ATTENTION: TECHNOLOGY REVIEW COMMITTEE

RE: Proposal for the Use of the FY2001 Technology Fee
Division of Distance and Distributed Learning
Contact Person: Dr. Carla Relaford, relaford@gsu.edu
June 12, 2000

I have read and approved the attached Proposal for the Use of FY2001 Technology Fees. I believe the study to enhance student academic performance through use of the Internet to be a worthwhile and appropriate application of the Student Technology Fees.

_______________________________________________
Stephen Langston
Assistant Vice President
Office of Public Service

*THIS DOCUMENT IS SIGNED AND ON FILE IN OUR OFFICE. PLEASE ADVISE IF YOU WOULD LIKE US TO SUBMIT VIA INTER-CAMPUS MAIL.*
Proposal for the Use of the FY2001 Technology Fee  
Division of Distance & Distributed Learning  
Carla Relaford, relaford@gsu.edu, 404-651-1778

1. Executive Summary
To improve the academic success of all students by identifying and disseminating improved Internet course design, interactivity and student engagement.

<table>
<thead>
<tr>
<th>Costs</th>
<th>Amount</th>
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<tbody>
<tr>
<td>One-time Costs</td>
<td>$175,000</td>
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<tr>
<td>Total project cost</td>
<td>$175,000</td>
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<tr>
<td>Start-up costs</td>
<td>$5,000</td>
</tr>
<tr>
<td>First Year costs</td>
<td>$68,000</td>
</tr>
<tr>
<td>Second Year costs</td>
<td>$102,000</td>
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<tr>
<td>On-going Costs</td>
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Project Description
The Division of Distance & Distributed Learning (DDL) plans to undertake a 2-year study of freshmen with particular focus on their learning styles, study habits, Internet preparedness, and academic performance. The study will use 2 groups in a cross-over design assigning one group Internet study and learning materials to enhance their performance and the second group while having access to the same materials will not be assigned their use. Halfway through the study the groups will switch roles. During this phase we will also be observing how many of the original group choose to continue using Internet materials as well as the effect on the entire group's performance. Additionally, feedback from the Internet group will be used to evaluate a variety of on-line materials and their value for academic success. The on-line materials may include self-teaching modules, games to improve learning, in-class training or tutoring, self-assessment surveys, video and/or audio streamed over the web.

Several of the basic principals of good teaching include: time on task, rapid feedback and enhanced engagement (interactivity) with other students several of the basic principals of good teaching, instructors and content. DDL hopes to improve upon these practices by using the Internet (including but not limited to WebCT, Flash, Cold Fusion and any other web technology). Many of the faculty at GSU are currently experimenting with new models for engaging their students. However, no professional evaluation of these innovations have been conducted. Therefore, the value of these innovations for improving student academic performance is untested. DDL will use its web/instructional design and research/evaluation specialists headed up by Web Resources Manager, Stephen Rehberg and Dr. Sara Wakai, to evaluate these innovations as well as to collaborate with faculty to create new models.

The overall goals of this project are to:
(1) identify possible explanations for low academic performance of freshmen,
(2) identify Internet teaching models to improve student performance through existing examples at GSU or those available on the Internet,
(3) create and assess new web designs for improving academic performance, and
(4) establish valid criteria for evaluating Internet teaching, and
(5) disseminating these finding to instructors, designers and students at GSU.

DDL will design and establish study groups to meet the 5 goals above, as well as tracking student performance through a 2-year period. In all good conscience, DDL feels that any innovations should be available to all students who wish to use these on-line resources; however, our primary study group will contain only students who agree to use these new materials as intended.

Funding will help to defray costs of establishing and documenting these study groups for 2 years, as well as provide necessary incentive to recruit our student groups. This incentive may include but not be limited to a small stipend for each week in the study. DDL plans to follow a minimum of 200 students each entitled to $10.00 per week stipend during the study for a maximum of 68 weeks. DDL plans to start one additional group of 100 freshman in year two who will be assigned the Internet materials which the first year’s group have either endorsed or which have proven a positive impact on academic performance. Start-up, one-time costs include advertising for study participants, designing the study, and collecting all necessary release forms.

2. Relevance to Regents Guidelines

“Technology fee revenues should be used primarily for the direct benefit of students to assist them in meeting the educational objectives of their academic programs. At this point in the evolution of collegiate academic technologies, access is important: access to productivity tools, discipline specific software packages, computers and printers, internal and external databases, introductory and advanced training, and access to networks (from home or from campus). Therefore, high priorities should be given to the use of technology fees for these purposes.”

DDL has no reservations that our proposal meets the criteria quoted above from Appendix F: Technology Fee Guidelines distributed via Senior Vice Chancellor Lindsay Desrocher’s Letter to College and University Presidents regarding Technology Fees.

Using the Internet to enhance and improve student academic performance, determining some of the factors contributing to the lack of academic success, and developing valid assessment and evaluation criteria for all Internet teaching could not be a more worthy use of the technology fee revenues. The results of this proposal will benefit all students at GSU.

3. Justification of One-time Funding Requirements

Start-up costs of $5,000 are for the creation of all study materials (surveys, etc.) and to advertise the study, and create and collect all necessary release forms. Implementation of our proposal is fairly simple, and the one-time funding requirements to design and advertise the 2-year study is extremely modest and does not include any personnel costs.
This 2 year study will require $10/week for 200 students for 34 weeks (two semesters) for $68,000. The second year the study will continue to follow the 200 original students and add an additional 100 freshmen for an estimated second year total of $102,000. We anticipate as much as a 25% drop rate for the students in the study which should provide an adequate cost overrun fund. Final year costs will include publishing and printing the study’s results both in hard copy and for the Internet. This cost should not exceed $10,000 and may be covered with the additional funds from students who drop out of the study. At any rate no additional funding will be requested and the publishing cost if it exceeds the original proposed budget will be handled by the Division of Distance & Distributed Learning.

4. **Continuing Funding Requirements**
   None

5. **Accountability of Funds**
   DDL will undertake the disbursement and accountability of all funds, and DDL will maintain accurate records of monies spent. These records, available through DDL, will be forwarded to any legitimate requesting authority within or without the University System of Georgia.

6. **Additional Funding Required, Non-technology Fee**
   No additional sources of funding in terms of construction, renovation costs or any other items are required.

8. **Impact on Computing/Network Infrastructure**
   The impact on university computer/network infrastructure providing the study proves that Internet resources have a measurable positive impact on student academic performance should increase the bandwidth demand on the university servers. However, by providing models for more efficient use of the Internet, this demand may be offset by the success of the models’ design. Therefore, it is impossible to predict the impact, but a conservative view would anticipate greater bandwidth need and Internet access within classrooms and computer labs.

Please contact DDL for any additional information or further assistance related to this proposal (404) 651-1778.