Affordable Learning Georgia Textbook Transformation Grants

Final Report for Mini-Grants

General Information

Date: 7/23/2018
Grant Round: Round 11
Grant Number: ALG Mini Proposal M17
Institution Name(s): Dalton State College
Team Members (Name, Title, Department, Institutions if different, and email address for each):

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Project Lead: Molly Zhou
Course Name(s) and Course Numbers: Educ3214 Exploratory Activities in Physical Education, Art, and Music
Final Semester of Project: Summer 2018
Average Number of Students Per Course Section: 25
Number of Course Sections Affected by Implementation of Revised Resources: 1
Total Number of Students Affected by Implementation of Revised Resources: 17

1. Project Narrative

The purpose of the project was to revise the learning material so the E textbook *Arts Integration in Elementary Curriculum* to be more updated and further enriched with more examples, students work samples, pictures, and lesson plan examples. The timeline for the project was to start updating in Spring 2018 semester and complete the project in Summer 2018 semester.

The team started in February 2018 on resources gathering on the updating endeavor. The team decided to restructure the book and focused on the two new chapter sources first. As a result, two new chapters on Poetry (Chapter 5) and Performing Arts (Chapter 6) were finalized in March. The team continued to work on updating main reading texts for other chapters. Due to limited sources on theories and arts integration, chapter 2 was adapted to be research and arts integration instead of arts integration theoretical foundation. All the main reading texts for each chapter was finalized in Mid April. With the updated main reading texts, now the book has seven chapters: Chapter 1 Arts Integration, Chapter 2 Arts Integration and Three Rs (Reason, Rationale, and Research), Chapter 3 Music, Chapter 4 Visual Arts, Chapter 5 Literary Arts Poetry, Chapter 6

Performing Arts, Chapter 7 P.E./Movement. After that, the team worked on updating the additional reading sections for each chapter. A total of 292 additional sources were included in the updated E-textbook. A total of 134 new additional sources were added to the revised E textbook. The team worked together and finalized all the additional sources for each chapter by the end of April.

During the updating process, students enrolled in Spring 2018 semester were asked for permission to include their examples in the E textbook. A total of 10 students gave permissions to include their work sample in the E textbook. More arts integration ideas and examples were offered at the end of each chapter main reading text to cover all content areas Language Arts, Reading, Writing, Science, Math, Social Studies, and Math. As a result of the teamwork, all 7 main reading texts for each chapter were updated. A total of 31 new and current sources were used for the main chapter reading texts in the revised E textbook (in the May 2015 edition, only 5 sources were used for the 5 main chapter reading texts). On the additional sources, a total of 134 new and current sources were used in the updated E textbook (in the May 2015 edition, only 129 sources were used). To help engage students and provide more visual aids for understanding, the team also created chapter-based PPT slides to go along with each chapter. Finally, to enhance the E textbook appearance, a new textbook front cover page was added to the E textbook.

In Mid March, one student from Educ3214 was invited to preview the E textbook in progress to provide some feedback. The student gave constructive feedback on structure of the E textbook, and a great use of examples and pictures in the E textbook. The students commented the more examples would be always helpful. In Mid April, three more students were invited to review the E Textbook and they provided positive feedback on the appearance of the book, the love for the poetry chapter. They cited the pages with arts integration definitions and page with examples as what really they loved to see in the book.

The revised and updated E textbook carries the CC-NC-SA license. The E textbook is recommended to be cited as Zhou, M., & Brown, D. (Eds.). (2017). *Arts Integration in Elementary Curriculum.* Retrieved from (URL).

The E textbook and chapter-based PPT were made available in D2L for students enrolled in Educ3214 course in Summer 2018. A hardcopy option was made available through Dalton State Auxiliary Services for $ 6.00 each. The E textbook and chapter-based PPT were made available for open access through LibGuide at http://libguides.daltonstate.edu/educ3214 and Dalton State Institutional Repository at http://rrscholar.openrepository.com/rrscholar/.

At the end of March, an IRB for data collection for this project was submitted to the Dalton State IRB Committee for approval. The IRB was approved at the end of April. In the first week of May, the E textbook and chapter-based PPT were checked for overall accessibility, consistency, readability, appearance, currency, and accuracy. The E textbook and chapter-based PPT were implemented in June the Summer 2018 semester.

During implementation stage, the OER Learning Materials Survey was administered twice once at midterm point and once at the end of the semester. The Survey includes both quantitative items (15 statements) and qualitative items (5 open-ended questions). At the midterm point, a

total of 17 students responded to the Survey and 16 students responded to the Survey at the end of the semester. A total of 33 responded surveys were collected. Overall the results showed positive feedback from students enrolled in the Educ3214-01 summer 2018 section. Based on a 5-point scale of 1-5 with 1 meaning (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree), students rated the Access to learning materials 4.90, Content (relevance, usefulness, and coverage) 4.79, Cost (saving) 4.97, and Effectiveness in helping them learn 4.82, Hardcopy Preference (2.49), E copy Download (4.43), and Hardcopy Affordability (3.34). Qualitative data results supported the quantitative data results as well. Most students were satisfied with the learning materials provided to them. One student mentioned that the last chapter was challenging to read; and one student mentioned that it would be nice to have the book turn from right to the left like a real book instead of scrolling up and down. Students overall responded that the OER textbook and additional learning resources were helpful; they had no suggestions for additional materials to be added. Students overwhelmingly favored the free cost and easy access of the learning materials in helping them learn as indicated in the high survey ratings. Thirteen responses to the last opened question showed students' appreciation of providing this free textbook for their use. One student commented that every class should use free textbooks or little cost textbooks. Two students stressed the textbook was the best and a great one to have.

At the end of the Summer 2018 semester, based on students' feedback and survey results, the team conducted another round of accuracy and accessibility check on the learning materials and open access check to ensure the E Textbook and the chapter-based PPT are accessible. The checked E textbook and chapter-based PPT are updated at the LibGuide and Institutional Repository for open access.

In reflection, the project updating and enriching process was very focused and fast-paced with clear goals and active participation and support from students enrolled in the Educ3214 class in Spring 2018 semester and Summer 2018 semester. The team could not say enough thank you to students on their feedback and permission to include their art work in the learning materials. The team worked together closely and timely in completing every task along the way. The one thing that the team thought to be done differently is on accessibility check. After rounds of completing accessible checks for learning materials, the team realized that although the final products will be always in accessible pdf format, it would be more efficient to work on accessible word doc format of learning materials first for updating and maintenance reasons and purposes.

2. Materials Description

The *Arts Integration in Elementary Curriculum* is an E textbook with 7 chapters on arts and forms that are interesting and creative for students to integrate into their classroom. The original E textbook was created in May 2015 and is updated and enriched in May 2018. After Mini M17 project efforts, there are a total of 7 chapters. Chapter-based PPT is also available to go along with each chapter. Arts integration lesson plan examples for all content areas, arts integration ideas, and student work samples, and pictures are infused in the updated E textbook. The E textbook and Chapter-based PPT are available for open access at LibGuide at

http://libguides.daltonstate.edu/educ3214 and Dalton State Institutional Repository at http://rrscholar.openrepository.com/rrscholar/.

3. Materials Links

The updated and enriched E textbook and chapter-based PPT are hosted at LibGuide at http://libguides.daltonstate.edu/educ3214 and Dalton State Institutional Repository at http://rrscholar.openrepository.com/rrscholar/ for open access.

4. Future Plans

As a result of the project, one international conference proposal *Arts Integration and Teacher Preparation* was accepted for presentation at the 5th World Federation of Associations of Teacher Education (WFATE) in Melbourne, Australia, July 9-11, 2018. As a result of this project and related work on OER, one national conference presentation proposal *Open strategy: A new perspective to a scaffolding clinical practice model* was accepted for presentation at the national Association of Teacher Educators (ATE) in Albuquerque, New Mexico, August 3-7, 2018.

The E textbook is satisfactory as it is for the near future. In the long run, the team thinks a new chapter on arts integration theory could be added to the E textbook. Due to the area of arts integration is new and art integration as an innovative approach to teaching and learning is still new to most, the arts integration theory itself is still in the making. During the project, the team was not able to find a strong relevant chapter source on arts integration theoretical framework. Much research has pointed out the strengths of arts integration, but the theoretical development of arts integration is to be furnished. As such, the team suggests more future work to focus on theoretical work on arts integration and possible inclusion of a new chapter on arts integration theory in the E textbook in the future.