

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: May 27, 2015

Grant Number: 8

Institution Name(s): Middle Georgia State College

Team Members (Name, Title, Department, Institutions if different, and email address for each):

Project Lead: Loleta D. Sartin, Ph.D.

Assistant Professor

School of Education

Middle Georgia State College

loleta.sartin@mga.edu

Molly Kimsey, M.Ed.

Lecturer

School of Education

Middle Georgia State College

molly.kimsey@mga.edu

Course Name(s) and Course Numbers:

Investigating Critical and Contemporary Issues in Education, Education 2110

Semester Project Began: Fall 2014

Semester of Implementation: Spring 2015

Average Number of Students Per Course Section: 18

Number of Course Sections Affected by Implementation: 3

Total Number of Students Affected by Implementation: 55

1. List of Resources Used in the Textbook Transformation

<p>Course objectives and Units</p>	<p>Resources *Middle Georgia State College Library #Ted.com ^Georgia Professional Standards Commission %Education.com</p>
<p>Objective: Investigate and describe contemporary schools and the interplay of school and society via selected social, historical, political, economic, philosophical, and cultural issues that influence those schools.</p> <p style="text-align: center;"><u>Unit 1</u></p>	<p>*Reading 1: Title: Reasons For Choosing The Teaching Profession and Beliefs About Teaching: A Study with Elementary School Teacher Candidates Author: Dr. Sahin Dundar Trakya University, Edirne, Turkey URL: http://eds.a.ebscohost.com.ezproxy.mga.edu/eds/detail/detail?vid=1&sid=b957d063-a54e-4fe4-ba53-0e12387e71f0%40sessionmgr4004&hid=4202&bdata=#db=slh&AN=98748710</p> <p>Reading 2: Title: American Educational History: A Hypertext Timeline Author: Edmund Sass, Ed.D. URL: http://www.eds-resources.com/educationhistorytimeline.html</p> <p>Permission is granted to anyone wishing to use this page or the related lesson plan for instructional purposes as long as you credit the author (me!) and the web page source. My name is Edmund Sass, Ed.D., Professor Emeritus of Education, College of Saint Benedict/Saint John's University. Please understand, however, that the content of this page is my intellectual property and cannot be duplicated or displayed on another web site or in a publication without my permission.</p> <p>*Video 1: Title: Those Who Can Teach Author: Claudia Levin URL: http://media.mga.edu/ssc/educationlogon.aspx</p>

Objective: Discover, explore, and describe current issues and trends in schools using disciplinary and interdisciplinary fields and the lenses of analysis, critique, and interpretation.

Unit 2

***Reading 1:**

Title: Multiple Intelligences

Author: Joyce Miller

Texas A & M University, Commerce

URL:

<http://eds.a.ebscohost.com.ezproxy.mga.edu/eds/detail/detail?vid=1&sid=b957d063-a54e-4fe4-ba53-0e12387e71f0%40sessionmgr4004&hid=4202&bdata=#db=slh&AN=98748710>

EBSCO Publishing : eBook Academic Collection (EBSCOhost) - printed on 1/15/2015 1:04 PM via MIDDLE GEORGIA STATE COLLEGE AN: 719561 ; Sloan, Jane, Cortes, Carlos E.; Multicultural America : A Multimedia Encyclopedia Account: ns235467

#Video 1:

Title: Multiple Intelligences (Howard Gardner's Theory)

Author: Lesson Created by Sarah Mikalik Using Video from: MsHMcKnight You Tube Channel

URL: <http://ed.ted.com/on/tOyP1gMy#digdeeper>

Assessment 1:

Title: Assessment Find Your Strength

Author: Not Applicable; Multiple Intelligences for Adult Literacy and Education

URL: <http://www.literacynet.org/mi/assessment/findyourstrengths.html>

Reading 2:

Author: Howard Gardner's Multiple Intelligences

Title: Alan Chapman

URL:

<http://www.businessballs.com/howardgardnermultipleintelligences.htm>

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	<p>*Reading 3:</p> <p>Title: Multicultural Education Author: Christine Clark, University of Nevada, Las Vegas URL: http://eds.a.ebscohost.com.ezproxy.mga.edu/eds/ebookviewer/ebook/ZT AwMHhuYV9fNzE5NTYxX19BTg2?sid=623c0229-e83a-4721-9417-79b7b65e0886@sessionmgr4003&vid=3&format=EB&rid=10</p> <p>#Video 2:</p> <p>Title: The Danger of a Single Story Author: Chimamanda Ngozi Adichie URL: http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story</p> <p>*Video 3:</p> <p>Title: Homeless to Harvard Author: Ronni Kern Director: Peter Levin URL: http://media.mga.edu/ssc/educationlogon.aspx</p>
<p>Objective: Analyze their legal, ethical, and professional responsibilities as teachers.</p> <p style="text-align: center;"><u>Unit 3</u></p>	<p>^Reading 1:</p> <p>Title: The Code of Ethics for Georgia Educators Author: The Professional Standard Commission URL: http://www.gadoe.org/Curriculum-Instruction-and-Assessment/CTAE/Documents/GAPSC-Session-Code-of-Ethics.pdf</p> <p>^Reading 2:</p> <p>Title: The Code of Ethics Moral Turpitude Author: The Professional Standard Commission URL: http://www.gapsc.com/Ethics/Downloads/moral_turpitude.pdf</p> <p>Reading 3:</p> <p>Title: Laws and Rules Author: Georgia Department of Education URL: http://www.gadoe.org/External-Affairs-and-Policy/AskDOE/Pages/Laws-and-Rules.aspx</p> <p>Links to Our Site We welcome links to our Site. You are allowed to establish a link to our Site. Establishment of the link does not imply or states any sponsorship of your site by The Georgia Department of Education and should not be treated as such.</p>

<p>Objective: Develop and refine a philosophy of teaching for contemporary schools by exploring who they are as a potential teacher and what dispositions they have for teaching diverse students in current Georgia and U.S. school contexts.</p> <p style="text-align: center;"><u>Unit 4</u></p>	<p>% Reading 1: Title: Student-Centered Philosophies. Author: education.com URL: http://www.education.com/reference/article/Ref_Student_Centered/</p> <p>% Reading 2: Title: Teacher-Centered Philosophies Author: Allie Figures URL: http://www.education.com/reference/article/Ref_Teacher_Centered/?coliid=2520914</p> <p>*Video Title: Philosophy in the Classroom Author: Sadker and Sadker URL: http://media.mga.edu/ssc/educationmenu.aspx</p>
<p>Objective: Explore their core values and reflect on how their values influence their beliefs about “good” teaching and schooling in democratic contexts.</p> <p style="text-align: center;"><u>Unit 5</u></p>	<p>Reading 1: Title: Developing and Retaining Effective Teachers and Principals Author: Harry and Rosemary Wong URL: https://www.effectiveteaching.com/pdf/DevelopingandRetaining.pdf</p> <p>Permission is given to duplicate and share this document for the sole purpose of developing effective teachers and principals and improving the learning and achievement of students.</p> <p>Video 1: Title: Teachers Need Real Feedback Author: Bill Gates TED Talks Education URL: http://www.ted.com/talks/bill_gates_teachers_need_real_feedback</p> <p>*Video 2: Title: The Ron Clark Story Author: Annie deYoung and Max Enscoe Director: Randa Haines URL: http://media.mga.edu/ssc/educationlogon.aspx</p>

Objective: Analyze the implications, benefits, and challenges concerning the use of technology in contemporary Georgia and U.S. classrooms.

Unit 6

Reading 1:

Title: Use of Technology in Teaching and Learning
Author: U.S. Department of Education
URL: <http://www.ed.gov/oii-news/use-technology-teaching-and-learning>

Reading 2

Title: Getting Teachers on Board with Blended Learning Model: Part 1
Author: Debbie Malone
URL: <http://www.wherelarningclicks.com/getting-teachers-on-board-with-the-blended-learning-model/>

Reading 3

Title: Getting Parents on Board with Blended Learning Model: Part 2
Author: Debbie Malone
URL: <http://www.wherelarningclicks.com/getting-parents-on-board-with-the-blended-learning-model-part-2/>

Reading 4:

Title: Getting Students on Board with Blended Learning Model: Part 3
Author: Debbie Malone
URL: <http://www.wherelarningclicks.com/getting-students-on-board-with-the-blended-learning-model-part-3/>

Reading 5

Title: Three Ways of Integrating Technology in Schools
Author: Larry Cuban
URL: <https://larrycuban.wordpress.com/2012/06/07/three-ways-of-integrating-technology-in-schools/>

Video 1:

Title: How is Technology Transforming Education?
Author: Sir Ken Robinson Video Series from Adobe Education
URL: <https://www.youtube.com/watch?t=13&v=UYk91jzv1jg>

#Video 2:

Title: A different way to think about technology in education
Author: Greg Toppo at TEDxAshburn
URL: <https://www.youtube.com/watch?t=13&v=UYk91jzv1jg>

*The Resources are available to all students free of charge through the **Middle Georgia State College Library**

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2. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project.

Include:

- Summary of your transformation experience, including challenges and accomplishments

The process, although time consuming, was very rewarding. Over the academic year, the grantees compiled and critiqued resources (articles, websites, and videos) to align with the 6 objectives in the Education 2110 course. Students were surveyed about their experience with open education resources (OERs) and the information was shared on a learning management system with all school of education faculty.

This experience was very positive. The grantees felt a sense of self gratification knowing they were able to support students educationally and financially. The stories of how families saved money reinforced the right decision was made by implementing OERs. Resoundingly, students

were appreciative of the instructor's willingness to use no cost materials. Additionally, students stated the resources used were more timely, better aligned with course objectives, more interesting than books used in various classes, and more engaging.

The biggest challenge was taking the time to find the materials to align with each course objective. Although, the materials are readily available finding and critiquing the materials is more time consuming than utilizing a book. Textbooks come with test banks and supplementary materials, creating these materials take additional time and effort.

- Transformative impacts on your instruction

Transformative impacts on instruction were positive in a variety of ways. Although the instructor of record was fully aware of the course objectives, a deeper understanding was required in order to select appropriate resources. Selecting resources required reading for content, currentness, and relevancy. Feedback from students provided in Affordable Learning Georgia: Pros and Cons of Using Open Educational Resources in Courses Survey, indicated they were aware of and appreciated the fact that using OERs required the instructor to be more involved with the course. Previous instruction of this course was done with the textbook adopted by faculty. The textbook comes with resources including PowerPoints, quizzes, and case studies. The instructor of record tended to use the resources almost exclusively, adding current articles as needed. Using OERs instead of the textbook required "getting in the trenches" and developing richer course content and a more interactive classroom experience.

- Transformative impacts on your students and their performance

As a result of the transformative the class was more student centered and students were more engaged and motivated to read and interact with resources.

The major difference between students using the textbook with textbook resources and students taught using OERs is their level of involvement. With the textbook, students tend to come to class having read the chapter, briefly reviewed the chapter, or not having read at all. With OERs and the structure of the class around those resources, students were more likely to access and involve themselves in the material with the understanding that in-class activities would require them to be prepared. When the course was taught "textbook centered", students were more likely to come to class prepared for a role as spectators rather than participators. Their expectations were of a PowerPoint led discussion over the highlights of the assigned chapter with the instructor as primary speaker and the usual 2 or 3 students who were guaranteed to add input. Using OERs caused all students to become participators and resulted in increased motivation and learning.

B. Describe lessons learned, including any things you would do differently next time.

Lessons learned from the process are the following:

- 1) Allow ample time to evaluate resources.
- 2) Obtain more resources than you may think you need.

- 3) The librarian at your institution is your best friend throughout the process. He/she knows all of the free resources your institution have access to and the various platforms in which to find them.
- 4) Allow students the opportunity to add resources to the platform. As students research various topics discussed in class, allow them to add materials that will enhance course discussions.
- 5) Often times, textbook authors reference additional open education resources to enhance the textbook's content, those are great resources to add to the course's offering.
- 6) As much as possible, align the resources found with some of the material found in the book so professors who are accustomed to the book will see familiar information.
- 7) Get buy-in from colleagues in the beginning, for maximum impact. If your colleagues buy in to the concept they are more likely to utilize the OERs when they teach the course.

3. Quotes

Provide three quotes from students evaluating their experience with the no-cost learning materials.

- 1) Buying books is expensive and even after I've bought textbooks for other classes, I used them maybe once all semester. Having the information at my fingertips via the internet saved me time and money.
- 2) I prefer the online educational resources as information is always being updated and changed. Open educational resources keeps the information we are being taught up to date and saves us money as well. The articles can be printed and highlighted for easier studying where texts generally cannot.
- 3) Yes, textbooks can become costly, as a non-traditional student, who works full-time and has a family. I appreciated the opportunity to save that money with the use of open educational resources.

4. Quantitative and Qualitative Measures

Of the 55 students enrolled across the 3 sections of the course 2 withdrew, 1 failed, and 52 successfully passed the course with a C or higher. The average grade for the course was 94%. Of the 55 students enrolled in the 3 sections of the course 36 participated in the voluntary survey. Students responded favorably about the use of OERs and stated they were more motivated to learn and the material was more relevant. A detailed report is provided in the attached document.

5. Sustainability Plan

Leaders involved in this project worked collaboratively to ensure the materials were evaluated, met the needs of the learners, and addressed the course's student learner outcomes. The course materials compiled have been placed in the learning management system, Brightspace, which is accessible to all school of education (S.O.E.) faculty. S.O.E. faculty will have the opportunity to add additional resources to the system and provide ongoing feedback about relevance and alignment of resources with the learning outcomes. It has been and will continue to be the culture of the education faculty to review, critique, and revise courses and course resources to

meet the needs of learners in S.O.E. courses. The university's learning management system will serve as the hub to collect a plethora of resources relevant to the course.

Both grantees are teaching the course during Fall 2015, which affords them the opportunity to reevaluate the resources compiled and receive feedback from newly enrolled students about the compilation. The grantees are committed to teaching the course with no cost materials to students on an ongoing basis. The course is offered every spring, summer and fall on multiple campuses. It is a required BOR Area F course for all education majors.

6. Future Plans

This process has given the grantees a renewed commitment of meeting the needs of all learners. Middle Georgia State College serves a large percentage of non-traditional students. Often times, adult learners have exhausted financial aid. The rising costs of tuition and textbooks, generally create financial barriers to degree completion. With the utilization of OERs, college becomes more affordable and accessible. In the onset of the grant, the goals were to lower overall costs for degree completion by lowering textbook costs, utilize more relevant and timely materials, and utilize resources more accurately reflecting trends and issues in Georgia and the middle Georgia region. The grantees began to truly understand the ultimate power of utilizing no cost materials after hearing stories of how not having a book lifted a financial burden and afforded the students the opportunity to use the funds for meals, family, and other necessities. Although, the process of reviewing and compiling no cost materials was time consuming, the outcomes far outweighed the time commitment. The commitment and concern of two faculty members will benefit hundreds of students and ultimately their families. The availability of accessible, free resources that mirrored concepts found in the book and aligned with the course objectives was also a pleasant surprise. Within this digital age and the costs of college increasing, the grantees believe it is their ethical responsibility to remove barriers to success for their students. The grantees plan to continue to develop courses with no cost to low-cost materials to benefit the students they teach. Additionally, they plan to champion the concept to S.O.E. faculty and the university faculty at large.

The grantees have submitted a proposal to present at the Association of Teacher Educators Summer Conference and will continue to submit proposals to share the outcomes. Additionally, they are in the process of writing articles detailing their work and the benefits and barriers to implementing open education resources.

7. Description of Photograph

Molly Kimsey, M. Ed. Instructor of Record and Subject Matter Expert

Loleta Sartin, Ph.D. Team Lead and Subject Matter Expert