

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

<b>Institution Name(s)</b>	Columbus State University				
<b>Team Members</b>	Stephanie da Silva, Associate Professor, Department of Psychology, <a href="mailto:dasilva_stephanie@columbusstate.edu">dasilva_stephanie@columbusstate.edu</a> Katherine White, Assistant Professor, Department of Psychology, <a href="mailto:white_katherine2@columbusstate.edu">white_katherine2@columbusstate.edu</a>				
<b>Sponsor, Title, Department, Institution</b>	Mark Schmidt, Chair, Department of Psychology, Columbus State University				
<b>Course Names, Course Numbers and Semesters Offered</b>	PSYC 3211: Research Design/Methodology 1 Fall 2015 Two sections are offered every semester within the Dept of Psychology. The no-cost materials would be used beginning fall of 2015 for at least one section of the course each semester.				
<b>Average Number of Students Per Course Section</b>	15	<b>Number of Course Sections Affected by Implementation in Academic Year 2016</b>	2	<b>Total Number of Students Affected by Implementation in Academic Year 2016</b>	30
<b>Award Category (pick one)</b>	<input checked="" type="checkbox"/> No-Cost-to-Students Learning Materials <input type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Course Pack Pilots				
<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item)</b>	<i>For Dr. White's class:</i> Basic Statistics: Tales of Distributions (Spatz) – Req \$96.84 (paperback) Res Meth: Concepts & Connections (Passer) – Req \$142.47 APA Publication Manual – optional \$25.78 <b>Total Cost: \$265.09</b>			<i>For Dr. da Silva's class:</i> Methods in Behavioral Res (Cozby) – Req \$129.25 Fundamental Stat for Behav Sci (Howell) – Req \$241.50 Publication Manual of APA – Req \$29.95 <b>Total Cost: \$ 400.70</b>	
<b>Plan for Hosting Materials</b>	<input type="checkbox"/> OpenStax CNX <input checked="" type="checkbox"/> D2L <input type="checkbox"/> LibGuides				
<b>Projected Per Student Cost</b>	<\$20		<b>Projected Per Student Savings (%)</b>	92%-95%	

## 1. PROJECT GOALS

All students majoring in Psychology at Columbus State University are required to take PSYC 3211 (Research Design/Methodology 1) to earn their degree. This course teaches students the basics of research design as well as statistical methods, but faculty have found it difficult to find a textbook which effectively teaches both of these topics concurrently. As a result, faculty have opted to use two separate textbooks to teach the course – one for statistics and one for research methods. We also encourage students to purchase the APA publication manual for assistance in writing research papers. The use of multiple texts places a hefty financial burden on psychology majors and the class can feel a bit disjointed as students struggle to integrate the information from their separate textbooks. Not only can the use of multiple texts create confusion, their high cost prevents some students from having full access to the course materials. We believe the limited access to expensive materials for some students increases the likelihood of nonproductive grades (D's and F's) in the course. Given these stated challenges, the goals for the current proposal are as follows:

- Identify and create materials that would eliminate (or greatly reduce) student costs without sacrificing quality of student learning.
- Identify and create materials that communicate research methods/design and statistics cohesively.
- Identify and create materials to which all students can have full access, thereby facilitating course success.

### 1.1 STATEMENT OF TRANSFORMATION

This transformation will involve replacing three costly textbooks with no-cost (or close to no-cost) materials. The no-cost-to-student materials will include, but may not be limited to: instructor-written text and problem sets; open-access articles, chapters, and statistical tutorials; free instructional websites and teaching resources; instructor-created video lectures.

The stakeholders affected include students (all psychology majors at Columbus State University), faculty members within psychology who teach PSCY 3211, and potential/future instructors of PSYC 3211.

The impact for students includes reduction in financial burden, conceptual burden (from trying to link information from multiple sources), and the burden limited access to course materials (created when students cannot afford the texts or choose not to carry them). Although this proposal seeks to change materials for a relatively small number of students, *two* sections of the course are taught *every* semester (sustainability) and the amount of money saved for those students is high (over \$300 on average). The importance of this course for our majors cannot be overstated. Because this course is rigorous and requires a heavy work load, it typically generates one of our highest percentages of nonproductive grades (D's and F's). When students are unable to afford the textbooks, the problem of nonproductive grades is exacerbated.

The impact for current and future faculty includes instructor-friendly – and free – resources that unify information about research design and statistics.

## 1.2 TRANSFORMATION ACTION PLAN

Potential materials will be obtained via searches of library, Internet, and published sources. All materials will be read and reviewed for quality. We will seek input from colleagues if the quality of a source is in question. All materials considered for adoption will first be judged as high-quality before considering its accessibility. Our no-cost materials will include items such as:

- Freely available web-based instructional materials and guidelines (e.g., [www.purdueowl.com](http://www.purdueowl.com) for APA style guidelines, statistical software (<http://homepage.stat.uiowa.edu/~rlenth/Power/>).
- Chapters or excerpts from open-access textbooks (e.g., the following textbook from USF about social science -- [http://scholarcommons.usf.edu/oa\\_textbooks/3/](http://scholarcommons.usf.edu/oa_textbooks/3/))
- Instructor created materials that integrate research design with statistical analyses. We plan to find and select empirical research from journals accessible through Galileo, and request raw data from the authors. This will allow us to use research topics we think interesting for students, and use the examples to walk students through the design and analysis process as a unit for that particular study. We will intentionally select articles representative of a variety of designs and statistical analyses.

Because we are moving to one set of materials that introduces design and analysis together, the order in which material is introduced to students, compared to our current course, might change. However, the course learning objectives, as stated in the current syllabi, will remain the same. The no-cost materials will not change our goals for the course but rather increase students' abilities to achieve those goals. The instructional design should be streamlined by the no-cost materials, improving the clarity of teaching and quality of learning.

Both project directors will contribute to the design of the instruction; identification and selection of materials; creation of new materials; and administration of the course materials. Both members of the team teach PSYC 3211 regularly and are considered content area experts.

The goal is to make all materials available electronically via D2L. If some materials require printing, we will use the Columbus State University print shop to create a small set of documents for students to purchase at minimal cost (i.e., <\$20.00).

## 1.3 QUANTITATIVE AND QUALITATIVE MEASURES

Impact on student success and experience will be assessed **qualitatively** in the following way:

- Students will complete a survey instrument (Survey A) that includes open-ended questions soliciting feedback about course materials. Students from Spring 2015 semester will complete the survey items about the old expensive materials used for their course. Students from Fall 2015 semester will complete the survey items about the new no-cost materials used for their course. Narrative and critical feedback from students during spring will be compared to that from students during the fall.

Impact on student success and experience will be assessed **quantitatively** in the following ways:

### Between-Students Assessments

- Survey A also will include items asking students to rate (using a Likert scale) course materials along a variety of dimensions – accessibility, helpfulness, effectiveness,

cohesion, etc. Students will complete this instrument at the end of the Spring 2015 (old materials) and Fall 2015 (new materials) semesters. Scores on this instrument will be compared between students from the two semesters.

- A 15-question general assessment of student knowledge on major course concepts will be developed by the project personnel. Students will complete this assessment at the beginning and end of the Spring 2015 (old course materials) and Fall 2015 (new project materials) semesters. Score changes from pre- to post-test on this assessment will be compared between these two semesters.
- The percentage of students with full access to course materials and the percentage of students with non-productive grades (D's & F's) in the course will also be compared between the Spring 2015 and Fall 2015 semesters.

Within-Students Assessment

- During the Fall 2015 semester, students will be provided with small samples of materials from the old expensive materials that cover the same content as small samples of material from the new no-cost materials. These students will be asked to rate both sets of materials (e.g., on clarity) in a comparative fashion on a survey instrument (Survey B).

**1.4 TIMELINE**

Jan, 2015	Complete student general assessment (pretest)
First week of May, 2015	Complete student general assessment (posttest) & Survey A
By May 30, 2015	Transformation of materials begins
By July 30, 2015	No-Cost-to-Students Materials created
Aug, 2015	Implementation of No-Cost-to-Students Materials begins
Aug, 2015	Complete student general assessment (pretest)
Oct/Nov, 2015	Complete within-students comparison (Survey B)
Dec, 2015	Complete student general assessment (posttest) & Survey A
Dec, 2015	Submit final ALG project report

**1.5 BUDGET**

Stephanie da Silva & Katherine White, will split the \$10,000 release time pay (less appropriate fringe benefits). The \$800 will be used for travel to the grant kick-off session, and any other copying and copyright fees that might arise.

**1.6 SUSTAINABILITY PLAN**

Materials will be archived in D2L and on faculty hard drives. The course will be offered twice each semester for the foreseeable future since the course is required for all psychology majors.

**1.7 REFERENCES & ATTACHMENTS**

Attachments: Letter of Support, CSU Provost, and Letter of Support, Dept of Psychology Chair.

**PROPOSAL SUBMISSION: ALL PROPOSAL DOCUMENTS, REFERENCES, AND ATTACHMENTS MUST BE SUBMITTED IN A SINGLE EMAIL TO [ALG@GATECH.EDU](mailto:ALG@GATECH.EDU).**



November 21, 2014

Affordable Learning Georgia Textbook Transformation Grants  
University System of Georgia  
270 Washington Street, S.W.  
Atlanta, GA 30334

Dear Committee:

Columbus State University (CSU) is excited to submit an application to the Affordable Learning Georgia Textbook Transformation Grant Program. The proposal submitted by Dr. Katherine White and Dr. Stephanie da Silva, faculty members within the CSU Department of Psychology, focuses upon developing no-cost-to-students learning materials for Research Design/Methodology 1 (PSYC 3211) in Psychology.

The CSU Office of Sponsored Programs will be responsible for the receipt and distribution of any award funds based upon the proposal budget. If the proposed project is successful CSU will act accordingly to institutionalize the project to lower costs to students.

If you have any questions regarding this proposal please contact Dr. Katherine White at 706.568.5085 or via email at [white\\_katherine2@columbusstate.edu](mailto:white_katherine2@columbusstate.edu); you may also contact Dr. Stephanie da Silva at 706.568.2468 or via email at [dasilva\\_stephanie@columbusstate.edu](mailto:dasilva_stephanie@columbusstate.edu). I may be contacted at 706-507-8968 or at [hackett\\_tom@columbusstate.edu](mailto:hackett_tom@columbusstate.edu).

Sincerely,

Tom Hackett, Professor  
Provost and Vice President for Academic Affairs



November 21, 2014

Affordable Learning Georgia Textbook Transformation Grants  
University System of Georgia  
270 Washington Street, S.W.  
Atlanta, GA 30334

Dear Representative:

I am writing this letter to support the proposal by Katherine White and Stephanie da Silva to create No-Cost-to-Students Learning Materials for PSYC 3211, Research Design/Methodology 1.

Research Design/Methodology 1 is a course offered twice each semester (average enrollment of 30 per semester) to majors in our Department of Psychology. All majors are required to take it, and the course plays a crucial role in the development of our students. This course involves teaching the conceptual information related to research design as well as the statistical analyses of data generated by those designs. Many other departments of psychology teach the information separately (as in, a course of Statistics and a different course about methods). Our faculty members feel strongly, however, that the data analysis procedures are integrally linked to the design concepts and are best taught concurrently.

To better connect the concepts from methodology and statistics, Research Design/Methodology 1 instructors have sought sources of material that introduce and review the information together. There are few resources available that cover these topics cohesively, and instructors *and students* have been challenged by this scarcity over the last 5-10 years.

Having a unified set of materials that includes information directly tied to our Department of Psychology goals for this course would benefit our faculty, students, and Dept. The materials would lend more cohesion to course concepts, ease financial burden for students, ease burden for faculty in selecting & creating course materials, and also provide a means for the Dept to assimilate part-time instructors and new faculty who show interest in teaching Research Design/Methodology 1.

If you have further questions about Drs. White or da Silva, or questions regarding this course and the impact of the no-cost materials, I may be contacted at 706.565.3573 or at [schmidt\\_mark@columbusstate.edu](mailto:schmidt_mark@columbusstate.edu).

Sincerely,

Mark Schmidt, Professor  
Chair, Dept of Psychology