Affordable Materials Grants, Round 19:

Transformation Grants

(Spring 2021-Spring 2022)

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 19 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r19).
* 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 March 26, 2021 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) | University of West Georgia |
| Applicant name | Mary Morse |
| Applicant email  | mmorse@westga.edu |
| Applicant position/title | Assistant Professor of Educational Research |
| 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 | Mary Morse | mmorse@westga.edu |
| Team member 2 | Mary Alice Varga | maryv@westga.edu |
| Team member 3 | Diana Mindrila | dmindril@westga.edu |
| Team member 4 | Mandi Campbell | acampbel@westga.edu |
| Team member 5 |  |  |
| Team member 6 |  |  |

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*** Our team of faculty instructors is partnering with a Learning Specialist from the UWG Center for Teaching & Learning***Student Participation in Materials Evaluation and/or Development***Students will be actively involved with the development and evaluation of OER materials created for this project***Departmental Scaling Projects***We have a departmental commitment to use the OER materials created through this project in all sections of the courses supported by these materials. |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | $20,000 |
| 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.* | No |

# 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 | Introduction to Classroom Assessment EDRS 4042 |
| N/A | Course instructor | Mary Morse |
| 1 | Average number of students enrolled per section | 23 |
| 2 | Average number of affected course sections scheduled in a summer semester | 2 |
| 3 | Average number of affected course sections scheduled in a fall semester | 2 |
| 4 | Average number of affected course sections scheduled in a spring semester | 1 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 5 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 115 |
| 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.* | Classroom Assessment: Principles & Practice that Enhance Student Learning & Motivation, 7th Edition by James H McMillan$63.99<https://www.pearson.com/store/p/classroom-assessment-principles-and-practice-that-enhance-student-learning-and-motivation-/P100001434302/9780134523309> |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $63.99 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $63.99 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $7,358.85 |

## Course 2

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | School & Classroom Assessment EDRS 6342 |
| N/A | Course instructor | Mary Morse |
| 1 | Average number of students enrolled per section | 15 |
| 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 | 1 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 1 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 15 |
| 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.* | Classroom Assessment: Principles & Practice that Enhance Student Learning & Motivation, 7th Edition by James H McMillan$63.99<https://www.pearson.com/store/p/classroom-assessment-principles-and-practice-that-enhance-student-learning-and-motivation-/P100001434302/9780134523309> |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $63.99 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $63.99 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $959.85 |

## Course 3

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | School & Classroom Assessment EDRS 6342 |
| N/A | Course instructor | Mary Alice Varga |
| 1 | Average number of students enrolled per section | 31 |
| 2 | Average number of course sections scheduled in a summer semester | 0 |
| 3 | Average number of course sections scheduled in a fall semester | 2 |
| 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.* | 2 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 62 |
| 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.* | Classroom Assessment: Principles & Practice that Enhance Student Learning & Motivation, 7th Edition by James H McMillan$63.99<https://www.pearson.com/store/p/classroom-assessment-principles-and-practice-that-enhance-student-learning-and-motivation-/P100001434302/9780134523309> |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $63.99 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $63.99 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $3,967.38 |

## Course 4

|  |  |  |
| --- | --- | --- |
| Row # | Requested information | Answer |
| N/A | Course title and number | School & Classroom Assessment EDRS 6342 |
| N/A | Course instructor | Dianna Mindrilla |
| 1 | Average number of students enrolled per section | 27 |
| 2 | Average number of course sections scheduled in a summer semester | 2 |
| 3 | Average number of course sections scheduled in a fall semester | 0 |
| 4 | Average number of course sections scheduled in a spring semester | 1 |
| 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.* | 81 |
| 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.* | Classroom Assessment: Principles & Practice that Enhance Student Learning & Motivation, 7th Edition by James H McMillan$63.99<https://www.pearson.com/store/p/classroom-assessment-principles-and-practice-that-enhance-student-learning-and-motivation-/P100001434302/9780134523309> |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $63.99 |
| 9 | Average post-project cost per student section enrollment | $0.00 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $63.99 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $5,183.19 |

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

*Goals for a Transformation Grant project go beyond just cost savings. Include goals for student savings, student success, materials creation, and pedagogical transformation here.*

The plan for this project grew from the dissatisfaction of using dated textbooks to teach a course when there is a wealth of current resources online that might better meet student needs. The courses impacted by this project are all taught in an asynchronous, online format so we had additional goals related to online learning and professional development for our students. Creating opportunities for students to engage with the course content in a variety of ways and to explore meaningful applications of course content for their specific professional interests would add great value to the courses. A final goal was to include support for student discussions and collaborative work.

This project will support the development of topic modules that will replace the current textbook. Each module will provide an outline of key information for the topic and include links to online open educational resources (OER) and library resources for deeper learning. To have the most impact on student saving, the topic modules will be designed to be easily modified and flexible enough to meet individual instructor needs so that they can be used for several different courses.

Additional goals for this project include instructional design strategies to support transformative pedagogy and engaged student learning by inviting students to collaborate with the development, revision, and expansion of the modules. To be sustainable, these resources need to be continually updated and expanded to meet student needs and to represent new developments in education and in classroom assessment. Each topic module will engage students to pursue further research in areas of personal interest, critically examine issues and trending topics, and contribute through discussions and collaborative work. Each module will link to a Google Doc that allows students to share resources, discuss issues, and work collaboratively. Instructors can update modules with appropriate resources and other student contributions each semester and then link a new Google Doc to each module when a new course begins.

## 2. Statement of Transformation

*Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:*

* *A description of the current state of the course, department, and/or institution if relevant.*
* *An overall description of the project and how it will impact the course, department, and institution as described previously. Include references to scholarly literature to support the claims of your impact if possible.*

Introduction to Classroom Assessment is the only course related to creating and using assessments in the Bachelor of Science in Education program. School and Classroom Assessment serves the same purpose for several Master of Education programs. These courses are taught by faculty in the Department of Leadership, Research, and School Improvement in the College of Education at the University of West Georgia. The team members for this project currently teach all sections of these two courses.

The skills that students learn in Introduction to Classroom Assessment (undergraduate course) and School and Classroom Assessment (graduate course) have direct application and impact in their current and future work as classroom teachers.  Assessment and grading practices can impact students’ motivation to learn and their academic growth. By developing course materials that allow students to engage with current research and professional issues such as strategies for equitable grading, avoiding bias in assessment, and developing assessments both for and of learning we can have a positive impact on our students who are current and future educators, and also on their current and future students.

The materials created with the support of this grant will use instructional design strategies that encourage active student engagement with the course content, application of course skills to teaching practice, and collaborative work. The structure of the topic modules will use Universal Design for Learning (UDL) principles that allow students to learn through a variety of resource articles, websites, podcasts, and videos and to have choices in the topic and format of their assignment submissions.

The same textbook and course structure is currently used for both courses with some added resources and rigor in assignments for the graduate-level course. It is our goal to develop resources that are flexible enough to be used in both the undergraduate and graduate courses we teach. Similar classroom assessment courses are required in most teacher education programs; therefore, these resources should be of value and use to instructors at other institutions.

## 3. Action Plan

*Transformation Grant projects are work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. This section must include:*

* *The role(s) of each team member in the project with details as to the major tasks team members will complete, with an estimate of how long each task will take (e.g. number of hours).*

**Team Member*:* Mary Morse, Assistant Professor of Educational Research,** as subject matter expert and instructional designer, will create the Topic Modules for the course and identify open online educational resources and library resources to be used in the course. Materials will include PowerPoint (PPT) presentations that include links to online resources; a script for narrating the PPT presentations; and templates for the Google Docs linked to each Topic Module. (Estimated 100 hours to complete)

Dr. Morse is currently testing the concept of using topic modules for instruction and Google Docs for discussions and sharing resources in one section of each of the assessment courses impacted by this project. This experience will inform the development of materials for the project.

She will also collect and analyze student data for the project. (Estimated 20 hours to complete)

Dr. Morse will also oversee the entire transformation process and prepare the reports. (Estimated 10 hours to complete)

**Team Member: Mary Alice Varga, Associate Professor of Educational Research,** as subject matter expert and instructional designer, will contribute resources for the Topic Modules and identify open online educational resources and library resources to be used in the course. (Estimated 80 hours to complete)

She will also collect and analyze student data for the project. (Estimated 20 hours to complete)

**Team Member:  Diana Mindrila, Associate Professor of Educational Research,** as subject matter expert and instructional designer, will contribute resources for the Topic Modules and identify open online educational resources and library resources to be used in the course. (Estimated 80 hours to complete)

She will also collect and analyze student data for the project. (Estimated 20 hours to complete)

**Team Member: Mandi Campbell, Learning Specialist & Online Certification Coordinator,** as instructional designer will 1) provide research-based resources and guidelines prior to the development of the OER, 2) oversee and guide the development process, and 3) review all materials when the OER is developed to assure that Universal Design for Learning (UDL) and Accessibility guidelines are followed with all materials created for this project. (Estimated 100 hours to complete)

* ***A review of existing open, no-cost, and/or low-cost course materials for the course(s).***

There are several existing OER materials related to our topic of classroom assessment. Two textbooks are currently available on oercommons.org but neither fully meets the requirements we have for our course. The first resource, Observation & Assessment in Early Childhood Education (Elam & Peterson, 2020) targets assessment for pre-school and lower elementary students. The second resource, Assessment in Education (Burth, 202) provides some resources that will be helpful in the development of our planned materials, but it does not provide the flexibility we need to teach two different level courses or to provide an engaging student experience in an online course. There are also materials focused on certain aspects of classroom assessment or on assessment methods for specific content areas such as math, physics, and nursing. The materials we plan to develop could be easily adapted to meet the needs of courses taught in most teacher education programs; therefore, these resources should be of value and use to instructors at other institutions.

* *The plan for the selection, adoption, adaptation, and/or creation of new course materials (if applicable). Include plans for open licensing and plans for making your materials accessible.*

UDL Guidelines and Accessibility Guidelines will be followed for all materials. All materials will use the Creative Commons CC BY license. All resources linked in topic modules will be available free of charge and will be referenced and credited as appropriate.

*The plan for redesigning your course(s), including any instructional design work, curriculum alignment, course accessibility changes, etc.*

Topic modules will be aligned to the learning objectives for our courses but learning goals for each module will be included in materials created. Many of the assignments currently used in our courses will continue to be appropriate.

Topic Modules will be developed for the following subject list:

1. Learning theory and motivation for learning
2. Purpose of assessment
3. Grading: Ethics, approaches, and issues
4. Writing learning goals
5. Aligning standards, curriculum, and assessment
6. Reliability and validity in assessment
7. Avoiding bias in assessment
8. Formative assessment
9. Selected response assessment
10. Constructed response assessment
11. Rubrics
12. Observational checklists
13. Performance assessment
14. Progress monitoring
15. Assessing social and emotional learning
16. Considerations for assessing culturally & linguistically diverse students
17. Considerations for assessing students with special educational needs
18. Interpreting and using scores from large scale standardized tests
19. Understanding and using State, District, and School level data
* *The plan for providing open access to the new materials. Affordable Learning Georgia will host any newly created materials in our repository; please indicate if you are using other platforms in addition to the repository to host them.*

All materials will use the most open creative commons licensing (CC BY) and will be made available on the Affordable Learning Georgia repository.

## 4. Quantitative and Qualitative Measures

*All Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:*

* *Each quantitative or qualitative measure to be used, along with a description of the methods and/or tools used to gather and analyze data.*
* *If the team needs IRB (Institutional Review Board) approval, please indicate this here. Each institution’s IRB functions differently, and teams will need to know how their institution’s IRB evaluates and approves of institutional research.*

The project team will submit an application for IRB approval to study student participation with this project as well as student satisfaction and performance. Data will be collected over two semesters in order to evaluate the process of continual revision from both the student and instructor viewpoints.

Quantitative and qualitative methods will be used to collect data on the following:

**Course-level retention:** drop/fail/withdraw rates will be compared before and after transformed classes for courses taught by each instructor participating in this grant.

**Student performance:** student grades will be compared before and after transformed classes for courses taught by each instructor participating in this grant.

**Student satisfaction with the course and their learning experience:** data will be collected from the UWG CourseEval survey conducted by the university. The UWG Course Evaluation survey includes questions to measure students’ perceptions of learning and of teaching effectiveness. Both quantitative data from questions using a Likert scale and qualitative data from student comments will be compared before and after transformed classes were implemented for courses taught by each instructor participating in this grant.

An additional survey will be developed by the team to be used at the end of each semester to assess students’ perceptions of various aspects of the transformed course as they relate to their learning experience. The survey questions will include both open-ended questions and rating-scale questions (i.e., Likert Scale questions) and it will provide both quantitative and qualitative data.

**Instructors Experience:** The team will develop a feedback form for instructors to record their experience with using the transformation materials. This form will collect data on what aspects of the material work well and what needs to be improved. This data will be collected over two semesters and will be used for the process of revising the course materials.

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

*Do not put this timeline in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable.*

**Summer 2021**

Complete first iteration of the Topic Modules with linked resources and linked Google Docs. Materials will include weekly participation activities that use the Google Docs to share resources, have discussions, and work collaboratively.

Plan for evaluating course materials will be developed.

IRB for collecting data from students during Fall 2021 and Spring 2022 semesters will be obtained.

**Fall 2021**

PI’s will use the Topic Modules and new course structure in all sections of EDRS 4042 and EDRS 6342. PI’s and students will work collaboratively to revise Topic Modules and add resources.

Student performance and satisfaction for Fall 2021 will be assessed.

**Spring 2022**

PI’s will use the revised Topic Modules in all sections of EDRS 4042 and EDRS 6342. PI’s and students will again work collaboratively to revise Topic Modules and add resources.

PI’s will evaluate their experience with using the course materials and with the process of collaborating with students to revise the Topic Modules and online resources.

Student performance and satisfaction for Fall 2021 will be assessed.

We will finish all quantitative and qualitative data analysis and compile final reports.

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

* *$5,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$30,000 maximum total award per grant*

*Do not put this budget in the form of a table, as it will not transfer well to Google Forms for the official application—a bullet-point list is acceptable. Please keep all funding guidelines from the corresponding RFP in mind.*

The funding provided by this grant would compensate the investigators’ work and activities beyond normal teaching load to allow them to successfully complete the project. We are requesting funding in the amount of $5000 per team member for a total of $20,000. Team members will be paid the semester when the bulk of their work on the project is completed. The payment schedule will be as follows:

Mary Morse will be paid $5000 at the end of Summer Semester 2021.

Mary Alice Varga will be paid $5000 at the end of Summer Semester 2021.

Diana Mindrila will be paid $5000 at the end of Summer Semester 2021.

Mandi Campbell will be paid $5000 at the end of Spring Semester 2022.

## 7. Sustainability Plan

*Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:*

* *The maintenance and updating of course materials*

The design of the Topic Modules includes a plan for updating the module resources on a continual basis. Students have a weekly activity to research the topics and share new resources that the instructor may use to update or expand the modules.

PI’s are interested in expanding and updating the materials created for this project with future continuous improvement grants.

* *The commitment of the department(s) or institution(s) to continue the use of affordable materials*

The University of West Georgia is very committed to the use of affordable materials. The Department of Leadership, Research, and School Improvement is committed to using resources that support our reputation for high quality online teaching and these materials are being developed to enhance that reputation.

* *Any possible expansion of the project to more course sections in the future*

The current project includes all applicable courses in this content area. However, the format of the materials could be applied to other courses, especially research methodology courses taught in our department.

* *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

Our team plans to publish our findings related to the effectiveness of the course materials and design, especially those related to student engagement and motivation for learning in online courses. We would also submit proposals to present our work at appropriate conferences.

# 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.*

|  |
| --- |
| Dr. Andy NixonChair, Department of Leadership, Research, and School Improvement |

# 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.*

|  |
| --- |
| Denise Overfield, Ph.D.Associate Vice President for Research |