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

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

# General Information

Date: 12/15/21

Grant Round: 18

Grant Number: M139

Institution Name(s): Georgia Highlands College

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

Angelyn Riaz, Associate Professor of Health Science, [ariaz@highlands.edu](mailto:ariaz@highlands.edu)

Althea Moser, Assistant Professor of Health Science, [amoser@highlands.edu](mailto:amoser@highlands.edu)

Jonathan Howard, Assistant Professor of Health Science, [jhoward@highlands.edu](mailto:jhoward@highlands.edu)

Jason Hitzeman, Professor of Health Science, [jhitzma@highlands.edu](mailto:jhitzma@highlands.edu)

Project Lead: Lisa Jellum, Division Chair of Health Science, ljellum@highlands.edu

Course Name(s) and Course Numbers: Core Concepts of Health and Wellness, PHED 1010

Final Semester of Project: Fall 2021

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

Average Number of Students Per Course Section: 33

Number of Course Sections Affected by Implementation of Revised Resources: 13

Total Number of Students Affected by Implementation of Revised Resources: 422

# 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.*

With the Affordable Learning Georgia Textbook Transformation Grant round #268 the OER textbook for PHED 1010 was created to serve populations taking introductory wellness courses at Georgia Highlands College (GHC). This textbook is now in its third edition with the most recent updates in Fall 2021. GHC revised this text and revised multiple supporting ancillaries including chapter PowerPoints, checklists, homework/quizzes, and created mini-lectures. With over 31,000 downloads of the textbook (as of 12/15/21), there is a responsibility to continue to create/remix/revise the text to keep up with the everchanging content covered within the course. The revision of the text in round 18 had goals of:

1. Update the text and supporting ancillaries to reflect the ever-changing content covered within the course, confirm accuracy of content, and improve clarity; **(MET)**
2. Edit images within the text and supporting ancillaries to ensure proper citation, and appropriately revise the Alt-Text to ensure accurate depiction of the photos; **(MET)**
3. Reformat the text and supporting ancillaries to improve the aesthetic of the text and to create a more pleasing and learner-friendly set of resources; **(MET)**
4. Produce a series of short closed-caption lecture videos for each chapter in order to build a video library to help facilitate face-to-face, hyflex, and online instruction; **(MET)**
5. Ensure revised text and all supporting ancillaries possess the Creative Commons Attribution License (CC-BY) **(MET)**
6. Ensure revised text and all supporting ancillaries adhere to required accessibility design principles for documents, video, audio, images, and PowerPoints; and **(MET)**
7. Utilize ADDIE principles of instructional design during the revision and/or creation of ancillary materials to allow learners to better navigate resources using a methodical and researched strategy. **(MET)**

The team first started with the analysis phase where the inquiry was to find what was missing or needed from the group. The grant team members then looked for ways in which their content expertise could be utilized to create/remix/revise the current text and ancillaries. The analysis of the text lead the team to break up the material into five equal parts as follows:

* **Althea Moser:** Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and closed-caption short lecture videos for the following chapters:

Cancer Development, Substance Use and Abuse and STI’s.

* **Angelyn Riaz:** Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities, and closed-caption short lecture videos for the following chapters:

Wellness, Fitness Principles, and Cardiorespiratory Fitness.

* **Jonathan Howard:** Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and record all lectures in class and closed-caption short lecture videos for the following chapters:

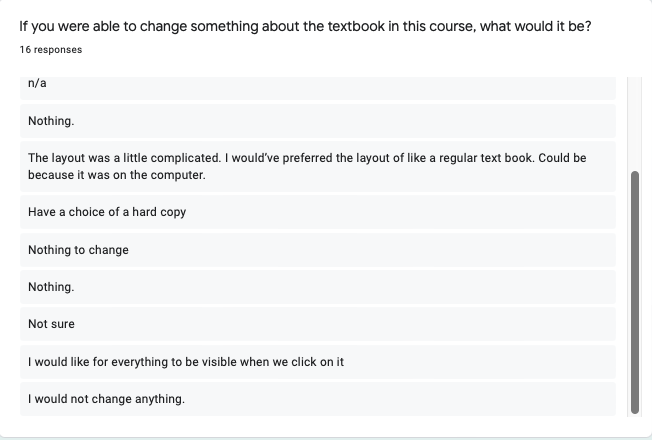
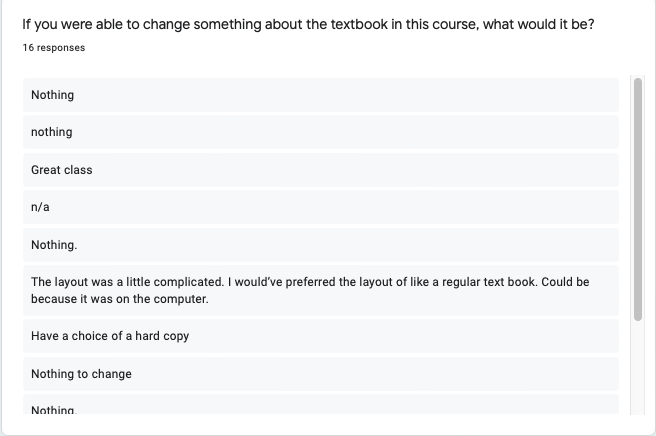
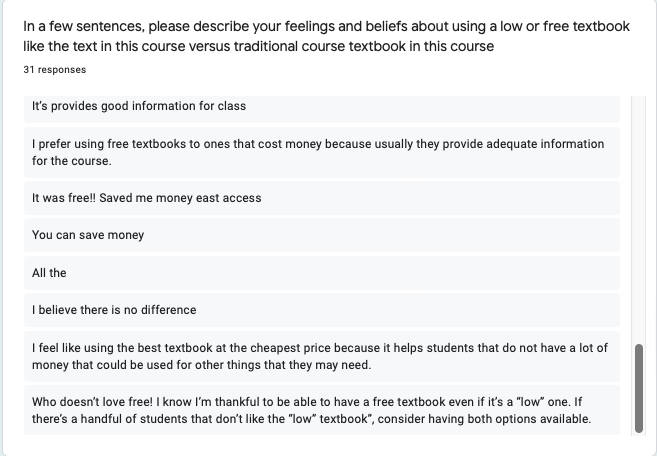
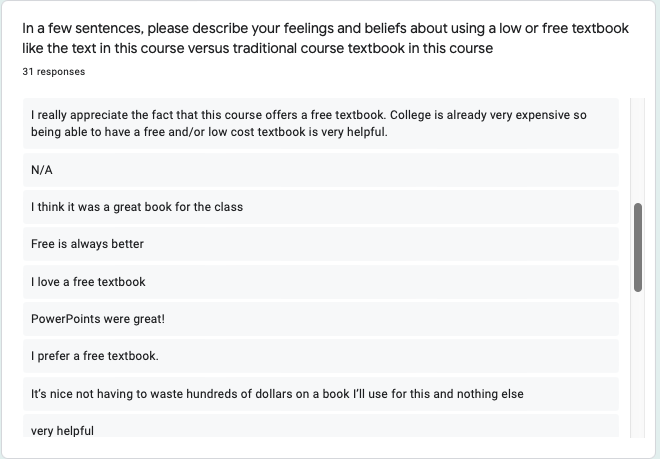
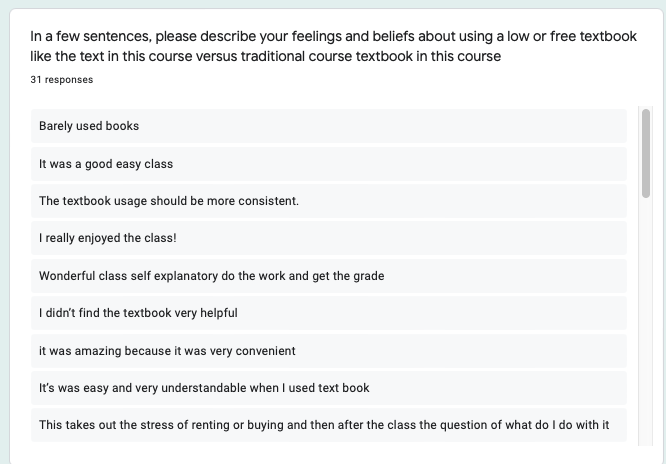
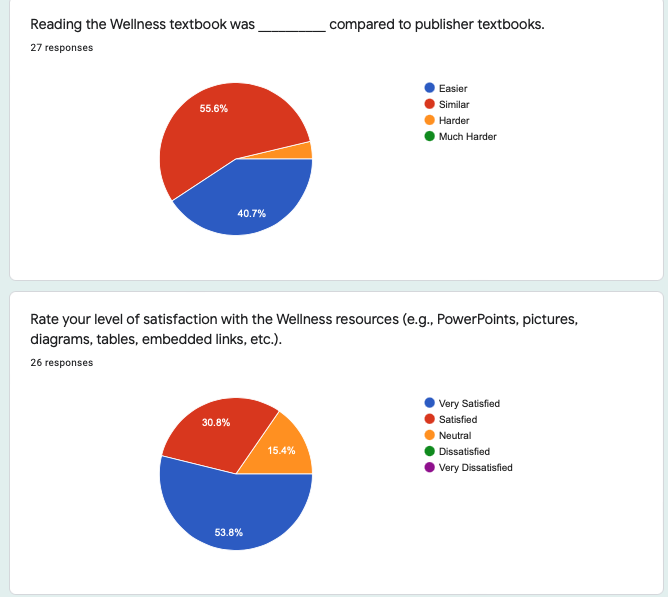
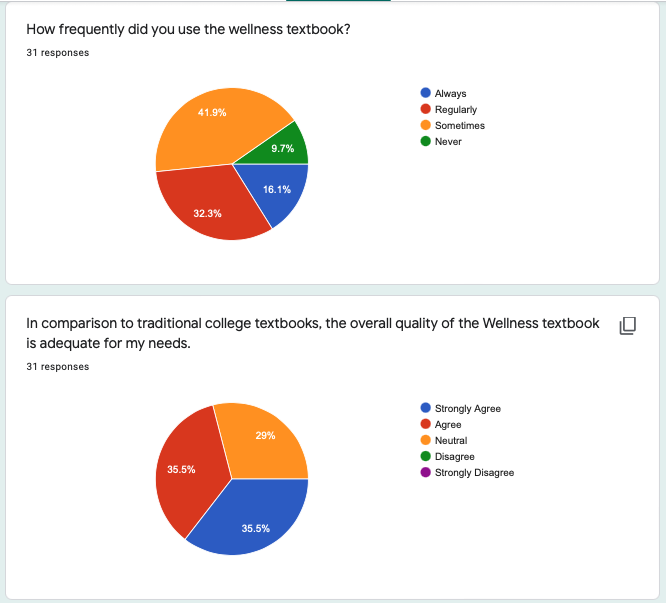
Muscular Fitness, Healthy Behaviors, and Stress.

* **Jason Hitzeman:** Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities, create fillable PDF’s for Lab material, and closed-caption short lecture videos for the following chapters:

Nutrition, Body Composition

* **Lisa Jellum:** Generate grant reports and serve as liaison between GHC and USG on grant correspondence; Revise and update the following text chapters and corresponding PowerPoints, chapter checklists activities and record and closed-captioning short lecture videos for the following chapters:

Cardiovascular Disease and Weight Management

The group used Early Spring of 2021 to meet about revisions, break up the chapters, create uniformed guidelines for ancillaries and textbook revisions, and start the development of the material. In Late Spring of 2021, the team members began making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating closed captioning on their assigned chapters. In Summer of 2021, team members continue making revisions, correcting links, rectifying accessibility issues, improving aesthetics, and generating videos for assigned chapters; second half of assigned chapters and associated ancillaries. In Fall of 2021, the LibGuide was revised and was used in Fall of 2021. The following survey data was collected from students taking PHED 1010 in Fall 2021 with the revised material: 

# 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.*

* Chapters are provided in Word- 4.0 License (CC BY)
* “What to expect/Objective” Lectures are provided in video format- 4.0 License (CC BY)
* Lectures are provided in video format- 4.0 License (CC BY)
* PowerPoints- 4.0 License (CC BY)

# 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://getlibraryhelp.highlands.edu/PHED1010***](https://getlibraryhelp.highlands.edu/PHED1010)

# 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.*

In the future, we would like to stay with the commitment to continuously revise/remix/create material for PHED 1010. In the future we would like to create lab videos for at home use of material, as the pandemic has made it increasingly harder for students to go to places to use equipment (like weights, scales, etc.).