

Application Details

Manage Application: ALG Textbook Transformation Grant

Award Cycle: Round 4

Internal Submission Deadline: Monday, September 7, 2015

Application Title: 169

Submitter First Name: Mark

Submitter Last Name: Kunkel

Submitter Title: Associate Professor of Psychology

Submitter Email Address: mkunkel@westga.edu

Submitter Phone Number: 678/839-0621

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Mark

Applicant Last Name: Kunkel

Applicant Email Address: fgallag1@my.westga.edu

Applicant Phone Number: 678/839-6510

Primary Appointment Title: Project Assistant

Institution Name(s): University of West Georgia

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

1. Mark A. Kunkel, Ph.D., Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu
2. Fiona Gallagher, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, fgallag1@my.westga.edu
3. Cher Hendricks, Ph.D., Associate Professor and Director of the Center for Teaching and Learning, University of West Georgia, cher@westga.edu

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

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

Proposal Title: 169

Course Names, Course Numbers and Semesters Offered:

Introduction to General Psychology

PSYC 1101

Spring 2016 and Fall 2016

Final Semester of Instruction: Fall 2016

Average Number of Students per Course Section: 230

Number of Course Sections Affected by Implementation in Academic Year: 2

Total Number of Students Affected by Implementation in Academic Year: 460

List the original course materials for students (including title, whether optional or required, & cost for each item): S. Ciccarelli and J. White, Psychology: An Exploration (4th ed.)
Required, \$180.45 per student
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&selectObb=rent

Proposal Categories: OpenStax Textbooks

Requested Amount of Funding: \$10,800

Original per Student Cost: \$200

Post-Proposal Projected Student Cost: 0

Projected Per Student Savings: \$200

Plan for Hosting Materials: OpenStax CNX

Project Goals:

1. To ensure that each student in my large sections of Introduction to General Psychology (a cross-disciplinary and popular core course) has access to a free and suitable textbook for the class;
2. To evaluate the effect of student access to a free and suitable textbook on student learning and engagement, as operationally defined and measured in a way described hereafter;
3. To bridge and integrate more thoroughly and intentionally the existing course notes and internet resource links, typically several hundred newly created pages per semester, with the on-line OpenStax text;
4. To lay the groundwork for broader adoption, use, and integration of OpenStax materials for the additional sections (presently, Fall Semester 2015, constituting 735 students in total) of Introduction to General Psychology taught in the Department of Psychology each semester, lacking a uniform and accessible text. We anticipate that our preparatory work, with this grant, will lay the groundwork for a more sustained funded effort in which we make the OpenStax textbook available uniformly to students in all sections of General Psychology, resulting in an estimated per-semester savings to students of \$147,00 (assuming a low-end textbook cost to each student of \$200) to \$220,500 (with a higher-end textbook cost of \$300 per student).

Statement of Transformation:

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

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

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

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

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

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

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

Transformation Action Plan:

1. The new course materials would be twofold:
 - a. the OpenStax textbook for Psychology, and

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

text; and

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

Quantitative & Qualitative Measures: Quantitative measures of student access will include:

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

Quantitative measures of students' use of OpenStax in achieving learning objectives will include:

- * Supplemental Desire2Learn "dropbox" assignments, speaking to specific sections of the text;
- * Inclusion of text-specific items on the three course examinations;
- * Comparison of student performance on examinations and supplementary assignments based on OpenStax with those of previous semesters in which a text was required.

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

Qualitative data will include a specific question on the Course Evaluation asking students to evaluate the extent to which the modified OpenStax textbook contributed to their learning. We will also set up an optional anonymous Dropbox (submission platform) on Desire2Learn asking students this question throughout the semester, and will provide on completion a thematic summary of their responses.

Timeline:

Spring, 2016

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

Summer, 2016

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

Fall, 2016:

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

Budget:

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

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

Overall expenses including travel to grant kick-off meeting 800

Total requested budget: 10,800

Sustainability Plan:

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

1. Hosting of the modified syllabus, course materials, and lecture notes linking with OpenStax, on the Desire2Learn server;
2. Integration of the existing course materials and lecture notes with the OpenStax text, allowing for broad access to this text by instructors of similar courses world-wide; and

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

September 2, 2015

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

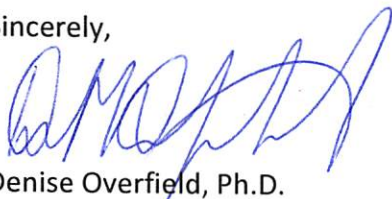
Dear Mr. Gallant and the ALG Textbook Transformation Grant Committee:

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

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

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

Sincerely,



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