This work is licensed under a Creative Commons Attribution 4.0 International License.  
To view a copy of this license, visit https://creativecommons.org/licenses/by/4.0/.

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

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

# General Information

Date: May 14, 2025

Grant Round: 24

Grant Number: 45292

Institution Name(s): University of North Georgia

Team Members (Name, Title, Department, Institutions if different, and email address for each): Corey Parson, UNG Press, [corey.parson@ung.edu](mailto:corey.parson@ung.edu); Ariana Adams, UNG Press, [Ariana.adams@ung.edu](mailto:Ariana.adams@ung.edu); Laura Getty, Department of English, [laura.getty@ung.edu](mailto:laura.getty@ung.edu); Mina Kyounghye Kwan, Department of English, [kyounghye.kwan@ung.edu](mailto:kyounghye.kwan@ung.edu)

Project Lead: Bonnie J. Robinson, University of North Georgia Press, University of North Georgia, bj.robinson@ung.edu

Course Name(s) and Course Numbers: World Literature I Engl 2111

Final Semester of Project: Spring 2025

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

Average Number of Students Per Course Section:

Number of Course Sections Affected by Implementation of Revised Resources:

Total Number of Students Affected by Implementation of Revised 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****.*

## **Project Overview**

The World Literature I Teacher Resources project aimed to create a comprehensive collection of ancillary materials to enhance the World Literature I: Beginnings to 1650 (<https://ung.edu/university-press/books/world-literature-i-beginnings-to-1650.php>) open textbook, published by UNG Press. Responding to consistent requests from instructors both within Georgia and internationally, the project’s primary goal was to provide engaging, customizable, and multimodal pedagogical resources to deepen students’ learning experiences and to support instructors in surveys of World Literature I, particularly ENGL 2111.

## **Project Purpose, Plan, and Timeline**

The project’s purpose was to augment the widely-adopted World Literature Anthology I by developing:

* Customizable test banks
* Renewable assignments linked to key textbook sections
* PowerPoint slides and scripts
* Image galleries
* Lecture outlines
* Recommendations for freely-accessible companion resources

The project timeline was structured across Summer 2024 to Spring 2025, with key milestones that included an initial team kickoff, drafting and revision phases, iterative review with subject matter experts, and final production and repository upload.

## **Process and Implementation**

The project team met regularly over three semesters to collaboratively design, draft, and refine the materials. Special attention was given to:

* Incorporating AI-supported customization options and renewable assignments to promote open pedagogy and active learning.
* Ensuring all materials meet accessibility standards and are formatted for diverse delivery platforms.
* Designing materials that align with eCore’s implementation of ENGL 2111 while remaining adaptable for non-eCore courses.

Materials were tested iteratively, with feedback loops built in at the midpoint and final stages.

## **Materials Created**

The following deliverables were finalized and prepared for open-access distribution under a Creative Commons Attribution 4.0 License (CC BY):

Teacher Resources, comprising the following components:

* **Course Maps:** Thematic course maps on topics such as Power and Morality*,* Obsession and Bad Decisions*,* and The Punishment Fits the Crime.
* **Creative Assignments and Activities:** Detailed projects ranging from digital storytelling and role-playing exercises to public-facing podcasts and VR experiences.
* **Capstone Projects:** Advanced multimodal projects tailored for summative assessment.
* **Discussion and Debate Questions:** Complex and cross-cultural comparative prompts to encourage deep engagement.
* **Exam Questions and Essay Topics:** Fully-developed question banks with both traditional and open pedagogy models.
* **Experiential and Open Pedagogy Assignments:** A variety of integrative technology assignments, collaborative annotation exercises, and digital humanities approaches.
* **PowerPoint Slides and Scripts:** Slide decks paired with scripts for several major texts.
* **Self-Study Quizzes:** Comprehension and application quizzes for student-led review.
* Platforms and Tools for Technology Integration: A guide to freely-available platforms and tools to support multimodal, interactive learning.

## **Key Lessons Learned**

* **Challenges in Distinguishing Student- and Instructor-Facing Resources:** While many components of the Teacher Resources—such as Capstone Projects, Essay Questions, Exam Topics, and PowerPoint Slides—are designed for instructors, they may also benefit students directly. However, open access publication makes it difficult to restrict access without undermining open pedagogy principles like student agency and transparency. This issue is further complicated by the integration of an AI bot, which blurs boundaries between user roles. Ultimately, the team chose not to limit access but may consider creating a separate set of instructor-exclusive materials in the future.
* Need for Technologically Fluent Subject Matter Experts (SMEs): Both instructors and students benefit from engagement through digital tools. However, inconsistencies in our SMEs’ familiarity with educational technologies affected the utility of feedback across components. Future such projects should prioritize recruiting SMEs with aligned skill levels in multimedia tools and ensure stronger integration of digital platforms from the outset.
* Effective Project Management is Essential: Coordinating across academic calendars and adapting AI-supported learning tools for diverse instructional contexts required careful planning and flexible workflows. Strong project management was key to successfully navigating these challenges.

## **Acknowledgments**

We extend gratitude to Affordable Learning Georgia, the University of North Georgia Press, the Office of Sponsored Programs, and all faculty and staff contributors who ensured the success of this project.

# 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.*

## **Materials Description**

This openly licensed (CC BY 4.0) teacher resource set was developed to support instructors teaching *World Literature I: Beginnings to 1650*. Rather than functioning as a standalone teaching materials package, the resources are organized by assignment type—such as discussion prompts, experiential learning activities, and creative assessments—allowing instructors to flexibly integrate materials into a wide range of course formats, including face-to-face, hybrid, and online delivery. Designed to align with broad-ranging pedagogical goals, the resources offer adaptable materials for enhancing engagement, assessment, and curriculum design across institutional contexts.

### **Core Components by Assignment Type:**

* **Course Maps:** Four thematic course maps provide structured pathways through core literary texts, focusing on overarching motifs such as power, morality, obsession, and justice. These maps offer weekly topics, reading schedules, and suggested discussion prompts.
* **Creative Assignments and Activities:** A broad array of activities encouraging **active learning and creative engagement**, including performance-based reenactments, digital storytelling, collaborative multimedia projects, and role-play debates.
* **Capstone and Experiential Projects:** Summative projects such as digital archives, podcasts, comparative anthologies, and research portfolios—many of which emphasize open pedagogy principles—enable students to synthesize their learning in meaningful ways.
* **Discussion and Debate Prompts:** C**ritical thinking questions** and debate topics are aligned with several major texts, promoting literary analysis and comparative discussions across cultures, historical contexts, and themes.
* **Essay Topics and Exam Questions:** An extensive question bank includes essay prompts, comparative analysis questions, multiple-choice quizzes, and long-form exam questions and topics.
* **Lecture Support Materials (Slides and Scripts):** PowerPoint slides, accompanied by **instructor scripts**, cover several major works in the anthology. These materials provide literary context, thematic analysis, and classroom discussion points.
* **Self-Study Quizzes:** Self-guided quizzes aimed at helping students review key concepts, improve retention, and assess their understanding of both **textual content and literary frameworks** independently.
* **Digital Humanities and Open Pedagogy Assignments:** The components include assignments that encourage students to engage with **digital humanities tools and platforms**, such as text analysis, collaborative annotation, interactive mapping, and VR experiences.
* Technology Integration Guide: This curated guide includes platforms like Voyant Tools, Hypothesis, and ThingLink for digital engagement.

### **AI Bot Development:**

In addition to the core resources, the project team is developing an **AI-powered bot** to extend the utility of the materials. This bot will provide:

* **Customizable quizzes and interactive flashcards**
* **Guided reading assistance and thematic summaries**
* **Real-time chat support for literary concepts and contextual inquiries**
* **Discussion prompts and study aids**

Currently in its testing phase, the AI bot is being designed for **integration within the OpenALG repository**, ensuring open, accessible, and adaptive support for students and instructors.

All materials are available under a **CC BY 4.0 license**.

# 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.*

UNG Press website link in progress.

# 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.*

The project team plans to:

* Submit presentation proposals to the USG Teaching & Learning Conference and OpenEd2025/2026, and article manuscripts to journals focused on OER and open pedagogy, highlighting project outcomes and insights.
* Formalize review and revision protocols that respond to instructor and student feedback, while continuing to expand the technology resource guide.
* **Facilitate engagement activities—such as workshops—in partnership** with other institutions and OER initiatives to extend the reach and impact of the materials.