

**Affordable Learning Georgia Textbook Transformation Grants
Round 2
Summer 2015, Fall 2015, Spring 2016
Proposal Form and Narrative**

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|---|---|--|---|---|------|
| Institution Name(s) | The University of Georgia | | | | |
| Team Members (Name, Title, Department, Institutions if different, and email address for each) | <p>C. Edward Watson, Ph.D., Director, Center for Teaching and Learning (CTL), edwatson@uga.edu</p> <p>Janet Frick, Ph.D., Associate Professor and Associate Department Head, Department of Psychology, jfrick@uga.edu /</p> <p>Kacy Welsh, Ph.D., Senior Lecturer, Department of Psychology, kwelsh@uga.edu /</p> <p>Sherry Clouser, Ed.D., Assistant Director of Learning Technologies, CTL, sac@uga.edu /</p> <p>Denise Domizi, Ph.D., Coordinator of the Scholarship of Teaching and Learning, CTL, dpinette@uga.edu /</p> <p>Chase Hagood, Ph.D., Coordinator of Faculty Development and Recognition, CTL, tchagood@uga.edu /</p> <p>Jiangmei May Yuan, Learning Technologies Graduate Assistant, CTL, mayyuan@uga.edu</p> | | | | |
| Sponsor, Title, Department, Institution | C. Edward Watson, Ph.D., Director of the Center for Teaching and Learning, University of Georgia | | | | |
| Course Names, Course Numbers and Semesters Offered (Summer 2015, Fall 2015, or Spring 2016) | PSYC 1101 – Introduction to Psychology (offered fall 2015, spring 2016, and beyond) | | | | |
| Average Number of Students Per Course Section | 300 | Number of Course Sections Affected by | 4 | Total Number of Students Affected by | 1200 |

| | Implementation in Academic Year 2016 | Implementation in Academic Year 2016 | |
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| Award Category (pick one) | <input type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots <input checked="" type="checkbox"/> Transformations-at-Scale | | |
| List the original course materials for students (including title, whether optional or required, & cost for each item) | <i>[Material Title, optional or required]</i> <i>The Science of Psychology with Connect Plus Psychology Access Card (required textbook)</i> | <i>[Cost]</i> \$242.33 Total Cost \$242.33+tax | |
| Plan for Hosting Materials | <input checked="" type="checkbox"/> Other: We will be using the OpenStax College Psychology textbook that is hosted by OpenStax | | |
| Projected Per Student Cost | \$242.33+tax | Projected Per Student Savings (%) | 100% |

1. PROJECT GOALS

According to the 2011 National Survey of Student Engagement (NSSE), over a third of University of Georgia (UGA) students had unmet financial needs. Financial needs contribute to student attrition and extended graduation rates. Textbooks and other educational materials contribute to those financial challenges (CBS MoneyWatch, 2012), costing students an average of \$900 to \$1200 a year (Wiley, Green & Soares, 2012). Open Education Resources (OERs) are textbooks and other learning materials in the public domain with open copyright licenses that are available at no cost to faculty, students, or the institution (Kortemeyer, 2013). While high quality OERs are plentiful, the challenges for faculty are the time and incentives to abandon textbook-based lesson plans in favor of OERs. To combat these challenges to decrease the cost of higher education for students, this project is designed to provide faculty members who teach large enrollment courses with needed time, incentives, and instructional development resources to make the transition from an expensive textbook to a free, open high quality course. Specific project goals include the following:

- Transition high enrollment introductory Psychology courses using an expensive textbook to a free OpenStax Psychology textbook that will be published in December 2014.
- Provide significant cost savings to a significant number of UGA students.
- Make higher education more affordable to a high number of UGA students and contribute to the improvement of graduation rates and the goals of Complete College Georgia.
- Evaluate the student and faculty experience of this transformation along several metrics.

1.1 STATEMENT OF TRANSFORMATION

Our proposal specifically targets PSYC 1101 – Introduction to Psychology, a large enrollment course at UGA using an expensive textbook. We have been in touch with David Harris, Editor in Chief of OpenStax, and he has confirmed that OpenStax has a firm release deadline for their new, free Psychology textbook of December 2014. We have also reviewed sample chapters of this book and feel confident that it will meet the needs of PSYC 1101. The CTL's partners in this project are two faculty from the Department of Psychology (Dr. Janet Frick and Dr. Kacy Welsh). Minimally, given the number of sections these two faculty teach each year, we expect this project to result in \$290,796.00 in collective savings for students each academic year; however, as Associate Department Chair and opinion leader in Psychology, Dr. Frick influences curricular decisions and textbook choices. As a result, we hope to transition all sections of PSYC 1101 to the new OpenStax book following the successful completion of this project. This would result in collective student savings of over half a million each academic year. This is our larger target beyond the life of this grant. Funding of this project will provide significant cost savings to students in tangible ways that will impact student success and graduation rates. As an example, assuming minimum wage, a student who is working his/her way through college would have to work full time for a week and a half just to pay for the textbook for this

course. This project will remove burdens that negatively impact student success in very tangible ways.

1.2 TRANSFORMATION ACTION PLAN

Our transformation action plan for this proposal consists of two phases of work prior to course delivery (planning and course redesign):

Planning

Initial stages of our action plan have already been accomplished. A high enrollment course has been identified and faculty / CTL partnerships ensured. We have also reviewed available OERs, and the most promising is OpenStax's Psychology which is to be published in December 2014. The Psychology faculty have reviewed sample chapters and are excited by its quality and approach and are committed to using this OER if funded.

Course Redesign

Employing the same redesign methodology we used for UGA's successful Biology OpenStax course redesign project, we plan to use a backward design process based on Dee Fink's *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses*. Throughout the spring and into the summer, PSYC 1101 will be reorganized through Fink's systematic, learning outcomes-based approach. As the instructors of record, Dr. Frick and Dr. Welsh will serve as subject matter experts. Dr. Clouser will serve as project manager and oversee the work of our instructional designer (Ms. Yaun). Dr. Domizi is our assessment and evaluation specialist. She will engage in survey development and distribution, focus group protocol development and implementation, perform data analysis, and provide formative and summative reports throughout the process. Dr. Hagood will serve to provide pedagogical expertise and instructional guidance as course pedagogy is reconsidered in light of the redesign. Dr. Watson will serve as primary investigator and oversee project development, budgeting, reporting, and completion. Course delivery will begin in Fall 2015.

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

During course deliver, the CTL will work closely with Dr. Frick and Dr. Welsh to ensure course delivery is successful and will remediate challenges as they occur; additionally, four evaluative processes and measures will be employed by Dr. Domizi during delivery to measure the success and impact of the resulting course. They include

- Measures of cost savings for each student, for each class, and for the semester across participating classes (these are descriptive statistics);
- Student learning outcome / course success when using OpenStax compared against previous semesters/other classes *not* using OpenStax (t-tests comparisons of tests/grades);
- Interviews/focus groups/surveys with students using OpenStax to determine satisfaction, perceived quality, and the student experience of using e-textbooks; and
- Interviews with the faculty member(s) developing and teaching with OpenStax, gathered at various points throughout the project (development and execution).

All student evaluation measures will be repeated in the subsequent spring semester.

1.4 TIMELINE

October 2014 – Select course and OER to target (this has occurred, see above)

October 2014 – Obtain pre-release chapters of OpenStax’s forthcoming Psychology and begin content mapping and detailed spring planning

December 2014 – OpenStax releases Psychology textbook

January 2015 – Course buyout for Dr. Frick and Dr. Welsh begins / Course redesign process begins in earnest

Spring 2015 – Systematic course redesign, built within UGA’s learning management system, utilizing Fink’s process and model, will be employed

Fall 2015 – First sections of PSYC 1101 are taught using OpenStax College Psychology

Fall 2015 – Project team and faculty gather data throughout the semester on student performance and satisfaction.

Fall 2015 – CTL works with Psychology faculty to revise course design in response to evaluation data.

1.5 BUDGET

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| Course buyout for Dr. Janet Frick (Spring 2015) | \$5,000.00 |
| Course buyout for Dr. Kacy Welsh (Spring 2015) | \$5,000.00 |
| CTL Instructional Designer Buyout (Ms. Yaun - February 1 – June 30) | \$5,000.00 |
| Assessment and evaluation (Dr. Denise Domizi - February 1 – June 30) | \$5,000.00 |
| Pedagogical guidance (Dr. Chase Hagood) | \$2,500.00 |
| Project management (Dr. Sherry Clouser) | \$2,500.00 |
| Project oversight, budget, reporting (Dr. Eddie Watson) | \$2,500.00 |
| Travel for Dr. Frick and Dr. Welsh to attend grant kick off meeting | \$800.00 |
| TOTAL | \$28,300.00 |

1.6 SUSTAINABILITY PLAN

Dr. Frick and Dr. Welsh plan to continue to use the redesigned course into the foreseeable future and to encourage other faculty in the department to adopt the resulting model. The latter will happen within the timeline of the project. The Center for Teaching and Learning will continue to provide collaborative support in the maintenance of course materials. Directions will be set through ongoing student assessment of OER usage in during the 2015-2016 academic year.

1.7 REFERENCES & ATTACHMENTS

CBS MoneyWatch (2012, September 21). Why college tuition keeps rising. Retrieved from http://www.cbsnews.com/8301-505145_162-57517032/why-college-tuition-keeps-rising/

Kortemeyer, G. (2013). Ten years later: Why open educational resources have not noticeably affected higher education, and why we should care. *Educause Review*, 48(2). Retrieved

from <http://www.educause.edu/ero/article/ten-years-later-why-open-educational-resources-have-not-noticeably-affected-higher-education-and-why-we-should-ca>

Wiley, D., Green, C., & Soares, L. (2012). Dramatically bringing down the cost of education with OER. How open education resources unlock the door to free learning. Center for American Progress. Retrieved from http://www.americanprogress.org/wp-content/uploads/issues/2012/02/pdf/open_education_resources.pdf



The University of Georgia

Center for Teaching and Learning

December 5, 2014

Review Committee
ALG Textbook Transformation Grants
University System of Georgia

Dear Review Committee Members,

I am excited and pleased to have the opportunity to write in support of the UGA Center for Teaching and Learning's (CTL) grant proposal that is in response to the recent request for proposals for USG Textbook Transformation Grants. This proposal provides an opportunity for the CTL to extend the OER course transformation practices we have developed over the past two years into another large enrollment course that promises exceptional cost savings for students.

While the adoption of a textbook is ultimately the decision of an individual faculty member, and that decision may change as new opportunities arise, we feel this particular project has a high probability for sustainability and even expansion. Our faculty partners in this project are Dr. Janet Frick and Dr. Kacy Welsh in the Department of Psychology. An award-winning faculty member, Dr. Frick has participated in the CTL's cornerstone instructional development programs (Lilly Teaching Fellows and the Senior Teaching Fellows) and was elected to UGA's Teaching Academy in 2007. She is an exceptional teacher and is currently the associate department chair of Psychology. Without a doubt, she is an opinion leader in Psychology and in the larger university community.

As associate chair, Dr. Frick makes departmental teaching assignments, can influence textbook decisions, and ensure uniformity across sections of the same course taught by a variety of instructors. Dr. Frick herself teaches sections of the course in question (PSYC 1101) and will work to foster the adoption of the OpenStax Psychology textbook broadly in her department. Given her departmental role, this adoption will be sustained as instructors of record change and as new faculty and TAs assume the course.

While the attached proposal provides a range of expected cost savings, given Dr. Frick's role in assuring adoption and sustainability, we fully expect the actual savings to approach the top figures we have shared. Thank you for considering our proposal.

Sincerely,

C. Edward Watson, Ph.D.
Director