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

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

# General Information

Date: 12/18/2023

Grant Round: 22

Grant Number: M215

Institution Name(s): Georgia Highlands College

Team Members: Dr. Bronson Long, Dr. Jayme Feagin, Dr. Karen Huggin, History, School of Social Sciences and Education

Course Name(s) and Course Numbers: World Civilization I, HIST 1111, World Civilization II, HIST 1112, American History I, HIST 2111, American History II, HIST 2112

Final Semester of Project: Fall 2023

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

Average Number of Students Per Course Section:

Number of Course Sections Affected by Implementation of Revised Resources: 14

Total Number of Students Affected by Implementation of Revised Resources: 364

\*Numbers based off the fall 2023 classes that we taught using the new resources

# 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.*

The four most important History survey courses offered at Georgia Highlands College (GHC) are World Civilization I, HIST 1111, World Civilization II, HIST 1112, American History I, HIST 2111, and American History II, HIST 2112. Students at GHC are required to take one American History class and one non-American History class, which typically means a World Civilization class. Because of these requirements, these classes have strong enrollment numbers. Moreover, to improve retention and graduation, GHC has transitioned from a sixteen-week semester model to an eight-week semester model. In the new eight-week model, students take fewer classes in intensive eight-week sessions. GHC already has OER textbooks and materials available for full-time and parti-time instructors for the four History survey classes that were assembled using previous ALG grants. For American History, resources (multiple choice questions, discussion questions, primary sources, etc.) were built around *The American Yawp*, a free online textbook. For World Civilization, a series of video lectures were filmed to construct a unique textbook, while various resources (multiple choice questions, discussion questions, primary sources, etc.) were written to accompany the lecture videos. Access to these OER textbooks and resources are available on the OER Mastercourses in D2L by request.

The purpose of our project was to significantly revise the assessment materials and primary sources available for American History and World Civilization survey courses. This has improved their quality and adapted these classes to the new eight-week semester format. In terms of the timeline for our project, between January and February 2023, we consulted with GHC’s Center for Teaching and Learning and read literature on how best to write multiple-choice questions. Most of the multiple-choice questions for this project were in turn written between March and August 2023. The primary source packets, learning activities, along with final multiple-choice questions and editing, were done between August and December 2023. Finally, all resources were loaded onto the OER D2L Mastercources and organized into LibGuides for easy access between August and December 2023.

Our project thoroughly revised the multiple-choice questions used for quizzes and exams for all four of these survey courses. While some of the questions we wrote were new or revised basic content questions, many were questions that force students to problem solve and use critical thinking skills. In fact, we wrote entirely new sets of questions for each chapter or module of each survey course dedicated to categories such as historical thinking, chronological thinking, and geographic reasoning. Each History survey class has roughly 220 new multiple-choice questions each, for a total of roughly 840 new multiple-choice questions.

In addition to multiple-choice questions, for each chapter or module, we wrote primary source packets and learning activities, for a total of 27 new primary source packets and learning activities. The primary source packet included 5-9 primary source documents, with a narrative description of each source and basic questions for student to think about before reading the primary source. The learning activities featured activities for instructors to accompany these primary sources such as debate questions, discussion questions, as well as questions that require students to consider the perspective of sources and compare and contrast sources. The primary source packets and learning activities were entirely new. As such, they have provided History instructors at GHC a wider array of resources. Depending on their needs and preferences, they can henceforth adapt these resources to online and face-to-face eight-week classes to ensure that students read primary sources and critically engage with them in written or oral assignments.

This project does point us towards a few overall lessons. First, it has served as a reminder that OER resources require updating and reformatting to address new institutional priorities from time to time. On a related note, it has also reminded us of the need for varied and flexible assignments that instructors can adopt and change as needed. Next, one of the lessons of this project was the need to construct resources in ways that force students to think critically about the past and to answer questions that they cannot always find with a quick internet search. While this project was a success overall, in retrospect, it might have been useful to have organized an informal information session in December 2023 to inform part-time instructors of the new resources that we have created. That said, we may organize a session or simply send an information message out to GHC’s full-time and part-time instructors during the spring 2024 semester.

# 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.*

World Civilization I, HIST 1111:

New multiple-choice questions, primary source packets and learning activities

World Civilization II, HIST 1112:

New multiple-choice questions, primary source packets and learning activities

American History I, HIST 2111:

New multiple-choice questions, primary source packets and learning activities

American History II, HIST 2112:

New multiple-choice questions, primary source packets and learning activities

All materials for the above courses are available under 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.*

All materials are available upon request within the GHC OER D2L sites for their respective courses. In addition, they are organized for easy access under the following LibGuides:

World Civilization I, HIST 1111:

<https://getlibraryhelp.highlands.edu/c.php?g=1360614>

World Civilization II, HIST 1112:

<https://getlibraryhelp.highlands.edu/c.php?g=1360614&p=10047847>

American History I, HIST 2111:

<https://getlibraryhelp.highlands.edu/c.php?g=677685>

American History II, HIST 2112:

<https://getlibraryhelp.highlands.edu/c.php?g=768076>

# 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.*

We are very interested in presenting conference papers or participating in conference roundtable discussions about our project. To this end, we have applied to present at the USG’s Teaching & Learning Conference, April 15-16, 2024 in Athens, Georgia. Our panel proposal was entitled “Beyond Rote Memorization: Innovation Assessment Models for History Classrooms.” Furthermore, we are considering applying to present a panel of papers for the January 2025 American Historical Conference (AHA) in New York.

Because the majority of course credits awarded at GHC are now in online classes, we have also identified the creation of high-quality discussion questions for online History survey classes as another need at GHC. To coincide with the USG’s new emphasis on citizenship in the core curriculum, we believe that it would be useful to create a series of online discussions for American History survey courses focused on citizenship and how debates over civil liberties have played out across time. We anticipate that this would require us to film approximately 14-16 short lecture videos and to assemble images, key terms, primary sources, and discussion questions to accompany these videos. We are interested in applying for another ALG grant for this future project.