Affordable Materials Grants, Round 19:

Continuous Improvement 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, 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 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 leave the submitter blank.*

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| --- | --- |
| Requested information | Answer |
| Institution | Kennesaw State University |
| Applicant name | Uli Ingram |
| Applicant email | uingram@kennesaw.edu |
| Applicant position/title | Senior Lecturer |
| 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.

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| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | Uli Ingram | Uingram@kennesaw.edu |
| Team member 2 | Erinn Bariteau | ebaritea@kennesaw.edu |
| Team member 3 | Mark Patterson | mpatters@kennesaw.edu |
| Team member 4 | Rhonda (Nikki) Hill | rhill23@kennesaw.edu |
| Team member 5 | Kathryn Morgan | kmorga62@kennesaw.edu |

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

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# Project Information

| Requested information | Answer |
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| Type of Project | * *Revision of open educational resources (OER) used in existing courses* * *Creation of ancillaries for existing OER courses* * *Replacement of current OER in courses with new/better OER* * *Other* |
| Requested Amount of Funding  *$10,000 maximum total award per grant* | *$10,000* |
| Course Titles and Course Numbers | Earth from Above Geog 1102 |
| Final Semester of Project | * *Fall 2021* * *Spring 2022* |
| Currently Existing Resource(s) to be Revised/Ancillaries Created  *Please provide a title and web address (URL) to each of the currently existing resources that you are revising, creating new ancillary materials for, or replacing. If replacing, please include a title and web address (URL) to the new OER as well.* | <https://oer.galileo.usg.edu/geo-collections/6/> |

# Project Goals

The OER materials for this course were originally created in 2018 as part of the Affordable Learning Georgia Textbook Transformation grant round 11. The focus of this improvement grant will be to update and move the readings to a new platform, increase and ensure accessibility in the readings, PowerPoints, and videos, add detailed and automated grading feedback, update assignments to reflect changes in geospatial technology, and add self-study tools for the students. The updated materials will provide a streamlined student experience, regardless of course delivery or instructor. The proposed course improvements will enhance the ease of access to the user/student, modernize concepts and content, incorporate uniform feedback across successive deliveries, in a flexible format, easily adapted to any modality. This is particularly important as this course is moving into the General Education Area D (Science and Math), and we anticipate offering several sections of this course each semester.

# Action Plan

1. Reformat instructional delivery to user friendly story map layout. This format requires fewer clicks, and creates an orderly flow to instructional resources and assessments. This link provides an example of a storymap used in a different course: https://arcg.is/1infG5
2. Create lecture PowerPoint files for each module. Make sure they are created with accessibility in mind.
3. Create a series of brief instructional videos supplementing OER readings to streamline and enhance content delivery regardless of modality, online, face to face, or hybrid. To maximize accessibility all videos will be captioned, and transcripts made available.
4. Update assignments and discussion topics to reflect technological modernization of GIS technologies and applications.
5. Align materials to course and module objectives, particularly to reflect area D objectives for GenEd science area D requirements.
6. Update the rubrics used in this course to be more detailed and feedback oriented for the students.
7. Utilize online learning applications and integrate those resources for student self-assessment.

# Major roles for each team member:

Our grant team will consist of three geography professors, two instructional designers and two student assistants. The major roles and tasks are outline below:

**Geography Professors:** Uli Ingram, Erinn Bariteau and Mark Patterson will work with and supervise the student assistant to port the current OER readings to the ArcGIS storymap format. Both Ingram and Patterson have used this format for another grant. It is a simple, easy to read way to present the readings in an accessible format with text, maps, graphics, and other media included. This format has already been used in two other geography courses at KSU. Therefore, it will be a familiar format for any geography and GIS students at KSU.

Ingram, Bariteau and Patterson will check the current assignments and update them. Since the materials were originally created several years ago, some of the assignments feel somewhat stale or outdated. We would like to include recent cloud-based technology that is more engaging and interactive.

Ingram, Bariteau and Patterson will revisit discussion activities for updated articles, links and other resources to engage student with everchanging GIS technologies, applications and themes. Outdated materials will be replaced or edited. Student prompts and directives will be updated to increase peer to peer exchange.

Ingram, Bariteau and Patterson will create PowerPoint slides with accompanying brief (five minutes or less) instructional videos for each module. Creating power point slides and videos will be practical for face to face, hybrid or online instructional modalities and course objectives. Other instructor who will use these resources in the future, can choose to use these videos, or make their own.

Ingram, Bariteau and Patterson will update question banks for end of module quizzes to reflect updated content. The quizzes are based on the weekly readings.

**Instructional Designers:** Nikki Hill will create interactive self-study activities that will promote active learning and reinforce learning objectives. She will also edit and reproduce existing multimedia inside the course to be compliant with WCAG 2.0 standards.

Kathryn Morgan will build automated and detailed feedback into existing grading rubrics to promote conformity in each subsequent iteration of the course. Additionally, she will make the existing documents accessible, following principles of universal design for learning.

**Student Assistants:** One student assistant will move the readings from the current format (SoftChalk) to the ArcGIS storymap format.

The other student assistant will provide feedback from a student perspective for the updated readings, assignments, and discussion prompts.

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| Team Member | Tasks | Time Estimate for each team member |
| Ingram, Bariteau and Patterson | Each of the faculty will check the readings for 4 modules to make sure they meet the new course objectives | 20 hours |
| Each faculty member will update 4 assignments and discussions | 20 hours |
| Create PowerPoints and record videos for 4 modules | 20 hours |
| Update quiz question banks | 10 hours |
| Guide student assistants on storymap conversion | 5-10 hours |
| Review each other’s modules and provide feedback | 10 hours |
| Work with Kathryn on the rubrics and grading feedback | 10 hours |
| Work with Nikki on accessibility and self- study activities | 10 hours |
| Hill | Create self-study activities for each module  Make multimedia accessible | 20 hours  20 hours |
| Morgan | Update grading rubrics/feedback  Make documents accessible | 20 hours  20 hours |
| Student Assistant #1 | Port the readings to the storymap format | 80 hours |
| Student Assistant #2 | Provide feedback from a student perspective for updated readings, assignments, and discussion prompts | 80 hours |

The storymap format is accessible to users with various disabilities. This is an article about how the format meets accessibility requirements: <https://www.esri.com/arcgis-blog/products/arcgis-storymaps/constituent-engagement/building-an-accessible-product-our-journey-so-far/>. This is a link to a more detailed white paper about the accessibility features included in ArcGIS storymaps: <https://www.esri.com/content/dam/esrisites/en-us/media/legal/vpats/arcgis-storymaps-10-12-2020-vpat.pdf>

When we create and share the ArcGIS storymaps for the course readings, they will be accessible by the public. It’s possible to limit storymaps to a single user, an organization, or a group of users. For our project, we will set them to the highest sharing level, which means anybody with a link to the readings will be able to access them.

The previous materials (from ALG Grant Round 11) have been well received by the students. Students point out in the course evaluations how much they appreciate the savings, as well as the quality of the materials. So far 328 students have taken Geog 1102 using the OER resources, resulting in savings to students of more than $50,000. We are very excited that Geog 1102 will be part of the KSU general education science/technology options starting in spring 2022, which will result in many more sections offered each semester.

Ingram, Bariteau, and Patterson will evaluate the success of the improvements by comparing student performance (considering grades and DWF rates) of semesters taught using the current OER materials compared to the improved materials (starting Fall 2021). We will include a quantitative analysis of the differences in the final grant report. We expect that the improvements outlined in this grant application will result in lower DWF rates and increased rates of student learning.

# Timeline

March 26th, 2021: Virtual kick off meeting.

April 2021: Ingram, Bariteau and Patterson will meet to plan and discuss who will work on which modules

April-May 2021: Ingram, Bariteau and Patterson will review the existing materials and make changes to their respective modules.

June-July 2021: Student assistant #1 will port the current readings to the storymap format. Student assistant #2 will start about 2 weeks after student assistant #1, reading all the readings in storymap format, and working through the updated assignments.

Morgan and Hill will complete their tasks during the summer months as well.

First week of August 2021: Ingram, Bariteau and Patterson will build out their modules in a D2L shell.

August-December 2021: Bariteau will teach one section of Geog 1102 using the updated resources.

December 2021: The whole team will work on any necessary revisions based on Bariteau’s feedback teaching in the fall. Ingram, Bariteau and Patterson will share their D2L shell with all other KSU instructors teaching Geog 1102 in spring 2022.

January-May 2022: Final implementation semester. Ingram, Bariteau and other instructors will teach Geog 1102 using the updated resources.

May 2022: Data for final report will be gathered. Performance of students in fall 2021 and spring 2022 will be compared to previous semesters. Team members will work on final report.

June 2022: Final report will be submitted.

# Budget

$2,000: Summer salary or professional development/travel funds for Ingram

$2,000: Summer salary or professional development/travel funds for Bariteau

$2,000: Summer salary or professional development/travel funds for Patterson

$1,200: Professional development/travel funds for Hill

$1,200: Professional development/travel funds for Morgan

$1,600: Pay for two student assistants: Each student will be paid $10 per hour. We estimate that each student will spend 80 hours on this project. Total of $1,600 for 2 students.

TOTAL: $10,000

# Creative Commons Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia 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 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.*

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| *Dr. Tammy Powell, Director, College of Humanities and Social Sciences Office of Digital Education*  *Dr. Teresa Raczek, Chair of the Department of Geography and Anthropology* |

# 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.*

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| Amanda DesLauriers  Grants Pre-award Specialist  Office of Research |