UNIVERSITY SYSTEM
OF GEORGIA

Mark Kunkel, Fiona Gallagher, Cher Hendricks

# Introduction to General Psychology

Affordable Learning Georgia

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**Grants Collection**

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- Linked Syllabus
    - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- Initial Proposal
    - The initial proposal describes the grant project's aims in detail.
- Final Report
    - The final report describes the outcomes of the project and any lessons learned.

# Initial Proposal

# Application Details

## Manage Application: ALG Textbook Transformation Grant

| | |
|---|---|
| **Award Cycle:** | Round 4 |
| **Internal Submission Deadline:** | Monday, September 7, 2015 |

| | |
|---|---|
| **Application Title:** | 169 |
| **Submitter First Name:** | Mark |
| **Submitter Last Name:** | Kunkel |
| **Submitter Title:** | Associate Professor of Psychology |
| **Submitter Email Address:** | mkunkel@westga.edu |
| **Submitter Phone Number:** | 678/839-0621 |
| **Submitter Campus Role:** | Proposal Investigator (Primary or additional) |
| **Applicant First Name:** | Mark |
| **Applicant Last Name:** | Kunkel |
| **Applicant Email Address:** | fgallag1@my.westga.edu |
| **Applicant Phone Number:** | 678/839-6510 |
| **Primary Appointment Title:** | Project Assistant |
| **Institution Name(s):** | University of West Georgia |

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

1. Mark A. Kunkel, Ph.D., Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu

2. Fiona Gallagher, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, fgallag1@my.westga.edu

3. Cher Hendricks, Ph.D., Associate Professor and Director of the Center for Teaching and Learning, University of West Georgia, cher@westga.edu

**Sponsor, (Name, Title, Department, Institution):**

Denise Overfield, Office of Research and Sponsored Projects (ORSP), University of West Georgia

|  |  |
|---:|:---|
| **Proposal Title:** | 169 |

**Course Names, Course Numbers and Semesters Offered:**

Introduction to General Psychology

PSYC 1101

Spring 2016 and Fall 2016

|  |  |
|---:|:---|
| **Final Semester of Instruction:** | Fall 2016 |
| **Average Number of Students per Course Section:** | 230 |
| **Number of Course Sections Affected by Implementation in Academic Year:** | 2 |
| **Total Number of Students Affected by Implementation in Academic Year:** | 460 |
| **List the original course materials for students (including title, whether optional or required, & cost for each item):** | S. Ciccarelli and J. White, Psychology: An Exploration (4th ed.) Required, $180.45 per student<br><br>http://www.amazon.com/Psychology-paperback-4th-Saundra-Ciccarelli/dp/0205973361/ref=sr_1_1_twi_pap_1?ie=UTF8&qid=1440779228&sr=8-1&keywords=psychology+4th+edition&selectObb=rent |
| **Proposal Categories:** | OpenStax Textbooks |
| **Requested Amount of Funding:** | $10,800 |
| **Original per Student Cost:** | $200 |
| **Post-Proposal Projected Student Cost:** | 0 |
| **Projected Per Student Savings:** | $200 |

**Plan for Hosting Materials:**   OpenStax CNX

**Project Goals:**

1. To ensure that each student in my large sections of Introduction to General Psychology (a cross-disciplinary and popular core course) has access to a free and suitable textbook for the class;

2. To evaluate the effect of student access to a free and suitable textbook on student learning and engagement, as operationally defined and measured in a way described hereafter;

3. To bridge and integrate more thoroughly and intentionally the existing course notes and internet resource links, typically several hundred newly created pages per semester, with the on-line OpenStax text;

4. To lay the groundwork for broader adoption, use, and integration of OpenStax materials for the additional sections (presently, Fall Semester 2015, constituting 735 students in total) of Introduction to General Psychology taught in the Department of Psychology each semester, lacking a uniform and accessible text. We anticipate that our preparatory work, with this grant, will lay the groundwork for a more sustained funded effort in which we make the OpenStax textbook available uniformly to students in all sections of General Psychology, resulting in an estimated per-semester savings to students of $147,00 (assuming a low-end textbook cost to each student of $200) to $220,500 (with a higher-end textbook cost of $300 per student).

**Statement of Transformation:**

Description of Transformation: I have taught Introduction to General Psychology since 1988, many thousands of students by now, and it has been my experience throughout this time that students varied in (a) purchasing, (b) reading, and (c) benefiting in their learning from a required text. It has seemed to me, and I have some evidence to bear this out (for example, student response to test questions measuring text, rather than class notes and material, and their reports to me when I asked), that many students were not able to purchase the required text due to its considerable expense and were therefore unable to benefit from this component of the course and perform as well as their colleagues who could afford to purchase the text. I always asked book representatives to provide me with samples of the least expensive paperback texts that were more or less suitable for the course, and have typically adopted these least expensive texts, and they still cost students (in sections ranging from 90 to 280) well over $120 each. And my review of available and popular texts suggests a median cost to students approaching $280 each.

Consequently I as the instructor have been unable to assume a uniform access on students' part to the text, and needed to rely more exclusively on materials I generated for them and provided for them on Desire2Learn (our internet student learning platform). Use of an OpenStax text platform would:

• Reduce student cost significantly;
• Enable me to assume uniform access on the part of students to an OpenStax text;

- Permit a more intentional dovetailing and integration of the lecture and on-line activities with the OpenStax text material; and
- In the future, modify and tailor the OpenStax materials to my course in particular and to our Introduction to General Psychology sections (in a future grant application by way of sustainability) more generally.

Stakeholders affected by the transformation: These stakeholders would be the 460 students in the two sections of Introduction to General Psychology (180 and 280 students in the Spring, 2016, and Fall, 2016, respectively) I am going to be teaching. These are typically first-year students, many of whom rely on parental and other support in addition to their employment and savings, who would benefit significantly from the cost savings and pedagogical benefits of an OpenStax text.

I anticipate that the impact of this transformation on stakeholders, and course success would be considerable in the ways that I have described. Each student would have access to a common text, we would be able to integrate and supplement this text with our existing course materials, and I anticipate that students would not only perform better on text-dependent learning measures but perhaps experience additional persistence and success in this course (often one of the first in which they enroll at the university) that may contribute to their ultimate retention, progress, and graduation in the long-term.

The transformative impact on the course, program, department, institution, and multiple courses would be significant for the course. Instead of the high text cost for this entry-level course being yet another unconscionable financial burden to students and their parents, and in the process privileging students able to purchase the text, all students would have equal and open access. My guess (to be evaluated and scrutinized as part of the grant work) is there will be significant and demonstrable increases in student persistence and performance in this course as a result. Instead of lacking a unifying framework (as present, due to largely on-line resources and lecture notes), students would have a common and accessible textbook and I expect (particularly as we integrate our work with the text) that they will do better as a result. There are broader transformative impacts for the Psychology Department, in that as noted we conduct many sections of Introduction to General Psychology with varied and almost uniformly hardback traditional texts. I hope that our work in this grant lays the foundation for a more sustained effort to transition the Department to OpenStax modification and usage for all of our students, with significant economic and pedagogical benefit across multiple courses.

**Transformation Action Plan:**
1. The new course materials would be twofold:

a. the OpenStax textbook for Psychology, and

b. our supplemental additions to the OpenStax text, during Summer 2016, integrating the existing lecture notes and supplementary materials with that text in a way that makes it faithful and specific to our course.

2. The course and syllabus and instructional design/redesign for the course would center around the following:

a. including and integrating the existing OpenStax materials in reading assignments for each class meeting (as indicated in the syllabus and course schedule);

b. designing measurement rubrics and test questions based on these OpenStax materials;

c. including and integrating the existing lecture notes and classroom demonstrations and activities in the OpenStax materials, thus creating a textbook that is not only customized and customizable, but free and friendly;

d. finding ways to begin to dovetail and integrate existing lecture notes, classroom demonstrations, activities and quizzes into the existing OpenStax materials.

This would be a substantial amount of work, and I anticipate that it will occupy most of the summer and fall instructional periods (as outlined hereafter).

3. The activities and roles of each team member would be as follows:

Mark A. Kunkel, Ph.D., principal investigator: I will be the instructor of record for both courses, and I will also organize and facilitate the work I have outlined. I have as noted approximately 300 pages of notes from each semester of Introduction to General Psychology class meetings I have taught in the past, and I will write a new syllabus, map the OpenStax textbook onto readings and other class schedule components and activities, and coordinate the integration of existing lecture notes and links with the OpenStax textbook.

Fiona Gallagher, B.A., teaching assistant: Ms. Gallagher will be responsible primarily for integrating the existing notes and references into the OpenStax textbook for use in coming semesters.

Cher Hendricks, Ph.D., Director of the Center for Teaching and Learning: Dr. Hendricks will coordinate institutional support and provide infrastructure and additional teaching-learning related resources to supplement our class materials tailoring to OpenStax.

4. Open Access to the new materials will be ensured through:

a. Notifying students in the syllabus, on Desire2Learn (the on-line learning platform), and in the schedule, of the availability and url link to the OpenStax text;

b. Assignment of specific OpenStax chapters and activities in the course schedule;

c. Verification with each student of internet access and procedural access to the OpenStax

text; and

d. Modification of the OpenStax textbook (publically accessible via **http://cnx.org/)** include lecture materials and resources (ensuring public availability of our developed materials).

| **Quantitative & Qualitative Measures:** | Quantitative measures of student access will include: |
|---|---|
| | * Desire2Learn tracking of students' opening the link to the text |
| | * Students' individual verification (via an on-line, one-item quiz on Desire2Learn) that they have been able to open successfully the OpenStax text |
| | Quantitative measures of students' use of OpenStax in achieving learning objectives will include: |
| | * Supplemental Desire2Learn "dropbox" assignments, speaking to specific sections of the text; |
| | * Inclusion of text-specific items on the three course examinations; |
| | * Comparison of student performance on examinations and supplementary assignments based on OpenStax with those of previous semesters in which a text was required. |
| | Quantitative measures of Drop/Fail/Withdraw Rates will occur at four times during the semester: drops prior to the deadline, withdrawals prior to the deadline, withdrawals after the deadline counting as "withdraw failing," and assigned F grades. We will compare pre-OpenStax data with those obtained following implementation of the OpenStax text. |
| | Qualitative data will include a specific question on the Course Evaluation asking students to evaluate the extent to which the modified OpenStax textbook contributed to their learning. We will also set up an optional anonymous Dropbox (submission platform) on Desire2Learn asking students this question throughout the semester, and will provide on completion a thematic summary of their responses. |

**Timeline:**

Spring, 2016

- Review and begin to implement existing OpenStax textbook (through modifying the syllabus in the ways described previously)
- Review National Center for Academic Transformation Resources (listed below)
- Continue complilation of supplementary resources (in class notes and activities for later integration with the OpenStax text
- Identify places for integration of existing notes/links with the OpenStax text
- Measure student learnings, DFW rates, and subjective experience as outlined previously

Summer, 2016

- Begin process of integration of existing notes/links with the OpenStax text
- Create Desire2Learn text-specific links and activities
- Continue modification and creation of the Fall, 2016 course syllabus

Fall, 2016:

- Teach first semester of transformed course
- Measure student learnings, DFW rates, and subjective experience as outlined previously
- Begin comparison of these data with pre-transformation course
- Begin process of grant application for sustainability, in which the OpenStax modified textbook may be adopted uniformly for all sections of Introduction to General Psychology

**Budget:**

Salary replacement for Principal Investigator, Summer, 2016  $ 5,000

Salary replacement for Project Assistant, Summer, 2016  5,000

Overall expenses including travel to grant kick-off meeting  800

Total requested budget:  10,800

**Sustainability Plan:**

Sustainability of the course and of course materials will occur in at least three areas:

1. Hosting of the modified syllabus, course materials, and lecture notes linking with OpenStax, on the Desire2Learn server;

2. Integration of the existing course materials and lecture notes with the OpenStax text, allowing for broad access to this text by instructors of similar courses world-wide; and

3. Should results of this project indicate an educational benefit to students, our next step will be to work with departmental instructors of Introduction to General Psychology to adopt the OpenStax Psychology text as a common text for the introductory course and to partner with the Center for Teaching & Learning to provide professional development for instructors on ways to use and adapt the OpenStax materials. This would allow for broader savings and access for multiple sections of Introduction to General Psychology (typically approaching 800 students per semester) at the University of West Georgia.

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September 2, 2015

Jeff Gallant
ALG Visiting Program Officer for Open Educational Resources
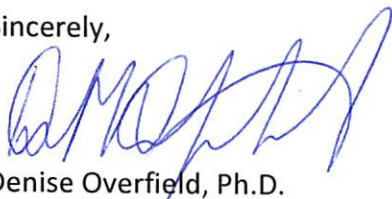University System of Georgia Library Services

Dear Mr. Gallant and the ALG Textbook Transformation Grant Committee:

Please accept this letter of enthusiastic support for Professor Mark Kunkel's ALG proposal *Transforming Student Access, Learning, and Success through the Use of an OpenStax Textbook in Introduction to General Psychology*. Professor Kunkel currently teaches a large enrollment section of an introductory psychology course, enrolling approximately 230 students in a single section. Using the free OpenStax psychology textbook in this course has the potential to save students $46,000 per semester for this single course section. Because Professor Kunkel teaches a large enrollment section each term, the annual cost savings to students will be $92,000.

Professor Kunkel has completed all required pre-proposal paperwork through our Office of Research and Sponsored Projects, which will be responsible for receipt and distribution of funding for this project.

Further, Professor Kunkel has the full support and endorsement of his department chair and college dean. With this level of support and with the quality of this ALG project, we are confident that Professor Kunkel's project can be taken to scale with additional sections of Introduction to General Psychology. Sustainability will be enhanced by the collaboration between the Psychology Department and the Center for Teaching & Learning to provide additional professional development for psychology faculty to adopt and adapt OpenStax materials for all sections of the introductory course. This will result in a cost savings to students of approximately $294,000 per year.

Sincerely,

Denise Overfield, Ph.D.
Interim Associate Vice President for Research

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# Syllabus

# Introduction to General Psychology
## Psychology 1101, Sec. 21
Fall, 2016  Bonner Lecture Hall 5:30 – 6:45  TR

Instructors:  Dr. Mark Kunkel, and mentor helpers
Office:  220 Melson (Dr. Kunkel)    e-mail: mkunkel@westga.edu

Office Hours:  TBA by teaching assistants and by appointment with Dr. Kunkel (see e-mail)

Text:   We will be using chapters of an Introduction to General Psychology text that I have written:

Chapter 1: https://www.merlot.org/merlot/viewMaterial.htm?id=1226956
Chapter 2: https://www.merlot.org/merlot/viewMaterial.htm?id=1226961
Chapter 5 pt. I: https://www.merlot.org/merlot/viewMaterial.htm?id=1243457
Chapter 5 pt. 2: https://www.merlot.org/merlot/viewMaterial.htm?id=1243458

and also an on-line text published by OpenStax College, as part of my commitment to making learning available to students in an accessible and faithful way.  You may find a link to the text here: http://cnx.org/contents/Sr8Ev5Og@5.46:F_mjYFfh@8/Preface    You'll find references to relevant chapters for readings in the syllabus schedule.  We'll also distribute LOTS of internet references and videos and demonstrations and supplementary readings and other things, via CourseDen.

CourseDen:  Although we will meet each designated class hour, and have designed the class to maintain presence and participation as the centerpiece of learning, we'll also take advantage of the CourseDen technology to assist in the class process.  Use of this format will allow:
> 1. Posting of the notes following each class period
> 2. Non-paper dissemination of handouts and other class information
> 3. Your weekly Self-Reflection Papers, via dropbox (see rubric there, and description below)
> 4. Communication with the teaching assistants, with your mentors, and with each other via private e-mail (see the "helpful hints" on the CourseDen "course content" tab)
> 4. Student interaction via the Discussion bulletin board in which you might post or respond to questions around the class content and process.

Course Description: "*What (we are) really interested in is the new kind of education that we must develop, one which moves toward fostering the new kind of human being that we need, the process person, the creative person, the improvising person, the self-trusting, courageous person, the autonomous person*" (Abraham Maslow, The further reaches of human nature).  This course is intended to contribute to that sort of educational and personal process, as a collaborative journey through the fundamentals of psychology, toward a clear and kind and new way of being in relationship with human experience.

Course Objectives: At the conclusion of the course you will know if you have gotten your money's worth if you can, more or less:

1. trace the development of modern psychology from its philosophical roots through its current professional and scientific role in society and culture;
2. embrace the role of theory in observing, describing, explaining, predicting, and intervening around the human experience, as an alternative to ordinary ways of living that rely on magic, prejudice, opinion, or mere belief;
3. understand five different theoretical systems (biology, behaviorism, psychoanalysis, humanistic/existential/transpersonal, and culture-context) in psychology, and be able to relate these systems to each component of the class and to various human experiences; for example,
4. have a new relationship with sensation and perception as a flawed but potentially rich grounding of human experience;
5. come to a new appreciation of consciousness as it relates to coma, meditation, substance involvement, sleep and dreaming, and other human experiences;

6.  understand the complexity of thinking and language and speech, and the complicated interrelation among these pieces of human experience;
7.  be aware of what intelligences are as they define and delimit (or not) an adequacy to living a full and authentic life, and be suspicious of feelings as reliable or correspondent;
8.  know about memory in a way that ordinary people do not;
9.  never again refer to someone as "motivated," and be able to know why such references are best reserved for bloggers and motivational speakers, not psychologists;
10. reconnoiter and read various maps for human development and its vicissitudes, as they relate to the lived territory of your experience;
11. appreciate the role of others in defining our being and perhaps come to the essential emptiness of anything like personality, and have a new appreciation for the personal experience in a global cultural community;
12. know about and lay claim to various ways of struggling, of broken brains and broken hearts and cloven souls, as they relate to your experience and the human experience; and
13. appreciate the complexity of treatment for psychological suffering.

Course Requirements:

1.  **Class attendance and participation**
Unlike high school in which many of you may have experienced yourself alas as obligated or imprisoned, university study is a privilege and responsibility.  Therefore learning is an active, not passive process.  At the minimum, you'll want to come to class...as if you paid for it (you did) and as if you are committed passionately (you might be) to getting your money's worth.  **This is not one of those classes where we see our job as summarizing or dumbing-down psychology for you...**in my view, this would deprive us of the chance to learn some new stuff together, and would mean that only those of you who don't read should attend class (just the opposite message from what we intend to emphasize).  So please do everything you can to attend, and your other teachers and I will do everything we can to make it worth getting up at the crack of 5:25 (PM, that is) and coming to class. **You won't want to miss it, and you won't be able to do well in this course without class attendance.**   Really.  Trust me about this, for now, and make up your own mind later.

You'll want to prepare for each class by doing all the assigned readings and taking time to reflect on what is read, reviewing the materials on CourseDen, and working on your self-awareness journal (see below).  Active participation in class should include the asking of questions and appropriate reflection on your personal experience: get in the habit of asking yourself, "What can I say NEW and CLEAR and KIND about my experience?" "How does this matter in my life?"  And even though there are lots of us, we will do everything possible to respond to things you are interested in—but we won't be able to answer all of your questions, and there may be some that are important to you that you are hesitant to ask out-loud.  So, for every class period, you will turn in **at the beginning of our gathering** (cards will not be accepted after 5:40) a question written on a **3X5 card** (** we cannot accept questions not written on 3X5 cards) that relates to stuff you're thinking about.  Although you'll want to write your name on the cards (front upper right corner, same side as you write your question on, first and last names, legibly please) so that you may receive credit for them, we will never read your name aloud for the cards we answer.  We'll keep track of the cards, counting them on 10 occasions throughout the semester; if you turn in a card on that day you'll get five points, so you may earn up to 50 points (half of a perfect test grade) for being present and for being curious and for being in the game. How cool is that?

2. **Self-Awareness Reflection Papers**
The purpose of this assignment is to help you notice and experience your life differently, have and apply some new words for your experience, and be able to make meaning of your experience in some new ways.  It is like writing a Spanish dialogue ("Pablo y Paquita are going shopping..."), but with psychology talk, using NEW ways of looking at your life, NEW words for describing your life, and NEW ways of making meaning of your life.

There will be 12 opportunities for you to prepare and turn in (on the Dropbox on CourseDen) a 300-word self-awareness reflection (each worth nine points), plus a final (25-point) one at the end.  Each of the 13 self-

awareness assignments will be graded according to the rubric.   So you see that you may earn up to a total of 133 points for your self-awareness reflection papers.

3. **Exams**
We will give three exams during the semester (the last one of these will be during the final examination period).   You can find a "sample exam of mine" on CourseDen... take a look?  Each exam will cover the material in the units preceding the test, **and will be based largely on what we learn in class together and how we bolster your external explorations,** the questions coming from our notes and websites and other class sources such as the text chapters.  You won't be able to do well on the examinations without coming to class (that's the point, right?).   Each exam will be worth 100 points.  In our effort to accommodate your varied approaches to learning and meaning-making, we will use various question formats (e.g., multiple choice, fill in the blank, short answer, essay).   *You'll find the tests to be very much like the class itself.*   If you need to miss an exam for some justifiable and documented reason (such as serious illness or a catastrophic personal or familial event), you'll need to let us know about that formally via e-mail or telephone **before the exam,** and you'll need to arrange for a make-up test before our next class meeting....a huge mutual hassle.  So, **make-up exams are strongly discouraged except in the most dire circumstances and will not be given except as outlined above.**  Come to class and take the tests, okay?  You'll need a clear head, good heart, #2 pencil, and Scantron Form 229633 (it's the large one with 100 items on the front in pink-orange ink....buy extras so you can pass them along for good karma on test day).

4.  I am particularly excited about something I have tried before in large sections that has been a huge aid to interested students: **discussion groups.**  Although I enjoy teaching large sections it is sometimes difficult in them for us teachers to accompany you more individually in your learning, and difficult for you students at times to feel accompanied individually.  So, as an **optional** but **very much encouraged** class activity, you are invited to sign up for an hour-long, weekly discussion group outside of our class time.  These groups will be facilitated by your mentors and teaching assistants and will give you the opportunity to meet with some other students from the class in a space in which to explore in more detail some of what we don't get to in class, go through some experiential exercises in the text and elsewhere, get some help with your self-awareness journals, and other things.  THESE MEETINGS WILL BE RICH AND WONDERFUL OPPORTUNITIES and I encourage you in the strongest way to take advantage of them by signing up (on CourseDen, I'll show you how) for a time that works for you.   Students attending discussion groups may earn ALL 50 POINTS (based on attendance and participation) of extra-credit, and more importantly, will do better in the class and find it easier to claim psychology as a kind and clear ally in living.

There will also be occasional opportunities to receive extra credit through participation in research projects, attendance at lectures, or similar activities.  For each of these, you'll want not merely to attend but to write a short (2 page paper) in which you SHINE PSYCHOLOGY LIGHT on your experience so as to see it in a new and different and illuminating way.  We'll try to keep track of these opportunities and announce them in class.  You may earn up to 50 points of extra credit, 16.66 in each designated semester period.  **Do the groups, though (!)**

Grading Procedure: We shall make every effort to insure that your grades reflect adequately the quality of your work and the breadth of your involvement in the course.  Periodic feedback will be given to you to apprise you of your level of performance.  A summary of course activities, points, and corresponding grades follows (points correspond to grades based on the usual 90% A, 80% B, 70% C break-down):

| Participation: | 50 | 435- 492 | A |
| Exams: | 300 | 386- 434 | B |
| Self-Awareness Reflection | 133 | 338 -385 | C |
| | | D, F? | |
| Total: | 483 | (you'll have to not work REALLY hard for a D or F) | |

    We support and honor various gifts and challenges people bring to academic work.  Any student with a recognized disability requiring accommodations of any sort should feel free to contact me and we will discuss your circumstances.   Please see also the material in this link, considered part of the syllabus for the course:

Introduction to General Psychology – Psyc 1101
**\*<u>TENTATIVE</u> course schedule** and **text reading opportunities**

<u>T</u>      <u>R</u>                      <u>Topic</u>
           8-11           Introduction and telling stories
                          *The Evolution of Psychology*
8-16     8-18                      *The Nature of Psychological Thinking*

  **Text**:  Kunkel, Chapter 1 (on CourseDen)
           Chapter 1.1 – 1.4: http://cnx.org/contents/Sr8Ev5Og@5.46:6HoLG-TA@5/Introduction
           Chapter 2.1 – 2.4: http://cnx.org/contents/Sr8Ev5Og@5.46:QKvTPo6D@4/Introduction
           Kunkel, Chapter 2 (on CourseDen)

8-23                      Theory Story #1: "Maybe it's really all about the brain..."
                                  *Biological Bases of Experience*
           8-25                   Continued
  **Text**: Chapter 2.1 – 3.5:  http://cnx.org/contents/Sr8Ev5Og@5.46:eJGkJf3W@4/Introduction

8-30                      Theory Story #2: "Maybe it's really all about what happens outside of us..."
                                  *Behavioral Bases of Experience*
           9-1
  **Text**:  Chapter 6.1 – 6.4: http://cnx.org/contents/Sr8Ev5Og@5.21:Nc0-RFXN@4/Introduction

 9-6                      (continued)
           9-8            Theory Story #3: "Maybe it's really all about love and work..."
                                  *Psychoanalytic Bases of Experience*
                          (continued)
  **Text**: Kunkel, Chapter 5 (on CourseDen)
           Chapter 11.1 – 11.3: http://cnx.org/contents/Sr8Ev5Og@5.46:X7lIv6fX@5/Introduction

9-13                      Theory Story #4: "Maybe it's really all about being human..."
           9-15                   *Humanistic/Existential/Transpersonal  Bases of Experience*
9-20
  **Text:** Kunkel, Chapter 6 (on CourseDen)
           Chapter 11.5: http://cnx.org/contents/Sr8Ev5Og@5.46:bDTiopbc@5/Humanistic-Approaches

           9-22           **EXAM 1**
                          ** End of first extra-credit period

9-27                      Catching up...

           9-29           Theory Story #5: "Maybe it's really all about WHERE and WHEN we are...."
10-4                              *Culture-Context Bases of Experience*
  **Text:** Chapter 12.1 – 12.7: http://cnx.org/contents/Sr8Ev5Og@5.46:CPgnr15T@4/Introduction

** No class      10-7           Fall break

10-11                     You see what you want to see and disregard the rest..."

10-13                *Sensation and Perception*
**Text:** Chapter 5.1 – 5.6: http://cnx.org/contents/Sr8Ev5Og@5.46:SPm67RdT@6/Introduction

10-18          Dreams, substances, meditation...
         10-20            *Consciousness*
**Text:** Chapter 4.1 – 4.6: http://cnx.org/contents/Sr8Ev5Og@5.46:zywvQOJS@5/Introduction


Tentative schedule, continued:

10-25          "But I remember!"  Well, maybe not...
                         *Memory*
**Text:** Chapter 8.1 – 8.4:  http://cnx.org/contents/Sr8Ev5Og@5.46:m3fzcXQd@4/Introduction

         10-27          **EXAM 2**
                     ** End of second extra-credit period

11-1            So, what do you think I mean?"
           *Language and Thought  and Intelligence*
  **Text:**  Chapter 7.1 – 7.6: http://cnx.org/contents/Sr8Ev5Og@5.46:3DT0XBfK@4/Introduction

         11-3          "I don't know, what do <u>you</u> want to do?"
                  *Motivation and emotion*
**Text:** Chapter 10.1 – 10.4: http://cnx.org/contents/Sr8Ev5Og@5.46:UQgvP5NH@4/Introduction

11-8           "Let's go in the darkroom and see what develops..."
                  *Human Development I*
         11-10         (continued)
  **Text:** Chapter 9.1 – 9.4: http://cnx.org/contents/Sr8Ev5Og@5.46:Sb3wIXEi@4/Introduction
11-15

                   "Are you crazy, or just weird?"
         11-17         *Psychological struggles and resilience*
 **Text:** Chapter 14.1 -14.5: http://cnx.org/contents/Sr8Ev5Og@5.46:oEYbq2uU@4/Introduction
** No class 11-22, 11-24 (Thanksgiving Break)
11-29                 *Struggles and resilience, continued*

         12-1          Last class day and catching up

** Last extra-credit period (<u>no extra credit papers accepted after 12-1</u>)

       The third exam will be administered during the regularly scheduled final examination period

  TTh 5:30-6:45                           Tuesday, Dec. 6, 5:00-7:00 pm

# Final Report

# Affordable Learning Georgia Textbook Transformation Grants

## Final Report

**Date:** 12-15-16

**Grant Number:** 169

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

**Team Members:**

1. Mark Kunkel, Associate Professor, Department of Psychology
2. Fiona Gallagher, Graduate Student, Department of Psychology
3. Cher Hendricks, Professor and Director of the Center for Teaching and Learning

**Project Lead:** Mark Kunkel

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

> Introduction to General Psychology, Psychology 1101

**Semester Project Began:** Spring, 2016

**Semester(s) of Implementation:** Spring, 2016; Summer, 2016; Fall, 2016

**Average Number of Students Per Course Section:** 145

**Number of Course Sections Affected by Implementation: Two**

**Total Number of Students Affected by Implementation:** 299

## 1. Narrative

## A. Key outcomes

We achieved and exceeded all project goals. Specifically, we were able:

1. To ensure that each student in my two large sections of Introduction to General Psychology (a cross-disciplinary and popular core course) had access to a free and suitable textbook for the class;
2. To evaluate the effect of student access to this free and suitable textbook on student learning and engagement, as described hereafter;
3. To develop additional (some 140,000 words) of textual instructional materials, and begin to use them in the courses; and
4. To lay the groundwork for broader adoption, use, and integration of OpenStax and supplementary materials for the additional sections of Introduction to General Psychology taught in the Department of Psychology each semester, in part under the hoped-for sponsorship of a Round 8 grant. This will lead to an estimated per-semester savings to students of $147,00 (assuming a low-end textbook cost to each student of $200) to $220,500 (with a higher-end textbook cost of $300 per student).

The overall experience and outcome was exceedingly positive.

The <u>challenges</u> included:

- encouraging students to read, study, and integrate the textual materials with their learning;
- integrating existing and newly developed OpenStax materials with my existing teaching approach;
- developing new materials.

The <u>accomplishments</u> included:

- very positive student response as described hereafter;
- increased student performance and reduced attrition rates;
- development of a large body of new and novel text material.

<u>Transformative impacts on my instruction</u> included:

- the opportunity to formalize in a text some of the scaffolding and background I have had to provide otherwise;
- increased seamlessness between my teaching and the material and approach in the texts; and
- my joy in students' gratitude for the gift of the OpenStax materials as well as the benefit of my newly developed materials. Here after almost 30 years of teaching Introduction to General Psychology it is wonderfully comforting to me to try to have a new teaching experience each semester, and this project certainly contributed to that.

<u>Transformative impacts on my students and their performance:</u>

I will describe these more fully in the sections that follow, but in general students experienced and expressed:

- gratitude for the OpenStax and (especially) the newly developed materials;
- more scaffolding of their learning in the text, as a repository and elaboration of our classroom experience; and
- somewhat better performance on retention and performance (I will describe this more fully hereafter).

## B. Lessons learned, and things I would do differently next time:

1. It is one thing to propose a project as ambitious as this, and another to implement it. It would have been sufficiently difficult merely to integrate and reference the OpenStax materials. To attempt to do so and also write and format and make available and integrate pedagogically almost a completely separate text was almost too much.
2. It was Thomas Paine who observed, "What we obtain too cheap, we esteem too lightly." I was surprised and astonished and a little wounded at students' use (nonuse!) of the OpenStax and other materials. Some did not even open, let alone read and study, <u>any</u> chapters (the mean number of self-reported "OpenStax chapters <u>opened</u>" out of 16 in the most recent semester was six). Thirty-two percent of students did not open, let alone read, the three additional chapters I wrote. Why? Almost 35% of students in the most recent semester indicated in

response to an anonymous inquiry, "I would have used the text more if I would have had to buy it." I think I would like to find ways to keep reminding students of the difference between university (self-motivated) and high school (compulsory) education, and relatedly of the great gift of affordable and open educational resources. It is a trick to help people esteem highly what they obtain freely, I suppose.

3. I don't have a solution to the dilemma of taking for granted and non-access, of course, but I have some ideas:
a. I would like to find ways to hold students more accountable for their (at minimum) access to the text.
b. Almost 20% of students in the same survey confessed that "I would have used the text more if we had used it more in class." I suppose students are used to a specific in-class reference to and summary of the text, and I don't do that so much in my teaching. I suppose I should.
c. I would like to continue to cultivate my own attitude of making available the best materials possible, and then a non-possessive open acceptance of students' response to them. I have a hard time, even after all of these years, of sometimes knowing the difference between their responsibility and mine.

4. I would have developed more of my ancillary materials earlier (an impossibility, under the circumstances), and would have made them more available and appealing (an ongoing project).

But overall the lesson learned was that it is worth what it costs to try to level the playing field for students, and to facilitate at a minimum their access to affordable learning materials. It was certainly worth the effort.

## 2. Quotes

I will thematize these more fully hereafter, but for now,

a. three quotes from students evaluating their experience with the no-cost (OpenStax) learning materials.

- "Good links within text..."
- "That it related to what we discussed in class..."
- "How there were things I didn't know there..."

b. three quotes from students evaluating their experience with the no-cost (newly developed and Merlot-hosted) learning materials.

- "the personal touch..."
- "TOO LONG"
- "He made them interesting and fun as if he was speaking normally like in class...it's not like a normal textbook"

## 3. Quantitative and Qualitative Measures

### 3a. Overall Measurements

### Student Opinion of Materials

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

Quantitative measures:

Total number of students affected in this project: 299

- Positive: 85% of 248 number of respondents
  "I preferred the on-line text to one I would have had to buy." (answered **True**)
- Neutral: 6 % of 248 number of respondents
  (did not respond)
- Negative: 9% of 248 number of respondents
  "I preferred the on-line text to one I would have had to buy." (answered **False**)

Qualitative measures:

As I will summarize shortly, students' opinions of materials thematized around:

- Gratitude that they were free and freely available
- General appreciation of their content and form
- A sense of being overwhelmed at the length (particularly of my newly developed chapters)

Both quantitative and qualitative measures of student opinion were highly favorable.

### 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?**

Choose One:
- X        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:**

For Fall, 2016 (final semester of implementation)
N = 137
        Drop  3.1%
        Fail 7.2%
        Withdraw 2.7%

For Spring, 2016 (first semester of implementation)
N = 162
        Drop  3.7%
        Fail 13.5%
        Withdraw 3.7%

Choose One:

-   X  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)

## 3b. Narrative

In summary, we (a) gathered and analyzed all measures as described in the proposal, and (b) were reassured that these measures supported the helpfulness of the OpenStax and (especially) the supplementary materials for student success and experience. I will review each measure from the proposal:

- <u>D2L (CourseDen) tracking of students' opening the link to the text</u>

*I could not develop a way of tracking reliably students' access to the OpenStax text chapters. Based on their self-report, students in the first semester opened (and presumably read) 3.6/16 of the chapters, and this increased to 6.0 in the second semester.*

*With respect to the newly developed materials, the final tally reported on CourseDen (D2L) of students <u>opening</u> (not necessarily reading) my newly developed text chapters was as follows:*

| Module 3. Kunkel text readings | | |
|---|---|---|
| i. W Chapter 1 | 93 | 0:07:47 |
| ii. W Chapter 2 | 92 | 0:08:40 |
| iii. W Chapter 5: Psychoanalysis and Freud. Pt I | 102 | 0:11:51 |
| iv. W Chapter 5: Psychoanalysis and Freud, Pt. II | 96 | 0:07:00 |
| v. W Chapter 5: Psychoanalysis and Freud Pt. III | 87 | 0:05:05 |
| vi. W Chapter 5: Psychoanalysis and Freud Pt. IV | 83 | 0:08:06 |

*This is out of 129 students persisting in the class until the final day. It is of course lower than I would have preferred, but increased during the semester and reflects students access to the materials at a minimum.*

- Students' individual verification (via an on-line, one-item quiz on Desire2Learn) that they have been able to open successfully the OpenStax text

100% of students in both affected sections so indicated.

- Quantitative measures of students' use of OpenStax in achieving **learning objectives** will include:
  - Supplemental Desire2Learn "dropbox" assignments, speaking to specific sections of the text;
  - Inclusion of text-specific items on the three course examinations;
  - Comparison of student performance on examinations and supplementary assignments based on OpenStax with those of previous semesters in which a text was required.

*We performed each of these, with the exception of specific dropbox assignments related to the text. I suspect had we done so we would have encouraged students' at-a-minimum opening of text chapters.*

*I did include text-specific items on each of the three course examinations, and found that the "pass" rate for the six or seven such questions on each tended to be around 45% (a similar percentage to the students reporting having opened and used the texts). Again, in future semesters of implementation I will take pains to include more text-specific examination questions in a way to enhance the perceived relevance of the texts.*

*In comparison with previous pre-OpenStax and supplementary materials, students tended to perform very similarly. The mean grades on each exam in each semester (Spring, 2016 and Fall 2016) were within eight percentage points of last semester (Fall, 2015) in which I taught the course without a textbook. My guess is that this is an artifact of not including more examination questions specific to the texts, as above.*

- Quantitative measures of Drop/Fail/Withdraw Rates will occur at four times during the semester: drops prior to the deadline, withdrawals prior to the deadline, withdrawals after the deadline counting as "withdraw failing," and assigned F grades. We will compare pre-OpenStax data with those obtained following implementation of the OpenStax text.

*I have already provided these data. In general, there were:*

- *Fewer drops prior to the deadline*
- *Fewer withdrawals prior to the deadline*
- *Fewer withdraw failing instances*
- *Fewer F grades, and*
- *Overall better performances in each of these categories compared to Fall, 2015 (the last semester of pre-implementation)*

- Qualitative data will include a specific question on the Course Evaluation asking students to evaluate the extent to which the modified OpenStax textbook contributed to their learning. We will also set up an optional anonymous Dropbox (submission platform) on Desire2Learn asking students this question

throughout the semester, and will provide on completion a thematic summary of their responses.

*In addition to qualitative measures of student benefit from the OpenStax materials (summarized shortly), I constructed a short (11-item) anonymous questionnaire that students completed at the final course meeting. Its content and results follow:*

Percentages of students responding "True" to OpenStax text use questions:

Spring, <u>n</u> = 135
Fall, 2016 <u>n</u> = 113

1. *I knew there was a free on-line text.*
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     94%                                                    99.5%

2. I preferred the free text to one I would have had to buy.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     84%                                                  92%

3. The text was helpful to me in my learning for this class.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     45%                                                  82%

4. I would have used the text more if I would have had to buy it.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     25%                                                  32%

5. I would have used the text more if we used it more in class.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     87%                                                  18%

6. Reading the text helped me do better on the tests.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     23%                                                  77%

7. Texts for my courses are a huge expense each semester.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     84%                                                  91%

8. I would not have purchased a text for this class anyway, even if one were required.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     21%                                                  15%

9. I wish there would have been more test questions concerning the text.
   <u>Spring, 2016</u>                                   <u>Fall, 2016</u>
     31%                                                  37%

10. Compared to other people in the class I know, I used the text more.
    <u>Spring, 2016</u>                             <u>Fall, 2016</u>
      15%                                   42%

11.  The readings for each topic were clear from the syllabus.
    <u>Spring, 2016</u>                             <u>Fall, 2016</u>
      62%                                   85%

*In general, my interpretation of these data is that they support:*

- *students' general knowledge of their access to the OpenStax materials*
- *relative preference on students' part for the OpenStax over traditional texts*
- *increasing sense on students' part (particularly in this last semester) that the OpenStax text (as supplemented by the additional materials) was helpful to them in their learning for the class*
- *a puzzling suggestion that a significant (but decreasing, in the most recent semester) of proportion of students would have used the text would they have had to purchase it (see Thomas Paine quote above)*
- *a very encouraging trend that students sensed they were benefited in their learning and testing from the text, particularly from the additional supplementary text in the most recent materials*
- *an almost uniform sense from students that traditional texts constitute a large expense each semester*
- *a student commitment to buying or using some text*
- *an increasing sense to students that the readings for each topic were clear from the syllabus and from the notes*
- *somewhat more student opening of the OpenStax materials, and an encouraging level of their use of my supplementary chapters, over the semesters of interest*

I was particularly interested in students' response to my supplementary three (and soon, six) text chapters, given the effort I had invested in their development.  Some themes in their responses to a qualitative inquiry, following this last semester of implementation, follow:

## <u>Appeal</u>
- *I appreciated him doing this at all!*
- *I liked that they had exercises in them.*
- *He made it feel like we were having a conversation just for me (also that it was free!)*
- *Clear, simple, and open to understanding*
- *It helped me understand more about the stories. It's a good way to stay caught up.*
- *That you took time to write them through the semester and posted them on CourseDen for free.*
- *Free and easily available.*
- *Everything. It was interesting and well joined.*

- *They were and are his very best gifts to us and for that I am grateful*
- *Interesting to read*
- *Different from normal texts in other textbooks*
- *Kept me interested*
- *Easy to read, very personal and coherent*
- *Very easy to read and very understandable*
- *Specific to the class (he wrote them so they were in his words, like lectures and notes)*
- *They were clear and understanding*
- *How well he explained the terms*
- *I liked the interactive visuals*
- *I liked how you always mention the thing previously talked about because I often forget what I am reading*
- *His personal touch*
- *Told stories and used pictures to describe what he was talking about*
- *When I did actually look at them they were easy to understand and helpful.*
- *The stories and the pictures*
- *The pictures, links, examples, relatable stories*
- *I loved how open they were and how they made you view life differently*

### Relevance and Helpfulness
- *Free!*
- *Inclusion of images; writing style and legitimacy*
- *Easy accessibility, no cost, examples to further comprehension of topics*
- *It related to what we discussed in class*
- *Self-awareness exercises*
- *I liked that a lot of what he wrote in his text was what we discussed in class.*
- *The already hard concepts were made a lot easier through exercises*
- *Self-awareness exercises, analogies, use of stories, addition of visuals*

### Length
- *I didn't like that the chapters were so long*
- *Too long!*
- *I didn't like all the ample amount of information*
- *A lot of reading*
- *Some parts were "cloudy" or "tangled"*
- *They were really long*
- *How much there was…I know, the more the better, but there was just too much.*
- *So much information at one time.*
- *How long it was*
- *How wordy they were…a lot of times when I read and there are a lot of words I tend to be distracted and forget when I read.*

## Areas for improvement
- *Confusing at some parts*
- *A chapter for every theory story*
- *I wish they would have been done before class so I would have had an easier time staying organized*
- *I did not like all the links.*
- *The pace you completed all the chapters in the beginning…couldn't read ahead.*
- *We rarely talked about it in class.*
- *Training my brain to understand how this class works*
- *I found it difficult at times to follow Dr. Kunkel's language in his textbook.*
- *Test questions based on the book…stop that!*
- *That we didn't have a physical book*

## Final grading trends and patterns:

| Semester | Final grade percentages and standard deviations |
|---|---|
| Fall, 2016 | 70.5 sd 5.9 |
| Spring, 2016 | 70.1 sd 3.2 |
| Fall, 2015 | 61.9, sd 4.9 |

In summary, I feel the OpenStax text and the supplementary materials:
- Contributed to student engagement and interest and access
- Enhanced my teaching to some degree
- Contributed to lower attrition and failure rates, and to more student engagement

## 4. Sustainability Plan

The newly developed chapters will continue to be hosted on Merlot, and will be refined and updated and improved (I hope, with the sponsorship of additional ALG funding as described in my Round 8 Proposal). I hope that we will be able to finalize and integrate the new chapters with the existing OpenStax materials, and to implement them as a standardized textbook across all sections of Introduction to General Psychology.

## 5. Future Plans

Impact on my thinking about learning and learning materials:

I am left in some respects with "what we obtain too cheap." I fear that students tended to take for granted how much effort went in to developing the OpenStax and (especially) the supplementary materials, and that because my teaching approach doesn't "use the text" in class (i.e., summarize it through PowerPoint slides) that they saw it as irrelevant or superfluous. I fear an educational climate in which what doesn't get compelled (through specific examinations or points or other monitoring) doesn't get accomplished, and hope to find ways to (a) stay true to my convictions about teaching and learning and the role of texts, and (b) continue to find creative ways to "get students in the text" and encourage (rather than compel) them to bring it back to their lived experience.  This will be a project for the balance of my career, no doubt.

I want to continue to develop learning materials that are accessible, both in the free sense and in the conceptually available sense. I suspect this will be a lifelong project as well.

Papers, Presentations, Publications, Other Professional Activities resulting from this project:

**Publications:**
1. Chapter 1:  Introduction to Introduction to General Psychology
2. Chapter 2:  How to Think Like a Psychologist: A New Kind Clear Conversation, Compassionate Curiosity, and Theory
3. Chapter 5:  Freud and the Psychoanalytic Theory Story
   (these materials, in preliminary but useable form, are hosted on-line at:
   Chapter 1:          https://www.merlot.org/merlot/viewMaterial.htm?id=1226956
   Chapter 2:          https://www.merlot.org/merlot/viewMaterial.htm?id=1226961
   Chapter 5 pt. I:   https://www.merlot.org/merlot/viewMaterial.htm?id=1243457
   Chapter 5 pt. 2:   https://www.merlot.org/merlot/viewMaterial.htm?id=1243458

**Presentations:**
I presented the initial results of my text development work in two presentations, so far:

1. *"Open Educational Resources": A Panel Discussion* Presented at the Annual Conference of the Center for Teaching and Learning, University of West Georgia, May, 2016
2. *"Using Educational Resources"* a roundtable discussion at the General Faculty Meeting, University of West Georgia, September, 2016

I have also submitted a proposal for the upcoming USG Teaching and Learning Conference, entitled *"Developing an Open Educational Resource in Psychology to Facilitate Engagement and Self-Awareness"* and will be notified of its status in early January.

6. **Description of Photograph**

Left to right:

Justin Striplin, Masters Student and Teaching Assistant; Tatum Tozzo, Camden Vancil, Michael Steder, Justin Amos, De'Rajela Pleasant, student mentors; Cory McElroy, Masters Student and Teaching Assistant; Emma Daily, Bezawet Assefa, Charlotte Gibson, Holly Gibson, student mentors; Mark Kunkel, Project Lead and Course Instructor; Karen Fitzgerald, Student Mentor