

Affordable Learning Georgia Textbook Transformation Grants

Final Report

To submit your Final Report, go to the [Final Report submission page](http://affordablelearninggeorgia.org/site/final_report_submission) on the ALG website:
http://affordablelearninggeorgia.org/site/final_report_submission

The final report submission form allows up to five files:

- This completed narrative document (required)
- Syllabus or syllabi (required)
If multiple files, compress into one .zip folder
- Qualitative/Quantitative Measures data files (required)
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: 10/01/2020

Grant Round: 14

Grant Number: 438

Institution Name(s): Georgia State University

Project Lead: Jacobus F Boers

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

- Jacobus Boers, Senior Lecturer, International Business, Robinson College of Business, GSU jboers@gsu.edu
- Daniel Le, Dan Lê, MLIS, MBA, Business and Science Librarian, Georgia State University Libraries, Atlanta Campus dle@gsu.edu
- Zoe Salloom, Learning Technologist, Center for Excellence in Teaching and Learning - CETL, GSU zsallloom@gsu.edu
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- Linda L. Carter, Project Manager, Project Management Office, Instructional Innovation and Technology, GSU llcarter@gsu.edu
- Matthew M. Munson, Manager, Multimedia Design, Center for Excellence in Teaching and Learning - CETL, GSU

Course Name(s) and Course Numbers: BUSA4000 Global Business

Semester Project Began: Fall 2019

Final Semester of Implementation: to be determined

Total Number of Students Affected During Project: unknown at this time

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*

The Global Business course associated with this material is part of a redesign of the BBA degree in the Robinson College of Business. The goal of the **Global Business Textbook Transformation Grant (GBTTG) project** was the adoption, adaptation and creation of Open Educational Resources (OER), the adoption of materials available through GALILEO and USG libraries, and the use of other no-cost and low-cost digital materials as the required learning content in the creation of the Global Business course sequence, replacing an existing high-cost textbook. The GBTTG project was a component of a much larger enterprise under project Catalyst. Catalyst is the restructuring of the B.B.A. degree offered at Georgia State University (GSU).

Due to shifting enrollment as the Robinson College at GSU started graduating more students in four years rather than the historical six years, the planned pilot of the Global Business course was first delayed from Fall 2019 to the Spring 2020 semester. With low enrollment in Spring the pilot was moved to Summer 2020. At that point two powerful forces created a perfect storm; internal forces and a global pandemic.

In our proposal we argued for the need for material that reflected the realities of contemporary business. Most business decisions today is made in the context of global supply chains, global capital markets and global interconnectedness. Tens of thousands of people work daily on

tasks that involve global research and development, product development, marketing, sourcing, production, distribution, retail and services. These individuals work in a global context in almost all of their daily activities, and yet most of these people hardly ever or never travel across a national border for purpose work. The same is true for those who managed them. Preparing students to be effective in this context requires reframing the context of these activities in a global framework.

As a result, the Global Business course was therefore NOT a course in international business (IB), but reframes the content typically offered in an introductory course in IB by assuming that ALL business as global in nature. The rationale is that traditional international business discipline emphasizes cross-border business in the context of the nation state. This approach continues to be valuable and produces important scholarship. However, we learned that institutional and disciplinary change is hard, and that incumbency puts up a serious fight. At the time of the final report it would appear that a traditional approach to teaching international business may win the day and this content may not be used in the core course at GSU.

An additional challenge in implementation of Global Business was the designed of a two-course framework, consisting of a 2-credit hour BUSA 4000 Global Business course as well as a 1 credit hour Global Experience course. While there continues to be a high emphasis on experiential learning in the college, **the budget reductions as a result of the COVID-19 economic decline raised serious questions about the affordability of an experience for 1,600 per year.** Coupled with concerns about the feasibility of broad-based experiential learning in the context of a global pandemic, the 2-course sequence fell into disfavor and further complicated implementation.

Fortunately, the OER modules developed would be valuable to any instructor teaching a course such as global business, international business, leading a study abroad program, or a senior level disciplinary course with international or global business elements in a business college. We offer relevant, timely and engaging CC-BY content modules authored by faculty with international and global expertise and augmented by a range of supporting content to apply the basic concepts. Any instructor can then use this professionally transformed and curated material in a course to bring contemporary global business context into their classroom. Faculty teaching in other colleges could also find the material valuable in courses such as economics, global studies, and even cross-cultural studies, political economy and policy studies.

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

This work was a collaborative effort by a team of professionals at Georgia State University seeking to create open educational resources content that would be of high quality and save

our students the expense of a textbook in a core course, while also offering relevant material in a rapidly changing global business context.

The biggest take-away is that, no matter how careful you plan, the world around you can change rapidly and in unpredictable ways.

Our first major challenge came when a key sponsor of the transformation of the undergraduate program retired unexpectedly, followed by a second unexpected retirement of the department chair for international business. A carefully designed change that underpinned this project was suddenly questioned and placed on hold.

Little did we know that during the project a global pandemic would then further disrupt everything, including the global business covered in this material. While we did list a global pandemic as a potential disruptor in the first chapter, we were naive in focusing on technological and geoeconomic change as the primary disruptive agents.

Following the learning objectives of the course and the material we developed, we are already working on a subsequent edition of this book to shift the emphasis to account for the COVID-19 pandemic and the subsequent dramatic changes in geopolitical and supply chain dynamics. This work will continue and we expect the revised edition to be available by the summer of 2021.

2. Quotes

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

Not available at this time

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.

Not available at this time

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: _____ % of _____ number of respondents
- Neutral: _____ % of _____ 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?

Not available at this time

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?

Drop/Fail/Withdraw Rate:

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 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.*

Not available at this time

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.

In the proposal we submitted that given the nature of the subject matter and the intent of the course in the degree program, the material will further be renewed and maintained every semester in order to remain relevant.

While the course is currently under review and may not be offered as planned, faculty in the Robinson College remain committed to the learning outcomes around the design of this material.

We are already working on a subsequent edition of this book to shift the emphasis to account for the COVID-19 pandemic and the subsequent dramatic changes in geopolitical and supply chain dynamics. This work will continue and we expect the revised edition to be available by the summer of 2021.

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.

This development of this material provided valuable experience in the development of affordable learning material. This is especially important at Georgia State University.

Assuming that the submission of the final report and supporting material meets the requirements of ALG, notwithstanding the delayed results and change in plans, the investigators are interested in again participating in ALG grant opportunities.

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.

Not available at this time

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.

Not available at this time