Spring 2018

Social Psychology (GSW)

Charles Huffman
Georgia Southwestern State University, Charles.huffman@gsu.edu

Ru Story Huffman
Georgia Southwestern State University, ru.story-huffman@gsu.edu

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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.

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### Application Details

#### Manage Application: ALG Textbook Transformation Grants

<table>
<thead>
<tr>
<th>Award Cycle:</th>
<th>Round 9</th>
</tr>
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<tbody>
<tr>
<td>Internal Submission</td>
<td>Sunday, April 30, 2017</td>
</tr>
<tr>
<td>Deadline:</td>
<td></td>
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| Application Title:     | 326                   |
| Application ID:        | #001757               |
| Submitter First Name:  | Charles               |
| Submitter Last Name:   | Huffman               |
| Submitter Title:       | Chair, Department of Psychology and Sociology |
| Submitter Email Address:| charles.huffman@gsu.edu |
| Submitter Phone Number:| 229-931-2316          |
| Submitter Campus Role: | Proposal Investigator (Primary or additional) |

| Applicant First Name:  | Charles               |
| Applicant Last Name:    | Huffman               |
| Co-Applicant Name:      | Ru Story-Huffman      |
| Applicant Email Address:| charles.huffman@gsu.edu |
| Applicant Phone Number: | 229-931-2316          |
| Primary Appointment Title: | Chair, Department of Psychology and Sociology |

**Institution Name(s):** Georgia Southwestern State University

**Submission Date:** Monday, May 1, 2017

<table>
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<tr>
<th>Proposal Title:</th>
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<tr>
<td>Final Semester of Instruction:</td>
<td>Fall 2017</td>
</tr>
</tbody>
</table>

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

Charles M. Huffman, Ph.D.

Chair, Department of Psychology and Sociology

charles.huffman@gsu.edu
Ru Story-Huffman, Dean of the Library
ru.story-huffman@gsw.edu
Georgia Southwestern State University

**Sponsor, (Name, Title, Department, Institution):**
Brian U. Adler, Ph.D.
Vice President for Academic Affairs
Georgia Southwestern State University

**Course Names, Course Numbers and Semesters Offered:**
PSYC 3311, Social Psychology, Offered Fall, Spring, and Summer Semesters
SOCI 3311, Social Psychology, Offered Fall, Spring, and Summer Semesters

| Average Number of Students per Course Section: | 42 |
| Number of Course Sections Affected by Implementation in Academic Year: | 3 |
| Total Number of Students Affected by Implementation in Academic Year: | 126 |

**List the original course materials for students (including title, whether optional or required, & cost for each item):**

**Proposal Categories:** Specific Top 50 Lower Division Courses

**Requested Amount of Funding:** 10,800.00

**Original per Student Cost:** 240.00

**Post-Proposal Projected Student Cost:** 0

**Projected Per Student Savings:** 240.00
Creation and Hosting Platforms Used ("n/a" if none):

D2L

LibGuides

Principles of Social Psychology (http://open.lib.umn.edu/socialpsychology)

Project Goals:

The purpose of the proposed project is twofold. The primary goal is to save each student $240.00 by the adoption of a no-cost-to-students textbook for Social Psychology, Principles of Social Psychology (http://open.lib.umn.edu/socialpsychology). According to the not-for-profit organization, College Board, the average student spends $1200 on textbooks and supplies each year (2014). The secondary goal is to develop ten Active Learning Experiences (ALE), to be hosted as LibGuides, for students to complete as supplements to enhance their understanding of Social Psychology concepts. The Active Learning Experiences will be composed of information from public domain sources that will be constructed to enhance and elaborate on Social Psychology concepts. Once a foundation of understanding has been created, students will engage in an activity that illustrates the concept and allows course concepts to be personalized. Thus, the personalization of learning content, a strong feature of retention of information, is a significant component of this project. Moreover, we intend to share our experiences and findings at a state or regional conference and through ALG information sessions, newsletter, and website.

Statement of Transformation:


* Develop and provide supplemental Active Learning Experiences via LibGuides, free of charge to students.

* Stakeholders—Psychology Majors and Minors, Sociology Majors and Minors, and numerous other students who take the course as a free elective at Georgia Southwestern State University. The impact of this transformation on student stakeholders is that students will have drastically reduced textbook costs, which will theoretically increase their access to the course materials and could improve their performance on exams. Not having a textbook could also increase student responsibility for and engagement in using outside sources, which is consistent with the practice of active learning. However, students may also experience some anxiety at not having a full textbook to refer to.
Use of an OER is consistent with the university's emphasis on retention and progress toward graduation in that increased accessibility may enable students to be more successful in the course or divert their financial resources to other courses, thereby increasing success in them. The instructor could use the OER for this course to foster the development of student research and information literacy skills, both of which are consistent with American Psychological Association (APA) guidelines for the undergraduate psychology major.

* This transformation will save each student in the course $240.00, thereby removing a potential impediment to course completion.

* The transformation will make it easier for students to complete the course and the degree program. This will help recruit, retain, and progress more students.

**Transformation Action Plan:**

Summer 2017, Fall 2017—Develop ten Active Learning Experiences to supplement a no-cost-to-students textbook in Social Psychology

Summer 2017, Fall 2017—Revise instructional strategy and course syllabus.

Responsibilities

Charles M. Huffman, Ph.D.—Subject matter expert and instructor of record.

Creation and development of Active Learning Experiences. Implement instruction.

Ru Story-Huffman—Librarian and instructional designer

Assist with identification, review, selection, and creation of Active Learning Experiences. Assist with instructional design. Primary administrator for posting and maintaining LibGuides.

Materials will be posted as LibGuides on the library web page. Links to materials will be embedded in D2L and the Departmental Web Site.
Quantitative & Qualitative Measures: Quantitative data will be collected to examine the Drop, Fail, Withdraw (DFW) rate, performance on exams, a pre-/post-course measure of changed knowledge of social psychology, and analysis of the course pass rate. Qualitative data will be collected using student opinionnaires (anonymous surveys administered on D2L) regarding their perceptions of the quality of the source, the quality of the supplements, the ease of use, and changes in their knowledge of social psychology. Instructor perceptions regarding source quality and ease of use may also be solicited as appropriate.

Timeline:

Summer 2017—Development of materials. Team members gather resources, familiarize themselves with textbook content, develop Active Learning Experiences. Develop LibGuides and post relevant materials on D2L.

Fall 2017—Implementation of materials in PSYC 3311 and SOCI 3311, Social Psychology.

Fall 2017—Conduct pre and post tests of knowledge, assess pass rates, and faculty/student perceptions of OER and Active Learning Experience use.

Budget:

Charles M. Huffman, Ph.D.

Stipend as subject matter expert and instructor of record. $5,000.00

Departmental Needs-Software $ 668.00

Ru Story-Huffman

Stipend as librarian and instructional designer. $ 4,332.00

Travel $ 800.00

Total $10,800.00

Sustainability Plan:

The course will be offered every fall, spring, and summer semester. Materials will be hosted as LibGuides at the James Earl Carter Library at GSW. Materials will be linked in the D2L course page. Because this is a high-demand course, it will continue to be offered each semester. Due to the dynamic nature of the internet, it is anticipated that some of the supplemental materials
will need to be replaced or updated as new resources become available and old ones become obsolete.
Dear ALG Textbook Transformation Grant Committee:

I am writing in support of the ALG Textbook Transformation Grant being proposed by Dr. Charles Huffman, Professor of Psychology and Department Chair of the Psychology and Sociology department and Ru Story-Huffman, Dean of the Library and Instructional Designer. Their proposal involves the creation of No-Cost-to-Students learning materials for Psychology 3311 and Sociology 3311, Social Psychology. Psychology and Sociology are our largest majors within the College of Arts and Science. The current textbook for this course costs $240.00 with no projected reduction in this price foreseeable. The course regularly has over 40 students per semester and is offered in the fall, spring, and summer terms. The savings for students would be considerable on an individual level and will be quite large collectively—approximately $25,584.00 per year. A strength of this particular proposal is the knowledge and skills of the content expert and instructor of record, and the Librarian and instructional designer. Dr. Huffman has been teaching the Social Psychology course for over 20 years and is skilled at creating learning materials for students. Ms. Story-Huffman brings expertise in the creation and maintenance of LibGuides and she doubles as a skilled and trained instructional designer. The resulting content available for students will be high quality and scalable to any Social Psychology course in the University System of Georgia.

Dr. Huffman and Ms. Story-Huffman are highly trained teachers and researchers with strong scholarly records, so this team stands a very strong likelihood of achieving success with their project. Dr. Huffman has participated in a Round One ALG Textbook Transformation Grant involving the comparison of academic achievement between two sections of PSYC 1101, one using a publisher’s textbook and the other using OER. The findings indicate no differences in academic achievement and the manuscript has been submitted for publication. Additionally, Dr. Huffman completed a department-wide adoption of OpenStax texts for all Introduction to Psychology and Sociology courses. Initial feedback from students and parents is overwhelmingly positive. Ms. Story-Huffman is also our Library Champion for the Affordable Learning Georgia Initiative and has prepared OER resources for the LIBR 1101 course. Georgia Southwestern State University and the Office of Academic Affairs endorses and supports this project, which we see being easily sustainable and scalable to the entire University System of Georgia. Thank you for your consideration.

Sincerely,

[Signature]

Vice President for Academic Affairs
Affordable Learning Georgia Textbook Transformation Grants
Round Nine
For Implementations beginning Summer Semester 2017
Running Through Spring Semester 2018

Proposal Form and Narrative

<table>
<thead>
<tr>
<th><strong>Submitter Name</strong></th>
<th>Charles M. Huffman, Ph.D.</th>
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|             | Charles.huffman@gsw.edu  
|             | Ru Story-Huffman, Dean of the Library/Instructional Designer  
|             | Ru.story-huffman@gsw.edu |
| Sponsor, Title, Department, Institution | Brian U. Adler, Ph.D.  
|             | Vice President for Academic Affairs, Georgia Southwestern State University |
| Proposal Title | Adoption and Creation of Open-Source Materials for Social Psychology |
| Course Names, Course Numbers and Semesters Offered | Social Psychology  
|             | PSYC 3311, SOCI 3311  
|             | Offered Fall, Spring, and Summer Semesters |
| Final Semester of Instruction | Fall 2017 |
| Average Number of Students Per Course Section | 42  
|             | Fall  
|             | Spring  
|             | Summer |
| Number of Course Sections Affected by Implementation in Academic Year | 3 |
| Total Number of Students Affected by Implementation in Academic Year | 126 |
| Award Category (pick one) | ☒ No-Cost-to-Students Learning Materials  
|             | ☐ OpenStax Textbooks  
|             | ☒ Specific Top 100 Undergraduate Courses |
| Original Per Student Cost | $240.00 |
| Post-Proposal Projected Per Student Cost | $0 |
| Projected Per Student Savings | $240.00 (126 students x $240.00 = $30,240.00) |
| Requested Amount of Funding | $10,800 |
1.1 PROJECT GOALS

The purpose of the proposed project is twofold. The primary goal is to save each student $240.00 by the adoption of a no-cost-to-students textbook for Social Psychology, *Principles of Social Psychology* ([http://open.lib.umn.edu/socialpsychology](http://open.lib.umn.edu/socialpsychology)). According to the not-for-profit organization, College Board, the average student spends $1200 on textbooks and supplies each year (2014). The secondary goal is to develop ten Active Learning Experiences (ALE), to be hosted as LibGuides, for students to complete as supplements to enhance their understanding of Social Psychology concepts. The Active Learning Experiences will be composed of information from public domain sources that will be constructed to enhance and elaborate on Social Psychology concepts. Once a foundation of understanding has been created, students will engage in an activity that illustrates the concept and allows course concepts to be personalized. Thus, the personalization of learning content, a strong feature of retention of information, is a significant component of this project. Moreover, we intend to share our experiences and findings at a state or regional conference and through ALG information sessions, newsletter, and website.
1.2 STATEMENT OF TRANSFORMATION


- Develop and provide supplemental Active Learning Experiences via LibGuides, free of charge to students.

- Stakeholders--Psychology Majors and Minors, Sociology Majors and Minors, and numerous other students who take the course as a free elective at Georgia Southwestern State University. The impact of this transformation on student stakeholders is that students will have drastically reduced textbook costs, which will theoretically increase their access to the course materials and could improve their performance on exams. Not having a textbook could also increase student responsibility for and engagement in using outside sources, which is consistent with the practice of active learning. However, students may also experience some anxiety at not having a full textbook to refer to.

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1.3 TRANSFORMATION ACTION PLAN

Summer 2017, Fall 2017—Develop ten Active Learning Experiences to supplement a no-cost-to-students textbook in Social Psychology

Summer 2017, Fall 2017—Revise instructional strategy and course syllabus.

Responsibilities

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1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative data will be collected to examine the Drop, Fail, Withdraw (DFW) rate, performance on exams, a pre-/post-course measure of changed knowledge of social psychology, and analysis of the course pass rate.

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1.5 TIMELINE

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Fall 2017—Implementation of materials in PSYC 3311 and SOCI 3311, Social Psychology.

Fall 2017—Conduct pre and post tests of knowledge, assess pass rates, and faculty/student perceptions of OER and Active Learning Experience use.
1.6 **BUDGET**

Charles M. Huffman, Ph.D.
Stipend as subject matter expert and instructor of record. $5,000.00

<table>
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<th>Department</th>
<th>Amount</th>
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<tr>
<td>Departmental Needs-Software</td>
<td>$668.00</td>
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<tr>
<td>Ru Story-Huffman</td>
<td>$4,332.00</td>
</tr>
<tr>
<td>Travel</td>
<td>$800.00</td>
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</tbody>
</table>

**Total**
$10,800.00
1.7 SUSTAINABILITY PLAN

The course will be offered every fall, spring, and summer semester. Materials will be hosted as LibGuides at the James Earl Carter Library at GSW. Materials will be linked in the D2L course page. Because this is a high-demand course, it will continue to be offered each semester. Due to the dynamic nature of the internet, it is anticipated that some of the supplemental materials will need to be replaced or updated as new resources become available and old ones become obsolete.
1.8 REFERENCES & ATTACHMENTS


Principles of Social Psychology (http://open.lib.umn.edu/socialpsychology)

Appendix A

Letter of support from Dr. Brian U. Adler, Vice President of Academic Affairs at Georgia Southwestern State University is provided.
Syllabus
PSYC 3311—Social Psychology, Fall 2017, CRN 80501

Contact Information

Instructor: Charles M. Huffman, Ph.D.
Office: HHS 2, Room 206
Office hours: MW 10:30 a.m. to 11:30 a.m.
            TR 10:30 a.m. to 11:30 a.m., 2 p.m. to 4 p.m.
            or by appointment
Phone: 229-931-2316
Email: Charles.Huffman@gsu.edu

Course Description

This course presents an in-depth and extensive psychological study of social behavior. The major thrust of this course will focus upon attitude formation, language and communication, group interaction, leadership roles, and cultural forces. These factors will be examined as they affect individuals in contemporary society.

Learning Outcomes

At the completion of this course, students should have accomplished the following major objectives:

1. By investigating the discipline of social psychology you should gain new insights from both the academic and practical perspective
2. Gain an understanding of the major theories and concepts presented from a variety of theoretical perspectives
3. Formulate a clear understanding of how situational aspects can influence behaviors
4. Improve analytical thinking and research skills.

Textbook

http://open.lib.umn.edu/socialpsychology/

The textbook is free and online.

Activities & Experiences

Students should do the following to maximize success:
1. Participate actively in class discussions and activities based on the text, lectures, and other supplemental materials.
2. Read and review assigned modules prior to the lecture.
3. Complete all assignments and exams as scheduled.
4. Be attentive to the course requirements and ask questions if in doubt.
## Course Outline

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<tbody>
<tr>
<td>ALE 1</td>
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</tr>
<tr>
<td>ALE 2</td>
<td>8/29</td>
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<tr>
<td>ALE 3</td>
<td>9/8</td>
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<tr>
<td>Chapters 1, 2, &amp; 3</td>
<td>9/20</td>
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<tr>
<td>ALE 4</td>
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<td>ALE 5</td>
<td>9/26</td>
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<td>ALE 6</td>
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<tr>
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<tr>
<td>ALE 8</td>
<td>10/20</td>
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<tr>
<td>Chapters 7 &amp; 8</td>
<td>10/25</td>
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<td>ALE 10</td>
<td>11/07</td>
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<tr>
<td>ALE 12</td>
<td>11/14</td>
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<tr>
<td>Make-up Exams</td>
<td>11/27</td>
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<tr>
<td>No Class</td>
<td>11/29</td>
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<tr>
<td>Chapters 10, 11, &amp; 12</td>
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### Exam 1
- **Chapters 1, 2, & 3**
- **Date**: 9/20

### Exam 2
- **Chapters 4 & 6**
- **Date**: 10/9

### Exam 3
- **Chapters 7 & 8**
- **Date**: 10/25

### Exam 4 (Final)
- **Chapters 10, 11, & 12**
- **Date**: 12/1
- **Time**: 10:30 am to 12:30 pm

## Attendance Policy

The official GSW attendance policy states that “Students are expected to attend all classes.” Attendance is related to strong academic achievement. Tardiness is detrimental to academic success and it distracts others. Students who have excessive absences (more than 6) or tardiness (more than 4) may be subject to administrative withdrawal.
Exams

There will be four (4) unit exams with a point value of 100 points each. Each exam will cover assigned chapters of the textbook plus any information covered in class. Thus, you are responsible for both the content of the textbook and the materials covered in class.

Make-up Exams

A make-up exam may be given for absences due to official, university-sanctioned events. In cases of illness, a verifiable excuse from a medical doctor or clinic is required. I do check on the validity of absences. Students should make arrangements with the instructor PRIOR to the scheduled exam date or as soon as feasible. Failure to do so will result in failure of the exam.

Active Learning Experiences (ALE)

You will complete 10 active learning experiences (ALE) during the course. Each experience requires some response or writing from you and is worth 10 points, for a total of 100 points. The ALE assignments are posted on GA View and you will deposit your completed assignments in an Assignment Folder. Due dates are listed in this syllabus and on the Calendar in GA View. Assignments turned in late will not receive credit.

Grading Policy

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<td>A = 450 to 500 points</td>
<td>Exams = 400 points</td>
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<tr>
<td>B = 400 to 449 points</td>
<td>Active Learning Ex. = 100 points</td>
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<tr>
<td>C = 350 to 399 points</td>
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<tr>
<td>D = 300 to 349 points</td>
<td></td>
</tr>
<tr>
<td>F = other</td>
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GA View

GA View will have several helpful resources, such as the syllabus, assignments, handouts (if used), email and an online grade book. To access these, go to the GSW homepage (www.gsw.edu) and click on the GA View link at the bottom of the page. Your log in is your Student ID number. The password is the same as your RAIN password unless you have changed your password in GA View.

GSW email accounts

Your GSW email account (Radar) is the official method of communication between you and the university and it is crucial that you check your account frequently.
**Classroom Expectations**

All cell phones and other devices that make noise will be turned OFF. Do not bring your lunch to class. Do not bring children to class. Private conversations, during class, are not appropriate. Show respect for other people, their ideas, their property, and their well-being.

**Disability Accommodation**

A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first few days of the semester. If the student has not already done so, he or she must contact the Office of Disability Services located in Sanford Hall. The phone number is 229-931-2661.

**Academic Dishonesty**

Any form of academic dishonesty (examples: cheating on exam, plagiarism) will result in a grade of “F” for the assignment and disciplinary action from the university. Repeat violations will result in a grade of “F” for the course. The course may use technology to prevent plagiarism and academic dishonesty. You may, for example, be required to submit written assignments on-line through a plagiarism-prevention service or to allow submission of copies of your writing to such a service.

**Title IX**

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex-based discrimination in any federally funded educational program or activity. This includes but isn’t limited to sexual assault, intimate partner violence, stalking, exhibitionism, voyeurism, physical and verbal sexuality-based threats, and discrimination or harassment based on sex, gender identity, and/or gender expression. **By policy, I’m required to report to our Title IX Compliance Officer any observed or reported incidents that could interfere with someone’s ability to complete their education.** Please note that this includes incidents that happened off-campus or before beginning college, such as sexual abuse in childhood. If you or someone else is experiencing or has experienced something that could fall under Title IX guidelines, you’re encouraged to report that by either filing a criminal complaint with law enforcement officials, filing an administrative report with the institution, or filing an anonymous report with the institution. Our Title IX Compliance Coordinator is Mrs. Gena Wilson in the Office of Human Resources. The full sexual misconduct policy, as well as definitions of key terms and important contact information, can be viewed on GSW’s Title IX page, found at [https://gsw.edu/resources/facultyandstaff/hr/titleixcompliance/policy-and-procedures](https://gsw.edu/resources/facultyandstaff/hr/titleixcompliance/policy-and-procedures)
*The above schedule and procedures are subject to change in the event of extenuating circumstances, including, but not limited to, instructor illness, committee meetings that conflict with office hours, and bad weather that may disrupt classes. Campus closures will be posted on the GSW website. Unforeseen class cancellation will be posted on GA View.
Final Report
Affordable Learning Georgia Textbook Transformation Grants

Final Report

Date: 12/22/2017
Grant Number: 326

Institution Name(s): Georgia Southwestern State University

Team Members: Charles M. Huffman, Chair, Department of Psychology and Sociology, Charles.huffman@gsu.edu
Ru Story-Huffman, Dean, Carter Library, ru.story-huffman@gsu.edu

Project Lead: Charles M. Huffman

Course Name(s) and Course Numbers: PSYC 3311, SOCI 3311

Semester Project Began: Summer 2017
Semester(s) of Implementation: Fall 2017
Average Number of Students Per Course Section: 45
Number of Course Sections Affected by Implementation: 45
Total Number of Students Affected by Implementation: 45

1. Narrative
A. The primary goal of the project was to save each student $240.00 by the adoption of a no-cost-to-students textbook for Social Psychology, *Principles of Social Psychology* ([http://open.lib.umn.edu/socialpsychology](http://open.lib.umn.edu/socialpsychology)). The secondary goal was to develop 10 Active Learning Experiences (ALE), to be hosted as LibGuides, for students to complete as supplements to enhance their understanding of Social Psychology concepts.

Using a new textbook in a course, whether it is an OER text or a publisher’s text, is always transformative. In this case, the transition of the source material for the Social Psychology course was positive. Logistically, having an electronic text that contains hotlinks to additional information and the glossary of terms transformed the way I interacted with the students during class. For the first semester in my 25-year teaching career, I allowed students to use smart phones, laptops, or tablets during class.

B. The challenge was trying to discourage students from checking their email or browsing social media sites during class. Consequently, I increased the energy of my classroom presence to keep
students more engaged. My course evaluations reflect this goal and students reacted positively to both the OER text and my increased energy in the classroom.

2. Quotes

- “I really like the online textbook. It is very cool!”
- “I really enjoyed the online book, because I felt that it really helped me understand the concepts of what we were learning. I also enjoyed how enthusiastic Dr. Huffman is during his lectures, which helped me focus on the lecture.”
- “I enjoyed the use of an online text. I found it very interesting and thought provoking.”

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?

Total number of students affected in this project: 45

- Positive: 97.8 % of 45 number of respondents
- Neutral: 0 % of number of respondents
- Negative: 2.2 % of number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Positive

Choose One:

- Positive: Higher performance outcomes measured over previous semester(s)
- Neutral: Same performance outcomes over previous semester(s)
- Negative: Lower performance outcomes over previous semester(s)

Student Drop/Fail/Withdraw (DFW) Rates

Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?

Positive
Drop/Fail/Withdraw Rate:

10% of students, out of a total 45 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

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

- The course averages for the past three semesters. The semester of implementation is in **bold**. There averages are not statistically different.

<table>
<thead>
<tr>
<th>Fall 2017, n=45</th>
<th>Spring 2016, n=43</th>
<th>Spring 2015, n=34</th>
</tr>
</thead>
<tbody>
<tr>
<td>77.11%</td>
<td>76.71%</td>
<td>76.26%</td>
</tr>
</tbody>
</table>

- Course DFW rates with the semester of implementation in **bold**:

<table>
<thead>
<tr>
<th>Fall 2017, n=45</th>
<th>Spring 2016, n=43</th>
<th>Spring 2015, n=34</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>4.4%</td>
<td>6.6%</td>
<td>2.2%</td>
</tr>
<tr>
<td>D</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>9.3%</td>
<td>4.6%</td>
<td>4.6%</td>
</tr>
<tr>
<td>D</td>
<td>F</td>
<td>W</td>
</tr>
<tr>
<td>11.76%</td>
<td>5.88%</td>
<td>8.82%</td>
</tr>
</tbody>
</table>

The DFW rates in the semester of implementation are significantly lower than in previous semesters.

- Course evaluations, as measured by the student opinionnaires via D2L, are significantly higher than in previous semesters. PDF files of student opinionnaires are attached.
- It is possible that the increased energy the instructor put into the course contributed to the higher course GPA in the semester of implementation.
- NOTE: The raw data of student academic performance is in SPSS format. The differences were not statistically significant, so that data is not being included in this report.

4. Sustainability Plan

- The delivery of course materials will continue, as is, because of the success of the first semester of implementation. Content will be updated and revised as necessary to remain contemporary.
5. Future Plans

- I am eager to explore using OERs in other classes. The co-grantee has applied for an ALG mini grant to update a previous course that uses OER materials.
- The creation of papers, presentations, publications, or other forms of dissemination are under consideration.

6. Description of Photograph

- Left-right—Ru Story-Huffman, Instructional Designer. Charles M. Huffman, Instructor of Record and Subject-Matter expert.