UNIVERSITY SYSTEM
OF GEORGIA

Mark Kunkel, Amelia Bagwell, and Rod McCrae

Introduction to General Psychology

Affordable Learning Georgia

Georgia's Virtual Library
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An Initiative of the University System of Georgia

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 Grants Round 8

Award Cycle:	Round 8
Internal Submission Deadline:	Sunday, December 11, 2016

Application Title:	291
Application ID:	#001289
Submitter First Name:	Mark
Submitter Last Name:	Kunkel
Submitter Title:	Associate Professor of Psychology
Submitter Email Address:	mkunkel@westga.edu
Submitter Phone Number:	6788390621
Submitter Campus Role:	Proposal Investigator (Primary or additional)
Applicant First Name:	Mark
Applicant Last Name:	Kunkel
Co-Applicant Name(s):	--
Applicant Email Address:	mkunkel@westga.edu
Applicant Phone Number:	6788390621
Primary Appointment Title:	Associate Professor of Psychology
Institution Name(s):	University of West Georgia
Submission Date:	Monday, December 12, 2016

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. Amelia Bagwell, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, abagwel@westga.edu

3. Three additional graduate (Masters and Ph.D.)-level student assistants to be funded Summer, 2017

4. Editor and graphic designers to be determined

5. Rod McCrae, Assistant Director of the Center for Teaching and Learning, University of West Georgia, rmcrae@westga.edu

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

Denise Overfield, Associate Vice President of Academic Affairs and Dean of Graduate School, University of West Georgia

Proposal Title: 291

Course Names, Course Numbers and Semesters Offered:

Introduction to General Psychology

PSYC 1101

Summer 2017, Fall 2017

(* 22 sections of this course are offered each semester, with two-four additional sections in the summer)

Average Number of Students per Course Section:	54
Number of Course Sections Affected by Implementation in Academic Year:	42
Total Number of Students Affected by Implementation in Academic Year:	2300
List the original course materials for students (including title, whether optional or required, & cost for each item):	Varies; typically:S. Ciccarelli and J. White, Psychology: An Exploration (4th ed.) http://www.amazon.com/Psychology-paperback-4th-Saundra-Ciccarelli/dp/0205973361/ref=sr_1_1_twi_pa p_1?ie=UTF8&qid=1440779228&sr=8-1&keywords=psychology+4th+edition&select Obb=rentRequired, $180.45 per student
Requested Amount of Funding:	$ 26,800
Original per Student Cost:	$180.45 (+ bookstore mark-up)
Post-Proposal Projected Student Cost:	$ 0

Projected Per Student Savings:	$ 200.00
Projected Total Annual Student Savings:	$460,000

Creation and Hosting Platforms Used ("n/a" if none):

Merlot and local (D2L)

Proposal Category:	OpenStax Textbooks
Final Semester of Instruction:	Fall 2017

Project Goals:

In brief, I am seeking funding to refine, extend, and implement the considerable work that I did for a previous (Round 4) grant in my sections of Introduction to General Psychology to **all** of our (20+ per semester) sections of this course. I will elaborate these proposed goals and a background context for them.

I, the principal investigator, was fortunate enough to receive a Round 4 grant. This Round 4 project, completed during the present (Fall, 2016) semester, contributed as anticipated to considerable savings and learning benefits for students in my sections of Introduction to General Psychology. All project goals for that proposal were achieved. Not only was I able to redesign the course facilitating use of the existing OpenStax materials, but **through the Round 4 sponsorship I was able to generate over 145,000 words of new and original text material, consisting of the following chapters**:

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: http://www.merlot.org/merlot/viewMaterial.htm?id=1243458)

4. Chapter 6: Humanistic, Existential, and Transpersonal Psychology

5. Chapter 7: Integrated Theory in Psychology
6. Additional introductions to the existing OpenStax chapters for Biological/Psychological Psychology, Behavioral Psychology (Learning), Social Psychology, and miscellaneous other material.

The sponsorship in Round 4, of only a graduate assistant and me, has resulted in an extensive foundation, and some finished development, of **the only Introduction to General Psychology book in existence with an emphasis on self-awareness, and detailed chapters on Theory, on Psychoanalysis, and on Humanistic/Existential/ Transpersonal Psychology (a long-term historical emphasis of the Psychology Department at the University of West Georgia and an important theoretical foundation in psychology).**

Specific goals achieved in the previous Round 4 were as follows:

1. ensuring that each student in my 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. evaluating the effect of student access to a free and suitable textbook on student learning and engagement, as operationally defined and measured in the way described in that proposal;
3. bridging and integrating 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. laying the groundwork for broader adoption, use, and integration of OpenStax materials for the additional sections (presently, Fall Semester 2016, constituting approximately 800 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 improve and modify the OpenStax textbook, and make it available uniformly to students in all sections of General Psychology, resulting in an estimated per-semester savings to students of $160,000 (assuming a low-end textbook cost to each student of $200) to $240,000 (with a higher-end textbook cost of $300 per student).

My **primary goal for additional funding** is to build on this existing foundation and to extend the project to the full reach of our multi-course (750 students per semester) Introduction to General Psychology offerings. There is **considerable work remaining** to remedy the lapses of coverage with the existing text, integrate and dovetail the new materials I have generated with that text, seek editorial review (through the Merlot platform) of the new materials, and finalize a coherent and accessible open resource Introduction to General Psychology text and approach for use across our many sections each semester.

I seek additional sponsorship for **new project goals** including:

1. Finalizing editing and formatting and uploading of existing chapters (primarily Chapters 1, 2, and 5, linked hereafter);
2. Editing and formatting and uploading of existing chapter drafts (6, and 7), some 55,000 words;
3. Writing, editing, formatting and uploading of prefaces and theoretical anchors for each OpenStax content area (e.g., Sensation and Perception; Development) including:

   Application of the five psychology theories to the specific content area;
   Implication of the content area for the overall text and course objective, the facilitation of informed self-awareness; and
   Development of additional Self-Awareness Exercises tailored to each content area;

4. Integration of the new with the existing text materials in an accessible, seamless, and coherent format;
5. Ongoing and wider dissemination of this text, which in my modest estimation (and that of students and colleagues using it so far) will be an important contribution to open educational resources sorely needed in Introduction to General Psychology;
6. Specific standardized implementation of the new text for use in all of our sections of Introduction to General Psychology, and training of doctoral-level instructors in using the new text.

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. Texts also vary in being (a) accessible to student understanding, (b) relevant to students' lives and learning, and (c) integrated with the classroom content and process. Many texts fall woefully short. So during the implementation of the Round 4 grant it became clearer to me than ever that the students who would be unable to purchase a text and to benefit from it in their learning were advantaged by the OpenStax offering. As helpful as that text is, it has some important shortcomings:

   Lack of specific discussion of psychological theory;
   Absence of integrated opportunities for self-awareness and application;
   Any attention to historically (and actually) relevant theory in Psychoanalytic, in Humanistic/Existential/Transpersonal , or in post-modern Critical Psychology;
   Inclusion of ancillary teaching materials for beginning course instructors.

So in addition to coherent and thorough implementation of the existing OpenStax text, many of my efforts in Round 4 were by way of beginning to address some of its shortcomings. During

this present semester, the last semester of implementation of the Round 4 project, it has become wonderfully evident how helpful a thorough and coherent supplement to the OpenStax text has been for students and for me as a teacher. The materials I have created have been useful for students in their preliminary form, but more work is needed to ensure that the materials help students understand and apply the concepts of psychology. Completing the development of my materials, and integrating these newly developed materials with the existing content areas, would enable adoption of the supplemented OpenStax text across our multiple sections of Introduction to General Psychology (and I hope elsewhere) at sizeable student savings. Transformation, with respect to both materials creation and pedagogical coherence, would occur through:

Additional development of remaining text supplement materials;
Editing and refinement of presently developed text supplement materials;
Editorial review and modification of new and existing text supplement materials;
Development of a unified multi-course approach and format for the course based on these new and existing materials; and
Training of course instructors (primarily doctoral students and new teachers) in implementation of these new and existing materials.

Stakeholders affected by the transformation: The immediate student stakeholders would be the approximately 1200 students participating in Introduction to General Psychology courses during the period of the grant at the University of West Georgia. 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 the modified and extended OpenStax text.

Other stakeholders of note include:

The instructors of the multiple sections of Introduction to General Psychology at the University of West Georgia. These instructors (all save me as the only faculty member teaching this course on a regular basis) are typically doctoral students lacking pedagogical foundation and communality of purpose and approach. Having a common text would benefit not only the students in Introduction to General Psychology each semester, but also the instructors of this course (in ways I outline hereafter).
Adopters of this modified text, licensed under Creative Commons, at other universities. I expect that a free, open-access Introduction to General Psychology text, unique in the ways that this one is and into which it will extend, will be of considerable interest in the field.

I anticipate that the impact of this transformation on stakeholders, and course success would be considerable in the ways that I have described and that I have begun to observe and document during these recent semesters of Round 4 implementation. Each student would not only have access to a common text, but that modified and extended text would be suited uniquely to a conceptually founded and experientially transformative introduction to general

psychology. I anticipate that students will 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. As part of the quantitative and qualitative evidence gathered at the conclusion of Round 4 we asked about students' use of the text (and of the new materials in particular) as facilitative of their learning. There is strong evidence in their reports that they experienced the text as helpful and provocative, and as contributing to their retention and progress and eventual graduation.

The anticipated transformation to instructors is broad, and somewhat specific to our departmental circumstances. Part of the structure for our prestigious and unique doctoral program
https://www.westga.edu/academics/coss/psychology/program_page.php?program_id=102 involves doctoral students' access to teaching experiences. Consequently they are assigned to sections of Introduction to General Psychology during two of their three funded years of study. Two faculty members (I and the Director of the doctoral program) serve as supervisors of their teaching, but I am the only faculty member to teach the Introduction to General Psychology course on a regular basis. Doctoral instructors are for the most part left to their own devices to design the Intro course, to select a textbook, to prepare lectures and examinations, and to facilitate students' learning. We as a Department have long talked of developing a common text
around which supervision and coordination and curricular integration of the Introduction course with later coursework might occur with more efficiency and integrity. Use of the common OpenStax text, as supplemented by newly developed materials, would enable such coordination, at great benefit to the doctoral instructors and to students and to the university.

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 a traditional and expensive text, all students would have equal and open access. I have noted and documented during Round 4 significant and demonstrable increases in student persistence and performance in this course as a result of the common, open access text. And I anticipate that an extended and tailored and unique text, of the sort on which I have already made considerable progress, will constitute a unifying framework for theoretical and experiential foundations in psychology that will enhance student learning and performance not only in the Introduction to General Psychology course but elsewhere.

There are broader transformative impacts for the Psychology Department as well. Our departmental history and present philosophy are unique in many respects, including our emphasis on humanistic and existential and transpersonal psychologies, on psychoanalytic and depth psychologies, and on critical psychologies (involving culture and system-level change). We have lacked a coherent Introduction to General Psychology text that lays a

foundation for these areas of emphases (along with more traditional approaches to psychology), and the support of Round 4 enabled considerable progress on development of such a text. My efforts so far have been met with broad enthusiasm by my Department Chair, my faculty colleagues, teaching assistants, and students.

There would also be important opportunities for contribution at the institutional level, and elsewhere. My hope is that other University System of Georgia institutions would consider adoption of the free OpenStax supplemented text. Hosting the materials on a reviewed open educational resources site such as Merlot also encourages external adoption of the text, resulting in what I hope to be broad adoption and use elsewhere. I am humbly optimistic about such broader use, especially in a climate in which traditional for-fee textbooks are becoming increasingly costly and privileging.

Transformation Action Plan:

1. The new course materials would be threefold:

a. the existing OpenStax textbook for Psychology, as supplemented by

b. the newly developed unique chapters on Introduction, Theory, Psychoanalysis, and Humanistic/Existential/Transpersonal psychologies, and

c. additional preface and application materials to each OpenStax content chapter.

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 and the modified and extended chapters in reading assignments for each class meeting (as indicated in the syllabus and course schedule);
b. designing measurement rubrics and test questions based on the existing and modified OpenStax materials;
c. finding ways to begin to dovetail and integrate the existing materials with the additional chapters and content additions in lecture notes, classroom demonstrations, activities and examinations; and
d. Organizing training and supervision of doctoral-student instructors around their use of a common and suitable and openly accessible materials.

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 my own sections of Introduction to General Psychology courses, and I will also organize and facilitate the work I have outlined. I will continue to develop new text content, to supervise editing and formatting of this content, and to oversee the work of team members in assisting with their

roles.

Amelia Bagwell, B.A., teaching assistant: Ms. Bagwell, President of the university Honors Council, is an exceptionally skillful writer and editor and research assistant, and she will be responsible primarily for ongoing work with the existing materials I have generated and overseeing the work of others in development and preparation of materials.

Three additional graduate (Masters and Ph.D.)-level student assistants to be funded Summer, 2017. Our Department is fortunate to have numerous and exceptionally well qualified graduate students in our internationally recognized Masters and Doctoral programs. I plan on interviewing and selecting three committed to pedagogy, to writing, and to research, to assist in grant-related activities including:

Preparation and editing of new materials;
Integration of existing course notes (some 300 pages per semester) with new and existing OpenStax text chapters;
Assistance with grant-related evaluation of teaching and learning process and outcomes.

Editor and graphic designer. This person, to be selected by interview, will serve as a consultant primary editor and graphic designer to facilitate integration of new with existing text materials and overseeing of final hosting preparation.

Rod McCrae, Assistant Director of the Center for Teaching and Learning, University of West Georgia. Dr. McCrae will coordinate institutional support and provide infrastructure and additional teaching-learning related resources to supplement our class materials tailoring to OpenStax.

I will also continue to involve my faculty colleagues, and especially the Director of the doctoral program, in review and collaboration around these materials and their implementation. We have yet to develop a broadly standardized and coherent approach to the Introduction to General Psychology course, and this proposed text project would be a central component of that larger project.

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

a. hosting of the materials on Merlot, and on CourseDen (Desire2Learn) locally;
b. 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;
c. assignment of specific OpenStax chapters and activities in the course schedule; and
d. verification with each student of internet access and procedural access to the existing and extended OpenStax text.

Quantitative & Qualitative Measures: Quantitative measures of student access will include:Desire2Learn tracking of students' opening the link to the OpenStax text and to supplementary chaptersStudents' individual verification (via an on-line, one-item quiz on Desire2Learn) that they have been able to open successfully the OpenStax text and other materialsInclusion of specific text-related questions on exams and in notes and in course activitiesA final survey of students including questions regarding their access to and benefit from the existing and supplemented course materials, as was also included in the previous Round 4 project.Quantitative measures of students' use of OpenStax in achieving learning objectives will include:Supplemental Desire2Learn "dropbox" assignments, speaking to specific sections of the existing and extended text;Inclusion of text-specific items on the three course examinations;Comparison of student performance on examinations and supplementary assignments based on new and existing text materials with those of previous semesters in which a text was not required, and with semesters (during Round 4) during which only the existing OpenStax text was used.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 the Round 4 OpenStax data, and measures of these same constructs obtained following implementation of the extensively modified 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. We will also set up focus groups of students to discuss their experience of the newly

modified and extended text and compare their experience with that of students using purchased texts, no texts, or only the existing OpenStax materials.

Timeline:

Summer, 2017

We will do writing of new material amplifying the existing areas of emphasis and extending into some new areas under the stewardship of the graduate student specialists.

We will also use this summer as a time to edit, format, and design the finalized and modified and extended OpenStax materials, host them at Merlot, and seek independent editorial review to ensure helpfulness and accuracy

Conduct a pre-semester training for instructors of Introduction to General Psychology, organized around the common use of the open access materials.

Fall, 2017

Teach first semester of transformed courses across all anticipated (22) sections of Introduction to General Psychology

Measure student learnings, DFW rates, and subjective experience as outlined previously

Begin comparison of these data with pre-transformation course and with existing Round 4 sponsored modified courses

Modify syllabus and activities and text as necessary for coming semester

Budget:

The budget requested is for a Department-Wide, Multiple-Section award, to be used as follows:

1. Mark A. Kunkel, Ph.D., Principal Investigator and Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu, $5,000 (as salary for June 1 – July 1, 2017, less university fringes)

2. Amelia Bagwell, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, abagwel@westga.edu, $5,000
(as hourly compensation, $25.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)

3. Three additional graduate (Masters and Ph.D.)-level student assistants, $4,000 each
(as hourly compensation, $20.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)

4. Editor and graphic designer $4,000 (as hourly compensation, $20.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)

$800 for travel and project-related conference presentation as specified in the grant announcement

Sustainability Plan:

Given that Introduction to General Psychology is a part of the core requirements for the

University of West Georgia, and that we typically offer between 650 and 800 seats per semester, I hope that the multi-course funding will permit sustained and long-term use of the proposed modified and extended OpenStax text.

Hosting, both locally (on Desire2Learn) and internationally (on Merlot) will continue.
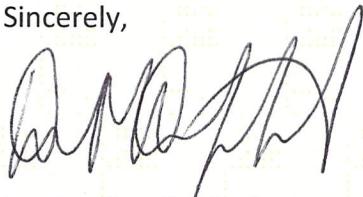

December 9, 2016

Jeff Gallant
Program Manager, Affordable Learning Georgia
Library Services, Board of Regents of the University System of Georgia

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 Final Development of an OpenStax Textbook in Introduction to General Psychology for Multiple Sections. Professor Kunkel received a Round 4 grant to use the OpenStax psychology textbook in large enrollment general psychology classes, which saved students approximately $46,000 per semester. In completing his project, he wrote an additional 100,000 words of new text material, adding 6 chapters to the OpenStax Material. For the current proposal, Professor Kunkel is seeking funding to complete his work and fill in gaps in the text that will make it align better with the focus of our psychology courses at UWG as well as those at other institutions that wish to include topics such as self-awareness, theory, psychoanalysis, and humanistic psychology. Professor Kunkel anticipates that these new chapters will allow the adoption of the OpenStax text for all sections of our introductory psychology course, providing a cost savings to students of $160,000 to $240,000 per semester.

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.

Sincerely,

Denise Overfield, Ph.D.
Associate Vice President for Research and Dean of the Graduate School

Syllabus

Introduction to General Psychology
Psychology 1101, Sec. L2C
Fall, 2017 Bonner Lecture Hall 9:30 – 10:45 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 a **free** and **very good** Introduction to General Psychology text that I have written (a few chapters with graduate student helpers), 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:

https://sites.google.com/westga.edu/intropsych/

I am immensely proud of, and grateful for, this text, and I hope it will be a true gift to you. You'll find references to relevant chapters for readings in the tentative schedule that follows. I'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-Awareness Reflection Papers, via the Assignments tab (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 farther reaches of human nature). Our 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. appreciate in a new and relevant way the importance of self-awareness rather than automaticity for a good life, well lived;
 2. trace the development of modern psychology from its philosophical roots through its current professional and scientific role in society and culture;
 3. 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;
 4. 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,
 5. have a new relationship with sensation and perception as a flawed but potentially rich grounding of human experience;

6. come to a new appreciation of consciousness as it relates to coma, meditation, substance involvement, sleep and dreaming, and other human experiences;
7. understand the complexity of thinking and language and speech, and the complicated interrelation among these pieces of human experience;
8. 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;
9. know about memory in a way that ordinary people do not;
10. 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;
11. reconnoiter and read various maps for human development and its vicissitudes, as they relate to the lived territory of your experience;
12. 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;
13. 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
14. 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 I see my 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 9:25 (AM, 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 reflections (see below). You can prepare for class, and allow it to come to matter to you, by getting in the habit of asking yourself, "What can I say NEW and CLEAR and KIND about my experience?" "How can this contribute to self-awareness in my life?" and "How does this relate to ME?" 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 9:40) a question written on a **3X5 card** (** we cannot accept questions not written on 3X5 cards) that **relates to psychology 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**
You'll notice immediately that a central component of the text is self-awareness, and that I have included dozens of "Self-Awareness Exercises" in many of the chapters. The purpose of this assignment is to help you notice and experience your life differently, accumulate and apply some new words for your experience, and be able to make meaning of the life that is yours, in some 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 Assessments → Assignments tab on CourseDen) a 400-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 my 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 me as a teacher 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 in each designated semester period. **Do the groups!**

Grading Procedure: I will make every effort to insure that your grades reflect adequately the quality of your work and the breadth of your involvement in the course. I'll also give you periodic feedback to help you calculate your grade. 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- 483	A	
Exams:	300	386- 434	B	
Self-Awareness Reflection	133	338 -385	C	
		D, F?	60% and below...but don't do that.	
Total:	483			

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:

https://www.westga.edu/UWGSyllabusPolicies/

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

T	R	Topic
	8-10	**Introduction and telling stories**
		The Evolution of Psychology
8-14	8-17	*The Nature of Psychological Thinking*

  Text: Kunkel, Chapter 1 https://sites.google.com/westga.edu/intropsych/
   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 https://sites.google.com/westga.edu/intropsych/

8-22		**Theory Story #1: "Maybe it's really all about the brain..."**
		Biological Bases of Experience
	8-24	**Continued**

  Text: Chapter 3 https://sites.google.com/westga.edu/intropsych/

8-29		**Theory Story #2: "Maybe it's really all about what happens outside of us..."**
		Behavioral Bases of Experience
	8-31	

  Text: Chapter 4 https://sites.google.com/westga.edu/intropsych/

9-5		(continued)
	9-7	**Theory Story #3: "Maybe it's really all about love and work..."**
		Psychoanalytic Bases of Experience
		(continued)

  Text: Kunkel, Chapter 5 https://sites.google.com/westga.edu/intropsych/
   Chapter 11.1 – 11.3: http://cnx.org/contents/Sr8Ev5Og@5.46:X7lIv6fX@5/Introduction

9-12		**Theory Story #4: "Maybe it's really all about being human..."**
	9-14	*Humanistic/Existential/Transpersonal Bases of Experience*
9-19		

  Text: Kunkel, Chapter 6 https://sites.google.com/westga.edu/intropsych/
   Chapter 11.5: http://cnx.org/contents/Sr8Ev5Og@5.46:bDTiopbc@5/Humanistic-Approaches

	9-21	**EXAM 1**
		** **End of first extra-credit period**

9-276		Catching up...

	9-28	**Theory Story #5: "Maybe it's really all about WHERE and WHEN we are...."**
10-4		*Culture-Context Bases of Experience*

  Text: Our new Chapter 7 https://sites.google.com/westga.edu/intropsych/

** No class	10-5	**Fall break**

10-10		**You see what you want to see and disregard the rest..."**
	10-12	*Sensation and Perception*

  Text: Chapter 8 https://sites.google.com/westga.edu/intropsych/

10-17		Dreams, substances, meditation...
	10-19	*Consciousness*

  Text: Our new Chapter 9 https://sites.google.com/westga.edu/intropsych/

Tentative schedule, continued:

10-24   "But I remember!" Well, maybe not…
                              Memory
  Text: Chapter 12 https://sites.google.com/westga.edu/intropsych/

          10-26   **EXAM 2**
                              ** End of second extra-credit period

10-31   So, what do you think I mean?"
                              Language and Thought and Intelligence
  Text: Chapter 10 https://sites.google.com/westga.edu/intropsych/

          11-2   "I don't know, what do <u>you</u> want to do?"
                              Motivation and emotion
  Text: Chapter 11 https://sites.google.com/westga.edu/intropsych/

11-7   "Let's go in the darkroom and see what develops…"
                              Human Development I
          11-9   (continued)
  Text: Chapter14 https://sites.google.com/westga.edu/intropsych/

11-14   "Are you crazy, or just weird?"
          11-16   *Psychological Suffering and Wellness*
  Text: Chapter 16 https://sites.google.com/westga.edu/intropsych/

** No class 11-21, 11-22 (Thanksgiving Break)
11-28   *Struggles and resilience, continued*

          11-30   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 9:30 – 10:45   Thursday, Dec. 7, 8:00 – 10:00

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: 12-15-17

Grant Number: 291

Institution Name(s): University of West Georgia

Team Members:

1. Mark A. Kunkel, Ph.D., Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu
2. Amelia Bagwell, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, abagwel@westga.edu
3. Six additional graduate (Masters and Ph.D.)-level student assistants funded Summer, 2017
4. Editor and graphic designer funded Summer, 2017
5. Rod McCrae, Assistant Director of the Center for Teaching and Learning, University of West Georgia, rmcrae@westga.edu

Project Lead: Mark Kunkel

Course Name(s) and Course Numbers:

Introduction to General Psychology, Psychology 1101

Semester Project Began: Summer, 2017

Semester(s) of Implementation: Summer, 2017; Fall, 2017

Average Number of Students Per Course Section: 50

Number of Course Sections Affected by Implementation: Six

Total Number of Students Affected by Implementation: approximately 320 +

1. Narrative

A. Key outcomes

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

1. make considerable collaborative progress on developing additional open access text materials (final preparation of five chapters, of four new chapters, and additions to six existing chapters) for Introduction to General Psychology;
2. host and refine an appropriate platform for hosting the existing and under-development materials, presently: https://sites.google.com/westga.edu/intropsych/
3. continue efforts to integrate these new materials with the existing OpenStax text (https://openstax.org/details/psychology) materials for Introduction to General Psychology;
4. make available to all student instructors of Introduction to General Psychology (a cross-disciplinary and popular core course) access to a free and suitable textbook for the class;

5. evaluate the effect of student access to this free and suitable textbook on student learning and engagement, as described hereafter; and
6. 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. We hope that eventual full adoption of the text 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 take up the textual materials in their learning;
- integrating existing and newly developed chapters and other materials with my existing teaching approach; and
- developing new materials.

The <u>accomplishments</u> included:

- generally 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 new developed and refined text 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 text materials, especially the newly developed chapters and additions that elaborate and refine the OpenStax 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. For a Round 4 grant I and a student assistant developed some

preliminary chapters, and tried to compile them with the OpenStax materials. For this Round 8 grant our efforts were much more far-reaching. We tried to develop and finalize many new chapters, make them available for hosting and student access, and added to the existing OpenStax materials. As in that previous project, it was much too ambitious, but we accomplished it, for the most part.

2. As in Round 4, I have been discouraged at students' indifference to the free and helpful materials. 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 new chapters, and the modifications to the OpenStax chapters. Some did not even open, let alone read and study, any chapters (the mean number of self-reported "free text chapters opened" out of 16 in the Fall, 2017 semester was seven). Almost half of students did not open, let alone read, the additional elaborative materials I prepared around Sensation and Perception, Cognition and Emotion, Motivation, and Language. Why? Fourteen percent 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." And one indicated on the qualitative elaboration, "Given that it was a free text I didn't feel motivated to get my money's worth, so I hardly used 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. Three quarters of students in the same survey responded "True" to "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 will continue to find ways to "use" the text in class, while maintaining my commitment not merely to summarize what might have been read. This is a challenge for me as a teacher generally, but particularly for this text that I have offered.
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). Students did indicate that when they brought themselves to read the new materials that they were worthwhile, but that was 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 some quotes from students evaluating their experience with the our new textbook:

1. Positive:

- "Overall it was great and really helped with finances"
- "I could bring it with me everywhere and I didn't have to be weighted down by the denseness of a real textbook"
- "I liked the self-awareness exercises"

b. Negative:

- "TOO LONG"
- "Not being able to physically highlight or make notes on it"
- "It was hard for me to grasp the concept because I was used to a paid 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: 350; 140 surveyed (from my section)

- Positive: 90% number of respondents
  "I preferred the on-line text to one I would have had to buy."
- Neutral: 0 number of respondents
  (did not respond)
- Negative:10% of respondents
  "I preferred the on-line text to one I would have had to buy." (answered **False**)

I note that this is a higher and more positive response than I received on my Round 4 survey, and am encouraged by that.

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, although discomfort around the lack of print access
- A sense of being overwhelmed at the length (particularly of our newly developed chapters)

4

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, 2017 (final semester of implementation)
N = 120
    Drop 2.1%
    Fail 8.7 %
    Withdraw 5.3%

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 existing OpenStax and (especially) the newly developed materials for student success and experience. I address specifically:

- D2L (CourseDen) tracking of students' opening the link to the text

I could not develop a way of tracking reliably students' access to the newly developed hosted text chapters. Based on their self-report, students in my section semester opened (and presumably read) 7/16 of the chapters, an increase over the last semester I taught this course.

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 additions to the OpenStax text materials was as follows:

Module 3. DRAFT text chapters	
i. ▤ 7. Culture-Context Psychology.docx	47
ii. ▤ 8. Sensation and Perception	47
iii. ▤ 10. Thinking and Intelligence-2	33
iv. ▤ 11. Emotion and Motivation	33
v. ▤ 12. Memory	34
vi. ▤ 14. Psychological Development- (Life Is a School!	45
vii. ▤ 16. Psychological Suffering and Wellness	35

This is out of 120 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.

I also included 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 the Fall, 2017 were within six percentage points of the last semesters ((Spring, 2016 and Fall 2016)) in which I taught the course without a textbook, or with a very preliminary OpenStax textbook. My guess is that this is an artifact of not including more examination questions specific to the texts, as above.

In general, compared to previous semesters, 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)*

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

Fall, 2017 <u>n</u> = 97
Percentages of students responding "True" to each question:

1. I knew there was a free on-line text.   100 %

2. I preferred the free text to one I would have had to buy.   90%

3. The text was helpful to me in my learning for this class.   82%

4. I would have used the text more if I would have had to buy it. 14%

5. I would have used the text more if we used it more in class.   77%

6. Reading the text helped me do better on the tests.   75%

7. Texts for my courses are a huge expense each semester.   85%

8. I would not have purchased a text for this class anyway,
      even if one were required.   14%

9. I wish there would have been more test questions concerning
      the text.   38%

10. Compared to other people in the class I know, I
      used the text more.   24%

11. The readings for each topic were clear from the syllabus.   84%

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

- *students' general knowledge of their access to the text materials*
- *relative preference on students' part for this text over traditional texts*
- *increasing sense on students' part (particularly in this last semester) that the Intro 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 and newly developed text 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 our work for this Round 8 grant, in which again we developed four new text chapters, refined and added significantly to the four that I had developed previously, and added supplementary material to seven additional OpenStax chapters. Some themes in their responses to a qualitative inquiry, following this last semester of implementation, follow:

Appeal
- *It was clear and easy to follow*
- *It was relatable*
- *It was how he spoke*
- *I liked the stories and how personal it was*
- *Self-Awareness Exercises*
- *I loved the set-up and the content*
- *I liked that as I was reading it, I could also hear my professor's voice.*
- *It gave exercises to help understand the sections*
- *The pictures were great*
- *I liked that my actual teacher was a part of writing the text and he made things applicable to our lives so it wasn't "just something we had to read for class"*

Relevance and Helpfulness
- *It gave exercises to help understand the sections*
- *The time and energy and love I know went into making it*
- *The text helped me understand if I didn't understand the teacher…I easily could comprehend the text.*
- *Thank you for the free text! As a full-time student that also works full-time, it was really helpful to save money that I didn't have*

Length
- *A bit complicated*
- *Very long*
- *Overwhelming*
- *Very long and hard to read through everything while working and staying social*
- *Nothing was wrong with that book, I just don't like read book (sic)*

Format and Form (negative)
- *That it was on-line (more hands-on person)*
- *There was little to no fact.*
- *It wasn't a standard textbook, so it was hard to understand, read, and study with.*
- *Didn't like the unfinished chapters*

- *Given that it was a free text I didn't feel motivated to get my money's worth, so I hardly used it*
- *It was on-line. I do not like the internet, much less reading a textbook there.*
- *I prefer paper copies*
- *My eyes don't work well on screens*
- *I do prefer actual books over online text any day*
- *I hate reading on a computer, so that was hard for me*
- *I don't know how to work the internet, difficult to access*
- *I wanted an in hand copy*
- *I wish it was a hard copy*

In general this response was:
- more positive than that I received to Round 4, encouraging in light of the depth and scope of additional materials we developed;
- disparaging of length and format.

This confirms my sense that we have some work to do to help students (and other faculty) make the shift to on-line materials in general, and to and open educational resources in particular.

Final grading trends and patterns:

 Semester   Final grade mean and standard deviation
 Fall, 2017   59.6, sd = 25.9

This is a lower mean and a much higher standard deviation than in the last semester I taught this course. My sense is that this is due to the presence of many more first-semester students in the fall, and to their relative difficulty adjusting to university study generally and to my approach particularly.

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 our dedicated google site, and as we refine and update and finalize them we will seek a permanent site for hosting. , I have received inquiries from instructors at other universities to use the text as well, and I hope that in addition to being used locally that the text finds broader use nationally. to

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:
Kunkel, M. A. (2017). *Introduction to Introduction to General Psychology* [E-reader Version]
>   Carrollton: University of West Georgia. Retrieved from
>   https://sites.google.com/westga.edu/intropsych/
>   *Eight solely authored complete chapters and additional existing (OpenStax
>   https://openstax.org/details/psychology) chapter supplements. 174,00 words.*

Presentations:
>   I presented the initial results of my text development work and its impact on my
>   teaching in three additional presentations since the last grant award:
Kunkel, M. A. (2017, May). *A radical approach to redistributing power in the classroom.*
>   Invited presentation, Innovations in Pedagogy Conference, University
>   of West Georgia, Carrollton, GA.
Kunkel, M. A. (2017, Apr). *Implementing an OpenStax Introduction to General
>   Psychology textbook.* University System of Georgia Teaching and Learning
>   Conference, Athens, GA.
Kunkel, M. A. (2017, Apr). *Redistributing power in the classroom.* University System of
>   Georgia Teaching and Learning Conference, Athens, GA.

6. **Description of Photograph**

Left to right: Kneeling front: Meghan Toups (Ph.D. student and mentor), Holly Gibson (MA student and mentor), Micah Ingle (Ph.D. student and grant co-author); Standing: Galen Roehm (MA student and mentor), TJ Micale (undergraduate and mentor), Joshua Moore (MA student and mentor), Jacob Tengelson (Ph.D. student and mentor), Mark Kunkel (Professor and principal investigator), Camden Vancil (MA student and grant co-author), Amelia Bagwell (Ph.D. student and co-investigator), Charlotte Gibson (MA student and mentor), Kurt Youngren (Ph.D. student and mentor), Andrea Laubstein (MA student and mentor)