Affordable Learning Georgia Textbook Transformation Grants

Final Report

To submit your Final Report, go to the [Final Report submission page](http://affordablelearninggeorgia.org/site/final_report_submission) on the ALG website: http://affordablelearninggeorgia.org/site/final\_report\_submission

The final report submission form allows up to five files:

* This completed narrative document (required)
* Syllabus or syllabi (required)

*If multiple files, compress into one .zip folder*

* Qualitative/Quantitative Measures data files (required)

*If multiple files, compress into one .zip folder*

* Photo of your team or a class of your students for future ALG promotions (optional)
* Invoice for the second half of the grant’s award amount (optional)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

# General Information

**Date: 8/28/2020**

**Grant Round:14**

**Grant Number:465**

**Institution Name(s): Gordons State College**

**Project Lead: Darren Broome, Professor of Spanish and French**[**dbroome@gordonstate.edu**](mailto:dbroome@gordonstate.edu)

**Team Members**

**Darren Broome, Professor of Spanish and French**[**dbroome@gordonstate.edu**](mailto:dbroome@gordonstate.edu)

**Dr. Edward Whitelock, Chair of Humanities, e\_whitelock**

**Dr. Karen Guffey, Professor of Spanish, k\_guffey@gordonstate.edu**

**Course Name(s) and Course Numbers: SPAN 1001, SPAN 1002 (Elementary Spanish I & II)**

**Semester Project Began: Summer 2019**

**Final Semester of Implementation: Summer 2020**

**Total Number of Students Affected During Project: 70**

# Narrative

* 1. *Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:*
* *Summary of your transformation experience, including challenges and accomplishments*
* *Transformative impacts on your instruction*
* *Transformative impacts on your students and their performance*
  1. *Describe lessons learned, including any things you would do differently next time.*

Overall, the project was a positive experience for both instructors. The project allowed both team members to share pedagogy while having open dialogue about teaching a foreign language to the student body. Obviously, due to Covid-19, team members were restricted from making the project a smooth collaborative effort. Team members did not rely heavily on outside resources such as YouTube, Quizlet, Galileo, or other open access resources. All learning takes place within D2l. Students never are prompted to open hyperlinks to other websites or applications. One of the goals of this project was to give the instructor full autonomy of the learning management system. The goal was accomplished since all materials (textbook, quizzes) are stored on D2L.

Another goal was to make the OER relatable/ personal and designed to be specific to Gordon State College to help students be engaged with campus/American culture but in Spanish. The text featured information about the school and town with specific examples (college president, local restaurants, and bookstore photos of faculty members). Team members created exercises, explanations, dialogues that were suitable to the needs of the students while compatible with the college access mission. (Students related well to the course material since the book design is specific to their needs.) One major obstacle was the creation of the chapters for the text. Team members would have benefitted tremendously with the assistance of a web designer. Currently, students view the textbook in pdf format. In the near future, team members will convert the book to a possible HTML format.

The financial burden for students taking elementary Spanish was reduced to $0. Students before were paying more than $100 for a publisher textbook. Students will no longer purchase a commercial textbook for Spanish 1001 and Spanish 1002. Students were able to begin work the first day of class while not being delayed because of the exorbitant cost of publisher textbooks.

Currently, the textbook is limited in audio and listening comprehension. Neither team member is a native speaker of Spanish. A native speaker of Spanish would have been an asset for creating the listening and audio component of the text.

The textbook was piloted in summer 2020.

I am not sure if I would do anything differently. Having a web/course designer would benefit; however, the grant would not cover the cost.

Quotes from students

* Textbook was very helpful!
* I liked it sometimes. I thought it wasn’t detailed enough.
* I feel it was very helpful because it reflected given assignments. It made learning consistent.
* There were some areas of the textbook that I feel was not elaborated on enough.
* I feel like we had more examples that would help a lot because format changes.
* I really appreciated it, since English is not my first language. It was hard to learn Spanish (easier than it was to learn proper English though), but the textbook help a lot.
* There were a few typos, but overall it was pretty well put together.
* I like that the textbook did not cost anything. It was very organized and provided enough information to help me with the quizzes and assignments.
* I liked this textbook because compared to previous ones, it had a lot more things to understand. It was easier to comprehend. I liked it!
* It was nice that it related to student life (Gordon State College).
* So far, I’ve learned a lot from the OER.
* I appreciate the cost and organization.
* The textbook was useful, but it could have been more in depth.
* It was useful. If needed to find something, it was not hard to find.

# Quantitative and Qualitative Measures

## Uniform Measurements Questions

**Student Opinion of Materials**

**Was the overall student opinion about the materials used in the course positive, neutral, or negative?**

Total number of students affected in this project: \_\_\_\_1,200\_\_\_\_\_\_

* Positive: \_90\_\_\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents
* Neutral: \_\_\_10\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents
* Negative: \_\_\_\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents

**Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

* \_x\_\_ Positive: Higher performance outcomes measured over previous semester(s)
* \_\_\_ Neutral: Same performance outcomes over previous semester(s)
* \_\_\_ Negative: Lower performance outcomes over previous semester(s)

**Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

**Drop/Fail/Withdraw Rate:**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

3 % of students, out of a total students affected, dropped/failed/withdrew from the course in the semester of implementation.

Choose One:

* \_x \_ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
* \_\_ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
* \_\_\_ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

. The DWF rate for three piloted sections of OER was at 3%. During the previous academic year the DWF rate was 7%. Team members hope with improvements and revisions to the OER that the DWF will decrease.

## Measures Narrative

*In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

Faculty piloted the OER in two sections of SPAN 1001 and one section of SPAN 1002, of which eight students withdrew early during the summer semester.

Thirty-three students completed the course. The retention and completion rate was 87%. Data across three piloted sections during the summer semester does not provide very accurate quantitative and qualitative measures of impact on student success and experience.

# Sustainability Plan

Team members will continue to maintain and update the materials as needed. Team members hope to add more state-of-the-art technology and multimedia to help keep students engaged while learning Spanish. Team members will create more audio and video content. With future updates and revisions, this will hopefully general more interest in the Spanish language and culture.

# Future Affordable Materials Plans

If our goals are successfully met after a maximum of three years, department faculty and administration will examine the potential for expansion of this project to intermediate-level courses (SPAN 2001 and SPAN 2002).

# Future Scholarship Plans

Dr. Darren has presented two papers about his experiences creating OER’s:

“Evaluating the Future: are OER’S (open educational resources) Beneficial for Both Instructors and   
Learners?” *103rd AATSP Annual Conference*, Atlanta, Georgia, July 8-11, 2021.

“A Glimpse at an ALG-Funded OER Created by Gordon State College Faculty for Spanish 1001/1002 Courses,” *Teaching Matters Conference*, Barnesville, Georgia, March 12-13, 2020.

# Description of Photograph (optional)

Forthcoming.