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: 12/18/2023**

**Grant Round: 23**

**Grant Number: 694**

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

**Project Lead: Eric Landers**

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

**Course Name(s) and Course Numbers: SPED 3331**

**Semester Project Began: Summer 2023**

**Final Semester of Implementation: Spring 2024**

**Total Number of Students Affected During Project: 147**

# Narrative

* 1. *Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:*
* *Summary of your transformation experience, including challenges and accomplishments*
  + ***Creating the materials for the students was an educational experience. Thinking through all the required content and finding resources that provided adequate instruction was difficult. In the beginning, it was difficult to pinpoint readings that would cover the content of a traditional text. However, after much searching and learning what to search for, we identified a core group of reading that matched the course objectives.***
* *Transformative impacts on your instruction*
  + ***All Intro to SPED students in the undergraduate programs will now have a cost-free course.***
* *Transformative impacts on your students and their performance*
  + ***Students positively rated the course on two items related to course materials. This showed that course readings encompassed various perspectives to give students a balanced approach to the topic. Assignments were reflected in the readings and content.*** 
    - ***Fall 2023***
      * ***SPED 3331A***
        + ***Course Assignment Requirements = 3.6/4***
        + ***Included Materials from Diverse Perspectives = 3.8/4***
      * ***SPED 3331B***
        + ***Course Assignment Requirements = 3.7/4***
        + ***Included Materials from Diverse Perspectives = 3.5/4***
    - ***Spring 2024***
      * ***SPED 3331A***
        + ***Course Assignment Requirements = 3.5/4***
        + ***Included Materials from Diverse Perspectives = 3.67/4***
      * ***SPED 3331B***
        + ***Course Assignment Requirements = 3.55/4***
        + ***Included Materials from Diverse Perspectives = 3.64/4***
  1. *Describe lessons learned, including any things you would do differently next time.* 
     1. ***Use more online PDFs instead of websites for fewer page distractions. We feel the websites incorporated advertisements and irrelevant side information that could ultimately sidetrack the students. In addition, websites are designed for short reads. Students tended to get lost or fail to read when there were multiple layers or clicks.***
  2. *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. *LibGuide:* [*https://georgiasouthern.libguides.com/c.php?g=1355284&p=10119634*](https://georgiasouthern.libguides.com/c.php?g=1355284&p=10119634)

# Quotes

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

*Quotes from students evaluations*

* **What aspects of this course contributed most to your learning?**
  + **Fall 2023**
    - The Online Readings and quizzes helped greatly
    - The materials
    - The training modules were helpful for me.
    - Online readings
    - IRIS and those online quiz type things, certificates, readings in Perusal. Quizzes were directly from materials, loved that.
    - I liked the variety of content!
    - Great online material
    - Everything as the professor and class was very helpful and amazing.
    - An aspect of the course that have contributed the most to my learning is the part where we have to the infographic of the principles of IDEA. That helped me alot because i gave me time to actually know it is and i will be able to know this for the future.
    - Videos in modules, interactive assignments
    - The aspects that contributed most to my learning were the videos, quizzes, and online assignments.
    - Reading materials and assignments
    - Reading Materials, Online Materials offered to us, Examples for every assignment so there was no confusion regarding how to complete it.
    - I liked the different assignments like the infographics that had us apply what we were learning to how we would use it in the classroom.
  + **Spring 2024**
    - I feel like the projects contributed to my learning the most. I felt like quizzes didnt help me learn.
    - All of the readings, IRIS modules, and assignments really contributed to my understanding of how an inclusive classroom is beneficial, best used, and how to give students with disabilities the best learning experiences. This was my first course directed towards Elementary Education and I am excited for future classes and more knowledge/experiences.
    - Every part of this has been so helpful for me! Every Module is something that I have learned so much from! I am sad to leave this course!
    - Everything had clear expectations, any questions would be answered quick and he is very understanding and will help the best way he can.
    - The readings and videos each week were helpful for this course, especially because it is online. The activities/assignments each week were engaging and helped enhance my learning experience. I enjoyed the different types of assignments that were involved in this course such as quizzes, infographics, PowerPoint project, letter to parents/guardians, etc.
    - The readings and the module assignments contributed the most to my learning. They were very concrete and related well to what I was learning.
    - I have learned so much from this class. The teacher gave appropriate materials for this class. The instructor was always there if you need help.
    - The activities that we had to complete in this class were very helpful towards my learning. I feel like I learned more from the activities that we completed.
    - Loved the quizzes, modules, and the assignments they are all enjoyable and not overwhelming.

# 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: 51 in Fall Semester**

* + - ***Fall 2023***
      * ***SPED 3331A***
        + ***Course Assignment Requirements = 3.6/4***
        + ***Included Materials from Diverse Perspectives = 3.8/4***
      * ***SPED 3331B***
        + ***Course Assignment Requirements = 3.7/4***
        + ***Included Materials from Diverse Perspectives = 3.5/4***

**Total number of students affected in this project: 51 in Fall Semester**

* + - ***Spring 2024***
      * ***SPED 3331A***
        + ***Course Assignment Requirements = 3.5/4***
        + ***Included Materials from Diverse Perspectives = 3.67/4***
      * ***SPED 3331B***
        + ***Course Assignment Requirements = 3.55/4***
        + ***Included Materials from Diverse Perspectives = 3.64/4***

**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)

**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.*

\_\_\_\_**1**\_\_\_% of students, out of a total \_\_\_\_**51**\_\_\_ 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)

## 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.]*

**Fall 2023**

* *Include measures such as:*
  + *Drop, fail, withdraw (DFW) delta rates*
    - ***51/52 completed the course***
  + *Course retention and completion rates*
    - ***98.1 % Completion rate***
      * ***Note: 2 students passed with a “C” but did not receive credit because the PSC requires a “B” for credit.***
    - **100% Pass Rate**
  + *Average GPA*
    - ***Maximum 97.69%***
    - ***Minimum 76.67%***
    - ***Average 88.23%***
  + *Pre-and post-transformation DFW comparison*
    - *N/A*
  + *Student success in learning objectives*
    - ***By earning a “B” in the course, students meet the PSC requirements.***
    - **Although receiving a passing score of “C,” 1 out of 51 students did not meet the PSC requirement for this course.**
  + *Surveys, interviews, and other qualitative measures* 
    - ***Weekly surveys were conducted for each of the 14 weeks of content.***
* *Indicate any co-factors that might have influenced the outcomes.* 
  + - *N/A*

**Spring 2024**

* *Include measures such as:*
  + *Drop, fail, withdraw (DFW) delta rates*
    - ***51/51 completed the course***
  + *Course retention and completion rates*
    - ***96.1% Completion rate***
      * ***Note: 2 students passed with a “C” but did not receive credit because the PSC requires a “B” for credit.***
    - ***100% Pass Rate***
  + *Average GPA*
    - ***Maximum 96.17%***
    - ***Minimum 70.44%***
    - ***Average 87.23%***
  + *Pre-and post-transformation DFW comparison*
    - *N/A*
  + *Student success in learning objectives*
    - ***By earning a “B” in the course, students meet the PSC requirements.***
    - **Although receiving a passing score of “C,” 2/51 students did not meet the PSC requirement for this course.**
  + *Surveys, interviews, and other qualitative measures* 
    - ***Weekly surveys were conducted for each of the 14 weeks of content.***
* *Indicate any co-factors that might have influenced the outcomes.* 
  + - *N/A*

# 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.*

* **A sandbox course and LibGuide have been created for course instructors to copy from each semester. Program coordinators will prompt faculty assigned to this course each semester to copy the original files from the sandbox. Thus ensuring consistency across the department.**

# 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.*

* **I have begun creating LibGuides for my other courses, so all my courses are no-cost for students. The experience of creating this guide showed me that relying on published texts that are outrageously priced is not necessary to build an effective course.**

# 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.*

* **Project Personnel are currently analyzing data from Fall 2023. This information will be submitted to the Georgia Association for Teacher Educators held annually in October.**

# Description of Photograph (optional)

*This is where a team can list the names of the people shown in this separately uploaded photograph, along with their roles, if applicable.*