**Affordable Learning Georgia Textbook Transformation Grants**

**Final Report**

**Date:** 12/4/2019

**Grant Round:** 12

**Grant Number:** 380

**Institution Name(s):** University of West Georgia

**Project Lead:** Yan Yang, Ph.D., Associate Professor in Educational Psychology

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

CJ Ivory, MLIS, Assistant Professor & Instruction Librarian, civory@westga.edu

Anne Barnhart, M.A. & M.S., Associate Professor & Head of Instructional Services, barnhart@westga.edu

**Course Name(s) and Course Numbers:** CEPD 4101 Educational Psychology

**Semester Project Began:** Spring 2019

**Final Semester of Implementation:** Summer 2019

**Total Number of Students Affected During Project:** 91

# 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

It was my first experience transforming a class with a commercial textbook into an OER class. While it has been challenging at times, I enjoyed the process and learned a lot from it. In order to keep the quality content of the course, my teammate CJ Ivory and I worked very hard to map out the various contents of the commercial textbook to make sure they were all adequately represented in the free learning materials. A major challenge we encountered was that since the previous commercial textbook comes with its own test bank which I had relied on in making quizzes, we had to now make our own tests by writing every single test item on our own. Thankfully, with great teamwork, we were able to accomplish this task!

Overall, the experience has been very positive! It pushed me to know the course content at a much more intimate level. I was able to find the missing parts from a junior-level educational psychology OER textbook through exhaustive internet and library searches. The main accomplishments of this textbook transformation experience include but are not limited to: the various free learning materials, the corresponding PPT slides with embedded videos, the regular content quizzes testing students’ mastery of the OER course content, and the surveys which collect student responses to their learning experiences in this newly transformed OER course.

* Transformative impacts on your instruction

The newly created learning materials enabled me to diversify my teaching methods from lecturing to video recording to online discussions. I have enjoyed teaching this class to education majors. The learning materials and assignments make the course very interesting and practical, while challenging students to apply the newly acquired knowledge to their future professions.

I have enjoyed developing the materials with my teammate CJ Ivory while learning so much about a variety of educational psychology theories and research findings. I have also enjoyed the flexibility and creativity that this OER course provided in designing the assignments and putting the learning activities together.

By developing the learning materials and selecting appropriate content, I become more comfortable with my instructions. My confidence and comfort level grow as I teach the materials and monitor students’ learning progress as a result of my full engagement in the materials creation and selection process. The fact that all students in my OER class have equal access to the course materials now makes it easier for me to assess students’ learning outcomes.

* Transformative impacts on your students and their performance

I could definitely see a big difference on student learning motivation in the classroom as well as their learning outcomes. The free OER materials we developed that are now accessible to all students have eliminated the inequity issue among students who live off campus and/or have no access to the previously mandated commercial textbook. By developing free and suitable learning materials in replacement of the required expensive commercial textbook on Desire2Learn (our internet student learning platform), we were able to help students save textbook expenses significantly and allow for a more intentional integration of my video tutorials and online activities with OER materials. As a result, student learning motivation improved in the class and many of them reported that they truly enjoyed the class including but not limited to the learning materials, delivery methods, revised OER textbook, class videos, class assignments, and course activities which all went together seamlessly. In one of the OER surveys designed for evaluation purposes, most of them marked that they preferred the online OER materials than traditional printed texts and are likely to register for a future course with online OER materials like those used in this course.

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

Student loved to have PPT slides with embedded videos as part of their learning materials, which they perceived to be brief, concise, and to the point to help them learn. However, they pointed out that they would like to see an outline for each module to list the variety of course materials from OER textbook to websites and ppt slides. I have made the improvement to address their feedback accordingly. Further, as the course has three application projects that could be similar to students with similar backgrounds, I plan to add more trainings on plagiarism to encourage originality of the student work next time in addition to customizing the project more to allow for individuality. I anticipate making these revisions in the spring semester of 2020.

# 2. Quotes

1. Provide three quotes from students evaluating their experience with the no-cost learning materials.
2. I enjoy the resources used in the OER class. I think everything has been useful and given me the information I needed for the class.
3. This is the first OER class I have taken, and I am enjoying it a lot! I am learning lots of new information that will be extremely useful to be in my career.
4. This class is well organized. It is straight forward. I like that we didn't have to buy a textbook and that our expectations are clearly articulated.

# 3. Quantitative and Qualitative Measures

## 3a. Uniform Measurements Questions

**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: \_\_\_\_91\_\_\_\_\_\_

* Positive: \_\_52\_\_\_\_\_ % of \_\_\_91\_\_\_\_\_ number of respondents
* Neutral: \_\_\_31\_\_\_\_ % of \_\_\_91\_\_ number of respondents
* Negative: \_\_17\_\_\_\_\_ % of \_\_91\_\_\_\_ 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?**

* \_\_\_ Positive: Higher performance outcomes measured over previous semester(s)
* \_\_X\_ 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?**

\_\_\_\_5.7\_\_\_% of students, out of a total \_\_70\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

* \_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

Because the transformed course is still in its initial stage of development and maturation, we anticipate seeing continual progress in student learning and engagement. Of the 91 participant responses, 31% believed that the newly developed free learning materials are better than the quality of the texts in other courses, 63% thought that they were about the same, and only 6% deemed them inferior to the commercial texts. When asked about how they felt about the online format of the OER texts used in this course, majority of them liked the online format more than traditional printed commercial texts (52%), 31% did not report any preference, and only 17% preferred the traditional printed texts. This echoed their responses to choices between free OER materials and commercial textbooks, where an overwhelmingly high percentage of students did not wish to purchase a traditional textbook for this course (63%). Further, most students (84%) reported that they would favor a future course with free learning materials over one with a commercial textbook, which resonated with their preferences to enrolling in an OER section of a course if it is taught by a same instructor.Overall, 93% of the students rated the newly developed free textbook as satisfactory, with 27% excellent, 40% above average, and 30% average. Only 2% of the students did not think positively of the OER textbook. Regarding students’ learning outcomes, first, student dropout rates decreased from 10% to 5% after the adoption of the free learning materials, although the failure rates remained about the same (5%). This result could have been confounded by the new tests developed based on the newly developed free learning materials in comparison with the tests developed from the test bank from the previous commercial textbook. We plan to continue modifying the tests and refining the OER materials based on student feedback and performances.

# 4. Sustainability Plan

The electronic copies of the textbook have been made available on UWG LibGuides page at <https://libguides.westga.edu/OER/NoCostCourses> and on MERLOT at <https://www.merlot.org/merlot/viewSite.htm?id=9160121>. Further, we have received approval to have the resource indexed in OER commons at <https://www.oercommons.org/courses/educational-psychology-simple-book-publishing>. Electronic access to the supplement materials is made available through CourseDen and Digital Repository. The learning materials have been made accessible to other colleagues who are interested in using the materials. I have been assigned to teach the course in the spring semester of 2020 and I will continue to use and refine the learning materials for the course based on the feedback from the summer and fall 2019 implementations. I will continue to make possible changes or improvement on the learning materials based on the feedback from all parties involved.

# 5. Future Plans

I liked the fact that students have shown encouraging responses to the major change in this course. My overall experience with this course transformation project has been very positive. I am pondering over making more and more learning materials available through OER to students for other classes I will be teaching. Through this project, I became more aware of the abundant OER sources available in the field of educational psychology as well as major areas that need improvement. I will continue to commit myself to making higher education more affordable and hence supporting college recruitment, retention, and graduation through OER efforts, all of which will contribute to realizing USG’s Complete Georgia initiatives.

As a continuation of this project, I will submit proposals to share the research results of OER transformation on student learning engagement and motivation at various conferences such as USG Teaching and Learning Conference, and/or the annual meetings of American Psychological Association and American Educational Research Association and endeavor to have the research published on academic journals to disseminate the research results.

# 6. Description of Photograph

CJ Ivory, Yan Yang, Ann Barnhart (from left to right)

CJ Ivory, MLIS, Assistant Professor & Instruction Librarian, project executor

Yan Yang, Ph.D., Associate Professor in Educational Psychology, principal investigator

Anne Barnhart, M.A. & M.S., Associate Professor and Head of Instructional Services, project coordinator