Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

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, including uploading this document.

· The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).

· The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 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**

|  |  |
| --- | --- |
| **Requested information** | **Answer** |
| **Institution(s)** |  Georgia Southern University |
| **Applicant name** |  Allison Scardino Belzer |
| **Applicant email**  |  abelzer@georgiasouthern.edu |
| **Applicant position/title** |  Professor of History |
| **Submitter name**  |   |
| **Submitter email**  |   |
| **Submitter position/title** |   |

Please provide the first/last names and email addresses of all team members within the proposed project.

|  |  |  |
| --- | --- | --- |
| **Team member** | **Name** | **Email address** |
| **Team member 1** |  Allison S. Belzer | abelzer@georgiasouthern.edu |
| **Team member 2** | Alena Pirok | apirok@georgiasouthern.edu |
| **Team member 3** | Dawn Cannon-Rech |  dcannonrech@georgiasouthern.edu |
| **Team member 4** |  Caroline Hopkinson | chopkinson@georgiasouthern.edu |

enter their names and email addresses in the text box below.

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# **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.* | *Priority categories:* · *Collaborative Projects with Professional Support*· *Student Participation in Materials Evaluation and Development* |
| **Requested Total Amount of Funding***$30,000 maximum total award per grant* |  *$14,229.50* |
| **Final Semester of Project** | *Spring 2023* |
| **Using OpenStax Textbook?** | *No* |

# **Impact Data**

## **Course 1**

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number |  Hist 1112 World History 2 |
| **N/A** | Course instructors | Allison BelzerMelissa Gayan |
| **1** | Average number of students enrolled per section |  60 |
| **2** | Average number of affected course sections scheduled in a summer semester |  0 |
| **3** | Average number of affected course sections scheduled in a fall semester |  4 |
| **4** | Average number of affected course sections scheduled in a spring semester |  4 |
| **5** | Total number of course sections scheduled in an academic year  |  8 |
| **6** | Total number of student section enrollments per academic year |  480 |
| **7** | Original required commercial materials | *Reacting to the Past* series, published by Norton retails for $37.75, *Uncovering History* (Oxford) digital series, $19.99 |
| **8** | Original cost per student section enrollment |  $57.74 |
| **9** | Average post-project cost per student section enrollment |  $19.99 |
| **10** | Average post-project savings per student section enrollment |  $37.75 |
| **11** | Projected total annual student savings per academic year |  $18,120 |

## **Course 2**

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | HIST 2110, USA Survey |
| **N/A** | Course instructor | Alena PirokKurt Knoerl |
| **1** | Average number of students enrolled per section |  45 |
| **2** | Average number of course sections scheduled in a summer semester |  1 |
| **3** | Average number of course sections scheduled in a fall semester |  2 |
| **4** | Average number of course sections scheduled in a spring semester |  4 |
| **5** | Total number of course sections scheduled in an academic year  |  7 |
| **6** | Total number of student section enrollments per academic year | 315 |
| **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.* | Eric Foner, *Give me Liberty!: An American History*, 6th Edition. $30 This project represents an innovative pedagogical addition of *Reacting to the Past*, which costs $37.75 |
| **8** | Original cost per student section enrollment |  $67.75 |
| **9** | Average post-project cost per student section enrollment | $30 |
| **10** | Average post-project savings per student section enrollment |  $37.75 |
| **11** | Projected total annual student savings per academic year |  $11,891.25 |

## **Course 3**

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| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | HIST 7642, Readings in US History |
| **N/A** | Course instructor |  Alena Pirok |
| **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 |  0 |
| **4** | Average number of course sections scheduled in a spring semester |  1 |
| **5** | Total number of course sections scheduled in an academic year  |  1 |
| **6** | Total number of student section enrollments per academic year |  12 |
| **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.* | Due to the nature of graduate courses and constant shifts in historiography the book lists are ever changing. Typically the class reads 1 full monograph a week. The average cost of new monographs is $40.$40 x 14 weeks = $560This project will take 3 weeks so will reduce the number of books to 11 and reduce the cost. |
| **8** | Original cost per student section enrollment |  $560 |
| **9** | Average post-project cost per student section enrollment |  $440  |
| **10** | Average post-project savings per student section enrollment |  $120 |
| **11** | Projected total annual student savings per academic year |  $1,440. |

## **Course 4**

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number | HIST 7631, Explorations in War and Society |
| **N/A** | Course instructor |  Alena Pirok |
| **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 |  1 |
| **4** | Average number of course sections scheduled in a spring semester |  0 |
| **5** | Total number of course sections scheduled in an academic year  |  1 |
| **6** | Total number of student section enrollments per academic year |  12 |
| **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.* | Due to the nature of graduate courses and constant shifts in historiography the book lists are ever changing. Typically the class reads 1 full monograph a week. The average cost of new monographs is $40.$40 x 14 weeks = $560This project will take 3 weeks so will reduce the number of books to 11. |
| **8** | Original cost per student section enrollment |  $560 |
| **9** | Average post-project cost per student section enrollment |  $440 |
| **10** | Average post-project savings per student section enrollment |  $120 |
| **11** | Projected total annual student savings per academic year |  $1,440 |

## **Course 5**

|  |  |  |
| --- | --- | --- |
| **Row #** | **Requested information** | **Answer** |
| **N/A** | Course title and number |  Hist 3050 Ethics & Values in History |
| **N/A** | Course instructor |  Allison Belzer |
| **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 |  1 |
| **5** | Total number of course sections scheduled in an academic year  |  1 |
| **6** | Total number of student section enrollments per academic year |  25 |
| **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.* | This is a new course that has not been taught but will be designed to feature Reacting to the Past. Current games are $37.75 and can require supplemental books. https://cdn.wwnorton.com/college/history/rttp/P419\_RTTP-Catalog2018.pdfSample supplement book: Samuel Walker, *Prompt & Utter Destruction* $26.00https://uncpress.org/book/9781469628974/prompt-and-utter-destruction-third-edition/ |
| **8** | Original cost per student section enrollment |  $63.75 |
| **9** | Average post-project cost per student section enrollment |  $0 |
| **10** | Average post-project savings per student section enrollment |  $63.75 |
| **11** | Projected total annual student savings per academic year |  $1631.50 |

# **Narrative Section**

## **1. Project Goals**

“Enola Gay Controversy: 1995,” a role immersion project, provides an opportunity to uphold the USG’s and Georgia Southern’s commitment to open access materials by making innovative teaching accessible and available to all students: in core classes, inside their major, and even at the graduate level. In order to meet these goals we want to create a 100% open source and free Reacting to The Past-type role immersion game.

Pedagogically our goal for this project is to engage students with critical thinking and debate using a more modern, more familiar past that non-history majors have expressed a desire to learn and engage with. Historical events from the past thirty years are often more familiar to current students, and enable them to better see how the skills they learn in the history classroom are applicable in their everyday lives.

We have chosen to build the game around the controversy surrounding the National Air and Space Museum’s 1995 exhibition of the Enola Gay, the airplane that dropped the atomic bomb ending World War II in the Pacific Theater. This project engages students with two historical periods, the 1990s and 1940s, to help them gain a better understanding of the relationship between the past and present, between memory and history.

Both undergraduate and graduate students will be integral in the creation of the materials, allowing them to share the knowledge with a wider public. We intend to hire two student research assistants and team with current history graduate students to help construct the final project. Welcoming students into the pedagogical process will help them learn how to use historical documents and ideas in creative ways.

**2. Statement of Transformation**

The “Enola Gay Controversy: 1995” role immersion project has the potential to transform the curriculum significantly because it covers important material and events that are relevant to many disciplines and courses, including FYE 1220: First Year Seminar, two different high-enrolled courses in Area B (Hist 1112) and Area E (Hist 2110) of the Core Curriculum, and multiple upper-level history courses.

**Project Description & Impact**

The “game” play begins with a traditional historical overview of the atomic bombing of Hiroshima on August 6, 1945 and the end of World War II. It quickly moves ahead fifty years to the 1990s when the National Air & Space Museum at the Smithsonian designed an exhibit about the bombing that showcased the restored fuselage of the Enola Gay, the B29 that dropped the first nuclear weapon ever used. In real life, a group of Air Force veterans, soon joined by many politicians, expressed outrage at the scholars’ approach which resulted in Congressional hearings, the resignation of the director of the museum, and a truncated exhibit. The acrimony became another example of the Culture Wars of the era. Rather than study the controversy through testimony, this project requires students to take on the roles of these historical actors and come up with their own solutions.

In the style of the *Reacting to the Past* pedagogy, this project assigns students roles of the actual people engaged in this tumultuous event. They will do primary source research to understand the memories and motivations of their particular character and will have to find a way to work with the opposing faction to create an exhibit that appropriately explains the significance of the Enola Gay to the American people.

As Dr. Mark Carnes has shown, role-immersion games develop students’ soft skills (public speaking, cooperation, leadership) in addition to hard skills (research into primary sources, critical and analytical thinking). This innovative pedagogy puts students at the center of the learning process and challenges them to build community and practice empathy while learning. More than traditional approaches, this role immersion approach sparks student interest and turns the classroom into an energized, student-run space. [Mark Carnes, *Minds on Fire: How Role Immersion Games Transform College* (Harvard University Press, 2014)]

The “Enola Gay Controversy: 1995” teaches several important lessons. In addition to learning facts about World War II, students must grapple with the complicated issue of historical memory. This project asks them to consider the nature of authority, of public history, and of debate in a democracy. Student progress is assessed through quizzes, class participation, and a final essay assignment. As part of our project we will write an Instructor's Manual so other faculty can easily adopt the module and fit it into their courses.

With its focus on American actions in World War II and American cultural phenomena in the 1990s, the “Enola Gay Controversy” is suitable for core, introductory-level US History courses. But because the focus is on the Pacific Theater of World War II, the ‘game’ is also useful for required core survey courses in World History 2. It also works in upper-level and graduate-level history courses focusing on American history, World War II, Ethics and Values, Museum Studies, and Public History.

## **3. Action Plan**

**Team Members**

**Dr. Allison Scardino Belzer** created a prototype of the “Enola Gay Controversy: 1995” in 2017 and has playtested it in three different courses. She will redesign and expand the text over the summer 2022 based on feedback from students and collaboration with Dr. Pirok. She will pilot new versions in AY 2022-23 in her survey courses and one upper-level class. She will complete the final draft of the text by the end of the grant session, ensuring that each section meets all accessibility requirements. (spring 2023). [100 hours]

**Dr. Alena Pirok,** will be responsible for adding more archival primary sources and historical information about the 1990s era to the existing text. She will travel to the National Archives in Washington D.C. to digitize documents for the project that students can consult as they develop their roles. She is already in contact with the archivist about copyright permissions. [75 hours]

In fall 2022 Dr. Pirok will launch the game in her graduate course HIST 7642. In the spring 2021 Dr. Pirok’s fully online graduate class HIST 7631 will conduct a similar experiment with the students engaging with the historical context, the instructional design, and playtesting. After each semester Dr. Pirok and Dr. Belzer will analyze the information collected and alter the game as needed. [25 hours]

**Caroline Hopkinson,** university librarian, will build the LibGuide in spring/summer 2022 so that, during playtesting, students can access the archival materials and find links to relevant information about the Manhattan Project, the decision to bomb Hiroshima, and the 1990s Smithsonian Controversy. [10 hours]

**Dawn Nikki Cannon-Rech,** university OER librarian, will provide guidance on appropriate CC licenses to all aspects of the project.

**Outside Consultant** - Over the summer 2022 we will hire someone with gaming expertise to improve the game dynamics and expand the number of roles so the game can be scaled up for very large survey sections before playtesting begins in fall 2022. (100 hours)

**Student Assistants** - We will hire two students in AY 2022-23 who have played the game to help with the revision of the game materials, graphic design, and expanded research for each role. (150 hours each semester)

**Current Course Material Options and Open Access**

Many of our courses are already low-cost. This project will transform Hist 1112 into low-cost by replacing a game already in use. Currently, W.W. Norton and Co. publishes about 20 titles in the Reacting to the Past series, available for $37.75 each. Typically, these are used to supplement textbooks and source readers. Rather than choose an existing game that requires students to purchase Norton’s proprietary material, we want to create a freely available game that is just as well designed and educational and make it available to all. We have been inspired by the game designed by our colleague, D. Jason Slone, which was funded through a 2019 ALM grant and is now available as an OER on Galileo [<https://oer.galileo.usg.edu/philosophy-ancillary/2/>].

We plan to author all background text ourselves and to include only materials not under copyright. We will make our work available through a LibGuide designed by our university librarians. We also will post our OER on Galileo/Digital Commons.

**Course Redesigning**

In most of our undergraduate courses, this game would be added to supplement existing materials and increase student engagement, with no additional cost. For Hist 1112 – World Civilization 2 this project will replace an existing game already in use. For the first year, the use of this project in graduate-level courses will replace assigning three monographs. The grad students will play test the game and contribute to its design and content.

The game embeds well in survey courses and will be written for both 4-week and 2-week game play. The chronological nature of most history courses, and the length of the core surveys, often ending in the early 2000s, ensures that adding this game to the US and World History Surveys will be a simple matter of rearranging the last few weeks before the final exam. Upper-level history classes, such as Museum History, Public History, History of World War II, and Ethics and Values in History, can be easily built around the game. The game can also be adapted for other courses and disciplines, including Art History, Rhetoric, Geography, and Tourism Studies. The project authors will publish their email addresses and contact information with the material so instructors can get personal help with their individual redesign.

## **4. Quantitative and Qualitative Measures**

**Quantitative**: At the beginning of the project students will take a short quiz to test their knowledge of the United States’ role in World War 2, the cultural politics of the early 1990s, and some basic concepts of historical memory. After the game finishes students will take a concluding quiz with similar questions. The two data sets should show a growth in knowledge. Additionally, the final assessment will include a poll in which the students can rate their experience with this free game and provide feedback for improvement. We especially want to gauge what value they find in gaming as a pedagogical tool and how the cost of materials might motivate their level of interest and investment.

**Qualitative**: We will assess the experience of students who help create the game and those who play it. For student-creators, we will seek their feedback through interviews and comment cards at each stage of production, asking what is working and what needs modifying. Student-players will write an essay at the end of the game to summarize what they have learned. The project authors will also complete a content analysis of de-identified student comments on Student Ratings of Instruction (SRI) and conduct semi-structured interviews with faculty members who playtested the game.

**5. Timeline**

|  |  |
| --- | --- |
| Spring 2022 | Prototype pilot in HIST 5335: World War II course (Belzer) and get student feedback about pacing and assessments. |
| May-August 2022 | Hire gaming consultant (10 weeks) to improve game dynamics and expand list of historical actors to assign to students.Expand source collection via travel to Washington D.C. to procure open-source materials from Smithsonian Archives.Draft new text on 1990s context.Revise text of existing prototype. |
| July 2022 | Attend Reacting to the Past Game Development Conference (location TBD) |
| September 2022 | Hire Student Assistant (15 weeks) to write new roles and layout text in gamebook form.Draft the Instructors’ Manual. Create LibGuide to store the primary source materials for easy student access. |
| October-November 2022  | Playtest in introductory survey courses (Belzer, Gayan, Pirok) and engage with graduate students as players and contributors (Pirok). |
| December 2022  | Review assessment data and adjust the game as needed for spring semester playtesting. |
| January-March 2023  | Hire Student Assistant (15 weeks) to revise gamebook and format course packet with an emphasis on engaging design.Engage with graduate students as players and contributors (Pirok). |
| April 2023  | Playtest in introductory survey courses (Belzer, Gayan, Pirok, Knoerl) and upper-level Hist 3050 (Belzer). |
| May 2023 | Revise and publish the game (open source). Submission of Final Report. |

**6. Budget**

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| --- | --- |
| **Budget Summary—Belzer/CX #2600** | **BOR/ALG Round 21** |
|
| **Rate** | **# of Months/Wks** | **# of Semesters or Hours and # of Students** | **P1 (01/01/2022–****12/31/2022)** | **Totals** |
| **Personnel** |  |  |  |  |  |   |
| **Senior Personnel**  |  |  |   |  |   |
| PI: Faculty Allison Belzer (Summer)  | $7,696 | 0.4514 |   | 3,473.83 | 3,473.83 |
| Co-PI: Faculty Alena Pirok (Summer) | $5,935 | 0.5853 |   |   | 3,473.83 | 3,473.83 |
| SP: Faculty Dawn Cannon-Rech (Calendar)  | $0 | 0.0000 |   |   | 0.00 | 0.00 |
| SP: Caroline Hopkinson (Calendar)  | $0 | 0.0000 |   |   | 0.00 | 0.00 |
| **Total Senior Personnel** |  |  |  |  | **6,947.66** | **6,947.66** |
|   |   |   |   |   |   |   |
| **Other Personnel**  |   |   |  |   |   |
| Graduate Student **—# of students and # of semesters shown for each period.-Fall & Spring Semesters** | $5,000 | 0 | 0 | 0.00 | 0.00 |
| Master level hourly Student (summer) | $12 | 8 | 25 | 0 | 0.00 | 0.00 |
| Undergraduate Student (Calendar) | $10 | 15 | 10 | 2 | 3,000.00 | 3,000.00 |
| **Total Other Personnel** |  |  |  |  | **3,000.00** | **3,000.00** |
| **Total Salaries** |  |  |  |  | **9,947.66** | **9,947.66** |
|   |   |   |   |   |   |   |
| **Fringe Benefits** |   |   |   |   |   |
| PI: Faculty Allison Belzer (Summer) - 29.54% | 0.2954 | 1,026.17 | 1,026.17 |
| Co-PI: Faculty Alena Pirok (Summer) - 29.54% | 0.2954 | 1,026.17 | 1,026.17 |
| SP: Faculty Dawn Cannon-Rech (Calendar) - 38.54% | 0.3854 | 0.00 | 0.00 |
| SP: Caroline Hopkinson (Calendar) - 38.54% | 0.3854 | 0.00 | 0.00 |
| Graduate Student(s) —7.65% | 0.0765 | 0.00 | 0.00 |
| Master Level Student(s) —7.65% | 0.0765 | 0.00 | 0.00 |
| Undergraduate Student(s) —7.65% | 0.0765 | 229.50 | 229.50 |
| **Total Fringe Benefits** |  |  |  |  | **2,281.84** | **2,281.84** |
| **Personnel Subtotal** |   |   |   |   | **12,229.50** | **12,229.50** |
|   |   |   |   |   |   |   |
| **Non-personnel** |  |  |   |  |   |
| **Other Direct Costs** | **Rate** | **Rate: Escalator** | **Semesters** | **# Student(s)** |   |   |
| 1. Travel |   |   |   | 1,000.00 | 1,000.00 |
| 2. Materials and Supplies  |   |   |   | 0.00 | 0.00 |
| 3. Publication Costs/Documentation/Dissemination |   |   |   | 0.00 | 0.00 |
| 3. Consultant | TBD - Outside consultant (10 weeks) | 1,000.00 | 1,000.00 |
| 6. Other: Graduate Student(s)' Tuition | $2,493 | 1.05 | 0 | 0 | 0.00 | 0.00 |
| **Line G: Other Direct Costs Subtotal** |   |   |   |   | 2,000.00 | 2,000.00 |
| **Non-Personnel Direct Subtotal** |   |   |   |   | **2,000.00** | **2,000.00** |
|   |   |   |   |   |   |
| **Totals** |   |   |   |   |  |
| **Line H: Total Direct Cost** |  |  |  | **14,229.50** | **14,229.50** |
| **Line I: Total F&A Costs—0%: Sponsor restricted program** |  |  |  | **0.00** | **0.00** |
| **Line J: Total Direct and Indirect Costs**  |  |  |  | **14,229.50** | **14,229.50** |

**Budget Justification**

**Senior Personnel Salary: $6,947.66**

Dr. Allison Scardino Belzer: $3,473.83

Dr. Alena Pirok: $3,473.83

Caroline Hopkinson: $0.00

Dawn Nikki Cannon-Rech – $0.00

**Other Personnel Salary: $3,000.00**

Student Assistants

**Fringe Benefits: $2,281.84**

Estimated at 29.54% ($2,052.54) of faculty summer salaries and 7.65% ($229.50) of student salaries.

**Travel: $1,000.00**

**Outside Consultant: $1,000.00**

**Total Direct Costs: $14,229.50**

**Total Indirect Costs: $0.00 (Sponsor restricted program)**

Facilities and Administrative (F&A or indirect) costs are calculated in accordance with Georgia Southern University’s federally-negotiated F&A rate agreement (Department of Health and Human Services, effective 7/1/2021), which is currently 42% of a modified total direct cost base excluding only **capital expenditures** and the amount of sub awards in excess of $25,000. Georgia Southern University’s threshold for capital expenditures and capital equipment is $5,000.

**Total Project (Direct and Indirect) Costs: $14,229.50**

## **7. Sustainability Plan**

The materials for this course will be housed online at Georgia Southerns’s Digital commons and, in its final form, in the *Reacting to the Past* BLORG (Big List of Reacting Games). These platforms ensure that the project is an open-education resource.

Additionally, to maximize the materials usability, the free project’s digital presence will be made aesthetically pleasing to inspire user confidence and encourage adoption.

Looking ahead to future changes, Drs. Belzer and Pirok will work with the Georgia Southern Librarians to oversee updates to the project as needed, and plan to present the final version of “Enola Gay Controversy: 1995” at relevant conferences to promote its use by other faculty.

# **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.*

# **Letter of Support**

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| --- |
|  *Dr. Carol Herringer, Department Chair, History**Georgia Southern University* |

# **Grants or Business Office Acknowledgment Form**

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| --- |
| Laura Regassa, Associate Provost for ResearchGeorgia Southern University |