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.

# Applicant and Team Information

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| --- | --- |
| Requested information | Answer |
| Institution | Georgia Highlands College |
| Applicant name | Mahirah Baker |
| Applicant email | mbaker@highlands.edu |
| Applicant position/title | Instructor of Biology |
| 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 | Mahirah Baker | mbaker@highlands.edu |
| Team member 2 | Brandy Rogers | [brogers@highlands.edu](mailto:jhitzema@highlands.edu) |
| Team member 3 | Lisa Branson | lbranson@highlands.edu |
| Team member 4 | Jason Christian | jachrist@highlands.edu |
| Team member 5 | Laura Gargis | lgargis@highlands.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 |
| --- | --- |
| Type of Project | Revision of ancillary materials for support of open educational resources (OER) used in existing courses |
| Requested Amount of Funding  *$10,000 maximum total award per grant* | $2,000 per content expert x 4 members = $8,000  $2,000 per librarian/instructional designer X 1 = $2,000  GRAND TOTAL = $10,000 |
| Course Titles and Course Numbers | Anatomy and Physiology BIOL2122K |
| Final Semester of Project | Spring 2022 |
| Currently Existing Resource(s) to be Revised/Ancillaries Created | <http://openstaxcollege.org/textbooks/anatomy-and-physiology/get>  Betts and Young: OpenStax Anatomy and Physiology  <https://oer.galileo.usg.edu/biology-collections/22/>  Ancillary collection #328 from Galileo Open Learning Materials |

# Project Goals

In the ninth round of the Affordable Learning Georgia Textbook Transformation Grants (ALG #328), Georgia Highlands College adopted and revised an OER textbook, Openstax Anatomy and Physiology by Betts and Young, and concurrently revised two GHC courses, BIOL 2121K: Anatomy and Physiology I and BIOL 2122K: Anatomy and Physiology II, to align the student learning outcomes and course objectives. In the ninth round (ALG #328), GHC also developed accompanying supporting ancillary materials (chapter outlines, PowerPoints, study guides, and practice quizzes). All materials created were designed to meet the internationally recognized Quality Matters (QM) standards with the future goal of creating online versions of BIOL 2121K and BIOL 2122K. The supporting ancillaries, which did not exist for the textbook at the time, were produced with the intent of not only providing accessible resources for students but also providing quality instructional materials for faculty. With 105 downloads as of 02/01/21, this textbook and the supporting ancillaries are very popular OERs within the Galileo Open Learning Materials repository and our secondary hosting site, GHC Anatomy & Physiology OER LibGuide. Over the past year however, we have received multiple communications from loyal users from around the country suggesting we make some revisions to the supporting ancillaries because the OpenStax textbook has undergone several edits and revisions since the original grant. Unfortunately, the significant revisions to the OpenStax textbook has resulted in some of our ancillaries no longer aligning as closely to the textbook as they should. Additionally, the dissolution of FlashPlayer has caused many of our embedded animations and websites to no longer function properly. Therefore, the primary purpose for our proposal to Round 19 Continuous Improvement grant program is to ensure our ancillary materials align with the newest version of the Openstax textbook and correct functionality issues related to the loss of FlashPlayer. For this grant cycle, we propose the following project goals:

1. Review and revise BIOL 2122K chapter outlines so they align with the latest version of the Openstax Human Anatomy and Physiology text, including adding or removing content as necessary;
2. Review and revise BIOL 2122K chapter study guides and practice quizzes so they align with the latest version of the Openstax Human Anatomy and Physiology text, including adding or removing content as necessary;
3. Review and revise BIOL 2122K chapter PowerPoint slides so they align with the latest version of the Openstax Human Anatomy and Physiology text, improving the quality of images and figures, testing and updating links to associated videos;
4. Replace obsolete FlashPlayer animations with a curated collection of supporting resources (primary and secondary articles, websites, etc.) and embed links to these resources within the PowerPoints and chapter outlines;
5. Create chapter assignments for BIOL 2122K as student learning aids where appropriate;
6. Reformat BIOL 2122K ancillaries to improve the aesthetic and to create a more pleasing and learner-friendly set of resources;
7. Ensure all BIOL 2122K ancillaries possess the Creative Commons Attribution License (CC-BY)
8. Ensure all BIOL 2122K ancillaries adhere to required accessibility design principles for documents, video, audio, images, and PowerPoints; and
9. Utilize ADDIE principles of instructional design during the revision and/or creation of ancillary materials to allow learners to better navigate resources using a methodical and researched strategy.

The substantial updates we propose to make will ensure the supporting ancillary materials continue to serve as quality OERs for colleges and universities not only within the USG but also regionally and nationally.

# Action Plan

During the progress of this project, we will utilize the ADDIE Instructional Design Model to guide our activities. As such, our action plan reflects the five phases of this model:

**ANALYSIS**: We will conduct a detailed needs assessment by administering surveys during Spring 2021 to students and faculty currently enrolled in or teaching BIOL 2122K. Student surveys will collect usage data and student opinion about whether supporting ancillaries meet their learning needs. Faculty surveys will focus on identification of content errors, and recommendations for improved formatting and aesthetics. Grant team members will also conduct a detailed, chapter-by-chapter analysis to combine with data from student and faculty surveys in order to generate a final, comprehensive list of updates and revisions needed to meet instructional goals.

**DESIGN**: Based upon the analysis phase, grant team members will make informed decisions about what type of revisions are needed in the supporting ancillaries. Content experts will collaborate with the Library Faculty and Instructional Designer on the grant team to determine appropriate instructional strategies and accessibility principles that can be utilized in the revisions of the ancillaries in order to clearly link them to the course content and learning objectives for all students. Finally, grant team members will agree upon a consistent formatting style and design aesthetic to ensure a consistent look and feel throughout the supporting ancillary materials.

**DEVELOPMENT**: During the summer and fall of 2021, grant team members will revise, update and/or create all elements of the project. Milestones have been established throughout the project to ensure timely progress and completion of assigned work. Each team member will be assigned the associated ancillary materials for only 3-4 chapters of the text to revise and update in order to ensure the scope of work is reasonable and the quality of work is high. As stated in the project goals, the following revisions in supporting ancillaries are expected to occur: update dead links, correct content errors and revise content to reflect recently released anatomy and physiology guidelines, update images and correct citations/alt-text, and fix accessibility issues.

**IMPLEMENTATION**: GHC instructors teaching BIOL 2122K will be provided with the revised supporting ancillary materials through the college’s Learning Management System (LMS) to incorporate in their Spring 2022 courses. The revised supporting ancillaries will also be uploaded to the GHC Anatomy & Physiology OER LibGuide for public use and appropriate CC-BY will be assigned to each item.

**EVALUATION and FINAL REPORT**: End-of-course surveys will be conducted to collect student perception about clarity and ease of use, whether the supporting ancillaries met their learning needs, and usage data. Faculty will also be surveyed to determine if revisions have corrected content errors, improved aesthetics and accessibility for their students, and covered concerns expressed during the Spring 2021 surveys. Final grant report will be submitted to USG and the revised PowerPoints, checklists, outlines, and practice quizzes will be uploaded to Galileo Open Learning Materials repository.

Five team members have been identified for the completion of this project. The roles and responsibilities of each team member and the estimated time for completion of assigned tasks are outlined below:

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| Team member | Role | Tasks | Estimated time |
| Mahirah Baker | Project Lead and Content Expert | Generate grant reports and serve as liaison between GHC and USG on grant correspondence;  Revise and update the corresponding PowerPoints, chapter outlines, study guides, and practice quizzes for text chapters 17-19. | 5 hours for generation of final grant report  Revision of associated ancillaries of text 3-4 chapters = 50 hours  **TOTAL = 55 hours** |
| Brandy Rogers | Content Expert | Revise and update the corresponding PowerPoints, chapter outlines, study guides, and practice quizzes for text chapters 20-22. | Revision of associated ancillaries of text 3-4 chapters = 50 hours  **TOTAL = 50 hours** |
| Lisa Branson | Content Expert | Revise and update the corresponding PowerPoints, chapter outlines, study guides, and practice quizzes for text chapters 23-25. | Revision of associated ancillaries of text 3-4 chapters = 50 hours  **TOTAL = 50 hours** |
| Jason Christian | Content Expert | Revise and update the corresponding PowerPoints, chapter outlines, study guides, and practice quizzes for text chapters 26-28. | Revision of associated ancillaries of text 3-4 chapters = 50 hours  **TOTAL = 50 hours** |
| Laura Gargis | Librarian and Instructional Design Expert | Advise and assist content experts on effective instructional design practices to consider and utilize throughout the design and development phases of the project  Advise and assist content experts on incorporation of accessible document design, inclusion of images with appropriate alt-text, producing accurate closed-captioning video and audio transcripts, and creating accessible PowerPoints  Curate a collection of supporting resources (primary and secondary articles, websites, etc.) and embed links to supporting resources  Upload all revised materials to the LMS, GHC Anatomy & Physiology OER LibGuide, and to the Galileo Open Learning Material Repository  Ensure CC-BY added to all ancillaries | 30 hours for advising and assisting all content experts in instructional design and accessibility  10 hours for curation or supporting resources  10 hours for uploading revised ancillaries and ensuring CC-BY attribution  **TOTAL = 50 hours** |

# Timeline

**Spring (January-February) 2021**

Analysis Phase – conduct student and faculty surveys; conduct chapter-by-chapter analysis; generate a needs assessment for supporting ancillaries; conduct team member meetings for collaborative work and planning (at least two)

**Spring (March- May) 2021**

Design Phase – generate comprehensive list of needed revisions; meet with library faculty and instructional designer; agree upon formatting design and consistent look and feel of revised ancillaries; conduct additional team member meetings for collaborative work and planning (at least two)

**Summer (June-July) 2021**

Development Phase – individual team members start making revisions, correcting links, rectifying accessibility issues, and improving aesthetics of associated ancillary materials for assigned chapters; associated ancillaries of first half of assigned chapters due no later than July 15th; conduct collaborative team member meetings as needed

**Fall (August – November) 2021**

Development Phase (cont.) – team members continue making revisions, correcting links, rectifying accessibility issues, and improving aesthetics of associated ancillary materials for assigned chapters; associated ancillaries of second half of assigned chapters due no later than November 30th; conduct collaborative team member meetings as needed

**Spring (January-February) 2022**

Implementation Phase – distribute revised materials to all instructors of BIOL 2122K via LMS so instructors can pilot materials in their Spring 2022 courses; upload revised materials to GHC Anatomy & Physiology OER LibGuide; attach CC-BY to all revised materials; conduct collaborative team member meetings as needed

**Spring (March-May) 2022**

Evaluation and Report Phase: seek feedback on content and alignment from course instructors, survey students to determine if clarity and ease of use scores improved; upload revised ancillaries to Galileo Open Learning Materials repository, generate and submit the final grant report to USG

# Budget

All grant funds will be used to support team members in the form of supplemental pay/stipend. No other projects expenses are anticipated. Distribution of funds is outlined below:

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| Team member | Tasks | Budget Amount |
| Mahirah Baker | Generate grant reports and serve as a liaison between the USG and GHC in grant correspondences  Revise and update corresponding PowerPoints, outlines, study guides, and practice quizzes of text chapters 17-19 | $2,000 stipend |
| Brandy Rogers | Revise and update corresponding PowerPoints, outlines, study guides, and practice quizzes of text chapters 20-22 | $2,000 stipend |
| Lisa Branson | Revise and update corresponding PowerPoints, outlines, study guides, and practice quizzes of text chapters 23-25 | $2,000 stipend |
| Jason Christian | Revise and update corresponding PowerPoints, outlines, study guides, and practice quizzes of text chapters 26-28 | $2,000 stipend |
| Laura Gargis | Advise and assist team members on effective instructional design practices and incorporation of required accessibility design principles  Upload all revised materials to the LMS, Anatomy & Physiology OER LibGuide, and Galileo Open Learning Material Repository | $2,000 stipend |
| 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_r19)

# 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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| *Sarah Coakley, Dean of Natural Science.* |

# 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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| *Krissy Shanahan, Grants Administrator* |

*Round 19 Proposal*