**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report**

*To submit your Final Report, go to the Final Report submission page on the ALG website:* [*http://affordablelearninggeorgia.org/site/final\_report\_submission*](http://affordablelearninggeorgia.org/site/final_report_submission)

*Final report submission requires four files:*

* *This completed narrative document*
* *Syllabus or syllabi*
	+ *(if multiple files, compress into one .zip folder)*
* *Qualitative/Quantitative Measures data files*
	+ *(if multiple files, compress into one .zip folder)*
* *Photo of your team or a class of your students w/ at least one team member, minimum resolution 800x600px*
	+ *(nearly all smartphones take photos larger than this size by default)*

*Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.*

# General Information

**Date: 05/18/2018**

**Grant Round: 9**

**Grant Number: 329**

**Institution Name(s): East Georgia State College**

**Project Lead: Tori Kearns, Ph.D., Professor of Psychology, tkearns@ega.edu**

**Team Members (Name, Title, Department, Institutions if different, and email address for each): Deborah Lee, M.S., Assistant Professor of Psychology, dlee@ega.edu**

**Course Name(s) and Course Numbers: PSYC 2101, Psychological Adjustment**

**Semester Project Began: Summer 2017**

**Final Semester of Implementation: Spring 2018**

**Total Number of Students Affected During Project: 73**

# 1. Narrative

A. Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:

* Summary of your transformation experience, including challenges and accomplishments

**Redesigning the course was both challenging and rewarding. Each module was designed with the intent to create a resource that would appeal to a college student. It was assumed that if the modules were formatted like a magazine, more students would read the material. The magazine format proved to be quite challenging, as such formats presented with accessibility issues. The team members opted for a magazine-like format that was visually appealing and accessible. For each module, there are required readings with the accompanying links embedded. There was an enormous effort made in finding valid and informative web links. To avoid copyright issues and provide a free resource, creating a compilation of links proved to be the most viable option. It is a resource that can be easily modified, making its adoption practical for a professor wishing to teach this course without requiring a costly textbook.**

* Transformative impacts on your instruction

**Per the survey data, 81% of those surveyed reported that they regularly read the modules. This was evident during the class discussions and by the level of detail in each module journal completed by online students. Students also reported that they liked clicking on embedded links to read more about a topic. This seemed to mimic how they access information through social media platforms. Having prepared students was transformative for this course because the success of this type of course hinges on robust and thoughtful classroom discussion and their demonstrated ability to apply theories in an introspective journaling exercise. The instructors were able to prepare lectures with the expectation that the subject matter would be discussed and explored in-depth.**

**The creation of the modules was also transformative. The required research for creating the modules ensured that scholarly information was presented, as opposed to the trite nature of information presented in most available textbooks.**

* Transformative impacts on your students and their performance

**The outcomes of this project revealed that the scholarly nature of the materials covered in this course demanded more engagement and initiative from students to actively participate in the learning process. It became a great approach for expanding critical thinking and analysis of humanistic theory rather than the traditional course approach that merely requires passive, regurgitation of textbook**

**information. As such, quantitative outcomes may not fully reflect the truly transformative impact on student knowledge, understanding, and skill with respect to applying humanistic concepts to lived experiences. For those students**

 **who stuck with the new material for the duration of the course, Fail rates**

 **decreased dramatically from previous semesters. Likewise, Success rates improved**

 **during the semester of the full roll-out of the new OER.**

B. Describe lessons learned, including any things you would do differently next time.

**Both team members grossly underestimated the amount of work required to create the modules, the test banks, and the modified PowerPoints. The grantees planned for a full roll out during Fall ’17, but encountered delays and thus could only implement a partial roll out. A full roll out was implemented for Spring ’18. There were two main lessons learned: 1) Anticipate a large time investment in designing the modules. 2) Anticipate a large time investment in evaluating the modules for accessibility.**

# 2. Quotes

* Provide three quotes from students evaluating their experience with the no-cost learning materials.
1. **"Throughout this semester this course has really taught me a lot of different learning ideas and techniques about psychology. Everything was broken down into different sections in order for me to know what I was learning. Each topic we learned had something that I never knew about so it was interesting to get a better understanding of it all. Psychology is a general topic that goes into detail about the overall life people in society today live in. Marriage, sex, relationships, and everything else has taken apart of everything that I have learned this year."**
2. **"Over the course of this class I have learned many different skills to help cope with stress and anxiety, and to help find purpose within my life. Like most people, I am on a journey to find self-actualization- or, in other words, my full potential as a human being. Throughout the years of my life I have experienced many changes, trauma, moves, abuse and fear. These things are not necessarily uncommon- but I have always found a way to remain positive and optimistic in these situations. I think that I developed this mindset due to my eager interest in self-healing. I have always been interested in psychology, behaviors and the power of our mind, so I’ve constantly read self-help books and articles that I believe would help me to be a better mother, friend, daughter and partner. Most of these books and articles are written by psychologists. Unlike my own personal research through these books and articles, this psychological adjustment class offered much more scientific evidence as far as studies and statistics to back theories. I found this class to be a great source of information, not only for my studies, but for my overall well-being. I am proud to conclude my series of journal entries with an overall outlook on how this information has helped me become a healthier adult- spiritually, emotionally, physically, and of course psychologically. "**
3. **"Upon completing each module I have retained many things that have helped me to learn about myself and how to apply those things to advance my life goals. Psychologist theories from many people such as Carl Jung, Abraham Maslow, John Gottman, Kohlberg,  and Donald Super have enlightened my knowledge of my life and career path. This Journey of my life has been rocky, but each day I am learning myself and determining my growth."**

# 3. Quantitative and Qualitative Measures

## 3a. Uniform Measurements Questions

*The following are uniform questions asked to all grant teams. Please answer these to the best of your knowledge.*

**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: \_\_\_\_73\_\_\_\_\_\_

* Positive: \_\_75\_\_\_\_\_ % of \_\_\_21\_\_\_\_\_ number of respondents
* Neutral: \_\_20\_\_\_\_\_ % of \_\_21\_\_\_\_\_\_ number of respondents
* Negative: \_\_10\_\_\_\_\_ % of \_\_\_21\_\_\_\_\_ 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?**

The results were positive. The fail/withdrawal rate was lower for the semester with a full roll out of the new OER. In the class taught face-to-face by Team Member A, the success rate was much improved from previous semesters. In the class taught online by Team Member B, the success rate improved moderately compared to previous semesters.

 *Student outcomes should be described in detail in Section 3b.*

 Choose One:

* \_X\_\_ 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?**

**Team Member A**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course:**  | **Midterm****Exam** | **Final Exam** | **Withdraw Rate** | **Fail Rate** | **Success Rate** |
| **Fall 2016** | **72** | **71** | 0% | 3/22=13.6% | 16/22=73% |
| **Fall 2017**  | **80** | **60** | 5/25=20% | 2/25=8% | 17/25=68% |
| **Spring 2018** (Final Semester of Implementation) | **72** | **75** | 0% | 1/15=6.5% | 13/15=87% |

**Team Member B**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course:**  | **Midterm****Exam** | **Final Exam** | **Withdraw Rate** | **Fail Rate** | **Success Rate** |
| **Fall 2016** | **88** | **86** | 2/32=6% | 6/32=19% | 24/32=75% |
| **Fall 2017**  | **89** | **80** | 1/29=4% | 7/29=24% | 21/29=72% |
| **Spring 2018** (Final Semester of Implementation) | **75** | **70** | 1/31=3% | 5/31=16% | 25/31=81% |

**Drop/Fail/Withdraw Rate:***Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate.*

Only \_\_\_**15**\_\_\_% of students, out of a total \_\_\_**46**\_\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation. In the previous fall 2017 semester, \_\_\_**27**\_\_\_% of students, out of a total \_\_\_**54**\_\_\_\_ students affected, dropped/failed/withdrew from the course

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. Measures Narrative

*In this section, summarize the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

*[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]*

* **Comparing the drop, fail, withdraw (DFW) rates of previous semesters to that of the final semester of implementation, spring 2018, proved to be a useful statistic to help paint an interesting picture of the benefits of OER. Though the overall number of subjects was relatively small, the project researchers were able to demonstrate a sharp decline in students who either did not pass or complete the Psychological Adjustment course when the newly created OER was used. Although these figures cannot be solely attributable to utilization of an OER over the traditional textbook, student feedback suggests that the OER had a significant impact on their enjoyment of and engagement with the course materials. (See Section 2.0 Quotes for examples.)**
* **Average midterm and final exam grades remained remarkably stable considering the newly created OER had almost no ancillaries or study guides – tools students often benefitted from in the past using the traditional text. Even with what the researchers would argue is a more scholarly and rigorous set of course materials in the new OER, students overwhelmingly demonstrated above average knowledge of theories and concepts with a final exam average between 70 – 75/100.**
* **Success rates for the final semester of implementation were remarkable and positive. Although a 100% success rate would be ideal, both researchers were able to raise success rates in their respective courses to above 80%. Again, it is worth noting that students did not have the advantage of ancillaries or study guides to “learn the test.” Instead, they were expected to synthesize and apply the course materials to understand the human experience. It appears that this depth of engagement with the materials not only improved commitment to the learning process but made the course more personally relatable and memorable.**
* **Several themes arose from qualitative data which further support the new OER resource as a beneficial resource. While students understand the benefits of a textbook; they question the cost as well as the inconsistencies in using textbooks across classes. An initial survey of previous traditional textbook use revealed 4 factors that make OER a wise alternative:**
	1. New textbooks cost an exorbitant amount with meager reimbursement for used books at the campus bookstore.
	2. There are many students who simply cannot afford the cost of textbooks.
	3. “Required” textbooks are not always needed to succeed.
	4. Textbooks are helpful for studying and completing homework.
* **Respondents to an End-of-Course survey generally cast a positive impression of the new OER. (See attached survey responses.)**
	1. Having a free textbook alternative, helped me to succeed in this course.

57.14% Strongly Agree

23.81% Agree

* 1. I liked clicking on links to read more about a topic.

38.10% Strongly Agree

52.38% Agree

* 1. The modules were much easier to follow than chapters in a traditional textbook.

55.00% Strongly Agree

25.00% Agree

* 1. I never read the modules.

33.33% Strongly Disagree

57.14% Disagree

* 1. I found clicking on numerous links to be confusing.

4.76% Strongly Disagree

52.38% Disagree

* 1. The modules were well-designed.

52.38% Strongly Agree

42.86% Agree

* 1. I would have rather had a traditional textbook for this course.

19.05% Neither Agree nor Disagree

38.10% Disagree

33.33% Strongly Disagree

* 1. I read the modules regularly.

19.05% Strongly Agree

61.90% Agree

* 1. I will pass this course with a “C” or better.

66.67% Strongly Agree

23.81% Agree

* 1. I found the modules to be more interesting than the traditional textbook.

47.62% Strongly Agree

42.86% Agree

# 4. Sustainability Plan

* *Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

**The project team will offer the materials through the LibGuide (**<https://ega.libguides.com/ALGTextPSYC2101>**) created for the course as well as through D2L. The team will continually monitor the LibGuide to ensure that all links embedded in the modules remain active. The team will continue to enhance the test bank, and design PowerPoints to be added to the guide.**

# 5. Future Plans

* *Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

**Given the positive feedback from students, the team has evaluated whether standard textbooks should be used for any course. The team realized that the plethora of internet sources relevant to all topics deems traditional textbooks obsolete. Traditional students access their information differently from generations prior, thus higher education should follow suit. Students reported that they liked clicking on links (90%) for information, which seems to increase their engagement with the material. Perhaps, this active engagement is what serves as the impetus for the students to read the material.**

* *Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

**The team would like to explore whether students read the magazine-inspired textbook on a broader scale. The team would like to collect data over several more semesters to discern if there is a significant difference in reading involvement and success rates. The team would also like to evaluate if this style of presenting information is the key to modifying students’ reading behaviors. The team could collect survey data, comparing student opinions of those taking courses with a traditional textbook (some colleagues still use the traditional textbook for PSYC 2101) and the team’s courses. The team would also like to incorporate pre/post measures to further evaluate the effectiveness of the textbook alternative. The team was unable to create pre/post measures for this round due to unforeseen time constraints.**

# 6. Description of Photograph

* *On the Final Report Submission page, you will be submitting a photo. In this document, list the names of the people shown in this separately uploaded photograph, along with their roles.*

**Tori Kearns, Ph.D., Professor of Psychology, Project Leader**

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**Deborah Lee, M.S., Assistant Professor of Psychology, Team Member**

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