to the new course format and assessed in order to recognize if any improvement seen will or will not be due to late-term text purchases by students who experienced poor performance early in the semester. Both of these transformation factors will be assessed simultaneously with the above mentioned OER Student Survey.

## 5. Timeline

### May 2020

- Outline course objectives based on the new textbook.
- Develop course schedules for 15-week courses in Fall 2020.
- Make strategic adjustments to suit schedule for face-to-face, and online sections.

- Distribute the workload for implementation.
- Work on IRB approval process necessary for student satisfactory survey.

### **June-July 2020**

- Redesign course materials, including lectures for face-to-face courses and online courses.
- Pre-record online lectures and ensure accessibility compliance.
- Develop a variety of assessment tools, such as discussion questions, homework assignments, lab activity assignments.
- Select suitable multiple-choice questions for quizzes and exams for student assessment and begin the process of formatting them for and importing them into question libraries on CourseDen.
- Select additional course material for students, such as scholarly articles, news articles, videos, broad- and podcasts, that align with the content of the new textbook.
- Implement improvement policy in all courses.
- Incorporate General Education Assessment Core Area D in all courses.

### **August-December 2020 (Fall Semester 2020)**

- Course will be taught in one face-to-face section and 3 online sections, using the new textbook by both instructors, Dr. Corey Maggiano (one section face-to-face, one section online) and Dr. Isabel Maggiano (two sections online).
- Develop student's textbook and course redesign satisfaction survey.

### **November/December 2020**

- Administer and collect student evaluations.
- Administer student's textbook satisfaction through survey in all courses.
- Collect final grade data.
- Administer General Education Assessment in all courses.
- Make all necessary adjustment for Spring 2021.
- Implement online-notes guides for all lectures.

### **January - May 2021 (Spring Semester 2021)**

- Course will be taught in one face-to-face section and 3 online sections using the new textbook and reviewed course materials. Dr. Corey Maggiano will teach one section face-to-face and one section online, and Dr. Isabel Maggiano is scheduled to teach two sections online.
- Finalize summer short session course schedules. One or two online sections are taught every summer.

- Apply to UWG's Innovations in Pedagogy Conference to present their experience with implementing Textbook Transformation.

#### **April/May 2021**

- Present outcomes of the project at UWG's Innovations in Pedagogy Conference.
- Administer student satisfactory and course redesign survey and general course evaluations, develop and collect final grade and student improvement policy data.
- Reflect the textbook transformation and its success.
- Design summer session online versions of the course.

#### **May-June 2021**

- Write and submit final report.

## **6. Budget**

Lisa Gezon:	No payment
Corey Maggiano:	\$2,500 summer 2020 salary (Transformation Efforts and Course Prep)
Isabel Maggiano:	\$2,500 summer 2020 salary (Transformation Efforts and Course Prep)
Corey Maggiano:	\$2,500 summer 2021 salary (Assessment and Final Report)
Isabel Maggiano:	\$2,500 summer 2021 salary (Assessment and Final Report)
Total:	\$10,000

#### **Dr. Lisa Gezon**

Her primary role is to provide oversight due to a conflict of interest, since both co-PI's are married. She will not be involved in the practical aspect of this textbook transformation, nor teach this course.

#### **Dr. Corey Maggiano and Dr. Isabel Maggiano**

As the only instructors teaching ANTH 1105 Introduction to Physical Anthropology at the University of West Georgia's Anthropology Department, they will share the responsibilities of this textbook transformation. Both will teach two sections of the course during Fall 2020 and Spring 2021, and will, upon demand, teach additional sections in Summer 2021. They will equally share the load of creating and developing lecture materials, student assessment tools, collecting additional materials, and selecting assessment questions and building flexible question libraries in CourseDen. Both instructors will also be equally involved in administering and evaluating student satisfaction with the new textbook and evaluating student success. They will both be writing and submitting the final report.

## 7. Sustainability Plan

*Explorations: An Open Invitation to Biological Anthropology* was produced with support from the Society for Anthropology in Community Colleges (a section of the American Anthropological Association) and a grant from Minnesota State. First chapters were published online in 2019, and it was finished in 2020. The book is a follow up project of *Perspectives: An Open Invitation to Cultural Anthropology* first published in 2017, and was anticipated by many and immediately adopted. *Explorations* is written by an impressive collection of renowned Biological and Physical Anthropologists, is comprehensive and peer-reviewed. In February 2020, supplemental teaching materials, such as Powerpoint lectures and test banks were added, and the editors just announced the addition of lab assignments by June 2020, for which the project has secured additional funding from Minnesota State. This will be soon enough for us to incorporate lab activities in this textbook transformation. Due to the quality and accessibility of this book, an open source, and completely cost-free, and the active development and engagement it is still undergoing from both editors and authors, we have no doubt that this adoption will be a great success. Physical Anthropology is a fast-changing field, with new developments and discoveries made almost on a daily basis, and we are confident that the editors and authors of this new open textbook source will ensure its accuracy and keep it up-to-date. We strongly believe this OER is an ideal, high-quality, and cost-effective resource for our students at UWG for years to come.

On our side, the development of course materials, such as lectures, additional materials and assessment tools, will all be developed with sustainability in mind. We are planning to develop additional assessment tools in order to be able to alternate them from semester to semester in order to continuously create new and flexible learning experiences for our students. Our adjusted question library in CourseDen will have hundreds of questions, sorted by chapters, permitting the creation of flexible teaching, homework, and assessment tools for different, sharable versions of this course, whether face-to-face or online, whether taught during the semester, or in a short summer session.

Our suggested assessment and evaluation of this textbook transformation and course redesign will provide data for us to thoroughly evaluate this teaching experience from both a student and a lecturer perspective. This will enable us to continuously innovate our teaching and innovation of course materials and systematically analyze this transformation. We are planning to use our experience and evaluation to present at teaching-related conferences, beginning with our participation at the UWG Innovations for Pedagogy Conference in May 2021, adding similar venues as they become available in the future. We are excited to get started.

### Note: Letter of Support

*A letter of support must be provided from the sponsoring area (unit, office, department, school, library, campus office of the Vice President for Academic Affairs, etc.) that will be responsible for receipt and distribution of funding. Letters must reference sustainability. In the case of multi-institutional affiliations, all participants' institutions/departments must provide a letter of support.*