Affordable Learning Georgia Affordable Materials Grants  
Transformation Grants Final Report

*(or Textbook Transformation Grants, if R17 or earlier)*

Once you have completed this template, to submit your Final Report, go to the [Final Report submission](https://survey.zohopublic.com/zs/xTCCvG) form.

The final report submission form allows you to submit the following:

* This completed narrative document (required)
* Syllabus or syllabi (required)

*If multiple files, compress into one .zip folder*

* Qualitative/Quantitative Measures data files (optional, as needed)

*If multiple files, compress into one .zip folder*

* Photo of your team or a class of your students for future ALG promotions (optional)
* Invoice for the second half of the grant’s award amount (optional)

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:**

**Grant Round:**

**Grant Number: 684**

**Institution Name(s): Georgia Southern university**

**Project Lead: Eric Landers**

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

**Course Name(s) and Course Numbers: SPED 6130**

**Semester Project Began: Spring 2024**

**Final Semester of Implementation: Fall 2024**

**Total Number of Students Affected During Project: 150**

# Narrative

* 1. *Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:*
     1. *The Libguide successfully provided the needed information at no cost to the students. The students could engage with the online readings and videos to complete the course. Course completion and success are similar to those in the past when a paid product was used. Therefore, using free online resources did not limit the learning process.*
  2. *Describe lessons learned, including any things you would do differently next time.* 
     1. *The lesson we learned is that while students will read the materials (as measured by the engagement data from Perusal), they will often stop the videos short or skip them altogether. This wasn't very encouraging because the videos offered much context to the readings. Short of making the student write a video summary, we are still searching for a solution to create more engagement with the supplemental videos in the modules.*
  3. *Describe any materials you created or revised/remixed that will be shared with the public. 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.* 
     1. *We created a LibGuide:* [*https://georgiasouthern.libguides.com/c.php?g=1445306*](https://georgiasouthern.libguides.com/c.php?g=1445306)

# Quotes

*“The course reading was very informative and just learning the information was helpful.”*

*“The information on Eligibility, Inclusion, and actually most of the sections on the Parent to Parent Perusall document increased my understanding of the module topic. Overall, I feel that the information and resources provided in module 1 was beneficial.”*

*“The readings in our class were really helpful because they explained things in different ways and gave examples I could use for my assignments. They showed me how to use what I learned in different situations, like when we had to write about choosing the right assistive technology for someone.”*

# Quantitative and Qualitative Measures

## 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**

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

Total number of students affected in this project: 150: A survey was taken for each module that asked the students to rate the objectives, instructions, and materials. The overall perception of these was positive.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 1 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. |  | 5% | 5% | 40% | 50% |
| The instructions are easy to understand. |  | 10% | 15% | 50% | 25% |
| The materials are clearly connected to the learning objectives for the module. | 5% | 10% |  | 45% | 40% |
| The material presents information in an interesting way. | 5% |  | 10% | 45% | 40% |
| This material will help me when I start teaching. |  |  | 5% | 35% | 60% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 2 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. | 10% |  |  | 42.11% | 47.37% |
| The instructions are easy to understand. | 10.53% |  | 10.53% | 57.89% | 21.05% |
| The materials are clearly connected to the learning objectives for the module. | 11.11% |  | 5.56% | 44.44% | 38.89% |
| The material presents information in an interesting way. | 11.11% |  |  | 55.56% | 33.33% |
| This material will help me when I start teaching. | 5.56% | 5.56% | 5.56% | 22.22% | 61.11% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 3 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. |  |  |  | 42.86% | 57.14% |
| The instructions are easy to understand. |  |  | 7.14% | 57.14% | 35.71% |
| The materials are clearly connected to the learning objectives for the module. |  | 14.29% |  | 42.86% | 42.86% |
| The material presents information in an interesting way. | 7.14% | 7.14% | 7.14% | 42.86% | 35.71% |
| This material will help me when I start teaching. |  | 14.14% | 7.14% | 28.57% | 50% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 4 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. |  |  | 11.76% | 41.18% | 47.06% |
| The instructions are easy to understand. |  |  | 23.53% | 52.94% | 23.53% |
| The materials are clearly connected to the learning objectives for the module. |  |  | 12.5% | 62.5% | 25% |
| The material presents information in an interesting way. |  | 5.88% | 11.76% | 52.94% | 29.41% |
| This material will help me when I start teaching. |  |  | 5.88% | 58.82% | 35.29% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 5 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. |  | 5.56% | 16.67% | 38.89% | 38.89% |
| The instructions are easy to understand. |  | 5.56% | 16.67% | 44.44% | 33.33% |
| The materials are clearly connected to the learning objectives for the module. |  | 5.56% | 5.56% | 44.44% | 44.44% |
| The material presents information in an interesting way. |  |  | 11.11% | 50% | 38.89% |
| This material will help me when I start teaching. |  |  | 11.11% | 44.44% | 44.44% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 6 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. | 7.14% |  |  | 57.14% | 35.71% |
| The instructions are easy to understand. | 7.14% |  | 7.14% | 57.14% | 28.57% |
| The materials are clearly connected to the learning objectives for the module. | 7.14% |  |  | 57.14% | 35.71% |
| The material presents information in an interesting way. | 7.69% |  |  | 61.54% | 30.77% |
| This material will help me when I start teaching. | 7.69% |  |  | 53.85% | 38.46% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 7 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. | 6.67% | 6.67% |  | 40% | 46.67% |
| The instructions are easy to understand. | 6.67% | 6.67% |  | 33.33% | 53.33% |
| The materials are clearly connected to the learning objectives for the module. | 6.67% | 6.67% |  | 40% | 46.67% |
| The material presents information in an interesting way. | 6.67% | 6.67% |  | 53.33% | 33.33% |
| This material will help me when I start teaching. | 6.67% |  | 6.67% | 33.33% | 53.33% |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Module 8 | | | | | |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| The learning objectives for this module are clear. | 13.33% |  | 13.33% | 26.67% | 46.67% |
| The instructions are easy to understand. | 14.29% |  | 21.43% | 28.57% | 35.71% |
| The materials are clearly connected to the learning objectives for the module. | 13.33% |  | 13.33% | 26.67% | 46.67% |
| The material presents information in an interesting way. | 13.33% |  | 20% | 33.33% | 33.33% |
| This material will help me when I start teaching. | 13.33% |  | 6.67% | 26.67% | 53.33% |

**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:

* \_\_\_ Positive: Higher performance outcomes measured over previous semester(s)
* X Neutral: Same performance outcomes over previous semester(s)
* \_\_\_ Negative: Lower performance outcomes over previous semester(s)

*100% of the students were positively impacted by the grades assigned from the course. While grades varied from As to Cs, no student failed to complete the course.*

**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?**

*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)

*The statement can be made that there was a positive shift because students have failed in the past. This summer, there were none, as reported by the various instructors.*

## 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.*

*As already presented, the students rated the module materials mostly positively. There are areas where the materials have been adjusted and directions clarified based on this feedback. For example, there were lower scores in module 8. The faculty adjusted the readings and added more interactive IRIS modules to the module. This is probably due to the dense nature of data and progress monitoring as a topic. We will monitor feedback in the upcoming summer semester to see if this feedback improves. While faculty ratings from the course are not available to the project personnel due to privacy, the qualitative feedback in the course was overwhelmingly positive. Students said things such as:*

1. *I found the material very helpful while take the quiz and I feel some of the material is helpful for the assignment.*
2. *Reading the course material helped with completing the quiz in a timely manner. It also helped me feel a bit more comfortable with completing the module 4 activity.*
3. *The readings helped identify what types of supports would be helpful based on the areas of impact for the specific types of disabilities.*

*These are just a few of the comments left in each module. While there was not a question about “What did you dislike about the module,” this information might be helpful to take in the future.*

*As previously stated, all students completed the course with varying degrees of success. This is no different than previous semesters. This shows that replacing the paid text did not have a negative impact on the students.*

# Sustainability Plan

1. *The Libguide will be used in all future SPED 6130 courses, creating a lasting impact on students. Project faculty plan to update the Libguide at the beginning of each summer with new readings and/or videos.*

# Future Affordable Materials Plans

*The libguide will be used in all future SPED 6130 courses, creating a lasting impact on students.*

# Future Scholarship Plans

*The project team will be presenting at the GATE conference over the course findings and planning a possible publication from the course outcomes.*

# Description of Photograph (optional)

*N/A*