

## **Affordable Learning Georgia Affordable Materials Grants Transformation Grants Final Report**

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

To submit your Final Report, go to the [Final Report submission page](#) on the ALG website.

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: July 31, 2021**

**Grant Round: 17**

**Grant Number: 525**

**Institution Name(s): Georgia State University, School of Social Work**

**Project Lead: Jan Ligon, PhD, LCSW**

**Team Members: Lionel Scott, pHd**

**Course Name(s) and Course Numbers: SW 2000, Introduction to Social Work**

**Semester Project Began: Summer, 2020 (Ending Summer 2021)**

**Final Semester of Implementation: Summer 2021**

**Total Number of Students Affected During Project: 340**

## 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*

This grant provided the opportunity and critical resources for our team to be able to move from a textbook-based to a no-cost open-source course. Our team of four worked very well together. The redesign was done in sensible increments, which we would complete before moving forward to the next one. I've been teaching online courses for years, but still find it interesting how members of a team can see things very differently, which resulted in a better product in the end.

- *Transformative impacts on your instruction*

Because we moved from a bit of a "canned" or prepackaged course to one that was designed from scratch, it challenged all of us to develop content that was current and relevant for each of the topics. This included a blend of audio recordings that we developed, videos, web links, and other relevant materials.

- *Transformative impacts on your students and their performance*

The student course evaluations clearly indicate that the revised course is an improvement. In addition, the pre/post comparisons from the questionnaire indicated that students did obtain new knowledge from the course.

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

The key take away is that transforming a course to no-cost open-source takes much more time than one might expect. We had four people involved. It was a challenge to stay on track, and we were all tech savvy with previous online teaching experience.

## 2. Quotes

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

"I think this was one of the few classes at Georgia State where the teacher taught what they were supposed to and what was actually beneficial for the students to know without distracting us with random information."

“ The instructor provided detailed information on each topic and he even provided information that could help the students grow in the social work field.”

“ Dr. Ligon created audio files of lectures with supplemental PowerPoints that helped clearly explain the content. This made the class feel as though we were not in an asynchronous online course, but instead still with an instructor giving us detailed, conversational-style lectures.”

### 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: 116

- Positive: \_\_89\_\_ % of \_\_63\_\_ number of respondents
- Neutral: \_\_11\_\_ % of \_\_63\_\_ number of respondents
- Negative: \_\_0\_\_ % of \_\_63\_\_ 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.*

8.6 % of students, out of a total 116 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

Student course impacts were determined by the following two measures:

Course evaluations submitted by students at the end of the term.

Ten-item Likert scale questionnaire to assess knowledge at the beginning and end of the course for key content areas.

*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.*

**Student course evaluations** provided an end-of-term summary of how the course was received based on 20 rated items. Ratings were 4.7 or higher out of a maximum 5.0. While our intent was to compare the ratings to the prior (textbook-based) course, the format and wording of the instrument was changed, so that was not possible. A detailed summary is provided in the supporting materials titled “Spring Course Evaluations, Spring 2021 and Summer 2021.”

**Course Learning Questionnaire:** provided the opportunity for students to rate the following items at the beginning of the course. This was repeated at the end of the term as a posttest. The ten items rated are as follows::

1. History and Core tenets of the social work profession.
2. Social problems in which social workers are involved.
3. Social work professional values and ethics.
4. How social justice and privilege are connected to social work.
5. Social work with children and child welfare.
6. Social work in healthcare, including mental health and substance abuse.
7. Social work in the elder population (gerontology).
8. Social work in communities.
9. How social services are delivered.
10. Career opportunities in social work.

A summary of the pre and post administrations is included in the supplementary documents titled “ALG Grant Pretest” and “ALG Grant Posttest.”

#### 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 addition to converting the course from a textbook-based to a no-cost open-source class, our team also submitted a proposal, which was accepted, for the course to be developed Master Class. The intent of this initiative is for a course to be developed in a manner that it is turnkey and usable by any faculty at any campus.

Our team includes a course designer, a technical support person, and two faculty from the School of Social Work. The course follows a uniform design structure that was used for all of the Master Courses. This should enhance the ability for faculty to readily step into their role.

We offered the course Summer, 2021, which was the first time in many years due to previously low enrollment as a live course. We were pleased that 60 students completed the course. Student course evaluations for summer term are included in the appendix.

#### 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.*

We were pleased but a bit surprised how the words “real life” were used to describe what the students found useful in the topic recordings and other materials. We did have the inclusion of relevant materials as a key goal in the transformation, but were still a bit taken back about the student comments; a good thing !

## 5. 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.*

We submitted a proposal for the Open Source Conference, but it was not accepted.

We plan to submit a short (Research Notes) piece related to the usefulness of a brief pre-post topic questionnaire to obtain feedback on student learning.