

Application Title:

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Submitter First Name:

Ellen

Submitter Last Name:

Cotter

Submitter Title:

Professor of Psychology

Submitter Email Address:

ellen.cotter@gsw.edu

Submitter Phone Number:

229-931-2267

Submitter Campus Role:

Proposal Investigator (Primary or additional)

Applicant First Name:

Ellen

Applicant Last Name:

Cotter

Applicant Email Address:

ellen.cotter@gsw.edu

Applicant Phone Number:

229-931-2267

Primary Appointment Title:

Professor of Psychology

Institution Name(s):

Georgia Southwestern State University

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

Dr. Judy Orton Grissett

Assistant Professor of Psychology

Department of Psychology and Sociology, Georgia Southwestern State University
judy.grissett@gsw.edu

Dr. Gary Fisk

Professor of Psychology

Department of Psychology and Sociology, Georgia Southwestern State University
gary.fisk@gsw.edu

It should be noted that these department members have previous experience using and implementing OERs.

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

Dr. Charles Huffman

Professor of Psychology and Chair

Department of Psychology and Sociology, Georgia Southwestern State University
charles.huffman@gsw.edu

It should be noted that Dr. Huffman has previous experience using and implementing OERs.

Proposal Title:

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Course Names, Course Numbers and Semesters Offered:

Course Name: Human Growth and Development

Course Number: PSYC 2103

Semesters Offered: Fall, Spring, Summer

Final Semester of Instruction:

Spring 2016

Average Number of Students per Course Section:

40 (45 for face-to-face sections, 35 for online sections)

Number of Course Sections Affected by Implementation in Academic Year:

7 (3 each in Fall and Spring, 1 in Summer)

Total Number of Students Affected by Implementation in Academic Year:

280

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

Belsky, J. (2013). *Experiencing the Lifespan* (3rd ed.). New York: Worth.

This textbook is required. Students can purchase one of the following options new from our campus bookstore at the following prices:

Paper text: \$144.50 (wholesale cost: \$115.00)

Looseleaf pages: \$82.00 (wholesale cost: \$75.00)

A fourth edition of this book is coming out in October 2015. According to the publisher's website, the cost of this book if ordered directly from them will be as follows:

Paper text: \$144.99

Looseleaf sheets: \$93.99

LaunchPad (e-book with 6 months access): \$64.99

Proposal Categories:

Specific Top 50 Lower Division Courses

Requested Amount of Funding:

\$15,200

Original per Student Cost:

\$144.50

Post-Proposal Projected Student Cost:

\$0.00

Projected Per Student Savings:

\$144.50

Plan for Hosting Materials:

D2L

Project Goals:

The primary goal of this project is to provide PSYC 2103 students with an open educational resource (OER) that will reduce educational costs and increase accessibility of course materials. A secondary goal is to allow instructors of this course to explore contemporary and creative instructional resources so that they can feel less tied to a traditional textbook. This is particularly important because many of the students who take PSYC 2103 are majoring in a field other than Psychology, such as Nursing, Biology, or Exercise Science. These students may need content other than traditional psychology-oriented coverage of lifespan development to apply to their fields of study and future careers. Not feeling pressured to

cover all the content in a purchased textbook may help instructors tailor the course material to better suit the instructional needs of their students.

Statement of Transformation:

The transformation will primarily involve using the "Human Development" chapter in the Introductory Psychology textbook available at Boundless.com (<https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/human-development-14/>). The textbook has been adopted, either in entirety or partially, in 58 courses and customized 88 times. It is licensed under a Creative Commons Attribution-ShareAlike license (CC BY-SA 4.0), meaning that it can be shared or adapted as long as attribution is given and any shared or adapted content is distributed under this same license.

The "Human Development" chapter is divided into 28 small sections of content that are similar in organization and scope to the material found in a standard chronologically-organized lifespan development textbook. Each of these sections will be supplemented with materials such as web links, activities, and videos for the instructors to use. Instructors may choose to add their own materials as they see fit, but the applicant will bear primary responsibility for compiling these supplements and making them available to the other instructors.

Stakeholders affected by this transformation are the students enrolled in PSYC 2103, other faculty teaching the course at Georgia Southwestern State University, and the campus bookstore.

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.

Faculty stakeholders may feel less pressure to cover all topics in the textbook and more freedom to tailor the course to their area of expertise or characteristics of their students. However, this may also increase faculty workload in the areas of incorporating these resources into the course and guiding students in appropriate access to and use of the resource.

The bookstore will have fewer students ordering the textbook, which will reduce the workload involved in coordinating book orders but could also reduce profits. Additionally, there may be some initial confusion early in the semester if students expect to be able to purchase their reading materials there; this confusion can be mostly if not entirely prevented by having the instructors contact the students in advance with textbook information and instructions.

In terms of broader stakeholders such as the departmental or university goals, it is unlikely that using OERs will increase course enrollment because this is already a high-demand course required for several majors. Use of an OER is, however, 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. On a departmental level, instructors 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.

Transformation Action Plan:

As stated previously, the OER chosen for this purpose contains 28 brief modules. If instructors chose to use all of those modules, they could cover one module per day in a face-to-face course or two modules per week in an online course. As with any other textbook material, individual modules could also be deleted if the instructors chose to emphasize other content. Significant course or syllabus redesign is not anticipated apart from current instructors choosing to modify their current lecture materials or associated activities to adhere more closely to the content of the OER.

The activities expected from each team member are as follows:

Cotter: Primary instructor of record, primary responsibility for developing and compiling supplemental content, subject matter expert in lifespan development

Grissett: Assistance with design of assessments, subject matter expert in areas related to educational psychology

Fisk: Assistance with data analysis, subject matter expert in areas of brain development and sensation/perception

Additionally, both Dr. Grissett and Dr. Fisk have experience with the benefits and challenges of implementing OERs in their classes and can provide assistance in those areas.

The plan for providing open access to these materials involves posting them on Desire to Learn (D2L), for both face-to-face and in-person courses. A direct link to the OER website will be provided in the event that the OER itself cannot be easily imported into D2L.

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 lifespan development, and analysis of the course pass rate. It should be noted that because PSYC 2103 is an Area F requirement for most of the students who take the course, the lowest possible passing grade is a C.

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 lifespan development. Instructor perceptions regarding source quality and ease of use may also be solicited as appropriate.

Because PSYC 2103 is taught both in a face-to-face and online format, we also intend to compare both quantitative and qualitative data measures across course format to investigate whether the OER seems more effective in one course format than another.

Timeline:

Resource development and collection will begin immediately, with the goal of implementing the OER in at least two sections of the course in Spring 2016.

OER timeline:

October – December 2015: Team members gather resources, familiarize themselves with textbook content, devise and obtain IRB approval for assessments, develop test questions, and post relevant materials on D2L

January 2016: Implement OER in two face-to-face sections and one online section of PSYC 2103, conduct beginning-of-term assessment of PSYC 2103 knowledge

January 2016 – April 2016: Teach course using OER, adding new resources as they become available to supplement existing textbook

April – May 2016: Conduct end-of-term assessments of pass rates, PSYC 2103 knowledge, and faculty/student perceptions of OER use

May 2016: Write reports and submit to ALG office

Budget:

This proposal is intended to encompass multiple sections of PSYC 2103.

Ellen Cotter, Ph.D.

Stipend as primary subject matter expert and instructor of record: \$5000

Judy Orton Grissett, Ph.D.

Stipend as instructor and specific subject matter expert: \$4000

Gary Fisk, Ph.D.

Stipend as instructor and specific subject matter expert: \$4000

Departmental equipment needs

Tablet computer for Cotter: \$800

Camtasia and Snagit software bundle for all instructors: \$600

Travel: \$800

Total: \$15,200

Sustainability Plan:

Course materials will be posted on D2L, which will render them fully accessible to instructors who teach the course in future semesters. Additionally, in the unlikely event that none of the faculty members included in this team are available to grant access to the course materials, our D2L administrator has the ability to locate and distribute these materials to future instructors.

Due to the dynamic nature of the internet, it is likely that some of the supplemental materials will need to be replaced or updated as new resources become available and old ones become obsolete.

Because this is a high-demand course, it will continue to be offered regardless of how well this specific OER implementation plan works. If the current plan is determined to be ineffective or infeasible, other options for OER will be explored.