

Application Details

Manage Application: ALG Textbook Transformation Grants Round Five

Award Cycle: Round 5

Internal Submission Deadline: Tuesday, December 15, 2015

Application Title: 221

Submitter First Name: Sarah

Submitter Last Name: White

Submitter Title: Associate Vice President for Research

Submitter Email Address: ogc@gru.edu

Submitter Phone Number: 706 721 2592

Submitter Campus Role: Sponsored Programs Office

Applicant First Name: Georgina

Applicant Last Name: Hammock

Applicant Email Address: ghammock@gru.edu

Applicant Phone Number: 706 667 4615

Primary Appointment Title: Chair and Professor, Psychological Sciences

Institution Name(s): Georgia Regents University

Team Members (Name, Title, Department, Institutions if different, and email address for each. Include the applicant in this list.):

Quentin Hartmann, PhD, Associate Professor, jhartmann@gru.edu

Lauren Verlaque, MS, Lecturer, lverlaqu@gru.edu

Stephanie Northington, PhD, lecturer, snorthington@gru.edu

Winona Hatcher, instructional designer, whatcher@gru.edu

Li Ma, librarian, lima@gru.edu

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

Sarah J. White, Authorized Institutional Signatory

Executive Director, Georgia Regents Research Institute, Inc

1120 15th Street, CJ 3302

Proposal Title: 221

Course Names, Course Numbers, and Semesters Offered:

Introduction to General Psychology, PSYC 1101

Offered every Fall and Spring

Final Semester of Instruction (This is your final semester of the project): Spring 2017

Average Number of Students per Course Section: 65

Number of Course Sections Affected by Implementation in Academic Year: 13

Total Number of Students Affected by Implementation in Academic Year: 845

List the original course materials for students (including title, whether optional or required, & cost for each item): Myers, D.G. (2012) Exploring Psychology (9th ed.). New York: Worth Publishers \$84.91
Myers, D. (2014). Exploring Psychology in Modules, (9th ed.). New York: Worth Publishers. \$92.70
They are all required texts.

Proposal Categories: OpenStax Textbooks

Requested Amount of Funding: \$30,000

Original per Student Cost: \$84.91 – 92.70

Post-Proposal Projected Student Cost: \$0

Projected Per Student Savings: \$88.81 (on average)

Plan for Hosting Materials: OpenStax CNX

Project Goals:

The goal of proposed project is to provide student's enrolled in PSYC 1101, Introduction to General Psychology, with a low or no cost textbook option. To reach this goal we intend to engage in the following:

- Identify potential low/no cost options as the textbook for the Introduction to General Psychology course;
- Develop a course shell for the course that can be used by all instructors of the course;
- Develop instructional materials to supplement the materials chosen for use: including active learnings exercises, PowerPoint slides that could be used for modules or topics, and test items;
- Assess the impact of the new materials on student learning and engagement;
- Disseminate the findings at local and national conferences.

Statement of Transformation:

- The Department of Psychological Sciences recently redesigned the PSYC 1101, Introduction to General Psychology, course to focus more in depth on the subject matter presented rather than breadth (broad exposure). Our goal was to assure that sufficient time would be allowed for students to learn the foundational material thoroughly so that they would be better positioned for the rigor of the more complex material presented in higher level courses. In addition, we have implemented a common assignment across all sections that requires students to apply the materials learned to specific topics. Students write five papers across the semester. The goal is to facilitate better understanding of the content of psychology while also honing writing and research skills.

With that goal in mind, we proposed to reframe the material taught to consist of the 5 cornerstones of psychological science. This results in a reduction of material from 15 chapters in a standard textbook (one chapter a week) to 5 chapters (3 weeks per topic). As is readily apparent, this redesign means that approximately 35% of standard textbooks will be used in class. Asking students to purchase a standard introductory textbook will constitute a significant wasted cost to students. Further, it is unlikely that students will purchase the needed instructional materials since the students will quickly perceive that their investment in the textbook will be squandered. We are highly invested in the pedagogical change made to the course and want to be able to provide instructional materials of the highest caliber and most relevance to coincide with this shift. Therefore, the identification of a low or no cost option for the student is very important, particularly when 38% of the student body at our institution is Pell Grant eligible.

- Since PSYC 1101, Introduction to General Psychology, is a potential option for the core courses (Area E), any money devoted to this course will impact a large number of students (approximately 910 over the academic year). Textbooks previously chosen for the course

range from \$85 to \$92. Adopting a low/no cost option for a textbook will result in an average saving of \$88 per student with an overall savings of \$80,000 for all sections of the course in an academic year. An additional stakeholder for this course is the faculty who teach this course. The redesign of the course will put more emphasis on modules of information rather than entire chapters. The emphasis on readings aimed at the topics within modules will help faculty stay current about the material covered. Further, we hope to share active learning exercises more broadly with all faculty in the department. The extension of these activities to those teaching courses at a higher level will help those individuals integrate these academically impactful strategies throughout the curriculum.

Transformation Action Plan:

The plan is to complete the course revision with full adoption of the new textbook materials by Spring 2017.

Materials will be housed in a folder on Box or Desire2Learn that will be shared with all members of the department. The course shell will be created in Desire2Learn and shared with all instructors for the course.

The team responsible for the creation of the materials will include the following individuals:

- Dr. Georgina Hammock
 - Overseer of the project
 - Report writer
 - Developer of assessment materials
- Dr. Quentin Hartmann
 - Reviewer of potential course materials
 - Developer of supplemental instructional materials
 - Developer of learning outcomes for the course
- Lauren Verlaque
 - Developer and monitor of repository of active learning materials
 - Developer of modules
 - Developer of course design shell
 - Instructor for the partial rollout of the course
- Dr. Stephanie Northington
 - Developer of assessment materials
 - Analyzer of data
- Li Mia
 - Librarian
 - Help to identify potential open source materials for course
- Winona Hatcher
 - Instructional Designer
 - Consultant on Desire 2 Learn materials

- 2 Graduate Assistants
- Support for faculty members teaching the course
 - Help to identify potential materials
 - Development of modules

Quantitative & Qualitative Measures: Success of the program will be assessed in many ways. To assess student engagement in the course and its related materials, a survey of student attitudes about and usage of their textbook materials will be administered before and after implementation of the no/low cost resources. We also hope to gather data on their perceptions about the discipline as well. Grade distributions in the course before and after the development of the new materials will be analyzed as well with particular emphasis on the numbers of Ds, Fs, Ws, and WFs in the courses. In addition, assessment materials directly related to success in meeting our learning outcomes will be developed and used to determine any differences between the traditional and no/low cost groups. Success will be defined in terms of higher grades (and fewer W and WF grades) along with equal or better results in achieving the learning outcomes and student report of material usage and assessments of the learning outcomes. In addition, we will gather data within a single semester (initial partial rollout) to look at the success of the plan using a finer grained analysis. Two sections of the course in this semester taught by the same instructor, one using the traditional and the other the low/no cost option, will be compared to determine student success on the measures mentioned above.

Timeline:

Spring 2016: (Hammock and Northington)

- Begin development of assessment materials;
- Survey students about their attitudes about and usage of textbook materials. In addition assess their perceptions of psychological sciences and their engagement with the course and materials used in the course; and
- Gather the learning outcomes presently written into course syllabi.

Summer 2016: (Hartmann and Verlaque)

- Identify materials for use/ Content creation;
- Develop and populate repository for supplemental materials including active learning; strategies, readings, and potential test items;
- Begin development of modules; and
- Develop course shell in the learning management system, Desire2Learn

Fall 2016: (Verlaque and Hammock)

- Partial Rollout;
- Further develop and refine module content and materials
- Conduct a research project that compares one class with new materials and one with old textbook; and
- Assess success in the courses.

Spring 2017 (Hammock and Northington)

- Full rollout;
- Revise materials based on data collected at the end of the previous semester; and
- Assess student engagement and perceptions
- Analyze assessment data
- Write final report

Fall 2017 (Hammock, Hartmann and Verlaque)

- Disseminate materials to entire Psychological Sciences faculty;
- Prepare abstracts for conferences; and
- Present results at first national conference (Atlanta, GA)

Spring 2018

- Present results at Georgia conference (USG Teaching and Learning Conference, Athens, GA)
- Present results at second national conference (Annual APS-STP Teaching Institute, San Francisco, CA)

Budget:

We are requesting a total of \$30,000, distributed as follow:

\$5,000: course release for Hammock

\$5,000: course release for Hartmann

\$5,000: course release for Verlaque

\$5,000: course release for Northington

\$4,800: Funding for 2 graduate assistants to help with various aspects of project (specify the period and amount how many hours per week during the academic year and summer at what rate)

\$800: travel to kickoff meeting (for whom to where at what cost—hotel, air, per diem)

\$4,400: travel to USG Teaching and Learning, ACT and APS to disseminate information more broadly

Sustainability Plan:

Materials developed (modules, syllabi, course shell, supplemental materials) will be maintained on Desire2Learn and Box. The course will be monitored to assure that needed revisions will be integrated into the course design. The department has recently instituted a mandatory meeting of all instructors of the course. The meeting serves as an opportunity to share materials and standardize learning outcomes. This meeting also will be used to train all instructors on the use of the low/no cost materials as well as making any modifications needed based on assessments used in the courses.

December 15, 2015

Affordable Learning Georgia

Dear Sir or Madam:

On behalf of the College of Science and Mathematics at Augusta University (formally Georgia Regents University), I strongly support the proposal put forth by Dr. Georgina Hammock, Dr. Stephanie Northington, Dr. Quentin Hartmann and Ms. Lauren Verlaque to Affordable Learning Georgia. The College of Science and Mathematics at Augusta University recognizes the importance of student progression and retention, and we believe that the use of open-source and low-cost textbooks and educational resource can play an important role in student progression and retention.

This project will support the creation of low – or no-cost sections of PSYC 1101 (Introduction to General Psychology) at Augusta University (formally Georgia Regents University). Approximately 910 students take the course each academic year, as it is a core area option for majors. The textbook currently used in PSYC 1101 retails for \$90.00, and the proposed low-cost materials would reduce this figure to \$30 or less. This equates to a potential cost savings of over \$80,000 per year to the students.

We believe this project is very sustainable. If this proposal is funded, course releases for the involved team members will enable them to develop materials to run low-cost sections of PSYC 1101. Once the materials are developed, this will provide momentum for additional faculty to embrace the use of low- and no-cost materials. The office of the Dean will provide support to this project as indicated in the grant proposal, and we will work with the team members to ensure compliance with state and university guidelines should this proposal be funded.

Thank you for your consideration of this proposal, as the support of programs like Affordable Learning Georgia play a vital role in making this type of curricular innovation possible.

Best Regards,



Rickey P. Hicks, PhD

Dean

College of Science and Mathematics

NARRATIVE

1.1 PROJECT GOALS

The goal of proposed project is to provide students enrolled in PSYC 1101, Introduction to General Psychology, with a low or no cost textbook option. To reach this goal we intend to engage in the following:

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 - * Assess the impact of the new materials on student learning and engagement;
- [HG2]
- * Disseminate the findings at local and national conferences.

1.2 STATEMENT OF TRANSFORMATION

* The Department of Psychological Sciences recently redesigned the PSYC 1101, Introduction to General Psychology, course to focus more in depth on the subject matter presented rather than breadth (broad exposure). Our goal was to assure that sufficient time would be allowed for students to learn the foundational material thoroughly so that they would be better positioned for the rigor of the more complex material presented in higher level courses. In addition, we have implemented a common assignment across all sections that requires students to apply the materials learned to specific topics. Students write five papers across the semester. The goal is to facilitate better understanding of the content of psychology while also honing writing and research skills.

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TRANSFORMATION ACTION PLAN 1.3

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1.4 QUANTITATIVE AND QUALITATIVE MEASURES

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1.8 REFERENCES & ATTACHMENTS

[WSJ1]Are you familiar with InCommon licensing? You might want to reference it here also take a look at Connexions <http://cnx.org/>

[HG2R1]I am thinking of using Connexions (OpenStax) for finding materials.

[WSJ3]Would the word reframe be better?

[HG4]This is the amount mandated by the grant. Not a traditional stipend.

[Proposal No.] 1 [Publish Date]