**Affordable Learning Georgia Affordable Materials Grants  
Continuous Improvement Grants Final Report**

*(or Mini-Grants, for R17 and earlier)*

# General Information

Date: 12/7/2021

Grant Round: 18

Grant Number: M138

Institution Name(s): Georgia Highlands College

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

* Jayme Akers Feagin, Professor of History, jfeagin@highlands.edu
* Bronson Long, Professor of History, blong@highlands.edu

Project Lead: Jayme Akers Feagin

Course Name(s) and Course Numbers: HIST 1111 & HIST 1112

Final Semester of Project: Fall 2021

***If applicable to your project:***

Average Number of Students Per Course Section: 35

Number of Course Sections Affected by Implementation of Revised Resources: 6

Total Number of Students Affected by Implementation of Revised Resources: 210

# Project Narrative

*Describe the course of your revision or ancillary creation project, including*

* *A summary of your project’s purpose, plan, and timeline.*
* *The original works which were revised or added to, with links. For example, if you revised an open textbook, give the title, author, and link.*
* *A narrative description of how the project’s plan was carried out.*
* *Lessons learned, including anything you would do differently next time.*

This revision project grew out of an earlier ALG-TTG grant, which funded the creation of an extensive video textbook (library of video lectures). Student reaction to the video textbook OER for World Civilization I and World Civilization II courses at Georgia Highlands College was very positive overall. However, a consistent minority of students during the 2018-2019 and 2019-2020 academic years expressed their preference for a traditional written textbook. These students noted that it was less time consuming and more comprehensible for them to read a textbook rather than watch a series of short video lectures. In order to assist all students who use our OER materials, the faculty team decided to take the transcripts of the video lectures and edit them so that they were transformed into a “readable” written textbook. This meant adding a table of contents, section breaks, key terms, review questions, and open-source images. In essence, each short video lecture became a short chapter in a written textbook PDF version of the video textbook. This also further aligned our OER materials with the educational principles of Universal Design for Learning (UDL), which stresses equal opportunity and access for all students, including students with different learning preferences.

We began our revision project in the fall of 2020 and completed it at the end of the spring of 2021. Then, we piloted the written textbook in two summer semester 2021 classes, with full implementation in our fall 2021 World Civilization I and World Civilization II classes. The lessons learned from this project are that OER materials need to come in multiple formats. After all, student learning preferences are not “one size fits all.” In addition, multiple formats allow students more than one path towards the same goal, which enhances accessibility, flexibility, and ultimately student success. In terms of future new OER creation, we plan to film short video lectures and make a written textbook of these short lectures as part of the same OER project. In other words, it would be easier in terms of how we put materials together to make them both at the same time as part of a seamless OER project rather than as two separate projects.

# Materials Description

*Describe all the materials you have created or revised as part of this project. These descriptions may be used in the* [OpenALG](https://alg.manifoldapp.org/) *repository description field. Include the* [*open license your materials will be shared under*](https://creativecommons.org/share-your-work/)*—for most materials, this will be an Attribution 4.0 License (CC BY) as required in the Grants Request for Proposals.*

All materials created under a CC-BY license.

The link below includes material from multiple rounds of Textbook Transformation Grants, each aimed at improving the material being offered. Materials created include the following:

* **Video Lecture Website** – All materials were hosted in an easy-to-navigate website, hosted by Weebly.com. Each page includes the embedded YouTube video, a table of contents to assist with navigation, a link to the video’s transcript, and scaffolding to assist students in identifying the most important information in the video. These include key terms and review questions.
* **Video Lectures** – *the video lectures cover a variety of topics concerning world history. There are videos that focus on specific civilizations, like the Ottoman Empire or China, videos that explore the connections between regions (like Silk Road, the Crusade, World War I), videos that explore major developments (like European expansion, industrialization, or imperialism) and videos that explore different methodological approaches to world history (World System Theory or McNeill’s concept of the human web). All lectures are closed-captioned to help students who need or prefer to have that visual assistance.*
* **Individual Video Transcripts** – *these are transcripts of the video lectures. They have been edited for clarity, to ensure that they convey the same information, but in a more “readable” form. Transcripts were then organized into sub-headings that correspond to the table of contents on the website. Each sub-section includes guiding questions to help students identify the main ideas of that section and key terms in blue/bold text. The guiding questions and key terms align with the web page for each lecture. Finally, we also added images (Creative Commons-licensed or public domain) to allow the written text to convey the same visual information as the lectures. All images contain alt-text to work with screen readers.*
* **PDF Module Textbook** – The individual video transcripts (once edited) for each module were then compiled into a pdf. form that students could use if they prefer to have a print copy. The PDFs work with screen readers, so students can have the text read to them if the need/prefer.

# Materials Links

*If you are hosting your materials in places other than OpenALG, please provide these links in this section. Otherwise, leave blank. Note: we cannot access D2L or Canvas links.*

<https://ghcworldhistory.weebly.com/>

# Future Plans

* *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*
* *Describe any plans to revise or add to these materials in the future.*

**Forthcoming Article:**

Feagin, Jayme Akers and Bronson Long. “Transforming History Survey Courses with OERs: The Case Study of Georgia Highlands College, 2016-2021.” *Journal of the Georgia Association of Historians* 38 (2022): 18-39.

We will also continue to update these materials as we get feedback from students and instructors. We have a course materials survey that we use each semester, which allows for feedback, and we are going to embed an “error reporting” tool in the courses for the future. This will allow us to fix typos/grammatical errors/issues with consistency that we have not yet caught. Our hope is that, as students use the material, they will help us improve it over time. Our next step is to share the website and materials more broadly with history faculty at GHC, so that we can scale up the use of the OER materials. We are hopeful that we can use the same feedback process for instructors, as well as getting suggestions for future videos.

Drs. Feagin and Long will also present at an OER Roundtable at the Georgia Association of Historians’ annual conference in February. This revision will be an integral part of the discussion.

We would also to speak with IT about the possibility of getting these website moved over to the GHC server, so that it is more closely associated with the expertise and credibility of the College.