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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fifteen (Fall 2019 - Fall 2020)
Category:	University System of Georgia
Award Cycle:	Round 15
Submission Deadline:	09/16/2019 at 11:59 PM

Application Information

Submitted By:	Shane Peterson
Application ID:	3621
Application Title:	480
Date Submitted:	09/17/2019 at 8:29 AM

Personal Details

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Submitter Title:	Assistant Professor of German

Application Details

Proposal Title

480

Requested Amount of Funding

10,800

Priority Category (if applicable)

Specific Core Curriculum Courses

Final Semester:

Summer 2020

Course Title(s)

Elementary German 1 and 2; Intermediate German 1 and 2

Course Number(s)

GRMN 1001, 1002, 2001, 2002

Team Member 1 Name

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Additional Team Members (Name and email address for each)

Sponsor Name

Kathy Schwaig / Chien-Pin Li (co-sponsors)

Sponsor Title

Provost / Associate Dean for Curriculum and Technology

Sponsor Department

Provost / College of Humanities and Social Sciences [CHSS will receive and distribute funding]

Average Number of Students per Course Section Affected by Project in One Academic Year

16

Average Number of Sections Affected by Project in One Academic Year

23

Total Number of Students Affected by Project in One Academic Year

200+ unique students [students often take >1 course in the sequence]

Average Number of Students Affected per Summer Semester

25

Average Number of Students Affected per Fall Semester

175

Average Number of Students Affected per Spring Semester

161

Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)

Wie geht's by Dieter Sevin, with iLrn access code for 2-year access, \$304.70:

<http://bookstore.kennesaw.edu/CourseMaterials?ids=2855478>

Ebook option, \$239.99 for 2-year access (German 1001-2002) or \$119.99 per semester:

<https://www.cengage.com/c/wie-geht-s-student-text-10e-sevin/>

Original Total Cost per Student

\$304.70 / \$239.99 (for all four courses/semesters) OR \$119.99 per course/semester

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$304.70 / \$239.99 (for all four courses/semesters) OR \$119.99 per course/semester

Projected Total Annual Student Savings per Academic Year

\$47,998 - \$60,940 [based on sum of unique students (200) rather than enrollments (361)]

Using OpenStax Textbook?

No

Project Goals

We request support to develop high-quality, no-cost, interactive educational resources for German 1001, 1002, 2001, and 2002 at Kennesaw State University. This grant will impact two courses from the ALG priorities list for the core curriculum, Elementary German 1 and 2. It will result in 192 authentic, proficiency-oriented, and culturally informed learning activities for integration in face-to-face, hybrid, and fully online course delivery formats. Published on GALILEO and the KSU Digital Media Commons with a CC-BY license, this OER will impact more than 200 KSU students per year (with an annual savings of \$47,998 - \$60,940). It also has the potential to benefit the 2,735 students who take German courses at Georgia universities yearly, including students at the 13 other USG institutions that offer German 1001-2002. The OER will also be available for use in Georgia high schools and the Georgia Virtual School. We will actively promote the OER at the Georgia chapter of the American Association of Teachers of German (October 2020) and at the Southern Conference on Language Teaching (Atlanta, March 2021).

Our goals in taking on this project include:

- Ensuring equitable access to high-quality learning materials from day 1 so that no student must choose between a textbook (or course) and their daily necessities;
- Fostering student success through a motivating, success-minded pedagogy based in the latest vocabulary frequency research;
- Supporting 21st-century student goals and desired outcomes by emphasizing practical speaking and reading skills necessary for study abroad and internship settings;
- Developing career-focused materials to motivate and prepare students for practical applications of language and culture skills (such as internships), regardless of major;
- Aligning curricular materials with best practices from the American Council on the Teaching of Foreign Languages (ACTFL) to ensure appropriate progression toward proficiency;
- Promoting consistent results across instructor (full- and part-time) and section and lowering DFW rates through the introduction of high-quality, easy to use, and accessible learning materials in digital format.

Statement of Transformation

2a. Current State of the Course, Department, and Institution

Most beginning German textbooks on the American market were first published in the late 1980s or early 1990s and, despite occasional updates to cultural content, remain largely identical to earlier editions.[1] Consequently, the market leaders remain based in outdated methodologies such as the “communicative method” and the “four-skills approach.” They also rely on inauthentic cultural content (i.e., readings and videos produced for foreign-language learners rather than for native speakers).

Publishers’ attempts to update content have, in turn, resulted in larger, more diffuse, and increasingly expensive textbook packages. Students must, therefore, jump from page to page, book to workbook, and offline to online in order to fulfill course learning objectives. For digital natives, this separation of curricular materials into various locations and media forms seems arbitrary at best and disorienting at worst. As is typical for foreign-language textbooks, the information is often generic, not always up-to-date, and frequently fails to reflect interests and concerns of today’s college students—many of which are not full-time residential students, but juggle real-world demands including full- or part-time employment, personal obligations, and commutes between home, work, and university settings.

Teaching methods by and large match this traditional approach: explicit grammar instruction in class followed by the practice of concepts, with very little attention to mastery of specific types of proficiency-oriented tasks through repeated low-stakes assessments, to vocabulary acquisition beyond end of chapter assessments, or to students’ desired outcomes through career-focused learning materials. At a time when academicians and industry leaders lament the lack of workforce-ready college graduates, our students demand and deserve a better curriculum with more relevant and engaging digital materials. In light of the pervasive burden of loans on students from all but the wealthiest households, students also deserve no- and low-cost options such as the proposed OER.

Since fall 2007, we have used a commercial, first-year textbook. To accommodate our student population and instructional schedule requirements (150 minutes per week), and to minimize students’ textbook expenses, we use the text over four semesters rather than the traditional two: in German 1001 and 1002 (1st year), and in 2001 and 2002 (2nd year). We also use the textbook in German 2003, an intensive, six-credit course that combines 2001 and 2002 in a single semester.

Our current textbook, *Wie geht’s* (10th ed., Cengage, 2015), costs \$304.70 when purchased from the KSU bookstore. It includes a print textbook as well as two years of access to a required online companion “workbook” with numerous homework exercises. For students opting for a digital-only subscription, the cost at cengage.com is \$239.99 for a two-year subscription.

Students who choose a mere semester-long subscription pay still a full 50% (\$120). To achieve maximum cost savings, students must commit to at least three semesters upfront. The student, meanwhile, who tries to be frugal by purchasing a two-year subscription (or the bookstore package) but does not complete more than two semesters as anticipated, has not saved a single cent. Enrollment attrition trends over the past two academic years reveal that this type of student is not rare; fewer than half of 1002 students continue with 2001 the following semester, in part because 1002 fulfills a key general education requirement. Since other commercial first-year textbooks follow similar pricing and subscription models, our team will develop a coherent set of CC-BY materials to provide KSU and USG students considerable cost savings. The Modern Language Association enrollment database documents 2,735 students enrolled in German courses at two- and four-year institutions in the State of Georgia as of Fall 2016. If every one of these students had been able to benefit from an OER for even one core course, the combined savings would amount to at least \$328,000 statewide based on the minimum price of our current textbook, \$120 for one semester (Modern Language Association, 2016).

In the 2016-17 and 2017-18 academic years, an average of 199 students per year enrolled in German 1001 at KSU. An OER would have saved these students \$47,758 - \$60,635 per year combined compared to the bookstore or publisher prices for two-year subscriptions. In fact, the actual savings for learners will be considerably higher since students with high school German credits frequently place into 1002, 2001, or 2002 but nonetheless pay at least half of the two-year e-book price (and at most full price) regardless of how many fewer semesters they use it. At present, these students’ potential savings are not included in the figures above.

Although the average cost per student for use of the book over four semesters seems less egregious—\$76.18 or \$60.00 (for the e-book) per semester—paying for the textbook in full in the first semester represents a significant financial burden for most students. We suspect that the initial cost creates a considerable impediment to enrollment, retention, and progression.

Students have a variety of reasons for enrolling in German. Their decisions to discontinue their study of German in the first few semesters are likewise varied. Reasons include major-specific requirements that often mandate only two semesters of FL study before graduation (which are sometimes satisfied in high school, or can be completed via study abroad); students’ schedules that conflict with German Studies course offerings; and learner perceptions that question the amount of work and time necessary to advance to proficiency. As a team, we are committed to learner

success and to rendering the educational experience in our classes both rigorous and relevant. After more than a decade and myriad innovations in our field of foreign language pedagogy, we are eager to redesign our curriculum to meet the needs of today's learners.

Student success is not evidenced in grades alone: A study of 2018-19 student final grades shows that on average 47.5% of students in GRMN 1001-2003 earn a final grade of an "A." However, student enrollment trends over the past two academic years reveals that 29.65% of learners in GRMN 1001 choose not to continue with GRMN 1002 the following semester. D/F/W data for GRMN 1002, a course that is an option in fulfilling KSU's general education requirements, indicate significant variations that range from 11% to 54% (the institutional average is 15-16%). Per our records, fully online GRMN 1001 and 1002 courses in the two semesters generated on average 42.5% of W/F grades, a result that demands our attention in view of our mission to ensure student success and given institutional mandates to expand online education. By contrast, GRMN 1001 and 1002 face-to-face sections averaged a 16% D/F/W rate for the review period.

These variations in enrollment attrition and D/F/W rates suggest the need for further data analysis and better learning materials in order to ensure successful course completion and progression for all learners. Perhaps because many majors require only one year of foreign language study, enrollment attrition between 1002 and 2001 is even greater, with an average of 62.4% of students not continuing with the subsequent course the following semester (i.e., more than double the rate of attrition between 1001 and 1002). However, those students who continue after the first year have very good prospects for earning an "A" as a final grade: in 2018-19, an average of 51% of all learners in second year classes (GRMN 2001-2003) and 46% at courses at the 3000 level finished with "A"s. In view of these data, we are eager to create engaging no-cost course materials to: 1) improve student retention and success rates in the online classes and lower the D/F/W rates; 2) appeal to learners' diverse needs and pique their interest with new, relevant, and culturally authentic materials; 3) develop better assessment tools that result in a spread of final grades (A-C) reflecting more accurately the diversity of participants' skills.

Over time, these new CC-BY materials will impact over 300 KSU students in the German program and bridge the gap in skill levels between students who place into the program at advanced levels and those who begin with German 1001. Cohorts who progress through the new OER curriculum will eventually populate the upper-level German courses. Since all graduating seniors in the program must complete the ACTFL Oral Proficiency Interview (OPI-C), the curricular alignment with ACTFL proficiency standards at the lower levels will directly influence student performance on this key career credential. Teacher certification candidates will benefit in particular since their program mandates the attainment of Advanced-Low on the ACTFL proficiency scale by the time of graduation.

The collaboratively developed materials will also foster a learning community among facilitating instructors—all dedicated to student success, but diversely prepared for delivering language and culture lessons. For this reason, our team includes both full- and part-time instructors. The materials creation plan will generate an abundance of resources, and instructors in all courses will pilot, review, and potentially revise the curriculum in consultation with one another. This internal peer review will be continued even after the materials are available with a CC-BY license.

Georgia is in a privileged position in terms of the marketability of learners of German: with approximately 500 German companies and non-profits in the Metro Atlanta area alone, job seekers who demonstrate German language and culture skills have an advantage over equally qualified peers without such training. KSU's German Studies program helps learners of German (regardless of academic major) in securing affordable study and work experiences in German-speaking countries as early as at the end of freshman year. These opportunities will be maximized if participants are able to engage in interpersonal communication and understand basic texts. Once students have had a successful initial experience of studying or working abroad, they are much more likely to pursue additional, higher-stakes and -intensity opportunities, such as a semester-long academic exchange at a partner university or a career-oriented internship. It is imperative to plant the seed for such prospects early on in the college career in order to guide learners toward intentional pursuit of such goals.

Recognized as a "Center of Excellence" by the American Association of Teachers of German in 2016, the KSU German Studies program is well positioned to develop innovative and impactful OER materials. This new curriculum, in turn, will better prepare students of all disciplines for grant-funded internships in Germany sponsored by the Joachim-Herz Foundation in partnership with the KSU Department of Foreign Languages. By introducing no-cost curricular materials, we aim to provide these educational opportunities to a more diverse set of student learners, including first-generation students. The OER will, therefore, contribute to KSU's "It's about Engagement" focus and the CHSS dean's "Passport to Success" initiative, both of which are focused on producing career-ready students, in part by expanding internship opportunities.

2b. Project Description and Impact

Project Goals: As a team of dedicated educators, we believe that a research-based, student-centered, real-world-oriented, interactive, authentic, up-to-date, and career-focused OER will increase the level of student engagement and motivation and convince learners of the merits of continued enrollment in German. To prepare students for future

experiences in the global workplace, we find it our duty not only to hone students' ability to communicate appropriately and effectively in professional settings, but also to develop in learners transferable, discipline-specific and interdisciplinary skills as delineated in the American Council on the Teaching of Foreign Languages (ACTFL) "21st Century Skills Map (i.e., information, media, and technology skills, and life and career skills) for a range of careers including in graduate school, business, non-profits, and STEM fields (ACTFL, 2011). This grant will impact two courses from the ALG priorities list for the core curriculum, Elementary German 1 and 2. We will actively promote our OER to the 13 additional USG institutions that offer these courses, for instance, at the Georgia chapter of the American Association of Teachers of German (October 2020) and at the Southern Conference on Language Teaching (Atlanta, March 2021).

Project Methodology: This proposal aims to design an articulated set of CC-BY materials based on vocabulary frequency studies, a well-documented and researched approach to foreign language learning that has been verified to ensure that students meet and exceed learning outcomes obtained with commercial textbooks (Rankin, 2018). Second language acquisition research has demonstrated that learning the 1,000 most frequently used words facilitates comprehension of approximately 70-75% of most written texts and 90% of most spoken language. As Lipinski (2010) and Neary-Sundquist (2015) documented, first-year German textbooks commonly introduce merely 530-640 words on average. Further, this significantly smaller pool of words is not commonly based in recent frequency studies (e.g., Jones & Tschirner, 2006); therefore, students do not always learn the most useful words, and vocabulary lists seem often out of touch with students' real-world experiences (e.g., vocabulary lists include the arcane garment Lederhosen, and exercises still feature images of video and cassette tapes). Finally, students with traditional, commercial textbooks learn many of these words only passively (i.e., for recognition) rather than actively (i.e., for production in written and spoken communication).

The proposed OER will thus focus on the vocabulary most frequently used by native speakers in a streamlined delivery format that accommodates student needs for accessible and no-cost materials. It will work in tandem with the no-cost online platform *der|die|das*, developed by Dr. Jamie Rankin at Princeton University, and adopted by German programs at Duke, University of Mississippi, Notre Dame, Bowdoin, and Wabash. To provide students an interactive, engaging, and multimodal learning experience and seamless integration with Learning Management Systems such as D2L, we will utilize technology already available at KSU, including Kaltura, Softchalk, Voicethread, and Collaborate Ultra. To ensure CC-BY status, all images will be provided by the institutional Shutterstock license.

By using authentic materials for a range of interpretive tasks, learners will be initiated, from the first lesson forward, into tolerating ambivalences and information gaps. They will also learn to develop strategies for understanding and communicating based on contextual clues and a core vocabulary. Our proposal is thus aligned with the principles articulated in the ACTFL "21st Century Skills Map," honing students communication skills in all modes and in contexts that extend beyond culture-specific textbook topics to include development of life and career skills as well as information, technology, and media literacies (ACTFL, 2011).

The proposed OER will also leverage metacognitive learning strategies (Roberts & Erdos, 1993), such as self-monitoring, in which students are aware of their level of knowledge (Donovan & Bransford, 2005). Metacognition will be fostered, in part, by mini-assessments tailored to weekly learning modules. Adapting the "flipped classroom" approach (Lage, Platt & Treglia, 2000), students will study core vocabulary and structures ahead of time and practice in student-centered activities during class. Learners will be responsible for completing homework assignments that guide them strategically and reiteratively toward practice in small increments and via low-stakes, weekly learning checks. Employing these strategies makes our team confident that we will be able to document increased student buy-in and sustained commitment to reaching learning goals.

Finally, given the limited time for in-class practice (150 instructional minutes per week) that we have at our institution (and many others), the proposed OER will be facilitated almost entirely in the target language. For our team, it is key that learners use and hear German as much as possible when in class and in preparation for the successful completion of a study abroad after the first two semesters. Since explanations and learning of vocabulary and structures are frontloaded before class meetings in this approach, learning facilitation can take place in German if supported by appropriate scaffolding as in the PowerPoint slideshows.

Project Scope: All CC-BY materials will be co-created, piloted, reviewed, and revised for all sections of German 1001, 1002, 2001, and 2002. Drs. Shane Peterson (Assistant Professor of German), Sabine Smith (Professor of German), and Dylan Goldblatt (Lecturer of German) in the Department of Foreign Languages at Kennesaw State University will develop and teach the curriculum as will the 3-5 adjunct faculty in the program. Susanne Estrella (Adjunct Faculty) will provide internal peer review. To deliver our students an interactive and authentic learning experience, we will create a total of 60 PowerPoint slideshows with multimedia resources for the four-term course sequence. These materials will help students advance to proficiency in accordance to ACTFL standards while facilitating the acquisition of intercultural competence. The instructional slideshows will follow an articulated sequence of 15 weekly modules per term to accommodate our semester schedule and to maximize the adaptability of course materials to online teaching and web-based Learning Management Systems such as D2L (Desire to Learn). In

addition to the 60 PowerPoints, our team will develop 192 learning activities of the following types:

German for Spoken Communication (a total of 160 student-centered learning activities for the four-term sequence, i.e. 40 per semester, 10 per each four-week unit). These structured pair and small-group conversations are designed to become progressively more extended, culminating in one multi-scenario role-play per four-week unit. With various communicative tasks applicable to real-world contexts, each preparatory activity will be more open-ended than the previous one, thus guiding students to express themselves in increasingly less scripted ways while continually practicing appropriate, high-frequency vocabulary and structures. The regular, weekly communicative speaking activities will thus incrementally prepare students for culminating role-plays and help them develop expertise in the interpersonal mode on their way toward proficiency in accordance with ACTFL standards. For instance, in weeks 1-4 of GRMN 1001, we will facilitate these interactive student-centered conversations:

1. Self-introduction by name, spelling and dialogue on how they feel/how they are
2. Dialogue on how they are, origin, phone contact, and what they do
3. Self-introduction and presentation of their business card; dialogue in formal speech
4. Dialogue on current or ideal job and what they like/dislike
5. Dialogue on current films/TV series and how they like/dislike them
6. Dialogue on what they like/dislike as weekend activities
7. Dialogue on weekly routine (days / times)
8. Dialogue on making a plan for a meeting (formal time and formal speech)
9. Small-group conversation: Making plans for a weekend
10. Dialogue on weekend events in a German city based on website
11. Small-group conversation: Meeting new peers in Germany and making plans for a weekend event with three activities

German Reading/Practical Information, Media, and Technology Literacy Skills (a total of 16 activities for the four-term sequence, i.e. 4 per semester, 1 per each four-week unit): One authentic, reading proficiency activity per chapter to help students navigate German websites for practical applications. For instance, in weeks 1-4 of German 1001, students will do the following: find, read, analyze, present findings, and discuss a web-based professional profile or city website for weekend events. In subsequent courses (1002-2002), for instance, students will apply literacy skills to find and interpret an ad for a shared student apartment or an internship in Germany using authentic German-language websites. Through these extended activities, students gain significant experience in the interpretive and presentational modes as outlined in ACTFL proficiency standards.

German Professional (Life and Career) Skills (a total of 16 activities for the four-term sequence, i.e. 4 per semester, 1 per each four-week unit): One authentic, career-focused activity per chapter to help students apply their German language skills to professional fields (e.g., STEM, business, etc.) and to prepare students for internships and careers in Germany and in German companies based in Georgia. For instance, in weeks 1-4 of German 1001, students identify a city in which they might complete a study abroad or internship, then list and compare the cost of living expenses, number of international students, typical work hours, and benefits. In subsequent courses (1002-2002), for instance, students will write a German résumé and cover letter, as well as participate in a mock job interview for an internship in their desired career field. They will thus learn to interpret and present information in professional contexts, for instance, using more technical vocabulary to present and analyze statistics or to participate in a formal business meeting according to German cultural conventions. Through these extended activities, students will gain significant experience in the presentational and interpersonal modes in accordance with ACTFL proficiency standards.

Project Impact: The proposed innovations will streamline the learning process dramatically. They will also facilitate more rapid learning and lengthier retention of material. The proposed OER would apply a blended instruction method to help students master foundational concepts before learning more advanced ones (Bloom, 1956; Gagné, 1985). The proposed courses will also organize their curriculum into topical segments that are intuitive to learners (e.g. making smalltalk; social media use; activities during free time, etc.), an approach modeled by the no-cost online resource *der|die|das* which will be used in tandem with the proposed OER. The topics will be further subdivided into smaller, discrete units of basic and more advanced concepts. This organizational design for classroom instruction reflects the framework for hierarchical curricular organization endorsed by the National Research Council (NRC, 2011) as well as the core concept model (Griffin & Case, 1995; Kalchman, Moss, & Case, 2001; Donovan & Bransford, 2005), and the recent Knowledge-Learning-Instruction framework (Koedinger et al., 2012). Our approach will preserve and accentuate the hierarchical organization of course knowledge in order to reduce the extraneous cognitive load on students during learning (van Merriënboer & Sweller, 2005). For example, students in the German 1001 course will first understand how to introduce themselves, greet another person, and exchange pleasantries before moving to creating full sentences.

The audiovisual presentation of weekly content and activity prompts will deepen learner understanding by improving long-term retention of concepts, and by reducing working memory load when more advanced concepts are learned. Each module and unit will review and reinforce concepts from classroom lessons and leverage technology to achieve cognitive load reduction outside of the classroom. Instructors will create and present the faculty-developed OER materials that deliver relevant and contextualized information to aid learning (Kalyuga, Chandler, & Sweller, 1999; also Sweller & Chandler, 1994; Mayer & Moreno, 2003). These are some of the concrete ways in which the integration of open educational resources would blend technology and classroom instruction to improve learning.

In conclusion, the proposed transformation of the German sequence through the creation and adoption of no-cost, CC-BY materials will improve upon the organization, presentation, segmentation, and delivery of German linguistic and cultural knowledge to students in the basic and intermediate language sequence. The adoption of the open resource model for the 1001-2002 sequence in German will facilitate undergraduate progress and improve access to courses that fulfill college- and major-specific language requirements, both at KSU and at other USG institutions.

[1] The market leaders include: Kontakte (1988), Deutsch, Na klar! (1991), Treffpunkt Deutsch (1991), and Vorsprung (1997). All dates represent first editions; all of the above are still in print and widely used.

Transformation Action Plan

3a. Roles

1. Shane Peterson will serve as grant project manager, SME, instructional designer, and instructor of record.
2. Sabine Smith will serve as curricular coordinator, SME, instructional designer, and instructor of record.
3. Dylan Goldblatt will serve as SME, instructional designer, technical consultant, and instructor of record.
4. Susanne Estrella will serve as internal peer reviewer.

3b. Plan of Action

To ensure uniform quality while maximizing our diverse strengths, all will work in concert in the design, development, and evaluation of new instructional materials as follows:

1. In Fall 2019, team members will meet to organize the curriculum, coordinate learning goals, establish formatting standards, and manage the project timeline. Gaps in the learning experience will be identified and corrected through proposals for new instructional materials. Spring 2020 tasks will be delegated according to subject matter expertise and technical demands. They will also gather data from the control group using the commercial textbook for a publishable, comparative study. (Lead: Dr. Peterson)
2. In Spring 2020, team members will identify, collect, and organize extant online resources for didacticism and adaptability. Initial drafts of new instructional materials will focus on spoken communication, reading and practical literacy, and professional skills in support of the broader goals of the German Studies program. They will also revise the skinny version of 1001 materials piloted in Fall 2019, produce a pilot version of 1002 materials, and gather data from the control group using the commercial textbook for a publishable, comparative study. (Lead: Dr. Smith)
3. In May-July 2020, team members will alternate in the production and peer evaluation of instructional materials, to ensure high quality, coherence of presentation, and alignment with learning objectives and project design parameters (e.g. accessibility). The revision of piloted 1001 and 1002 materials will take place in May; the creation of 2001 and 2002 materials will follow in June/July. Emphasis will be placed on iterative refinement and version tracking. (Lead: Dr. Goldblatt)
4. Team members will do formative and summative assessments of instructional materials, culminating in a comprehensive review in August 2020. (Lead: Ms. Estrella)
5. In Fall 2020, team members will deliver the innovation across all classroom modalities and present findings at the Georgia AATG chapter meeting and or the SCOLT conference in Atlanta. Team members will also gather data from the test group using the new materials.
6. For sustainability and ongoing pedagogical refinement, team members will systematically revise the OER materials for one course per summer following the expiration of the grant.

3c. Team Expertise

Shane Peterson (Ph.D., Washington University in St. Louis, 2012) is Assistant Professor of German at Kennesaw State University. At the University of Connecticut (2017), he received a competitive OER grant funded by the Davis Educational Foundation to develop open source textbook materials for large, introductory German film courses. Since 2012, he has developed 18 unique courses at all levels of the undergraduate curriculum and in multiple delivery methods, including face-to-face, hybrid, and online courses. These include a completely re-designed first-year curriculum (Lawrence University, 2013-15) with a focus on authentic cultural content and practical communication. He has also received online course development grants at two universities, including one for German for STEM. His research on illustrated literature informs his pedagogical approach to visual and verbal learning styles in the foreign language classroom. In 2019, he received a faculty development mini-grant to re-design two assignments for an upper-level course using the TILT transparency method. He is currently preparing a conference presentation on creative writing in the foreign-language classroom.

Sabine Smith (Ph.D., University of California, Davis, 1996) is Professor of German at Kennesaw State University where she has taught all levels of German Studies and numerous interdisciplinary courses since 1997 and facilitates classes routinely in face-to-face, hybrid and online formats. Her teaching practice, professional service and research agenda are focused on students' experiential learning opportunities and development of intercultural competence. Most recently, the co-authored article "Global learning is shared learning: Interdisciplinary intercultural competence at a comprehensive regional university" (published in the *International Journal for Intercultural Relations*) and the essay "The Urban Residential Balcony as Interstitial Site" (included in the edited volume *Resistance and the City*), both published in 2018, evidence her commitment to SoTL and collaborative research projects in service of the profession. Similarly, her 2018 online contribution "Embracing the Monkey Wrench: Preparing for the OPI" (as part of a year-long professional development seminar on "High Leverage Teaching Practice") as well as recent conference presentations titled "Guiding Learners to Interpret and Discuss Culturally Authentic Texts: Advanced German and Yoko Tawada," (ACTFL 2018) and "Professional development in interdisciplinary teaching and assessment of

intercultural competence: Mobilizing faculty in virtual and f2f contexts” (co-presented at CERCLL 2018) document her dedication to faculty support and student success. Her work has been recognized by KSU, the Georgia Board of Regents, SCOLT, and the GA chapter of AATG (2010, 2015, 2018).

Dylan Goldblatt (Ph.D., University of Virginia, 2014) is Lecturer of German at Kennesaw State University. He has taught German at all levels since 2007, and has served as a technical consultant for instructional technology since 2013. He has five years of curriculum design experience with an emphasis on the development of OER for face-to-face instruction. Dr. Goldblatt has presented and delivered training workshops for faculty and graduate instructors on a variety of topics (e.g. gamification, ePortfolios, interactive syllabi) that emphasize integrating technology and teaching at the post-secondary level. In 2017, the William and Flora Hewlett Foundation awarded financial and logistical support to Dr. Goldblatt to support the development and review of a novel metacognitive framework for OER-based German language instruction. Last year, the Southern Conference On Language Teaching (SCOLT) recognized Dr. Goldblatt with the “Best of Mississippi” award to highlight his work on OER assessments. Lastly, Dr. Goldblatt’s scholarly work on digital interactivity and mediated memory stand to benefit the development and analysis of hypermedia developed in support of this project.

Susanne Estrella is adjunct faculty in German at Kennesaw State University. She regularly teaches GRMN 1001 and will serve as internal peer reviewer during summer 2020, critiquing all materials and suggesting necessary changes. As Ms. Estrella teaches at the KSU Marietta Campus, she engages with STEM students more often than faculty on the KSU Campus. Her business background and pedagogical expertise and perspective will aid in integrating the activities for professional development (i.e. life/soft skills) and for honing students’ media, information, and technology literacy.

3d. Evaluation of Existing OER and No-Cost Materials: The proposed innovation would create open educational resources for the two-year German language sequence, namely, GRMN 1001, 1002, 2001, and 2002. This project bridges a void in the open educational space for German as a foreign language, where two major efforts have emerged in the last decade, though neither may be considered completely open or satisfactory for the demands of undergraduate-level instruction.

In the first case, the Deutsche Welle website has created a “Learn German” portal, which hosts some sequenced, online resources for solo learners of German. Unfortunately, these materials are posted under copyright and are limited in their depth, coherence, and flexibility, with too few lessons and options for classroom integration. They offer linguistic enrichment but are a poor match for the instructor-led format of college courses. When compared to a traditional textbook, they are deficient in scope and quality.

The second effort, entitled *Deutsch im Blick*, is more complete and open. This comprehensive OER textbook was the first of its kind for German as a foreign language and was produced with the support of the Center for Open Educational Resources and Language Learning at the University of Texas in 2013 with materials collected since 2006. *Deutsch im Blick* is unique for the depth of its learning modules (many exceed 150 pages) and its flexible CC-BY 4.0 license. Learners find the inclusion of native and non-native speakers to be most engaging.

The shortcomings of *Deutsch im Blick* also warrant mention here. First, it is designed only for the first year of the German sequence, as opposed to the more common four semester progression. Second, its production values are low; its audiovisuals were not produced with professional equipment, meaning that the textbook’s low-resolution audio and video can pose difficulties for learners. Third, the textbook relies heavily on its counterpart, the Grimm Grammar online workbook. Unfortunately, student progress in this workbook cannot be saved, hence a lack of student performance data and LMS integration. Notably, Grimm Grammar is not licensed as CC-BY and derivative works are not permitted. Finally, *Deutsch im Blick* exists as a PDF or as a Print-on-Demand eBook, but neither format has been formatted properly for students who require screen readers, and these closed formats problematize dissemination and derivation

3e. Hosting and Sustainability Plans

1. The proposed OER will be hosted in relevant public repositories, including but not limited to the GALILEO repository for Open Learning Materials and Kennesaw State University’s Digital Commons. Links to these CC-BY materials will be attached to the final report for the grant.
2. To maximize accessibility, all text-based materials will be made available in both printable PDF or Word versions as well as a Softchalk version. Audio- and video-based materials will be made accessible via closed-captioning. All versions will be CC-BY and hosted as outlined above.
3. Newly created materials will be deployed in courses at no cost for students starting in Fall 2020. The faculty will continue to refine newly created OER learning modules based on learner feedback, instructor feedback, and academic achievement performance data beyond the expiration of grant, with an annual schedule of one

revised course per summer, with full-time faculty team members rotating the lead role annually. Project materials will be stored on D2L for instructional purposes, and on a separate version control repository.

Quantitative & Qualitative Measures

As part of a study supported by the KSU Center for Excellence in Teaching and Learning, we have recently applied to the KSU IRB board—in collaboration with Dr. Jamie Rankin, Director of the Princeton Center for Language Study—for approval to study the impact of a vocabulary frequency approach on the breadth and usefulness of students' passive and active vocabulary compared to a traditional textbook. We intend to publish the results in a leading scholarly journal in our field such as *Die Unterrichtspraxis*.

Student Satisfaction: Student satisfaction will be measured using pre- and post-SALG surveys (Student Assessment of their Learning Gains) and KSU's institutional survey in each course and section. Surveys will be administered online but in class to promote participation with both Likert scale and open-ended responses. Above all, we will measure:

- Study habits: How students approached the learning task (e.g., tools, methods, and frequency);
- Motivations: How empowered they feel to communicate with and comprehend German language texts because of this research-based methodology; and
- Outcomes: How students feel about the amount and usefulness of the vocabulary they learned.

Student Performance and Course-Level Retention (DFW rates): Student performance will be assessed primarily via quantitative data and comparison to a control group comprised of current students (Fall 2019 and Spring 2020) using the commercially available textbook *Wie geht's?*. Quantitative data will be derived from three sources:

- 1) curricular assessments (e.g., mean, median, standard deviation on chapter tests);
- 2) pre- and post-testing using original quantitative instruments;
- 3) DFW rates (compared to historical data).

In all three cases, we will compare the results with the OER from three courses—German 1002, 2001, and 2002 in Fall 2020—to control group data being gathered in Fall 2019 and Spring 2020 about student outcomes with the current textbook, *Wie geht's*.

Assessments: We will develop 4 online chapter tests in the D2L learning platform per course. By migrating from paper to online testing, we aim to more consistently measure student learning across all sections of each course. Moreover, this transition will align the modality of assessments and new curricular materials while allowing for more culturally authentic and interactive testing formats. We will also institute weekly vocabulary quizzes in class to motivate student learning and accountability. We will compare quantitative results (mean, median, and standard deviation) from Fall 2020 (OER) to 2019-20 (*Wie geht's?*).

Pre- and Post-Testing: As part of our proposed study—currently under review by the KSU IRB board—we have created pre- and post-test instruments to measure the development of students' active and passive German vocabulary within each course as well as across the four-course sequence. Conducted in class at eight-week intervals, these pre- and post-tests will consist of a recall test for reading comprehension and a writing prompt to measure vocabulary production, both in timed settings. Pre- and post-testing will allow us to control for common knowledge, students' prior knowledge, and the influence of students' knowledge of other languages on their acquisition of vocabulary. Data will be compared to the control group comprised of students currently using the old learning materials (*Wie geht's?*) during 2019-20. We will conduct a content analysis to quantify the value of each word produced (writing prompt) or idea understood (reading recall test), using the respective ranking of words within the Jones/Tschirner corpus as a key weighting tool. We will focus, therefore, not merely on the size of students' active and passive German vocabulary vis-a-vis their peers in the control group, but also the relative usefulness of the words they have learned.

DFW rates: In German 1002, for instance, DFW rates show high variability: 11, 13, 22, 39, and 54% across five sections in 2018-19. We will gather historical data from the past three years for each course and compare it to Fall 2020 DFW data to assess the impact of the OER materials. We will analyze DFW grades both collectively (all D's, F's, and W's as a proportion of the total) as well as individually (the proportion of students earning each one of these types of grades). We are confident that our OER curriculum will improve student outcomes by ensuring student access from day 1 and leveling the playing field for students from all socio-economic backgrounds. We also believe that the new curriculum will motivate students by introducing a success-minded pedagogy based in vocabulary frequency research.

We will supplement this quantitative data with a qualitative survey for all instructors using the new curriculum to understand how they taught with the OER, how they felt about it at different stages within the semester, and how they perceived students' responses to it.

Timeline

As done in previous textbook-adaptation projects in the German Studies program at KSU, we will phase in the proposed OER-curriculum successively over four terms.

Summer 2019: Material creation began for pilot version of GRMN 1001

Fall 2019:

- GRMN 1001 is offered as a pilot in face-to-face and online delivery formats in six sections with a skinny version of proposed OER materials to gauge potential strengths and weaknesses.
- Upon completion of fall 2019 classes, feedback from faculty and students will be assessed in December 2019; a list of necessary adjustments will guide revisions.
- Faculty develop lite version of curriculum for GRMN 1002.

Spring 2020:

- Pilot skinny version of proposed OER materials in GRMN 1002 in all sections and delivery formats to gauge potential strengths and weaknesses.
- GRMN 1001 offered in skinny, but revised format in all sections.
- Complete materials production for 96 learning activities in a total of 30 PowerPoint slideshows by early May 2020.

Summer 2020:

- Review and update GRMN 1001 and 1002 materials. (May)
- Materials production for GRMN 2001 and 2002. (June-July)
- Summative peer review of all materials by Susanne Estrella (in lead) and all team members. (August)

Budget

We propose the following budget:

- Summer salary for Peterson: \$3,000
- Summer salary for Smith: \$3,000
- Summer salary for Goldblatt: \$3,000
- Summer salary for Estrella: \$1,000
- Travel to attend kick-off meeting: \$800
- Total: \$10,800

Sustainability Plan

The faculty will continue to refine newly created CC-BY learning materials based on learner feedback, instructor feedback, and academic achievement performance data beyond the expiration of grant, with an annual schedule of one revised course per summer. Full-time faculty (Peterson, Smith, Goldblatt) will rotate the lead role each summer, but still provide internal peer-review for each iteration. All full-time faculty teach at least two of these courses annually, with Dr. Goldblatt teaching every course in the sequence in most academic years. Thus, annual revisions will be integrated seamlessly into faculty's annual course preparations.

We intend to disseminate our findings in regional and national conferences such as the Georgia chapter of the AATG (October 2020), the Southern Conference on Language Teaching (Atlanta, March 2021), or ACTFL convention (November 2021). We also anticipate publishing at least one article in a scholarly journal such as *Der Unterrichtspraxis*.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.



July 29, 2019

Affordable Learning Georgia
University System of Georgia
270 Washington Street, S.W.
Atlanta GA 30334

Dear Members of the ALG Grant Review Committee:

I am writing to provide my full support of the Kennesaw State University team of German Studies faculty, Drs. Shane Peterson, Assistant Professor of German, and Sabine Smith, Professor of German, who are applying for a USG Affordable Learning Georgia Textbook Transformation Grant to develop Open Educational Resources (OER) for the first-year German Studies course sequence (GRMN 1001, 1002, 2001, 2002, and 2003) for learning facilitation in face-to-face, online and hybrid formats.

The KSU German Studies program is the largest in Metro Atlanta and the second largest in the state of Georgia, with award-winning faculty, staff, and students. Recognized as a National Center of Excellence by the American Association for Teachers of German in 2016, the KSU German Studies program offers a plethora of opportunities to students both in the classroom and beyond: a learner-centered curriculum that advances participants from novice to advanced linguistic and cultural proficiency in academically rigorous and relevant contexts; co- and extra-curricular learning experiences that develop students' soft/life and career skills via community engagement; grant-funded study-abroad and internship experiences for applicants regardless of their German proficiency or academic major; and active student organizations (the KSU German Club and the KSU Chapter of the Collegiate Honor Society) that foster a community of learners among professors, students, and members of the local and international community. These are only some of the highlights of the program, but they point to the rationale for the proposal to develop OER for the first-year German Studies course sequence.

Unlike Spanish or French for which many first-year textbook options exist, finding a high-quality and affordable first-year German textbook is a major challenge. In collaboration with Dr. Jamie Rankin, Senior Lecturer of German at Princeton University, the KSU team has adopted a novel, research-based approach to learning facilitation, namely students' acquisition of high-frequency words. Drawing on Rankin's work and second language acquisition research which verifies that learning the 1,000 most frequently used words facilitates comprehension of approximately 70-75% of most written texts and 90% of most spoken language (Jones and Tschirner, 2006; Lipinski, 2010; Neary-Sundquist, 2015), they focus on creating interactive learning materials for the critical first-year curriculum. To date, none of the conventional college textbooks have adopted this approach.

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Additionally, and as documented in the proposal, the OER for the first-year German Studies course sequence will effect significant cost-savings for learners of German. In the 2017 and 2018 academic years, for instance, an average of 199 students enrolled in GRMN 1001 at KSU, expending approx. \$47,758 - \$60,635 per year on the required, commercial textbook (depending on distributor price); students who placed in higher-level courses still had to spend at least half of the textbook price regardless of how many semesters they used it. In an institutional context in which we view students at the center of what we do, we recognize the financial burden that expensive textbooks present to our learners. I applaud the co-PIs in their decision to pursue OER as an alternative in German Studies.

I am fully confident that the research-based approach will result also in highly interactive and engaging resources that will be both effective as learning resources and attractive to Generation Z students. While I understand that the number of students affected by an OER is a major consideration for awarding the grant, it should be noted that over the years, the USG has funded multiple OER grants to support traditional General Education fields such as English Composition, History, and Political Science but, to my knowledge, none for German. This grant will have a major impact on first-year German students at KSU as well as on students at USG institutions throughout the state of Georgia and beyond (Princeton University maintains partnerships with Bowdoin, Notre Dame, and Wabash). I am confident the KSU German team will deliver a high-quality open learning resource that will be used by USG institutions for years to come.

Sincerely,



Kathy S. Schwaig, Ph.D.
Provost and Senior Vice President for Academic Affairs



August 6, 2019

Affordable Learning Georgia
University System of Georgia
270 Washington Street, S.W.
Atlanta GA 30334

Dear Members of the ALG Grant Review Committee:

Please accept this letter in support of the Kennesaw State University German Studies faculty team who submitted a proposal for the USG Affordable Learning Georgia Textbook Transformation Grant.

Drs. Shane Peterson, Assistant Professor of German, and Sabine Smith, Professor of German, seek to develop Open Educational Resources (OER) for beginning levels of instruction in German Studies. Their work, buttressed by scholarship on second language acquisition and in line with an innovative, research-based approach already in practice at several institutions in the US, promises to be of utmost benefit to college-level learners of German.

First and foremost, the proposal will make a novel approach to teaching and learning German widely accessible. My colleagues document the high cost of textbooks and ancillary materials in the field of German Studies and the need for OER to make post-secondary education more affordable. Secondly, the Co-PIs describe the merits of the innovative approach as evidenced in recent scholarship. They seek to contribute to the growing body of instructional materials as well as research on the subject by collaborating with current practitioners, ensuring peer review and quality control. Pioneered at Princeton University, this novel method has not been adopted at any post-secondary institution in Georgia or the Southeast. KSU's team in German Studies is poised to launch it and certainly has the credentials to do so, leading our region in the initiative and likely modeling a new pedagogy for other contexts, too.

Although German Studies as an academic discipline still draws comparatively fewer learners than Spanish, for example, German business and industry investment in the Southeast has created a growing need and demand for college graduates familiar with the German language and culture. KSU's German Studies program has been recognized at regional, national and international levels for its achievements and successful collaborations. It is thus with the greatest enthusiasm that I endorse my colleagues' proposal.

Sincerely Yours,

Chien-pin Li
Professor and Associate Dean

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Applicant, Team, and Sponsor Information

Institution(s)	Kennesaw State University
Applicant Name	Shane Peterson
Applicant Email	speter71@kennesaw.edu
Applicant Phone #	470-578-2383
Applicant Position/Title	Assistant Professor of German
Submitter Name	
Submitter Email	
Submitter Phone #	
Submitter Position	

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Shane Peterson	speter71@kennesaw.edu
Team Member 2	Sabine Smith	ssmith2@kennesaw.edu
Team Member 3	Dylan Goldblatt	ngoldbla@kennesaw.edu
Team Member 4	Susanne Estrella	sestrell@kennesaw.edu

If you have any more team members to add, please enter their names and email addresses in the text box below.

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Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

<p>Kathy Schwaig, Provost and Senior Vice President for Academic Affairs, Kennesaw State University</p> <p>Chien-Pin Li, Associate Dean for Curriculum and Technology, College of Humanities and Social Sciences, Kennesaw State University</p> <p>[CHSS Dean's office will be responsible for receipt and distribution of funding]</p>

Project Information and Impact Data

Priority Category / Categories	Specific Core Curriculum Courses [Elementary German 1 and 2]
Requested Amount of Funding	\$10,800
Course Names and Course Numbers	GRMN 1001, 1002, 2001, 2002
Final Semester of Project	Summer 2020
Average Number of Students Per Course Section Affected by Project	16
Average Number of Sections Affected by	23

Project in One Academic Year	
Total Number of Students Affected by Project in One Academic Year	200+ [Students commonly take multiple courses in the sequence. Those who do not continue after one or more semesters are often replaced by students who have placed into 1002 or above due to previous high school coursework (or similar preparation). To avoid double-counting, we have provided a conservative estimate of 200+ unique KSU students per year. Naturally, we hope that the 13 other USG institutions that offer German 1001-2002 will also adopt these materials, which could result in an increase in the number of affected students to over 2,000 per MLA enrollment data.]
Average Number of Students Affected per Summer Semester	25
Average Number of Students Affected per Fall Semester	175
Average Number of Students Affected per Spring Semester	161

Original Required Commercial Materials	<p><i>Wie geht's</i> by Dieter Sevin, with iLrn access code for 2-year access, \$304.70: http://bookstore.kennesaw.edu/CourseMaterials?ids=2855478</p> <p>Ebook option, \$239.99 for 2-year access (German 1001-2002) or \$119.99 per semester: https://www.cengage.com/c/wie-geht-s-student-text-10e-sevin/</p>
Total Price of Original Required Materials Per Student	<p>\$304.70 / \$239.99 (for all four courses/semesters) OR \$119.99 per course/semester</p>
Post-Project Cost Per Student	\$0
Post-Project Savings Per Student	<p>\$304.70 / \$239.99 (for all four courses/semesters) OR \$119.99 per course/semester</p>
Projected Total Annual Student Savings Per Academic Year	<p>\$47,998 - \$60,940 [based on sum of unique students (200) rather than enrollments (361)]</p>
Using OpenStax Textbook?	No

Narrative Section

1. Project Goals

We request support to develop high-quality, no-cost, interactive educational resources for German 1001, 1002, 2001, and 2002 at Kennesaw State University. This grant will impact two courses from the ALG priorities list for the core curriculum, Elementary German 1 and 2. It will result in 192 authentic, proficiency-oriented, and culturally informed learning activities for integration in face-to-face, hybrid, and fully online course delivery formats. Published on

GALILEO and the KSU Digital Media Commons with a CC-BY license, this OER will impact more than 200 KSU students per year (with an annual savings of \$47,998 - \$60,940). It also has the potential to benefit the 2,735 students who take German courses at Georgia universities yearly, including students at the 13 other USG institutions that offer German 1001-2002. The OER will also be available for use in Georgia high schools and the Georgia Virtual School. We will actively promote the OER at the Georgia chapter of the American Association of Teachers of German (October 2020) and at the Southern Conference on Language Teaching (Atlanta, March 2021).

Our goals in taking on this project include:

- Ensuring equitable access to high-quality learning materials from day 1 so that no student must choose between a textbook (or course) and their daily necessities;
- Fostering student success through a motivating, success-minded pedagogy based in the latest vocabulary frequency research;
- Supporting 21st-century student goals and desired outcomes by emphasizing practical speaking and reading skills necessary for study abroad and internship settings;
- Developing career-focused materials to motivate and prepare students for practical applications of language and culture skills (such as internships), regardless of major;
- Aligning curricular materials with best practices from the American Council on the Teaching of Foreign Languages (ACTFL) to ensure appropriate progression toward proficiency;
- Promoting consistent results across instructor (full- and part-time) and section and lowering DFW rates through the introduction of high-quality, easy to use, and accessible learning materials in digital format.

2. Statement of Transformation

2a. Current State of the Course, Department, and Institution

Most beginning German textbooks on the American market were first published in the late 1980s or early 1990s and, despite occasional updates to cultural content, remain largely identical to earlier editions.¹ Consequently, the market leaders remain based in outdated methodologies such as the “communicative method” and the “four-skills approach.” They also rely on inauthentic cultural content (i.e., readings and videos produced for foreign-language learners rather than for native speakers).

Publishers’ attempts to update content have, in turn, resulted in larger, more diffuse, and increasingly expensive textbook packages. Students must, therefore, jump from page to page, book to workbook, and offline to online in order to fulfill course learning objectives. For digital natives, this separation of curricular materials into various locations and media forms seems

1 The market leaders include: *Kontakte* (1988), *Deutsch, Na klar!* (1991), *Treffpunkt Deutsch* (1991), and *Vorsprung* (1997). All dates represent first editions; all of the above are still in print and widely used.

arbitrary at best and disorienting at worst. As is typical for foreign-language textbooks, the information is often generic, not always up-to-date, and frequently fails to reflect interests and concerns of today's college students—many of which are not full-time residential students, but juggle real-world demands including full- or part-time employment, personal obligations, and commutes between home, work, and university settings.

Teaching methods by and large match this traditional approach: explicit grammar instruction in class followed by the practice of concepts, with very little attention to mastery of specific types of proficiency-oriented tasks through repeated low-stakes assessments, to vocabulary acquisition beyond end of chapter assessments, or to students' desired outcomes through career-focused learning materials. At a time when academicians and industry leaders lament the lack of workforce-ready college graduates, our students demand and deserve a better curriculum with more relevant and engaging digital materials. In light of the pervasive burden of loans on students from all but the wealthiest households, students also deserve no- and low-cost options such as the proposed OER.

Since fall 2007, we have used a commercial, first-year textbook. To accommodate our student population and instructional schedule requirements (150 minutes per week), and to minimize students' textbook expenses, we use the text over four semesters rather than the traditional two: in German 1001 and 1002 (1st year), and in 2001 and 2002 (2nd year). We also use the textbook in German 2003, an intensive, six-credit course that combines 2001 and 2002 in a single semester.

Our current textbook, *Wie geht's* (10th ed., Cengage, 2015), costs \$304.70 when purchased from the KSU bookstore. It includes a print textbook as well as two years of access to a required online companion “workbook” with numerous homework exercises. For students opting for a digital-only subscription, the cost at cengage.com is \$239.99 for a two-year subscription. Students who choose a mere semester-long subscription pay still a full 50% (\$120). To achieve maximum cost savings, students must commit to at least three semesters upfront. The student, meanwhile, who tries to be frugal by purchasing a two-year subscription (or the bookstore package) but does not complete more than two semesters as anticipated, has not saved a single cent. Enrollment attrition trends over the past two academic years reveal that this type of student is not rare; fewer than half of 1002 students continue with 2001 the following semester, in part because 1002 fulfills a key general education requirement. Since other commercial first-year textbooks follow similar pricing and subscription models, our team will develop a coherent set of CC-BY materials to provide KSU and USG students considerable cost savings. The Modern Language Association enrollment database documents 2,735 students enrolled in German courses at two- and four-year institutions in the State of Georgia as of Fall 2016. If every one of these students had been able to benefit from an OER for even one core course, the combined savings would amount to at least \$328,000 statewide based on the minimum price of our current textbook, \$120 for one semester (Modern Language Association, 2016).

In the 2016-17 and 2017-18 academic years, an average of 199 students per year enrolled in German 1001 at KSU. An OER would have saved these students \$47,758 - \$60,635 per year

combined compared to the bookstore or publisher prices for two-year subscriptions. In fact, the actual savings for learners will be considerably higher since students with high school German credits frequently place into 1002, 2001, or 2002 but nonetheless pay at least half of the two-year e-book price (and at most full price) regardless of how many fewer semesters they use it. At present, these students' potential savings are not included in the figures above.

Although the *average* cost per student for use of the book over four semesters seems less egregious—\$76.18 or \$60.00 (for the e-book) per semester— paying for the textbook in full in the first semester represents a significant financial burden for most students. We suspect that the initial cost creates a considerable impediment to enrollment, retention, and progression.

Students have a variety of reasons for enrolling in German. Their decisions to discontinue their study of German in the first few semesters are likewise varied. Reasons include major-specific requirements that often mandate only two semesters of FL study before graduation (which are sometimes satisfied in high school, or can be completed via study abroad); students' schedules that conflict with German Studies course offerings; and learner perceptions that question the amount of work and time necessary to advance to proficiency. As a team, we are committed to learner success and to rendering the educational experience in our classes both rigorous and relevant. After more than a decade and myriad innovations in our field of foreign language pedagogy, we are eager to redesign our curriculum to meet the needs of today's learners.

Student success is not evidenced in grades alone: A study of 2018-19 student final grades shows that on average 47.5% of students in GRMN 1001-2003 earn a final grade of an "A." However, student enrollment trends over the past two academic years reveals that 29.65% of learners in GRMN 1001 choose not to continue with GRMN 1002 the following semester. D/F/W data for GRMN 1002, a course that is an option in fulfilling KSU's general education requirements, indicate significant variations that range from 11% to 54% (the institutional average is 15-16%). Per our records, fully online GRMN 1001 and 1002 courses in the two semesters generated on average 42.5% of W/F grades, a result that demands our attention in view of our mission to ensure student success and given institutional mandates to expand online education. By contrast, GRMN 1001 and 1002 face-to-face sections averaged a 16% D/F/W rate for the review period.

These variations in enrollment attrition and D/F/W rates suggest the need for further data analysis and better learning materials in order to ensure successful course completion and progression for all learners. Perhaps because many majors require only one year of foreign language study, enrollment attrition between 1002 and 2001 is even greater, with an average of 62.4% of students not continuing with the subsequent course the following semester (i.e., more than double the rate of attrition between 1001 and 1002). However, those students who continue after the first year have very good prospects for earning an "A" as a final grade: in 2018-19, an average of 51% of all learners in second year classes (GRMN 2001-2003) and 46% at courses at the 3000 level finished with "A"s. In view of these data, we are eager to create engaging no-cost course materials to: 1) improve student retention and success rates in the online classes and lower the D/F/W rates; 2) appeal to learners' diverse needs and pique their

interest with new, relevant, and culturally authentic materials; 3) develop better assessment tools that result in a spread of final grades (A-C) reflecting more accurately the diversity of participants' skills.

Over time, these new CC-BY materials will impact over 300 KSU students in the German program and bridge the gap in skill levels between students who place into the program at advanced levels and those who begin with German 1001. Cohorts who progress through the new OER curriculum will eventually populate the upper-level German courses. Since all graduating seniors in the program must complete the ACTFL Oral Proficiency Interview (OPI-C), the curricular alignment with ACTFL proficiency standards at the lower levels will directly influence student performance on this key career credential. Teacher certification candidates will benefit in particular since their program mandates the attainment of Advanced-Low on the ACTFL proficiency scale by the time of graduation.

The collaboratively developed materials will also foster a learning community among facilitating instructors—all dedicated to student success, but diversely prepared for delivering language and culture lessons. For this reason, our team includes both full- and part-time instructors. The materials creation plan will generate an abundance of resources, and instructors in all courses will pilot, review, and potentially revise the curriculum in consultation with one another. This internal peer review will be continued even after the materials are available with a CC-BY license.

Georgia is in a privileged position in terms of the marketability of learners of German: with approximately 500 German companies and non-profits in the Metro Atlanta area alone, job seekers who demonstrate German language and culture skills have an advantage over equally qualified peers without such training. KSU's German Studies program helps learners of German (regardless of academic major) in securing affordable study and work experiences in German-speaking countries as early as at the end of freshman year. These opportunities will be maximized if participants are able to engage in interpersonal communication and understand basic texts. Once students have had a successful initial experience of studying or working abroad, they are much more likely to pursue additional, higher-stakes and -intensity opportunities, such as a semester-long academic exchange at a partner university or a career-oriented internship. It is imperative to plant the seed for such prospects early on in the college career in order to guide learners toward intentional pursuit of such goals.

Recognized as a "Center of Excellence" by the American Association of Teachers of German in 2016, the KSU German Studies program is well positioned to develop innovative and impactful OER materials. This new curriculum, in turn, will better prepare students of all disciplines for grant-funded internships in Germany sponsored by the Joachim-Herz Foundation in partnership with the KSU Department of Foreign Languages. By introducing no-cost curricular materials, we aim to provide these educational opportunities to a more diverse set of student learners, including first-generation students. The OER will, therefore, contribute to KSU's "It's about Engagement" focus and the CHSS dean's "Passport to Success" initiative, both of which are focused on producing career-ready students, in part by expanding internship opportunities.

2b. Project Description and Impact

Project Goals: As a team of dedicated educators, we believe that a research-based, student-centered, real-world-oriented, interactive, authentic, up-to-date, and career-focused OER will increase the level of student engagement and motivation and convince learners of the merits of continued enrollment in German. To prepare students for future experiences in the global workplace, we find it our duty not only to hone students' ability to communicate appropriately and effectively in professional settings, but also to develop in learners transferable, discipline-specific and interdisciplinary skills as delineated in the American Council on the Teaching of Foreign Languages (ACTFL) "21st Century Skills Map (i.e., information, media, and technology skills, and life and career skills) for a range of careers including in graduate school, business, non-profits, and STEM fields (ACTFL, 2011). This grant will impact two courses from the ALG priorities list for the core curriculum, Elementary German 1 and 2. We will actively promote our OER to the 13 additional USG institutions that offer these courses, for instance, at the Georgia chapter of the American Association of Teachers of German (October 2020) and at the Southern Conference on Language Teaching (Atlanta, March 2021).

Project Methodology: This proposal aims to design an articulated set of CC-BY materials based on vocabulary frequency studies, a well-documented and researched approach to foreign language learning that has been verified to ensure that students meet and exceed learning outcomes obtained with commercial textbooks (Rankin, 2018). Second language acquisition research has demonstrated that learning the 1,000 most frequently used words facilitates comprehension of approximately 70-75% of most written texts and 90% of most spoken language. As Lipinski (2010) and Neary-Sundquist (2015) documented, first-year German textbooks commonly introduce merely 530-640 words on average. Further, this significantly smaller pool of words is not commonly based in recent frequency studies (e.g., Jones & Tschirner, 2006); therefore, students do not always learn the most useful words, and vocabulary lists seem often out of touch with students' real-world experiences (e.g., vocabulary lists include the arcane garment *Lederhosen*, and exercises still feature images of video and cassette tapes). Finally, students with traditional, commercial textbooks learn many of these words only passively (i.e., for recognition) rather than actively (i.e., for production in written and spoken communication).

The proposed OER will thus focus on the vocabulary most frequently used by native speakers in a streamlined delivery format that accommodates student needs for accessible and no-cost materials. It will work in tandem with the no-cost online platform *der|die|das*, developed by Dr. Jamie Rankin at Princeton University, and adopted by German programs at Duke, University of Mississippi, Notre Dame, Bowdoin, and Wabash. To provide students an interactive, engaging, and multimodal learning experience and seamless integration with Learning Management Systems such as D2L, we will utilize technology already available at KSU, including Kaltura, Softchalk, Voicethread, and Collaborate Ultra. To ensure CC-BY status, all images will be provided by the institutional Shutterstock license.

By using authentic materials for a range of interpretive tasks, learners will be initiated, from the first lesson forward, into tolerating ambivalences and information gaps. They will also learn to develop strategies for understanding and communicating based on contextual clues and a core vocabulary. Our proposal is thus aligned with the principles articulated in the ACTFL “21st Century Skills Map,” honing students communication skills in all modes and in contexts that extend beyond culture-specific textbook topics to include development of life and career skills as well as information, technology, and media literacies (ACTFL, 2011).

The proposed OER will also leverage metacognitive learning strategies (Roberts & Erdos, 1993), such as self-monitoring, in which students are aware of their level of knowledge (Donovan & Bransford, 2005). Metacognition will be fostered, in part, by mini-assessments tailored to weekly learning modules. Adapting the “flipped classroom” approach (Lage, Platt & Treglia, 2000), students will study core vocabulary and structures ahead of time and practice in student-centered activities during class. Learners will be responsible for completing homework assignments that guide them strategically and reiteratively toward practice in small increments and via low-stakes, weekly learning checks. Employing these strategies makes our team confident that we will be able to document increased student buy-in and sustained commitment to reaching learning goals.

Finally, given the limited time for in-class practice (150 instructional minutes per week) that we have at our institution (and many others), the proposed OER will be facilitated almost entirely in the target language. For our team, it is key that learners use and hear German as much as possible when in class and in preparation for the successful completion of a study abroad after the first two semesters. Since explanations and learning of vocabulary and structures are frontloaded before class meetings in this approach, learning facilitation can take place in German if supported by appropriate scaffolding as in the PowerPoint slideshows.

Project Scope: All CC-BY materials will be co-created, piloted, reviewed, and revised for all sections of German 1001, 1002, 2001, and 2002. Drs. Shane Peterson (Assistant Professor of German), Sabine Smith (Professor of German), and Dylan Goldblatt (Lecturer of German) in the Department of Foreign Languages at Kennesaw State University will develop and teach the curriculum as will the 3-5 adjunct faculty in the program. Susanne Estrella (Adjunct Faculty) will provide internal peer review. To deliver our students an interactive and authentic learning experience, we will create a total of 60 PowerPoint slideshows with multimedia resources for the four-term course sequence. These materials will help students advance to proficiency in accordance to ACTFL standards while facilitating the acquisition of intercultural competence. The instructional slideshows will follow an articulated sequence of 15 weekly modules per term to accommodate our semester schedule and to maximize the adaptability of course materials to online teaching and web-based Learning Management Systems such as D2L (Desire to Learn). In addition to the 60 PowerPoints, our team will develop 192 learning activities of the following types:

German for Spoken Communication (a total of 160 student-centered learning activities for the four-term sequence, i.e. 40 per semester, 10 per each four-week unit). These structured pair

and small-group conversations are designed to become progressively more extended, culminating in one multi-scenario role-play per four-week unit. With various communicative tasks applicable to real-world contexts, each preparatory activity will be more open-ended than the previous one, thus guiding students to express themselves in increasingly less scripted ways while continually practicing appropriate, high-frequency vocabulary and structures. The regular, weekly communicative speaking activities will thus incrementally prepare students for culminating role-plays and help them develop expertise in the interpersonal mode on their way toward proficiency in accordance with ACTFL standards. For instance, in weeks 1-4 of GRMN 1001, we will facilitate these interactive student-centered conversations:

- 1.1. Self-introduction by name, spelling and dialogue on how they feel/how they are
- 1.2. Dialogue on how they are, origin, phone contact, and what they do
- 1.3. Self-introduction and presentation of their business card; dialogue in formal speech
- 1.4. Dialogue on current or ideal job and what they like/dislike
- 1.5. Dialogue on current films/TV series and how they like/dislike them
- 1.6. Dialogue on what they like/dislike as weekend activities
- 1.7. Dialogue on weekly routine (days / times)
- 1.8. Dialogue on making a plan for a meeting (formal time and formal speech)
- 1.9. Small-group conversation: Making plans for a weekend
- 1.10. Dialogue on weekend events in a German city based on website
- 1.11. Small-group conversation: Meeting new peers in Germany and making plans for a weekend event with three activities

German Reading/Practical Information, Media, and Technology Literacy Skills (a total of 16 activities for the four-term sequence, i.e. 4 per semester, 1 per each four-week unit): One authentic, reading proficiency activity per chapter to help students navigate German websites for practical applications. For instance, in weeks 1-4 of German 1001, students will do the following: find, read, analyze, present findings, and discuss a web-based professional profile or city website for weekend events. In subsequent courses (1002-2002), for instance, students will apply literacy skills to find and interpret an ad for a shared student apartment or an internship in Germany using authentic German-language websites. Through these extended activities, students gain significant experience in the interpretive and presentational modes as outlined in ACTFL proficiency standards.

German Professional (Life and Career) Skills (a total of 16 activities for the four-term sequence, i.e. 4 per semester, 1 per each four-week unit): One authentic, career-focused activity per chapter to help students apply their German language skills to professional fields (e.g., STEM, business, etc.) and to prepare students for internships and careers in Germany and in German companies based in Georgia. For instance, in weeks 1-4 of German 1001, students identify a city in which they might complete a study abroad or internship, then list and compare the cost of living expenses, number of international students, typical work hours, and benefits. In subsequent courses (1002-2002), for instance, students will write a German résumé and cover letter, as well as participate in a mock job interview for an internship in their desired career field. They will thus learn to interpret and present information in professional contexts, for

instance, using more technical vocabulary to present and analyze statistics or to participate in a formal business meeting according to German cultural conventions. Through these extended activities, students will gain significant experience in the presentational and interpersonal modes in accordance with ACTFL proficiency standards.

Project Impact: The proposed innovations will streamline the learning process dramatically. They will also facilitate more rapid learning and lengthier retention of material. The proposed OER would apply a blended instruction method to help students master foundational concepts before learning more advanced ones (Bloom, 1956; Gagné, 1985). The proposed courses will also organize their curriculum into topical segments that are intuitive to learners (e.g. making smalltalk; social media use; activities during free time, etc.), an approach modeled by the no-cost online resource *der|die|das* which will be used in tandem with the proposed OER. The topics will be further subdivided into smaller, discrete units of basic and more advanced concepts. This organizational design for classroom instruction reflects the framework for hierarchical curricular organization endorsed by the National Research Council (NRC, 2011) as well as the core concept model (Griffin & Case, 1995; Kalchman, Moss, & Case, 2001; Donovan & Bransford, 2005), and the recent Knowledge-Learning-Instruction framework (Koedinger et al., 2012). Our approach will preserve and accentuate the hierarchical organization of course knowledge in order to reduce the extraneous cognitive load on students during learning (van Merriënboer & Sweller, 2005). For example, students in the German 1001 course will first understand how to introduce themselves, greet another person, and exchange pleasantries before moving to creating full sentences.

The audiovisual presentation of weekly content and activity prompts will deepen learner understanding by improving long-term retention of concepts, and by reducing working memory load when more advanced concepts are learned. Each module and unit will review and reinforce concepts from classroom lessons and leverage technology to achieve cognitive load reduction outside of the classroom. Instructors will create and present the faculty-developed OER materials that deliver relevant and contextualized information to aid learning (Kalyuga, Chandler, & Sweller, 1999; also Sweller & Chandler, 1994; Mayer & Moreno, 2003). These are some of the concrete ways in which the integration of open educational resources would blend technology and classroom instruction to improve learning.

In conclusion, the proposed transformation of the German sequence through the creation and adoption of no-cost, CC-BY materials will improve upon the organization, presentation, segmentation, and delivery of German linguistic and cultural knowledge to students in the basic and intermediate language sequence. The adoption of the open resource model for the 1001-2002 sequence in German will facilitate undergraduate progress and improve access to courses that fulfill college- and major-specific language requirements, both at KSU and at other USG institutions.

Figure 1. The German OER Logic Model

Context: The U.S. Department of Education reports that students of public colleges and universities spend 31% more for a four-year degree compared to a decade ago, after adjustment for inflation. The rising cost of textbooks exacerbates the problem. Faculty can help address the issue of college affordability by reducing the use of expensive commercial textbooks. Programs which adopt open educational resources can maximize savings for students and enhance the quality of the learning experience.

Rationale	Goals	Strategies	Outcomes	Broader Impacts
The commercial German textbook, <i>Wie geht's</i> , is too expensive for most students (\$304 print, \$239 digital).	Provide a free alternative textbook to improve affordability for students of German language.	Develop a series of OER learning modules for German, including digital, interactive materials for students and faculty.	Students and instructors will gain access to educational materials at no cost and retain access for lifelong learning.	Society will benefit from more students being able to learn a foreign language and KSU students will save a total of \$60,000/yr.
High frequency vocabulary is the prerequisite to literacy, yet textbooks underutilize the most commonly used words.	Design a curriculum that focuses on the thousand words that native speakers use most frequently.	Create learning modules that highlight core vocabulary based on real world usage, emphasize the role of vocabulary learning.	Students will understand 75% of written texts and 90% of spoken conversations that they encounter at the end of 4 semesters.	Students will benefit from expanded comprehension of written and spoken language, improving fluency of communication.
Commercial textbooks include social/political references that are out of date and texts that are inauthentic.	Provide students relevant, authentic materials in a updateable digital format to deepen cultural understanding.	Create authentic, and culturally informed learning activities for use in all modalities. Build lessons that can be tailored to various groups.	Students will learn from more relevant and topical examples, and gain knowledge and proficiency with global issues.	Society and academic fields will benefit from increased academic achievement and cultural proficiency.
Active student learning increases comprehension, and skill-building helps support professionalization.	Address optimal approaches to learning and integrate skills training into the curriculum.	Organize curriculum to hold students accountable for learning as a process and emphasize key skill sets.	Students will learn how to direct their own learning and develop transferable skills related to modern communication and careers.	Society will benefit from engaged, active learners who can solve problems independently and adapt to the global workforce.
Technology can help students learn more effectively, when technology-enhanced learning experiences are designed and used appropriately.	Apply cognitive science to design a hierarchical curriculum that introduces discrete concepts before bringing them together in complex lessons.	Presentations and interactive exercises will be conceptually organized. Lesson modules will direct students to relevant review materials.	An innovative, blended pedagogical toolkit is developed and shown to be effective for foreign language learning.	Educators and students will benefit from a cost-effective, technologically-enhanced curriculum that can be adapted to varied settings.

3. Transformation Action Plan

3a. Roles

1. Shane Peterson will serve as grant project manager, SME, instructional designer, and instructor of record.
2. Sabine Smith will serve as curricular coordinator, SME, instructional designer, and instructor of record.
3. Dylan Goldblatt will serve as SME, instructional designer, technical consultant, and instructor of record.
4. Susanne Estrella will serve as internal peer reviewer.

3b. Plan of Action

To ensure uniform quality while maximizing our diverse strengths, all will work in concert in the design, development, and evaluation of new instructional materials as follows:

1. In Fall 2019, team members will meet to organize the curriculum, coordinate learning goals, establish formatting standards, and manage the project timeline. Gaps in the learning experience will be identified and corrected through proposals for new instructional materials. Spring 2020 tasks will be delegated according to subject matter expertise and technical demands. They will also gather data from the control group using the commercial textbook for a publishable, comparative study. (Lead: Dr. Peterson)
2. In Spring 2020, team members will identify, collect, and organize extant online resources for didacticisation and adaptability. Initial drafts of new instructional materials will focus on spoken communication, reading and practical literacy, and professional skills in support of the broader goals of the German Studies program. They will also revise the skinny version of 1001 materials piloted in Fall 2019, produce a pilot version of 1002 materials, and gather data from the control group using the commercial textbook for a publishable, comparative study. (Lead: Dr. Smith)
3. In May-July 2020, team members will alternate in the production and peer evaluation of instructional materials, to ensure high quality, coherence of presentation, and alignment with learning objectives and project design parameters (e.g. accessibility). The revision of piloted 1001 and 1002 materials will take place in May; the creation of 2001 and 2002 materials will follow in June/July. Emphasis will be placed on iterative refinement and version tracking. (Lead: Dr. Goldblatt)
4. Team members will do formative and summative assessments of instructional materials, culminating in a comprehensive review in August 2020. (Lead: Ms. Estrella)
5. In Fall 2020, team members will deliver the innovation across all classroom modalities and present findings at the Georgia AATG chapter meeting and or the SCOLT conference in Atlanta. Team members will also gather data from the test group using the new materials.

6. For sustainability and ongoing pedagogical refinement, team members will systematically revise the OER materials for one course per summer following the expiration of the grant.

3c. Team Expertise

Shane Peterson (Ph.D., Washington University in St. Louis, 2012) is Assistant Professor of German at Kennesaw State University. At the University of Connecticut (2017), he received a competitive OER grant funded by the Davis Educational Foundation to develop open source textbook materials for large, introductory German film courses. Since 2012, he has developed 18 unique courses at all levels of the undergraduate curriculum and in multiple delivery methods, including face-to-face, hybrid, and online courses. These include a completely re-designed first-year curriculum (Lawrence University, 2013-15) with a focus on authentic cultural content and practical communication. He has also received online course development grants at two universities, including one for German for STEM. His research on illustrated literature informs his pedagogical approach to visual and verbal learning styles in the foreign language classroom. In 2019, he received a faculty development mini-grant to re-design two assignments for an upper-level course using the TILT transparency method. He is currently preparing a conference presentation on creative writing in the foreign-language classroom.

Sabine Smith (Ph.D., University of California, Davis, 1996) is Professor of German at Kennesaw State University where she has taught all levels of German Studies and numerous interdisciplinary courses since 1997 and facilitates classes routinely in face-to-face, hybrid and online formats. Her teaching practice, professional service and research agenda are focused on students' experiential learning opportunities and development of intercultural competence. Most recently, the co-authored article "Global learning is shared learning: Interdisciplinary intercultural competence at a comprehensive regional university" (published in the *International Journal for Intercultural Relations*) and the essay "The Urban Residential Balcony as Interstitial Site" (included in the edited volume *Resistance and the City*), both published in 2018, evidence her commitment to SoTL and collaborative research projects in service of the profession. Similarly, her 2018 online contribution "Embracing the Monkey Wrench: Preparing for the OPI" (as part of a year-long professional development seminar on "High Leverage Teaching Practice") as well as recent conference presentations titled "Guiding Learners to Interpret and Discuss Culturally Authentic Texts: Advanced German and Yoko Tawada," (ACTFL 2018) and "Professional development in interdisciplinary teaching and assessment of intercultural competence: Mobilizing faculty in virtual and f2f contexts" (co-presented at CERCLL 2018) document her dedication to faculty support and student success. Her work has been recognized by KSU, the Georgia Board of Regents, SCOLT, and the GA chapter of AATG (2010, 2015, 2018).

Dylan Goldblatt (Ph.D., University of Virginia, 2014) is Lecturer of German at Kennesaw State University. He has taught German at all levels since 2007, and has served as a technical consultant for instructional technology since 2013. He has five years of curriculum design experience with an emphasis on the development of OER for face-to-face instruction. Dr.

Goldblatt has presented and delivered training workshops for faculty and graduate instructors on a variety of topics (e.g. gamification, ePortfolios, interactive syllabi) that emphasize integrating technology and teaching at the post-secondary level. In 2017, the William and Flora Hewlett Foundation awarded financial and logistical support to Dr. Goldblatt to support the development and review of a novel metacognitive framework for OER-based German language instruction. Last year, the Southern Conference On Language Teaching (SCOLT) recognized Dr. Goldblatt with the “Best of Mississippi” award to highlight his work on OER assessments. Lastly, Dr. Goldblatt’s scholarly work on digital interactivity and mediated memory stand to benefit the development and analysis of hypermedia developed in support of this project.

Susanne Estrella is adjunct faculty in German at Kennesaw State University. She regularly teaches GRMN 1001 and will serve as internal peer reviewer during summer 2020, critiquing all materials and suggesting necessary changes. As Ms. Estrella teaches at the KSU Marietta Campus, she engages with STEM students more often than faculty on the KSU Campus. Her business background and pedagogical expertise and perspective will aid in integrating the activities for professional development (i.e. life/soft skills) and for honing students’ media, information, and technology literacy.

3d. Evaluation of Existing OER and No-Cost Materials: The proposed innovation would create open educational resources for the two-year German language sequence, namely, GRMN 1001, 1002, 2001, and 2002. This project bridges a void in the open educational space for German as a foreign language, where two major efforts have emerged in the last decade, though neither may be considered completely open or satisfactory for the demands of undergraduate-level instruction.

In the first case, the *Deutsche Welle* website has created a “Learn German” portal, which hosts some sequenced, online resources for solo learners of German. Unfortunately, these materials are posted under copyright and are limited in their depth, coherence, and flexibility, with too few lessons and options for classroom integration. They offer linguistic enrichment but are a poor match for the instructor-led format of college courses. When compared to a traditional textbook, they are deficient in scope and quality.

The second effort, entitled *Deutsch im Blick*, is more complete and open. This comprehensive OER textbook was the first of its kind for German as a foreign language and was produced with the support of the Center for Open Educational Resources and Language Learning at the University of Texas in 2013 with materials collected since 2006. *Deutsch im Blick* is unique for the depth of its learning modules (many exceed 150 pages) and its flexible CC-BY 4.0 license. Learners find the inclusion of native and non-native speakers to be most engaging.

The shortcomings of *Deutsch im Blick* also warrant mention here. First, it is designed only for the first year of the German sequence, as opposed to the more common four semester progression. Second, its production values are low; its audiovisuals were not produced with professional equipment, meaning that the textbook’s low-resolution audio and video can pose difficulties for learners. Third, the textbook relies heavily on its counterpart, the *Grimm*

Grammar online workbook. Unfortunately, student progress in this workbook cannot be saved, hence a lack of student performance data and LMS integration. Notably, *Grimm Grammar* is not licensed as CC-BY and derivative works are not permitted. Finally, *Deutsch im Blick* exists as a PDF or as a Print-on-Demand eBook, but neither format has been formatted properly for students who require screen readers, and these closed formats problematize dissemination and derivation.

3e. Hosting and Sustainability Plans

1. The proposed OER will be hosted in relevant public repositories, including but not limited to the GALILEO repository for Open Learning Materials and Kennesaw State University's Digital Commons. Links to these CC-BY materials will be attached to the final report for the grant.
2. To maximize accessibility, all text-based materials will be made available in both printable PDF or Word versions as well as a Softchalk version. Audio- and video-based materials will be made accessible via closed-captioning. All versions will be CC-BY and hosted as outlined above.
3. Newly created materials will be deployed in courses at no cost for students starting in Fall 2020. The faculty will continue to refine newly created OER learning modules based on learner feedback, instructor feedback, and academic achievement performance data beyond the expiration of grant, with an annual schedule of one revised course per summer, with full-time faculty team members rotating the lead role annually. Project materials will be stored on D2L for instructional purposes, and on a separate version control repository.

4. Quantitative and Qualitative Measures

As part of a study supported by the KSU Center for Excellence in Teaching and Learning, we have recently applied to the KSU IRB board—in collaboration with Dr. Jamie Rankin, Director of the Princeton Center for Language Study—for approval to study the impact of a vocabulary frequency approach on the breadth and usefulness of students' passive and active vocabulary compared to a traditional textbook. We intend to publish the results in a leading scholarly journal in our field such as *Die Unterrichtspraxis*.

Student Satisfaction: Student satisfaction will be measured using pre- and post-SALG surveys (Student Assessment of their Learning Gains) and KSU's institutional survey in each course and section. Surveys will be administered online but in class to promote participation with both Likert scale and open-ended responses. Above all, we will measure:

- Study habits: How students approached the learning task (e.g., tools, methods, and frequency);
- Motivations: How empowered they feel to communicate with and comprehend German language texts because of this research-based methodology; and

- Outcomes: How students feel about the amount and usefulness of the vocabulary they learned.

Student Performance and Course-Level Retention (DFW rates): Student performance will be assessed primarily via quantitative data and comparison to a control group comprised of current students (Fall 2019 and Spring 2020) using the commercially available textbook *Wie geht's?*. Quantitative data will be derived from three sources:

- 1) curricular assessments (e.g., mean, median, standard deviation on chapter tests);
- 2) pre- and post-testing using original quantitative instruments;
- 3) DFW rates (compared to historical data).

In all three cases, we will compare the results with the OER from three courses—German 1002, 2001, and 2002 in Fall 2020—to control group data being gathered in Fall 2019 and Spring 2020 about student outcomes with the current textbook, *Wie geht's*.

Assessments: We will develop 4 online chapter tests in the D2L learning platform per course. By migrating from paper to online testing, we aim to more consistently measure student learning across all sections of each course. Moreover, this transition will align the modality of assessments and new curricular materials while allowing for more culturally authentic and interactive testing formats. We will also institute weekly vocabulary quizzes in class to motivate student learning and accountability. We will compare quantitative results (mean, median, and standard deviation) from Fall 2020 (OER) to 2019-20 (*Wie geht's?*).

Pre- and Post-Testing: As part of our proposed study—currently under review by the KSU IRB board—we have created pre- and post-test instruments to measure the development of students' active and passive German vocabulary within each course as well as across the four-course sequence. Conducted in class at eight-week intervals, these pre- and post-tests will consist of a recall test for reading comprehension and a writing prompt to measure vocabulary production, both in timed settings. Pre- and post-testing will allow us to control for common knowledge, students' prior knowledge, and the influence of students' knowledge of other languages on their acquisition of vocabulary. Data will be compared to the control group comprised of students currently using the old learning materials (*Wie geht's?*) during 2019-20. We will conduct a content analysis to quantify the value of each word produced (writing prompt) or idea understood (reading recall test), using the respective ranking of words within the Jones/Tschirner corpus as a key weighting tool. We will focus, therefore, not merely on the size of students' active and passive German vocabulary vis-a-vis their peers in the control group, but also the relative usefulness of the words they have learned.

DFW rates: In German 1002, for instance, DFW rates show high variability: 11, 13, 22, 39, and 54% across five sections in 2018-19. We will gather historical data from the past three years for each course and compare it to Fall 2020 DFW data to assess the impact of the OER materials. We will analyze DFW grades both collectively (all D's, F's, and W's as a proportion of the total) as well as individually (the proportion of students earning each one of these types of grades). We

are confident that our OER curriculum will improve student outcomes by ensuring student access from day 1 and leveling the playing field for students from all socio-economic backgrounds. We also believe that the new curriculum will motivate students by introducing a success-minded pedagogy based in vocabulary frequency research.

We will supplement this quantitative data with a qualitative survey for all instructors using the new curriculum to understand how they taught with the OER, how they felt about it at different stages within the semester, and how they perceived students' responses to it.

5. Timeline

As done in previous textbook-adaptation projects in the German Studies program at KSU, we will phase in the proposed OER-curriculum successively over four terms.

Summer 2019:

- Material creation began for GRMN 1001

Fall 2019:

- GRMN 1001 is offered as a pilot in face-to-face and online delivery formats in six sections with a skinny version of proposed OER materials to gauge potential strengths and weaknesses.
- Upon completion of fall 2019 classes, feedback from faculty and students will be assessed in December 2019; a list of necessary adjustments will guide revisions.
- Faculty develop lite version of curriculum for GRMN 1002.

Spring 2020:

- Pilot skinny version of proposed OER materials in GRMN 1002 in all sections and delivery formats to gauge potential strengths and weaknesses.
- GRMN 1001 offered in skinny, but revised format in all sections.
- Complete materials production for 96 learning activities in a total of 30 PowerPoint slideshows by early May 2020.

Summer 2020:

- Review and update GRMN 1001 and 1002 materials. (May)
- Materials production for GRMN 2001 and 2002. (June-July)
- Summative peer review of all materials by Susanne Estrella (in lead) and all team members. (August)

6. Budget

We propose the following budget:

- Summer salary for Peterson: \$3,000
- Summer salary for Smith: \$3,000
- Summer salary for Goldblatt: \$3,000
- Summer salary for Estrella: \$1,000
- Travel to attend kick-off meeting: \$800
- Total: \$10,800

7. Sustainability Plan

The faculty will continue to refine newly created CC-BY learning materials based on learner feedback, instructor feedback, and academic achievement performance data beyond the expiration of grant, with an annual schedule of one revised course per summer. Full-time faculty (Peterson, Smith, Goldblatt) will rotate the lead role each summer, but still provide internal peer-review for each iteration. All full-time faculty teach at least two of these courses annually, with Dr. Goldblatt teaching every course in the sequence in most academic years. Thus, annual revisions will be integrated seamlessly into faculty's annual course preparations.

We intend to disseminate our findings in regional and national conferences such as the Georgia chapter of the AATG (October 2020), the Southern Conference on Language Teaching (Atlanta, March 2021), or ACTFL convention (November 2021). We also anticipate publishing at least one article in a scholarly journal such as *Der Unterrichtspraxis*.

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