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 | Georgia Highlands College |
| Applicant name | J. Sean Callahan |
| Applicant email | scallaha@highlands.edu |
| Applicant position/title | Chair, School of Social Science and Education |
| 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 | Michelle Mitchell | mmithchell@highlands.edu |
| Team member 2 | Senovia Wyche | swyche@highlands.edu |
| Team member 3 | Victoria Landu-Adams | vlandu@highlands.edu |
| Team member 4 | Josie Baudier | jbaudier@highlands.edu |
| Team member 5 | Susanna Smith | sussmith@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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| J. Sean Callahan, scallaha@highlands.edu |

# Project Information

| Requested information | Answer |
| --- | --- |
| Type of Project | * *Revision of open educational resources (OER) used in existing courses* * *Creation of ancillaries for existing OER courses* |
| Requested Amount of Funding  *$10,000 maximum total award per grant* | $9,999.96 |
| Course Titles and Course Numbers | EDUC 2110: Critical and Contemporary Issues in Education |
| Final Semester of Project | * Fall 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.* | Quizzes, Unit Assignments, Field Experience, Supplementary Videos  Critical and Contemporary EDUC SH1 Spring 2022-https://highlands.view.usg.edu/d2l/home/2519512 |

# 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 update the OER content for EDUC 2110-Critical and Contemporary Issues in Education. This course was first transformed through the adoption of No Cost Materials in 2018. Even though a proposal for the transformation has never been submitted to ALG for review, the adoption of the OER materials has worked well, removing an important barrier to success for our students. Our project’s goals are driven by the following factors: 1) the amount of time that has passed since the original adoption of OER, 2) the onset and impact of the COVID-19 pandemic on the education, 3) and the increased attention to issues related to diversity, equity, and inclusion. With these things in mind, an update to the content and resources seems timely and appropriate.

This revision consists of four goals. The first goal is to create 10-12 original multiple-choice questions (based on Bloom’s Taxonomy) for each module covered in the course. The second goal is to identify and incorporate 12-15 videos that highlight and detail key concepts and themes in each module covered in course. The third goal is to TiLT the discussions, activities, and major projects for the course.

The fourth goal for this project is to provide training in curriculum design for the adjuncts who teach the course. Because we rely heavily on adjuncts to teach many of the course sections in our division, we feel it necessary to have our adjuncts participate in the design process. This would help to increase and ensure consistency across course sections, provide professional development for talent pool, and increase morale among both full- and part-time faculty. To that end, our CETL will develop and deliver two 2-hour asynchronous and synchronous workshops focused on curriculum design for any modality. Attending these workshops is required of all participants working on the revision for this course.

# 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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| --- | --- | --- |
| Team Member | Task(s) | Estimated Time for Task Completion |
| Michelle Mitchell | Create 10-12 Multiple-choice questions, identify at least 7-8 videos, TILT Assignments for Modules/Units 1-3. Complete asynchronous and synchronous workshops. | 3 hours for each set of multiple-choice questions (9 hours), 3 hours to identify videos for each module (9 hours), 2 hours to TILT assignments for each module/unit (6 hours). Total # of hours= 24. |
| Senovia Wyche | Create 10-12 Multiple-choice questions, identify at least 7-8 videos, TILT Assignments for Modules/Units 4-7. Complete asynchronous and synchronous workshops. | 3 hours for each set of multiple-choice questions (9 hours), 3 hours to identify videos for each module (9 hours), 2 hours to TILT assignments for each module/unit (6 hours). Total # of hours= 24. |
| Victoria Landu-Adams | Create 10-12 Multiple-choice questions, identify at least 7-8 videos, TILT Assignments for Modules/Units 8-10. Complete asynchronous and synchronous workshops. | 3 hours for each set of multiple-choice questions (9 hours), 3 hours to identify videos for each module (9 hours), 2 hours to TILT assignments for each module/unit (6 hours). Total # of hours= 24. |
| Josie Baudier | Develop and Co-facilitate Curriculum Design Workshop, Instructional Designer | 6 hours to design and develop workshops, 5 hours to facilitate training, providing feedback, responding to discussions and questions. 4 hours loading content and proofing for D2L. Total # of hours= 15 hours |
| Susanna Smith | Develop and Co-facilitate Curriculum Design Workshop, Instructional Designer | 6 hours to design and develop workshops, 5 hours to facilitate training, providing feedback, responding to discussions and questions. 4 hours loading content and proofing for D2L. Total # of hours= 15 hours |
| Sean Callahan | Develop Grant Proposal, TiLT Field Experience Assignment and design rubrics for Module/Unit Assignments, Instructional Designer. | 10 hours to develop proposal, 2 hours to TiLT Field Experience, 5 hours to design rubrics for assignments. 3 hours loading content and proofing for D2L. Total # of hours=20 hours |

An asynchronous workshop focused on curriculum design, assessments, and TiLT. The workshop will be available to participants from April 11-21. A synchronous wrap up and feedback session will take place on April 21.

Materials created for the revision will be housed in the ALG repository.

# Timeline

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

March 25- Attend Kickoff (if proposal is selected).

March 28- CETL will begin development of asynchronous workshop

April 11-21- The workshop will be offered asynchronously via D2L

April 21- Synchronous virtual wrap-up session to answer questions and gather feedback

May 23-Progress Meeting-Checking in with participants for questions and concerns.

June 12- Questions, prompts, videos, etc. submitted to MS Teams file(s). Begin to develop rubrics.

July 3-Proposed content revision complete. All questions, prompts, videos, rubrics, etc. loaded into D2L Master Course shell.

July 17-Final Review of revised content-Checking for typos and broken links

August 2022 -Implement revised content in course delivery

# 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:*

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| --- | --- |
| Team Member | Compensation |
| Michelle Mitchell | $1,666.66 |
| Senovia Wyche | $1,666.66 |
| Victoria Landu-Adams | $1,666.66 |
| Josie Baudier | $1,666.66 |
| Susanna Smith | $1,666.66 |
| Sean Callahan | $1,666.66 |

# 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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| *J. Sean Callahan Chair, Social Sciences and Education scallaha@highlands.edu* |

# 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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| *Stephanie Loveless*  *Assistant Vice-President of Finance*  *sloveles@higlands.edu* |