**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report**

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

*Final report submission requires four files:*

* *This completed narrative document*
* *Syllabus or syllabi* 
  + *(if multiple files, compress into one .zip folder)*
* *Qualitative/Quantitative Measures data files* 
  + *(if multiple files, compress into one .zip folder)*

*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:** August 5, 2020

**Grant Round:** 14

**Grant Number:** 442

**Institution Name(s):** Kennesaw State University

**Project Lead:** Ulrike Ingram

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

* Jason Rhodes, Lecturer of Geography, Department of Geography and Anthropology, [jrhode22@kennesaw.edu](mailto:jrhode22@kennesaw.edu)
* Ulrike Ingram, Director of GIS and Lecturer of Geographic Information Systems, Department of Geography and Anthropology, [uingram@kennesaw.edu](mailto:uingram@kennesaw.edu)

**Course Name(s) and Course Numbers:** GEOG 1130 and GEOG 3305

**Semester Project Began:** Spring 2019

**Final Semester of Implementation:** Summer 2020

**Total Number of Students Affected During Project:** Dr. Jason Rhodes taught 42 students in my Summer 2020 GEOG 1130 course

# 1. Narrative

A. 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

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

## Urike Ingram

Working on this grant and gathering the open educational resources was a positive and time consuming experience for me. I was able to find a variety of resources that covered the same topics as are covered in the expensive textbook, and to replace the labs that were included in the book. The new resources are more current and will not get outdated as quickly as a printed textbook. GIS is a field that changes very quickly – the software programs get updated frequently, therefore printed textbooks with a lab component usually cover a previous version of the software program, and it’s difficult for students to follow the instructions if there are discrepancies between the book and the software they are working in. I anticipate that some materials on websites will be removed, or the website will change, resulting in broken links. The same used to happen with the textbook and the companion website since GIS related materials are updated quite frequently as the software changes. That is a challenge that every instructor has to deal with, so that the students do not run into those broken links. It was great working with a fellow faculty member who was also interested in lowering the costs to our students. We are offering three sections of Geog 3305 in fall of 2020, and are excited to introduce them to the new materials.

## Jason Rhodes

This was a great experience for me. My GEOG 1130 course was already a textbook-free class, but this project gave me the opportunity to share the resources I’d developed with colleagues, as well as the positive experience I’ve had teaching without a textbook. Perhaps more importantly, for me, it caused me to spend a considerable amount of time familiarizing myself with the truly impressive array of materials freely available online which can be effectively used in an introductory human geography course. The result of this experience is that we’ve developed a bank of materials that can be easily used by other GEOG 1130 professors in our department, as they hopefully also move to a textbook-free/low-cost approach in their introductory courses. I have already shared these materials with a new member of our department, who reached out to me for suggestions for GEOG 1130 materials. Access to this material could, I think, be of enormous benefit to them while also greatly benefitting students as a result of their decision to adopt a textbook-free/low-cost platform for their introductory course at the outset of their teaching career at KSU.

Link to Google Folder that includes the syllabi, the quantitative and qualitative measures (grades and student survey results) as well as the OER resources in word document format:

<https://drive.google.com/drive/folders/1fQ0lVy7Q0FS4OaCf2ka82oWkmMIaTInl?usp=sharing>

# 2. Quotes

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

Quotes from Geog 1130 students after implementation:

“I took a long hiatus from school and took a course with a textbook last semester and am taking two courses without textbooks this semester. The two classes I am taking right now I feel far more interested and engaged than I did in my course with a textbook. Jason Rhodes did a great job of putting all of our resources together. I enjoyed the readings, documentaries, and the lectures and feel like I have learned a lot. Definitely prefer learning this way.”

“It was awesome not having an actual textbook.”

“I loved the course. My professor was incredible.”

# 3. Quantitative and Qualitative Measures

## 3a. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

Student Opinion of Materials for Geog 1130 Summer Semester

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

Total number of students affected in this project: 42 students in Geog 1130 in summer 2020

* Positive: % of number of respondents. 100%
* Neutral: % of number of respondents. 0%
* Negative: % of number of respondents 0%

**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?**

Neutral

**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.*

% of students, out of a total students affected, dropped/failed/withdrew from the course in the final 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)

## 3b. 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.*

*[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]*

* *Include measures such as:*
  + *Drop, fail, withdraw (DFW) delta rates*
  + *Course retention and completion rates*
  + *Average GPA*
  + *Pre-and post-transformation DFW comparison*
  + *Student success in learning objectives*
  + *Surveys, interviews, and other qualitative measures*
* *Indicate any co-factors that might have influenced the outcomes.*

## Uli Geog 3305

Preliminary Data from Spring 2020 Geog 3305 taught by Nancy Pullen:

Spring 2020 Grade report (# of students = 24); Total of Failed, withdrew, withdrawal fail = 3; % of students with A, B, C grades = 83.3%; % F, W, WF rate = 12.5%

This section of the final report will be updated after fall 2020 in order to get comparison data for the post implementation. I will teach one section of Geog 3305 in the fall (projected at 20-25 students), and another instructor Dr. Josh Gilliland will teach two sections of Geog 3305 using the OER resources. His enrollment is projected to be 40-50 students total, so we will introduce the new OER resources to 60-75 cartography students in the fall.

## Jason Geog 1130

Data from Spring 2018 Geog 1130 taught by Jason Rhodes:

Spring 2018 Grade report (# of students = 26); Total of Failed, withdrew, withdrawal fail = 3; % of students with A, B, C grades = 85%; % F, W, WF rate = 11.5%

Data from Summer 2020 Geog 1130 taught by Jason Rhodes

Summer 2020 Grade report (# of students = 42); Total of Failed, withdrew, withdrawal fail = 3; % of students with A, B, C grades = 93%; % F, W, WF rate = 7%

# 4. Sustainability Plan

*Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

## Uli

I will have to be stringent about checking any website links before each semester and even every module opens to make sure they are still available. I always try to download any materials that are available for download and include them directly in my section (in pdf format) in addition to linking to them. That way even if the website address were to change, the students are still able to access the materials. In the textbook when the links would get outdated, it would be very frustrating to the students if they were unable to access the materials referenced in the book, and it was difficult for me to check each of them week by week. I believe it is feasible to maintain the currency of the OER materials, making sure they are available to the students. I am subscribed to the ArcGIS/ESRI blogs and email lists, so that I am aware of any software and tutorial updates.

## Jason

My plan is to continue to update the material online as I update my course, thus keeping the material current. As I do this, it will of course be necessary to check old links, and make sure that they still work. As I continue to share this material with my colleagues – particularly new colleagues, I will also ask them to share any relevant, freely available online resources that they may have, and thus continue to increase the size of our online library of materials with each passing semester.

# Future Affordable Materials Plans

*Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

## Uli

I am very glad to have worked on three textbook grants so far, and therefore reduced the cost to students significantly. I hope that other instructors in the department will adopt the OER materials – so far for Geog 1102 and 3305, all other instructors have chosen the OER materials rather than a textbook. My ultimate goal is to be textbook free for all the courses in the KSU GIS certificate program. Currently Geog 3305, Geog 3315, Geog 4405, Geog 4500, and GIS 4415 do not use a textbook. There are some remote sensing courses that still use textbooks, but I hope that they will be transformed to OER in the next few years.

## Jason

I will institutionalize the sharing of free, online resources among faculty in our department, so that all teachers of the GEOG 1130 class are aware of our online resources, and so that the resources available reflect what they do in their courses. I look forward to continuing to recruit GEOG 1130 teachers to both use and provide materials for our online resource.

# Future Scholarship 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.*

# Uli

I do not have any current plans to publish papers or give presentations about this project or OER. This is partly due to the fact that many academic conferences have been canceled or turned virtual due to Covid 19, and I do not have any plans for 2020-2021 to attend a conference related to this project.

# Jason

I do not currently have plans to publish or present regarding this project. I will work to share these materials and promote textbook-free learning within my department.