

# Affordable Learning Georgia Affordable Materials Grants Transformation Grants Final Report

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

Once you have completed this template, to submit your Final Report, go to the [Final Report submission form](#).

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

- This completed narrative document (required)
- Syllabus or syllabi (required)  
*If multiple files, compress into one .zip folder*
- Qualitative/Quantitative Measures data files (optional, as needed)  
*If multiple files, compress into one .zip folder*
- Photo of your team or a class of your students for future ALG promotions (optional)
- Invoice for the second half of the grant's award amount (optional)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

## General Information

**Date:** December 9, 2022

**Grant Round:** 20

**Grant Number:** 520664

**Institution Name(s):** University of West Georgia

**Project Lead:** Dr. Agnieszka Chwialkowska

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

Agnieszka Chwialkowska, PhD, Marketing/Richards College of Business,  
achwialk@westga.edu

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

Advertising Practices

MKTG 3809

**Semester Project Began:** Fall 2021

**Final Semester of Implementation:** Fall 2022

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

38+15

53

## 1. Narrative

**A. Describe the key outcomes, whether positive, negative, or interesting, of your project.**

**Include:**

- **Summary of your transformation experience, including challenges and accomplishments**
- **Transformative impacts on your instruction**
- **Transformative impacts on your students and their performance**

**B. Describe lessons learned, including any things you would do differently next time.**

**C. Describe any materials you created or revised/remixed that will be shared with the public. Include the [open license your materials will be shared under](#)—for most materials, this will be an Attribution 4.0 License (CC BY) as required in the Grants Request for Proposals.**

The objective of the project was the delivery of course materials for the Advertising Practices course MKTG 3809 during the period of Fall 2021- Spring and Summer of 2022 and the implementation of these materials in Fall 2022. The motivation for the development of these materials was to provide students with a no-cost textbook option and to customize the learning materials to fit the specific needs of this course and the student population.

While searching for and developing relevant new materials and modifying them, as well as thinking through the feedback previously received from students, the team leader concluded that the best course of action was to develop learning materials in the form of an advertising campaign workbook instead of following a standard format of a traditional textbook. Such a workbook would guide the students (throughout the semester) in their work on the final project of creating an advertising campaign as they are completing subsequent study modules. A problem identified by the team leader in the previous years was that students perceived different study modules as separate units and struggled to understand how they are interconnected and how they build on one another in the process of developing an advertising campaign. Moreover, students complained that the textbook in this class (and in other courses) had ‘too much unnecessary information’ and they have to ‘search through the content,’ as well as that ‘the chapters are too lengthy’ and ‘it is difficult to know what is important and not essential to remember’ as they complete their readings. Due to the nature of the final project, some students were overwhelmed, missed relevant parts, and did not recognize the

connections between different parts of the project or how they build on one another. The adopted format aimed at mitigating these issues and providing students with a more holistic perspective that better reflects how advertising campaigns come to life in a real-life business situation. The team leader also concluded that the reading materials should be presented in a more compact form. Assignment templates were developed with the aim of focusing students' attention on what is relevant and ensuring that they do not leave out relevant parts of the project.

Among materials developed/adapted/modified are:

- Seven reading modules, including learning objectives/study guide and a reading chapter. Tables, graphics, and smart-arts were also developed and included in the reading materials to illustrate the key concepts better.
- PowerPoint accompanying each reading module with a summary of the key definitions and concepts.
- Short quiz accompanying each module to evaluate students' familiarity with the key concepts from each module
- A campaign workbook consisting of assignment guides and assignment templates corresponding to the topics discussed in each of the modules
- A final assignment

The reading materials were revised and remixed from the following OER resources:

- Launch! Advertising and Promotion in Real Time by Solomon et al. 2009: <https://open.umn.edu/opentextbooks/textbooks/launch-advertising-and-promotion-in-real-time>
- Principles of Marketing by Lumen Learning <https://courses.lumenlearning.com/waymakerintromarketingxmasterfall2016/>
- Introduction to Marketing by USG Ecore <https://go.view.usg.edu/d2l/home/2366486>

Multiple tables, graphics, and smart-arts were also developed and included in the reading materials to illustrate the key concepts better). The project leader developed the PowerPoints, quizzes, campaign assignment guides and templates, and the final assignment. Open license materials will be shared under License CC BY-NC-SA.

The main challenges faced by the project leader involved finding relevant materials and recruiting students to participate in the project. Unfortunately, our recruiting efforts failed, and we did not receive any applications in the spring semester. In the fall semester, we received one application, but the student accepted a different position. Fortunately, while we could not hire paid help for this project, we received feedback from all students taking this course in Fall 2022 as they provided structured feedback on each study module. Some of the reasons why we faced problems recruiting students were that many of the students here already work one or two jobs, and the salary offered needed to be more competitive. The period for which a

student would be employed needed to be longer for them to resign from other positions, even if these jobs had lower hourly rates. Another factor was an initial delay in the job posting caused by a delay in the processing of the grant paperwork at the home institution.

The team leader taught the course with no-cost materials in the fall of 2022. Overall, the feedback received from the students was very positive.

## 2. Quotes

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

“I really enjoyed the fact that the information is not lumped together in large paragraphs of text. There are many graphs, bullet points, highlighted terms, and much more which helps divide the information up in a way that makes it easy to follow and pay attention as a reader.”

“Bold terms are appreciated. The content covered in each chapter related to our assignments each week and goes hand in hand with the questions asked on the quizzes so we are well prepared and able to succeed.”

“I like that we are given what we need, not the extra stuff to try to look through.”

## 3. Quantitative and Qualitative Measures

### A. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

#### **Student Opinion of Materials**

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

Total number of students affected in this project: \_\_\_\_\_

- Positive: 52 of \_\_53\_\_ number of respondents
- Neutral: 1 of \_\_53\_\_ number of respondents
- Negative: \_\_\_\_\_ % of \_\_\_\_\_ number of respondents

## Student Learning Outcomes and Grades

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

## Student Drop/Fail/Withdraw (DFW) Rates

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

\_\_\_\_\_ % of students, out of a total \_\_\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- Positive: This is a lower percentage of students with D/F/W than the previous semester(s)
- Neutral: This is the same percentage of students with D/F/W than previous semester(s)
- Negative: This is a higher percentage of students with D/F/W than previous semester(s)

## B. Measures Narrative

***In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.***

***[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]***

- ***Include measures such as:***

- **Drop, fail, withdraw (DFW) delta rates**
- **Course retention and completion rates**
- **Average GPA**
- **Pre-and post-transformation DFW comparison**
- **Student success in learning objectives**
- **Surveys, interviews, and other qualitative measures**
- **Indicate any co-factors that might have influenced the outcomes.**

Students completed surveys at the end of each module. Overall, all students were happy or very happy with the materials provided (In the earlier modules, few students were neutral in their evaluation, but as the semester progressed, all students provided positive responses for the following modules). The students enjoyed the workbook format of the textbook and felt that the information provided in the reading materials helped them complete the assignments and quizzes. They also appreciated ancillary materials in the form of slides that provided a quick summary of the key concepts. The students also remarked that unlike traditional textbooks, where they have to search through the information and guess which of the content is relevant, this material was straightforward, very easy to follow, and did not include information that distracts the reader from the core message. The project leader, who implemented the materials in the fall of 2022, noticed a significant improvement in the quality of student work on the advertising campaign project assignments (a final project in the previous semesters).

#### 4. Sustainability Plan

*Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

The project leader taught the course with new materials in the fall of 2022 and is scheduled to teach it in the following semesters. The course content will be updated and edited based on feedback received by the students (the project leader plans on collecting the module surveys in the future).

#### 5. Future Affordable Materials Plans

*Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

Positive feedback from the students throughout the semester (both from the module surveys and verbal comments) was very encouraging. Considering the positive impact of this project on students learning experience and finances, I plan to convert all my courses into no-cost OER courses in the future. The feedback from students also offers several recommendations for improvement, and I would love to apply for a Continuous Improvement Grant for this particular course.

## 6. Future Scholarship Plans

*Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

The feedback received at the Quality Matters conference was very positive; I would like to present this project at future USG Teaching and Learning conference or other conferences focusing on the scholarship of teaching and learning.

## 7. Description of Photograph (optional)

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