Affordable Materials Grants, Round 21:

Continuous Improvement 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

*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 | Julie Newell |
| Applicant email  | Jnewell2@kennesaw.edu |
| Applicant position/title | Professor of Interdisciplinary Studies |
| Submitter name  | Julie Newell |
| Submitter email  | Jnewell2@kennesaw.edu |
| Submitter position/title | Professor of Interdisciplinary Studies |

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 |
| Principle Investigator | Julie Newell | Jnewell2@kennesaw.edu |
| Accessibility Specialist | Tamara Powell | Tpowel25@kennesaw.edu |
| Project Manager | Brayden Milam | Bmilam3@kennesaw.edu |
| Instructional Designer | Lesley Gabel | Lgabel@kennesaw.edu |
| Under. Student Assistant | Kaylee Polk | Kpolk7@students.kennesaw.edu |
| Under. Student Assistant | Tyler Tait | ttait@students.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 |
| --- | --- |
| Type of Project | * *Creation of open educational resources (OER) from existing materials currently available only through D2L*
* *Creation of ancillaries for the OER resource*
 |
| Requested Amount of Funding*$10,000 maximum total award per grant* | *$10,000* |
| Course Titles and Course Numbers | STS 1101: Science, Technology, and Society |
| Final Semester of Project | Spring 2023 |
| 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.* | The currently existing materials are a series of checklists and SoftChalk learning modules that reside in D2L. Creating an instructor’s guide to the OER version of the materials |

# Project Goals

*In at least one paragraph, describe your project’s goals and what materials will be created or revised.*

The goals of this project are to

Create a skills-based critical thinking class in a hybrid format that can be adapted to a wide range of subjects. The skills fostered and supported in the course materials are transferable across disciplines. The course will be built in SoftChalk and available for use and adoption by anyone in the world.

STS 2400: Science, Technology, and Society was created as part of Southern Polytechnic State University’s conversion to semesters and rethinking of the core curriculum in 1998. It was a two-credit required course in area B (institutional options) and designed to be a critical thinking course. It was taught by faculty from across campus using a master syllabus framework. For many years it was a critical element in the ABET accreditation of the computing, engineering, and engineering technology programs there.

In 2015, Southern Polytechnic was consolidated into Kennesaw State University (KSU), and the course became STS 2105, one of several choices in Area B of the consolidated curriculum. The following year it was moved to Area E-4 (social sciences) and changed from two credit hours to three.

Through all these changes, the course had the same master syllabus and was fundamentally the critical-thinking course I designed when I wrote the master syllabus. I have taught the course across all those years, changing the topic focus every few years. For the past few years, and especially while adapting to the changing needs of the University and its students during the COVID pandemic, I have moved the focus from a central topical theme to using a theme to illustrate a methodology I developed: a wicked-problems approach. It is now a critical thinking course that teaches students a way to approach intractable problems that have no right answer, just better and worse responses. They learn a step-by-step way to work through such issues that is immediately applicable to questions they must address in their lives, their other courses, and their careers. For instance, all design questions are wicked problems, attempting to balance the opposing interests of multiple stakeholders.

Both the wicked problems concept and the many learner-centered elements built into the course are well grounded in a robust literature. Among the principles that run through the course are

* Universal Design for Learning, with its inherent focus on accessibility
* High-Flex rapid adaptability to multiple modes of delivery
* Weekly exercises in reflective writing, formative assessment, and group discussion
* Multiple opportunities for student-material, student-student, and student-instructor interaction
* Week-by-week scaffolding of skill development and small-scale application, culminating in a multi-week mastery project that is also an exercise for students in consciously applying techniques that make any group project productive and enjoyable
* A flipped-classroom approach, using face-to-face or synchronous online sessions for active learning and guided discussion

This course is adaptable to any subject or discipline with minimum revision. If one wanted to teach it to political science majors instead of engineers, for example, it would only require changing the illustrative examples and the final project topics, not restructuring the entire course. It is also immediately adaptable to hybrid, on-line synchronous, or asynchronous delivery.

An Affordable Learning Georgia grant would enable the team to do the following things:

* Capture and communicate the results of a quarter-century of development in a form readily accessible by other instructors of this general education course
* Make this flexible and adaptable critical thinking course available to others outside of D2L, beyond my classroom, and beyond KSU as an OER
* Utilize my College’s instructional designers’ expertise to embed more—and more diverse—active learning opportunities in the instructional materials
* Prepare an instructor’s manual to facilitate use of the course by making the design principles explicit, leading instructors to resources to learn more about the pedagogical choices and practices built into the course, and providing concrete suggestions for adapting the course for multiple modalities and to a wide variety of topics / disciplines

# Action Plan

*Describe the tasks needed to complete the project in as much detail as possible. If this application has more than one team member, include the major roles for each person and which tasks this role is assigned. Estimate the amount of time (e.g. number of hours) each task will take. Include plans for open licensing and plans for making your materials accessible. Indicate if you are using other platforms in addition to the repository to host your created materials.*

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| *Task* | *Actor* | *Hours* | *Start and End Date* | *Other* |
| *Attend kick off meeting* | *Julie Newell, Brayden Milam, Lesley Gabel, Tammy Powell, Kaylee Polk, and Tyler Tait* | *3* | *March 25, 2022* | *Team will attend the meeting to better understand expectations and processes regarding the ALG grant (if awarded).* |
| *Set up project management plan.* | *Julie Newell, Brayden Milam, Lesley Gabel, Tammy Powell, and Tyler Tait* | *10* | *May 30-June 3, 2022* | *Brayden will set up the project management plan and calendar and add team members to the project.*  |
| *Inventory current contents. Create a detailed course map. This map will include module names and contents, readings, and activities and assessments that will be included in this project.*  | *Julie Newell* | *30* | *June 1, 2022-June 14, 2022* | *This product will be available in a Word document under CC-BY. Julie will ensure the document is accessible, and she will include it in the final version of the developed materials as a reference for users/adopters.*  |
| *Create a shared SoftChalk folder for the project and share with Brayden, Lesley, and Tammy.*  | *Julie Newell* | *1* | *June 15, 2022* | *This step will aid in project management and allow the team to collaborate.*  |
| *Julie collaborates with Lesley in identifying and storyboarding interactive activities to be added to the course materials. Kaylee and Tyler will observe and provide input into what activities would best encourage students and motivate them. These activities will be created in Articulate and hosted in SoftChalk.*  | *Julie Newell, Lesley Gabel, Kaylee Polk and Tyler Tait* | *15* | *June 20-24, 2022* | *Products created by Lesley will be CC-BY.*  |
| *Julie collaborates with Brayden regarding moving non-SoftChalk materials (Word documents, assignments, assessments, quizzes) out of D2L and into SoftChalk or SoftChalk-compatible formats.*  | *Julie Newell and Brayden Milam* | *5* | *June 28, 2022* | *Materials currently in D2L are not accessible outside of D2L. We want the materials to be available globally, so we need to move the content, assessments, and assignments outside of D2L. Brayden’s technological expertise and experience particularly with MS forms will assist in making sure the project flows smoothly and the materials are moved without losing the ability to teach and engage learners. All materials will be licensed CC-BY.* |
| *Julie revises units 1-3 in the current SoftChalk course materials.*  | *Julie Newell* | *36 hours* | *June 29-July 20, 2022* | *Julie will go through the SoftChalk contents and update materials and identify where transformed assignments and activities will reside. All revised contents will be licensed CC-BY.*  |
| *Brayden begins creating new assessments and activities in SoftChalk compatible formats. Lesley works on Articulate. Kaylee and Tyler will assist as they are able.*  | *Brayden Milam and Lesley Gabel* | *20 hours* | *June 29-August 4, 2022* | *Brayden will create materials using Microsoft tools, Hot Potatoes, Miro, and other freely available tools. Lesley will use Articulate. Brayden and Lesley will coordinate efforts on Kaylee and Tyler’s part. All materials will be licensed CC-BY.*  |
| *Tammy begins ensuring accessibility on the first three units that Julie has revised.*  | *Tammy Powell* | *36 hours* | *July 21-August 4, 2022* | *Tammy will go through the SoftChalk contents and ensure all materials are accessible and available in multiple formats. Any materials that need to be revised for accessibility will be revised by Tammy including html files, Word documents, pdfs, audio files and video files. Kaylee and Tyler will assist as they are available and able. Kaylee and Tyler will clean up any captioning. All revised contents will be licensed CC-BY.*  |
| *Julie revises units 4-6 in the current SoftChalk course materials.*  | *Julie Newell* | *36 hours* | *July 21-August 4, 2022* | *Julie will go through the SoftChalk contents and update materials and identify where transformed assignments and activities will reside. All revised contents will be licensed CC-BY.*  |
| *Tammy ensures accessibility on the second three units that Julie has revised.*  | *Tammy Powell* | *36 hours* | *August 5-19, 2022* | *Tammy will go through the SoftChalk contents and ensure all materials are accessible and available in multiple formats. Any materials that need to be revised for accessibility will be revised by Tammy. Kaylee and Tyler will assist as they are able and available. They will be in charge of captioning, specifically. All revised contents will be licensed CC-BY.*  |
| *Julie revises units 7-9 in the current SoftChalk course materials.*  | *Julie Newell* | *36 hours* | *August 5-19, 2022* | *Julie will go through the SoftChalk contents and update materials and identify where transformed assignments and activities will reside. All revised contents will be licensed CC-BY.*  |
| *Tammy ensures accessibility on the third three units that Julie has revised.*  | *Tammy Powell* | *36 hours* | *August 22-September 5, 2022* | *Tammy will go through the SoftChalk contents and ensure all materials are accessible and available in multiple formats. Any materials that need to be revised for accessibility will be revised by Tammy. Kaylee and Tyler will assist as they are able and available. Kaylee and Tyler will be in charge of captioning, specifically. All revised contents will be licensed CC-BY.*  |
| *Julie revises unit 10 in the current SoftChalk course materials.*  | *Julie Newell* | *36 hours* | *August 22-September 5, 2022* | *Julie will go through the SoftChalk contents and update materials and identify where transformed assignments and activities will reside. All revised contents will be licensed CC-BY.*  |
| *Tammy ensures accessibility on the last unit that Julie has revised.*  | *Tammy Powell* | *36 hours* | *September 6-20, 2022* | *Tammy will go through the SoftChalk contents and ensure all materials are accessible and available in multiple formats. Any materials that need to be revised for accessibility will be revised by Tammy. Kaylee and Tyler will assist as they are available and able. Kaylee and Tyler will be in charge of captioning, specifically. All revised contents will be licensed CC-BY.*  |
| *Team meets to discuss integration of the various revised, edited, and newly created parts of the project.*  | *Julie Newell, Brayden Milam, Lesley Gabel, and Tammy Powell* | *3 hours* | *October 3, 2022* | *The team will decide how best to integrate all the new pieces of the project into the newly revised version of the project.*  |
| *Team integrates new pieces of project into the newly revised version.*  | *Julie Newell, Brayden Milam, Lesley Gabel, and Tammy Powell* | *40 hours* | *October 5-November 2, 2022* | *The team integrates all the new pieces of the project into the newly revised version of the project. The entire project will be licensed CC-BY.*  |
| *Project is reviewed by fresh eyes and suggestions are made for improvement for the project to be more student friendly.*  | *Kaylee Polk and Tyler Tait* | *40 hours* | *November 2-November 12, 2022* | *Kaylee and Tyler will review the course as students and let the team know if anything looks amiss or is unclear or could be made more appealing to students.*  |
| *Project is made available online.* | *Brayden Milam* | *8 hours* | *November 12-14, 2022* | *Brayden will upload the materials to the server and make the project available online.*  |
| *Julie prepares the materials for the pilot semester* | *Julie Newell, Lesley Gabel, Tammy Powell* | *30 hours* | *November 14-28, 2022* | *Julie will prepare the materials for the pilot semester in spring 2023. Lesley and Tammy will support her work and ensure that if anything needs to be tweaked or repaired, they will assist. All materials will be licensed CC-BY.* |
| *Tammy writes the final report.* | *Tammy Powell* | *3 hours* | *December 19, 2022* | *Tammy will gather the data and submit the final report for the grant.*  |
| *Project launches for pilot semester* | *Julie Newell* | *One semester* | *January 7-May 9, 2023 (Julie likes to open her courses early for her students)* | *The new materials will be linked to Julie’s course as well as available on the internet.*  |
| *Instructor’s guide* | *Julie Newell and Tammy Powell* | *One semester* | *January 7-May 9, 2023* | *As she teaches the course, Julie will create an instructor’s guide to support adoption and effective facilitation of the newly created project. Julie will keep a running record of “how to” and “why to.” These transparent teaching materials will help to increase the effectiveness of the project with regard to teaching and learning and facilitate adaptation to different disciplines. Tammy will ensure it is accessible. The new materials will be licensed CC-BY.* |
| *The Big Launch!* | *Julie Newell, Brayden Milam, Lesley Gabel, and Tammy Powell* | *3 hours* | *May 11, 2023* | *The team will create announcements and send out an email to publicize the availability of these robust, interactive, and accessible teaching resources.*  |

# Timeline

*Provide a project timeline aligned with the action plan above. Include major milestones and deadlines, keeping in mind your selected Final Semester.*

*Please see above.*

# Budget

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

* *$2,000 maximum per team member for salary, course release, travel, etc.*
* *Additional project expenses allowed, but must be adequately justified in this section*
* *$10,000 maximum total award per grant*

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| *Team Member* | *Expense* | *Justification* |
| *Julie Newell* | *$2,000* | *Compensation for time spent working on project. Will be used for conference travel.*  |
| *Tammy Powell* | *$2,000* | *Compensation for time spent working on project. Will be used for conference travel.*  |
| *Brayden Milam* | *$2,000* | *Compensation for time spent working on project. Will be used for conference travel.*  |
| *Lesley Gabel* | *$2,000* | *Compensation for time spent working on project. Will be used for conference travel.*  |
| *Kaylee Polk* | *$1,000* | *Compensation for time spent working on project. Will be used for conference registration/travel.* |
| *Tyler Tait* | *$1,000* | *Compensation for time spent working on project. Will be used for conference registration/travel.* |
| 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.*

# 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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| Cécile Accilien, Ph.D.Chair Interdisciplinary Studies DepartmentProfessor of African and African Diaspora StudiesKennesaw State University |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, 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 form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

*Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.*

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| Renita WileyDirector, Sponsored Programs Administration, Office of Research |