**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report for Mini-Grants**

# General Information

Date: 7/6/2020

Grant Round: 14

Grant Number: M84

Institution Name(s): Georgia Highlands College

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

Project Lead: Jayme Akers Feagin

Course Name(s) and Course Numbers: HIST 1112

Final Semester of Project:

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

Average Number of Students Per Course Section: 35

Number of Course Sections Affected by Implementation of Revised Resources: 10 (and building)

Total Number of Students Affected by Implementation of Revised Resources: 350

# 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.*

During the calendar year 2018, I worked with a grant team (ALG grant #347) to create OER resources for the World Civilizations sequence at GHC, including HIST 1112. To this end, we created 73 video lectures (generally 10-20 minutes in length) to cover the historical material for this course and to replace the expensive textbook that students had been using. Full playlist is available here: [GHC History – HIST 1112 Master Playlist](https://www.youtube.com/playlist?list=PLp9b0eMpMVhGsFcLzJbXKNnue8HeQkWq)

The video textbook was supplemented by contextualized primary sources and a variety of other teaching materials (test bank, discussion questions, learning activities). This video textbook has been well received generally, with most students appreciating the cost savings, immediate access to course material, and innovative approach to learning online. After teaching with the material for two semesters, it came to my attention that there is small subset of students in each course section who struggle with the learning from the video lecture.

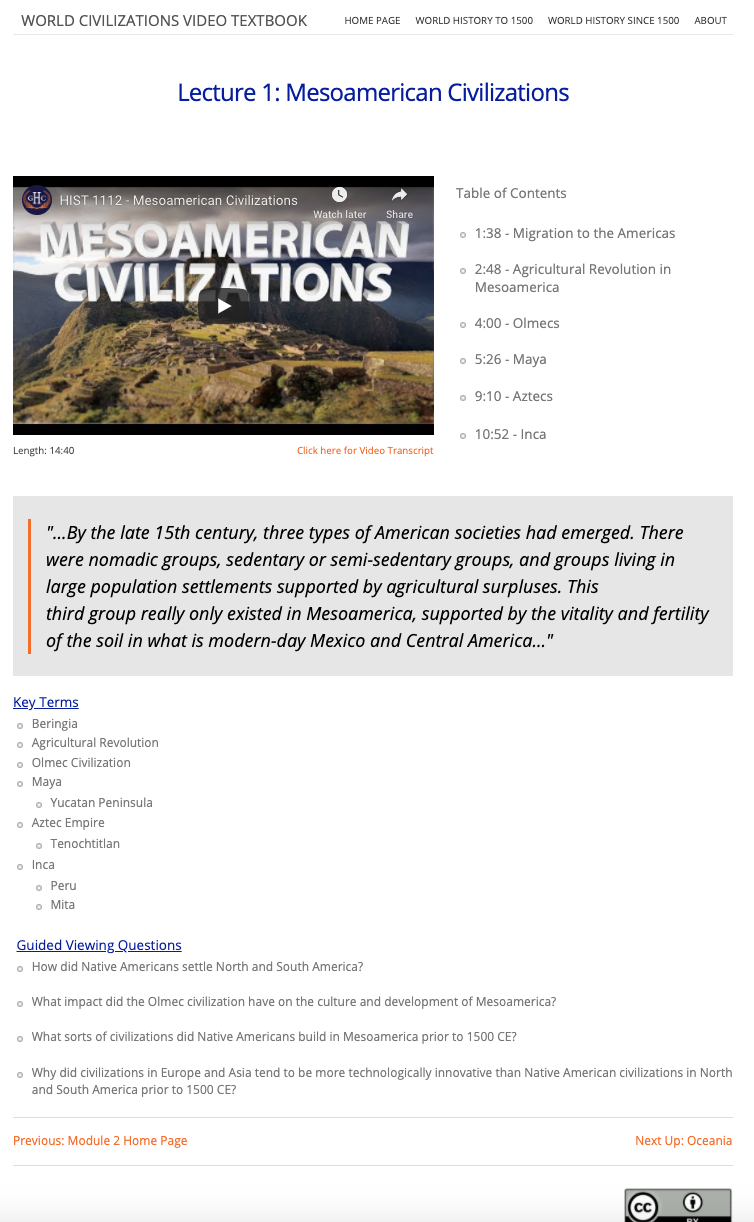
This could be the result of attention or processing issues, but may also come from students who are used to approaching history as a discrete set of facts to be memorized and spit back out at test time. Such students are used to looking up specific information to answer quiz questions which is difficult in video format. And finally, the video textbook paints history as a complicated phenomenon of competing forces, overlapping timelines, and differing perspectives. This can be uncomfortable for students at first.

But there is much value in the videos that we created. Consequently, I firmly believe that we can help these students by providing framing text and guiding questions for each video to help students see the "big picture" of history in ways that are clear to us as experts, but much murkier to them as learners. To that end, I undertook a mini-grant project to create scaffolding for this new OER material.

# Materials Description

*Describe all the materials you have created or revised as part of this project. These descriptions may be used in the* [*GALILEO Open Learning Materials*](https://oer.galileo.usg.edu/) *repository in the official description field.*

This project included the creation of guiding questions, key terms, transcript, and table of contents for each of the 73 videos. I then build a public website to share those resources with students and faculty. Each video (along with the accompanying resources) is hosted on a separate page, so it can be easily linked in a variety of course management systems). Here is a sample page:



I have also posted a CC-BY license on each page, so faculty members can use the resources in whatever way suits their teaching style. I think that these videos would be particularly useful when paired with primary source readings or activities similar to those created by the [Stanford History Education Group](https://sheg.stanford.edu/) (SHEG).

# Materials Links

*If you are hosting your materials in places other than GALILEO Open Learning Materials, please provide these links in this section. Otherwise, leave blank.*

[HIST 1112 Video Textbook](https://ghcworldhistory.weebly.com/world-history-since-1500.html) (overall)

* [Module 1: Introduction](https://ghcworldhistory.weebly.com/world-history-since-1500.html)
* [Module 2: Globalization in the Modern Context: Colliding Worlds](https://ghcworldhistory.weebly.com/module-2-colliding-worlds.html)
* [Module 3 – The Long Nineteenth Century: Revolutions & their Consequences](https://ghcworldhistory.weebly.com/module-3-revolutions--their-consequences.html)
* [Module 4: Imperialism and Western Hegemony in the 19th Century](https://ghcworldhistory.weebly.com/module-4-the-long-19th-century.html)
* [Module 5: The Bloody Twentieth Century](https://ghcworldhistory.weebly.com/module-5-the-bloody-twentieth-century.html)
* [Module 6: Bi-Polar World](https://ghcworldhistory.weebly.com/module-6-a-bi-polar-world.html)
* [Module 7: New Global Systems](https://ghcworldhistory.weebly.com/module-7-new-world-systems.html)

# 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.*

I plan to keep this website up-to-date and to add new videos/guided learning pages as they become available.. It has already been shared with our History Team @ GHC to aid in remote learning and flipped classrooms this fall.   
  
I also plan to do the same for HIST 1111 in the future, to complete the video textbook.