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

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

# General Information

Date: 8/6/2025

Grant Round: Round 25

Grant Number: M269

Institution Name(s):

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

Project Lead: Heidi Eisenreich, Associate Professor Mathematics Education, Mathematical Sciences, heisenreich@georgiasouthern.edu

Nikki (Dawn) Cannon-Rech, Library Faculty, dcannonrech@georgiasouthern.edu

Andria Disney, Associate Professor, Mathematics Education, College of Education, Utah State University, andriadisney@live.com

Course Name(s) and Course Numbers: VIP 3001E

Final Semester of Project: Summer 2024

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

Average Number of Students Per Course Section: 5

Number of Course Sections Affected by Implementation of Revised Resources: 1

Total Number of Students Affected by Implementation of Revised Resources: varies, students are creating resources for future students, parents of elementary students, and teachers.

# 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 goal of this project is to support Georgia Southern University preservice teachers (PSTs) as they develop free resources for all stakeholders in K-1 children’s learning of mathematics. This is part of the VIP (Vertically Integrated Project) Research class that students choose to take. These resources will include videos, tasks, and answer guides for tasks created jointly between content experts (instructors) and preservice teachers (students). As part of the VIP course, preservice teachers will be addressing a need for stakeholders in the educational support system. Stakeholders include K-1 students, their parents/guardians, teachers, district coaches, and other interested participants. This project will give stakeholders virtual resources to help build a conceptual understanding of addition and subtraction concepts while working with K-1 students. This duration of the project lasted from May 2024 – August 2025.

 These materials were created from scratch and houses in the Georgia Southern Library Guide, which is open access. The link to access these materials is: <https://georgiasouthern.libguides.com/parentresources>

 First, Andria and Heidi met to create a plan of content and timeline to hold both us and the PSTs accountable. We then met with Nikki (along with the PSTs) to learn more about creative commons and how to create/edit the library guide. Andria and Heidi met to create scripts for the videos, recorded the first draft of the videos, and then uploaded the videos to perusall, so PSTs could annotate as they were watching the videos. PSTs were asked to be critical with both their comments and questions, keeping in mind parents and caregivers may not understand certain vocabulary words, manipulatives, or standards. After PSTs annotated videos, they created tasks for children/adults to engage in that were aligned to the content standards. During class we discussed tasks that PSTs created and revised them, along with revising the scripts for the videos. Andria and Heidi met to revise the video scripts based on PST feedback and recorded the second draft of the videos. PSTs created Lib Guide pages and uploaded tasks, questions for parents to ask their children, and videos. The final videos were uploaded by August 2025.

 During this project we made revisions based on what we noticed. Due to our previous experience with students, we noticed that PSTs needed some support with unpacking the standards before they created tasks, so we spent a lot of time talking about what different standards looked like. This helped PSTs to understand the standard more deeply and better align their tasks to the standard. We have used our lessons learned from these projects for a current transformation project for materials in our math course.

# 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.*

As part of this project we have created videos, links for tasks, and possible questions adults can ask children to help support them in learning about addition and subtraction concepts. There are different pages for different grade levels and standards to help organize these materials. The license our materials are shared under is CC-BY-NC-SA.

# 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.*

N/A. Our materials are open access. The link for the library guide is: <https://georgiasouthern.libguides.com/parentresources>

# 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 have presented on this project at the Georgia Mathematics State Conference, Scholarship of Teaching and Learning International Conference, and at the Georgia Southern Student Symposium. We received another ALG CI grant to continue adding materials (2/3 Addition and Subtraction) to this Library Guide. We hope to continue to add materials as we submit more proposals that are funded. We are planning to shift our focus on building fraction understanding if students are interested in adding content and parents, caregivers, teachers, districts are finding information helpful.