Affordable Materials Grants, Round 18:

Transformation Grants

(Fall 2020 – Fall 2021)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission.
* The only way to submit the official proposal is through the online Google Form. The link to the online application is on the [Round 18 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r18).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 18 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on October 30, 2020 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

|  |  |
| --- | --- |
| Requested information | Answer |
| Institution(s) | Georgia Southern University |
| Applicant name | Ariel Cornett |
| Applicant email  | kcornett@georgiasouthern.edu |
| Applicant position/title | Assistant Professor |
| Submitter name  |  |
| Submitter email  |  |
| Submitter position/title |  |

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.

|  |  |  |
| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | Ariel Cornett | kcornett@georgiasouthern.edu |
| Team member 2 | Montana Smithey | msmithey@georgiasouthern.edu |
| Team member 3 | Sam Rhodes | srhodes@georgiasouthern.edu |
| Team member 4 | Chelda Smith | cheldasmith@georgiasouthern.edu |
| Team member 5 | Katie Brkich | kbrkich@georgiasouthern.edu |
| Team member 6 | Dawn “Nikki”Cannon- Rech | dcannonrech@georgiasouthern.edu |

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

|  |
| --- |
|  |

# Project Information

|  |  |
| --- | --- |
| Requested information | Answer |
| Priority Category / Categories*Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:* * *Collaborative Projects with Professional Support*
* *Departmental Scaling Projects*
 |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | $25,500 |
| Final Semester of Project | *Spring 2022* |
| Using OpenStax Textbook?*This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *Particular chapters may be included in the Library Guide. It will be determined during the Library Guide design stages.* |

# Impact Data

Please fill in the data below with impact data in below with *one course taught by one instructor* in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.**

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | ELEM 6130 - Culturally Responsive Pedagogy and Classroom Management |
| N/A | Course instructor | Dr. Chelda Smith |
| 1 | Average number of students enrolled per section | 25 |
| 2 | Average number of affected course sections scheduled in a summer semester | 3 |
| 3 | Average number of affected course sections scheduled in a fall semester | 0 |
| 4 | Average number of affected course sections scheduled in a spring semester | 0 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 3 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 75 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Burden, Paul & Byrd, David, Methods for Effective Teaching: Meeting the Needs of All Students 8th Edition (required- $99.99)[https://smile.amazon.com/Methods-Effective-Teaching-Curriculum-Instruction/dp/0134691806/ref=sr\_1\_3?crid=2SNJ6RDVRD8YA&dchild=1&keywords=methods+for+effective+teaching+8th+edition&qid=1600872813&s=books&sprefix=methods+for+effe%2Cstripbooks%2C169&sr=1-3](https://smile.amazon.com/Methods-Effective-Teaching-Curriculum-Instruction/dp/0134691806/ref%3Dsr_1_3?crid=2SNJ6RDVRD8YA&dchild=1&keywords=methods+for+effective+teaching+8th+edition&qid=1600872813&s=books&sprefix=methods+for+effe%2Cstripbooks%2C169&sr=1-3) Kirylo, James, D., A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know (Transgressions: Cultural Studies and Education) (required- $41.66)[https://smile.amazon.com/Critical-Pedagogy-Resistance-Pedagogues-Transgressions/dp/9462093733/ref=tmm\_hrd\_swatch\_0?\_encoding=UTF8&qid=&sr=](https://smile.amazon.com/Critical-Pedagogy-Resistance-Pedagogues-Transgressions/dp/9462093733/ref%3Dtmm_hrd_swatch_0?_encoding=UTF8&qid=&sr=)  |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $141.65 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $141.65 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $10,623.75 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | ELEM 6700 - Critical Pedagogy Practicum |
| N/A | Course instructor | Dr. Chelda SmithDr. Calvin Walton |
| 1 | Average number of students enrolled per section | 25 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 3 | Average number of course sections scheduled in a fall semester | 0 |
| 4 | Average number of course sections scheduled in a spring semester | 3 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 3 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 75 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Reused from previous course |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $0 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $0 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $0 |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | ELEM 6733 - MAT Internship I |
| N/A | Course instructor | Dr. Chelda SmithDr. Calvin WaltonDr. Beverly MillerDr. Nancy Arrington |
| 1 | Average number of students enrolled per section | 12 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 3 | Average number of course sections scheduled in a fall semester | 6 |
| 4 | Average number of course sections scheduled in a spring semester | 0 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 6 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 72 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Reused from previous course |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $0 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $0 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $0 |

## Course 4

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | ELEM 6799/7799 - MAT Internship II |
| N/A | Course instructor | Dr. Chelda SmithDr. Calvin WaltonDr. Beverly MillerDr. Nancy Arrington |
| 1 | Average number of students enrolled per section | 8 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 3 | Average number of course sections scheduled in a fall semester | 0 |
| 4 | Average number of course sections scheduled in a spring semester | 9 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 9 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 72 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | Reused from previous course |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $0 |
| 9 | Average post-project cost per student section enrollment | $0 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $0 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $0 |

If you have more courses to add, copy the table as many times as needed to complete all courses on the grant.

# Narrative Section

## 1. Project Goals

We have four primary goals for this project: 1) create a library guide that provides students in the Master of Arts in Teaching (MAT) program access to learning resources that focus on culturally responsive pedagogies, culturally-sustaining pedagogies, asset-based pedagogies, and anti-racist pedagogies, 2) eliminate~~s~~ the need for the current text that is associated with multiple courses in the MAT Program, which is focused on Cultures & Communities, 3) collaborate across MAT faculty to compile resources reflected within each content area (e.g., math, science, social studies, language arts) to highlight the interconnectedness of the aforementioned pedagogies 4) curate and develop a set of teaching and learning resources that are current, relevant and meaningful to Georgia Southern University College of Education (GSU COE) students as well as faculty members in the MAT Program.

## 2. Statement of Transformation

Our plan is to curate and develop a set of programmatic teaching and learning resources using relevant library subscription materials as well as other web resources so that there are no additional costs to students. These resources will also provide students with materials that are innovative and relevant across content areas while engaging and meaningful within their contexts. Given the number of sections currently offered, this plan would allow students to collectively save upwards of $10,600 per academic year/cohort. The College Board reports that between course materials and textbooks, students spent between $1,240-$1,440 each for the 2018-2019 academic year (College Board, 2019).

This impacts the level of student achievement because barriers to access (i.e. economic and ability) will be reduced significantly. Our proposal specifically aims to eliminate the two textbooks used in ELEM 6130 - Culturally Responsive Pedagogy and Classroom Management. To conceptually orient students to critical pedagogy, educational psychology and foundations of curriculum, the course utilizes A Critical Pedagogy of Resistance: 34 Pedagogues We Need to Know (Transgressions: Cultural Studies and Education). Although this book introduces students to transformative pedagogies (i.e. Horton, Montessori, Du Bois), it fails to incorporate modern architects of progressive education within the last seven years- particularly youth educational activists. Historically, students did not find the text engaging and often do not complete the required reading. Then, the course utilizes Burden and Byrd’s Methods for Effective Teaching: Meeting the Needs of All Students ($99.99) to provide a general overview of all matters related to teaching and learning in K-12 schools. This text was the best we could find amongst teacher education textbooks, but did not adequately address issues of culturally responsive or asset-based pedagogies or align with the overall program goals and mission. These texts are then used throughout the other practicum courses in the program. Further, these resources can be referenced and used throughout the program to further facilitate student learning while providing access to content.

There are two groups of stakeholders affected by this planned transformation: students enrolled in and faculty who teach practicum courses in the MAT program. While the initial change will occur in ELEM 6130, the developed library guide will be used across all 4 practicum courses in order for students to draw upon these pedagogies with a specific focus on particular content areas (e.g., math, social studies, science, literacy) as students progress through the program.

These practicum courses are required for all students in the MAT program and occur in 4 of the 6 semesters in the program. There are multiple faculty members who teach this course. The impact of this transformation is beneficial for students both financially and educationally. It eliminates an expense, and it also provides them easy access to relevant and meaningful learning materials across the practicum courses and their other content courses. For faculty who teach the course, it provides a core set of readings, exemplars and related assignments. It also provides flexibility as they are able to add or substitute readings in the Library Guide.

## 3. Action Plan

**Program Evaluation**: As program directors and experienced faculty members in the MAT program, Dr. Smith and Dr. Brkich, will review the current text(s) that are used throughout the MAT program. With consideration to the programmatic mission, Dr. Smith and Dr. Brkich will make teaching and learning resource topic suggestions (i.e., focused on culturally responsive, culturally-sustaining, assets-based, and anti-racist pedagogies) that will replace the content from the current text(s). The resource topic suggestions will be shared with the other team members (Dr. Cornett, Dr. Smithey & Dr. Rhodes) for additional conversations. The discussion will draw on their expertise in culturally responsive pedagogy specific to their content areas (i.e., social studies and math) to extend teaching and learning resource topics across the program. Dr. Smith is the language arts content expert and Dr. Brkich is the science content expert. The additional teaching and learning resource topics will further support the mission of the MAT program. Collaborating across faculty members within the program will ensure a more robust understanding of the direction of the program (including the program’s mission) and what is needed to create more affordable materials for students and other instructors in the program.

**Compilation of Materials**: Using university databases (i.e. Ebscohost, Galileo) and other web resources (i.e., Rethinking Schools), all team members (Dr. Cornett, Dr. Smithey, Dr. Rhodes, Dr. Smith, and Dr. Brkich) will locate and compile articles, book chapters, powerpoint presentations, videos, and other media that address the suggested teaching and learning resource topics. The collaborative effort of each individual with content area expertise will ensure a diverse range of materials are compiled. As a variety of resources are shared, the team members will be able to converse to see themes and connections across topics and content areas to create a more cohesive compilation of resources for students and other instructors in the program. Further, the varied media sources will increase student engagement with program-wide concepts, provide access to current culturally responsive teaching practices, and lead to more consistent programmatic experiences for the different cohorts in the MAT program.

**MAT ELEM LIBGuide Content**

* **Tab:** Culturally Responsive Planning, Instruction and Assessment
	+ **Subject Matter Experts:** Chelda Smith, Katie Brkich, Ariel Cornett, Sam Rhodes, Montana Smithey
		- **Associated Courses:** ELEM 6130 Culturally Responsive Pedagogy & Classroom Management; ELEM 6799 MAT Internship II; ELEM 7799 Professional Internship; ELEM 6733 MAT Internship I; ELEM 6700 Critical Pedagogy & Practicum II
			* **Materials:** Resource bank of SIOP teaching strategies; Non-subject specific materials (media/articles) on teaching and learning in the elementary classroom exemplifying culturally responsive teaching; Non-core subject (health, PE, theatre, music, art) specific materials (media/articles) regarding culturally responsive teaching; Teacher activism, change agency; Professional dispositions; Videos of interviews with experts; Theoretical foundation resources.
* **Tab:** Math
	+ **Subject Matter Experts:** Sam Rhodes and Montana Smithey
		- **Associated Courses:** ELEM 7332 Problem Solving and Mathematical Representations in the Elementary Classroom & ELEM 6440 MAT Elementary Mathematics Methods
			* **Materials:** Exemplars of math lesson plans (inquiry-based and traditional inquiry) from outside our MAT program; Exemplars of math lesson plans (inquiry-based and traditional inquiry) from within our MAT program; Videos of teaching mathematics for social justice (interviews with teachers and students); Resource bank for asset-based mathematics instruction.
* **Tab:** Science/STEM
	+ **Subject Matter Experts:** Katie Brkich
		- **Associated Courses:** ELEM 6430 MAT Elementary Science Methods
			* **Materials:** Exemplars of science lessons (5E and traditional inquiry) from outside our MAT program that include elements of being responsive to students’ cultures and communities; Exemplars of science lessons (5E/3D) from within our MAT program that include elements of being responsive to students’ cultures and communities; Videos/articles of how to include social justice issues (representation, culturally responsive pedagogy, anti-bias education, anti-blackness bias education) in science lessons.
* **Tab:** Social Studies
	+ **Subject Matter Experts:** Ariel Cornett
		- **Associated Courses:** ELEM 6530 MAT Elementary Social Studies Methods
			* **Materials:** Exemplars of elementary social studies lessons (e.g., Inquiry Design Model) from outside of our MAT program that include elements of bringing awareness to as well as being responsive to students’ cultures and communities; Exemplars of elementary social studies lessons from within the MAT program; Videos/articles that highlight the intersection of elementary social studies teaching and learning with culturally responsive pedagogy, anti-bias education, and assets-based framing.
* **Tab:** Literacy
	+ **Subject Matter Experts:** Chelda Smith
		- **Associated Courses:**ELEM 6250 Language Arts and Creative Activities
			* **Materials:** Exemplars of Literacy lessons using MAT template; Videos of how to plan a literacy lessons; Exemplar of literacy unit; Videos of Literacy assessment; Videos of Literacy instruction.

**Library Guide**: Programmatic sources will be housed in a Library Guide, which will be made accessible through the GSU library. The Library Guide will be created on the SpringShare LibGuide platform. LibGuides is a content management and information sharing system designed specifically for librarians. The platform allows easy navigation through and instructional support on core and relevant resources as determined by librarians and teaching faculty.

As the team leader, Dr. Cornett will work with Nikki Rech, an Affordable Learning Grant and Open Education Resource librarian, to develop the Library Guide. New MAT students will be notified of their access to the Library Guide prior to the start of their first course in the program, which will occur during the summer of 2021. Current MAT students will also be notified of their access to the Library Guide as a space that they can refer to throughout the remainder of their time in the program as well as when they are GSU alumni.

**Instructional Design**: All course syllabi will be modified to replace the textbook(s) and to incorporate aspects of the Library Guide including articles, book chapters, powerpoint presentations, videos, and other media. The Library Guide will support understanding of course concepts underlying the MAT program’s focus on cultures and communities. Further, the objectives of the MAT program will be advanced through use of the Library Guide that incorporates resources to support faculty and students in regards to new assessments, learning activities and readings. The Library Guide will allow all stakeholders in the program to access the program resources and course content from a single location. Feedback on the usability of the Library Guide will be solicited from stakeholders within the MAT program during the Spring of 2021 while the Library Guide is being developed and refined by all grant team members.

**Pilot Course:** In Summer 2021, ELEM 6130 - Culturally Responsive Pedagogy and Classroom Management will be piloted with the revised “textbook” as the Library Guide. All sections of the course will be using the Library Guide. At the conclusion of the summer session, all students across sections of ELEM 6130 will complete a survey about the access to and value of course materials within the library guide. Metrics will also be used to track which portions of the library guide were accessed by students. Finally, data will be used to make further revisions to increase accessibility and value for students. All grant team members will be involved in analyzing the data and considering revisions to the Library Guide that would support students and instructors in the MAT program.

**Course Refinement**: Using student survey data, metrics from use of the Library Guide, and faculty feedback, adjustment to course syllabi (with respect to readings, assignments, and assessments) will be incorporated at a programmatic level. Faculty members who teach within the MAT program will be invited to use the Library Guide and provide students access to the Library Guide within their courses throughout the MAT program.

**Final Report**: Reports of the analysis and adjustments will be shared to reflect the impact of the no cost learning materials on meeting course objectives. MAT program stakeholders will also be briefed. A final report of student and faculty perceptions regarding the Library Guide--including its value and uptake among other course instructors will be submitted in December 2022.

## 4. Quantitative and Qualitative Measures

After receiving IRB approval, the impact of this work will be measured using a mixed-methods approach. Given that we typically have two sections of each class running simultaneously, we will use quasi-experimental design with an intervention group and a control group. The intervention group will use the OER resources in lieu of a traditional textbook for all four courses in the sequence denoted above. Meanwhile, the control group will continue instruction as usual-likely continuing the use of traditional textbooks.

Data will be collected from course evaluations, classroom artifacts, course completion rates, course DWF rates, instructor reflections, and the survey shown below. Qualitative data from the course evaluations, survey, instructor reflections on the course and the textbooks chosen, and classroom artifacts will be coded and analyzed thematically and will be used to fully understand instructor and student perceptions of the impact of the OER resources on course quality and accessibility. Quantitative data will be collected from student surveys, course completion rates, and DWF rates. These data will be analyzed using independent-samples T-tests comparing the control and intervention groups. The analysis will be run using an alpha level of .05.

Survey

1. Please answer the following questions on a scale of 1 to 5 where 1 is strongly disagree and 5 is strongly agree.
	1. The course text(s) enhanced my learning of course material. 1 2 3 4 5
	2. The course text(s) were affordable. 1 2 3 4 5
	3. I will use the course text(s) in the future. 1 2 3 4 5
	4. The course text(s) directly aligned to class activities. 1 2 3 4 5
	5. The course text(s) were easy to access and use. 1 2 3 4 5
2. Did you purchase a textbook(s) for this course? If so, which one(s) did you purchase?
3. Approximately how often did you use the course text(s)?
	1. Never
	2. 1-3 times
	3. once a month
	4. 2-3 times per month
	5. once a week
	6. 2-4 times per week
	7. 5-9 times per week
	8. 10+ times per day

1. Approximately how much did you pay for your course text(s)?
2. What were the strengths of the textbook(s) that your course used?
3. What were the constraints/weaknesses of the textbooks that your course used?
4. What other comments do you have?

## 5. Timeline

Fall 2020

* Team members will be notified if the grant proposal is approved.
* Dr. Cornett will work with Nikki Rech, an Affordable Learning Grant and Open Education Resource librarian, to develop the shell for the Library Guide.
* Team members will be trained on Library Guides.
* Team members will begin curating and developing teaching and learning resources that reflect the MAT Program’s focus on cultures and communities.
	+ **Tab:** Culturally Responsive Planning, Instruction and Assessment
		- **Subject Matter Experts:** Chelda Smith, Katie Brkich, Ariel Cornett, Sam Rhodes, Montana Smithey
			* **Associated Courses:** ELEM 6130 Culturally Responsive Pedagogy & Classroom Management; ELEM 6799 MAT Internship II; ELEM 7799 Professional Internship; ELEM 6733 MAT Internship I; ELEM 6700 Critical Pedagogy & Practicum II

Spring 2021

* Team members will continue to curate and develop teaching and learning resources that reflect the MAT Program’s focus on cultures and communities.
	+ **Tab:** Culturally Responsive Planning, Instruction and Assessment
		- **Subject Matter Experts:** Chelda Smith, Katie Brkich, Ariel Cornett, Sam Rhodes, Montana Smithey
			* **Associated Courses:** ELEM 6130 Culturally Responsive Pedagogy & Classroom Management; ELEM 6799 MAT Internship II; ELEM 7799 Professional Internship; ELEM 6733 MAT Internship I; ELEM 6700 Critical Pedagogy & Practicum II
* The curation and development will conclude at the end of the Spring 2021 semester in anticipation for the new cohort’s entrance to the MAT program during the Summer 2021 term.
* The Library Guide will be introduced to current faculty members in the MAT Program that were not team members on the Affordable Learning Georgia grant. These faculty members will also receive a training on Library Guides.

Summer 2021

* The Library Guide will be introduced to the new MAT cohort through the following course: ELEM 6130 - Culturally Responsive Pedagogy and Classroom Management
* Team members will curate and develop teaching and learning resources that reflect the MAT Program’s focus on cultures and communities.
* **Tab:** Math
	+ **Subject Matter Experts:** Sam Rhodes and Montana Smithey
		- **Associated Courses:** ELEM 7332 Problem Solving and Mathematical Representations in the Elementary Classroom & ELEM 6440 MAT Elementary Mathematics Methods
* **Tab:** Science/STEM
	+ **Subject Matter Experts:** Katie Brkich
		- **Associated Courses:** ELEM 6430 MAT Elementary Science Methods
* **Tab:** Social Studies
	+ **Subject Matter Experts:** Ariel Cornett
		- **Associated Courses:** ELEM 6530 MAT Elementary Social Studies Methods
* **Tab:** Literacy
	+ **Subject Matter Experts:** Chelda Smith
		- **Associated Courses:** ELEM 6250 Language Arts and Creative Activities

Fall 2021

* Implement Library Guide in each of the 2 fall practicums
	+ ELEM 6130 Culturally Responsive Pedagogy & Classroom Management;
	+ ELEM 6733 MAT Internship I

Spring 2022

* Implement Library Guide in each of the 3 spring practicums
	+ ELEM 6700 Critical Pedagogy & Practicum II
	+ ELEM 6799 MAT Internship II (for candidates who are not teaching full time)
	+ ELEM 7799 Professional Internship (for candidates who are currently teaching full time on a Provisional Certificate)

Fall 2022

* Team members will submit the final report in December of 2022.

## 6. Budget

Budget : $25,500

Ariel Cornett: $5,000

* Directly work with Nikki Rech, an Affordable Learning Grant and Open Education Resource librarian, to develop the Library Guide shell.
* Will curate and develop teaching and learning resources for the following tabs on the MAT Program’s Library Guide:
	+ Spring 2020: **Tab:** Culturally Responsive Planning, Instruction and Assessment
	+ Summer 2020: **Tab:** Social Studies
* Engage in cross-course and program-wide discussions about implementing use of the Library Guide across the four practicum courses.
* Analyze qualitative data from surveys

Montana Smithey: $5,000

* Will curate and develop teaching and learning resources for the following tabs on the MAT Program’s Library Guide:
	+ Spring 2020: **Tab:** Culturally Responsive Planning, Instruction and Assessment
	+ Summer 2020: **Tab:** Math
* Engage in cross-course and program-wide discussions about implementing use of the Library Guide across the four practicum courses.
* Analyze qualitative data from surveys

Sam Rhodes: $5,000

* Will curate and develop teaching and learning resources for the following tabs on the MAT Program’s Library Guide:
	+ Spring 2020: **Tab:** Culturally Responsive Planning, Instruction and Assessment
	+ Summer 2020: **Tab:** Math
* Engage in cross-course and program-wide discussions about implementing use of the Library Guide across the four practicum courses.
* Analyze quantitative data from surveys

Chelda Smith: $5,000

* Will curate and develop teaching and learning resources for the following tabs on the MAT Program’s Library Guide:
	+ Spring 2020: **Tab:** Culturally Responsive Planning, Instruction and Assessment
	+ Summer 2020: **Tab:** Literacy
* Provide initial list of topics
* Engage in cross-course and program-wide discussions about implementing use of the Library Guide across the four practicum courses.
* Analyze qualitative data from surveys

Katie Brkich: $5,000

* Will curate and develop teaching and learning resources for the following tabs on the MAT Program’s Library Guide:
	+ Spring 2020: **Tab:** Culturally Responsive Planning, Instruction and Assessment
	+ Summer 2020: **Tab:** Science/STEM
* Engage in cross-course and program-wide discussions about implementing use of the Library Guide across the four practicum courses.
* Analyze qualitative data from surveys

Copying, Printing, and Supplies: $500

## 7. Sustainability Plan

Although professors of individual courses are subject to change on any given semester, these courses are used to frame the entire program. Consequently, in addition to having far reaching impacts, these course objectives are set by the department, and course syllabi and textbooks remain fairly static. Thus, creating a digital library guide of open source materials will likely be utilized by students regardless of who is teaching the course. In addition, given that libguides are flexible and easily accessed and updated, the libguides that are produced through this grant will be continuously updated based on instructor preferences, and as new materials become available. In addition, students will be surveyed at the completion of ELEM 6130 and resultant data will be used to further refine the libguide. Finally, we will use the data analytic tools built into the libguide platform to continuously track student usage and engagement. These data will be used to make additional modifications on an ongoing basis in order to maximize the impact on student learning.

We believe that this work will enhance the learning experience for all of our MAT students by allowing us to curate a bank of high-quality teaching and learning resources that directly align to the goals of the program, and are available to them throughout their time in the program. Thus, we plan on sharing this work with all instructors who teach in the MAT program. The hope is that this project will serve as a catalyst for expanding the mission of working towards student success by offering affordable options to traditional textbooks in other courses throughout the MAT program and by broadening the resources that are available for instructors to pull from to enhance classroom experiences for all students.

Beyond our program, we plan on sharing our work with the B.S.E.d program within our department to look for ways that our work can inform their textbook adoption choices in the future. We will also share this work with the broader GSU community as part of GSU’s Inclusive Excellence Plan. Sharing this work will likely lead to opportunities to present work to the broader GSU community.

# Creative Commons Terms

*I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the* [*Request for Proposals*](https://www.affordablelearninggeorgia.org/about/rfp_r18)*.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

|  |
| --- |
|  |

# Grants or Business Office Letter of Acknowledgment

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. Applicants will need to provide a short Letter of Acknowledgment stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed letter.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of acknowledgment.*

*Please provide the name and title of the grants or business office representative who provided you with the Letter of Acknowledgment.*

|  |
| --- |
|  |