

Application Details

Manage Application: ALG Textbook Transformation Grants Round 8

Award Cycle: Round 8

Internal Submission Deadline: Sunday, December 11, 2016

Application Title: 291

Application ID: #001289

Submitter First Name: Mark

Submitter Last Name: Kunkel

Submitter Title: Associate Professor of Psychology

Submitter Email Address: mkunkel@westga.edu

Submitter Phone Number: 6788390621

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Mark

Applicant Last Name: Kunkel

Co-Applicant Name(s): --

Applicant Email Address: mkunkel@westga.edu

Applicant Phone Number: 6788390621

Primary Appointment Title: Associate Professor of Psychology

Institution Name(s): University of West Georgia

Submission Date: Monday, December 12, 2016

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

1. Mark A. Kunkel, Ph.D., Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu
2. Amelia Bagwell, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, abagwel@westga.edu
3. Three additional graduate (Masters and Ph.D.)-level student assistants to be funded Summer, 2017
4. Editor and graphic designers to be determined

5. Rod McCrae, Assistant Director of the Center for Teaching and Learning, University of West Georgia, rmcrae@westga.edu

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

Denise Overfield, Associate Vice President of Academic Affairs and Dean of Graduate School, University of West Georgia

Proposal Title: 291

Course Names, Course Numbers and Semesters Offered:

Introduction to General Psychology

PSYC 1101

Summer 2017, Fall 2017

(* 22 sections of this course are offered each semester, with two-four additional sections in the summer)

Average Number of Students per Course Section: 54

Number of Course Sections Affected by Implementation in Academic Year: 42

Total Number of Students Affected by Implementation in Academic Year: 2300

List the original course materials for students (including title, whether optional or required, & cost for each item): Varies; typically: S. Ciccarelli and J. White, Psychology: An Exploration (4th ed.) http://www.amazon.com/Psychology-paperback-4th-Saundra-Ciccarelli/dp/0205973361/ref=sr_1_1_twipap_1?ie=UTF8&qid=1440779228&sr=8-1&keywords=psychology+4th+edition&selectObb=rentRequired, \$180.45 per student

Requested Amount of Funding: \$ 26,800

Original per Student Cost: \$180.45 (+ bookstore mark-up)

Post-Proposal Projected Student Cost: \$ 0

Projected Per Student Savings: \$ 200.00

Projected Total Annual Student Savings: \$460,000

Creation and Hosting Platforms Used ("n/a" if none):

Merlot and local (D2L)

Proposal Category: OpenStax Textbooks

Final Semester of Instruction: Fall 2017

Project Goals:

In brief, I am seeking funding to refine, extend, and implement the considerable work that I did for a previous (Round 4) grant in my sections of Introduction to General Psychology to **all** of our (20+ per semester) sections of this course. I will elaborate these proposed goals and a background context for them.

I, the principal investigator, was fortunate enough to receive a Round 4 grant. This Round 4 project, completed during the present (Fall, 2016) semester, contributed as anticipated to considerable savings and learning benefits for students in my sections of Introduction to General Psychology. All project goals for that proposal were achieved. Not only was I able to redesign the course facilitating use of the existing OpenStax materials, but **through the Round 4 sponsorship I was able to generate over 145,000 words of new and original text material, consisting of the following chapters:**

1. Chapter 1: Introduction to Introduction to General Psychology
2. Chapter 2: How to Think Like a Psychologist: A New Kind Clear Conversation, Compassionate

Curiosity, and Theory

3. Chapter 5: Freud and the Psychoanalytic Theory Story

(these materials, in preliminary but useable form, are hosted on-line at:

Chapter 1: <https://www.merlot.org/merlot/viewMaterial.htm?id=1226956>

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Chapter 5 pt. 1: <https://www.merlot.org/merlot/viewMaterial.htm?id=1243457>

Chapter 5 pt. 2: <http://www.merlot.org/merlot/viewMaterial.htm?id=1243458>)

4. Chapter 6: Humanistic, Existential, and Transpersonal Psychology

5. Chapter 7: Integrated Theory in Psychology

6. Additional introductions to the existing OpenStax chapters for Biological/Psychological Psychology, Behavioral Psychology (Learning), Social Psychology, and miscellaneous other material.

The sponsorship in Round 4, of only a graduate assistant and me, has resulted in an extensive foundation, and some finished development, of **the only Introduction to General Psychology book in existence with an emphasis on self-awareness, and detailed chapters on Theory, on Psychoanalysis, and on Humanistic/Existential/ Transpersonal Psychology (a long-term historical emphasis of the Psychology Department at the University of West Georgia and an important theoretical foundation in psychology).**

Specific goals achieved in the previous Round 4 were as follows:

1. ensuring that each student in my large sections of Introduction to General Psychology (a cross-disciplinary and popular core course) had access to a free and suitable textbook for the class;
2. evaluating the effect of student access to a free and suitable textbook on student learning and engagement, as operationally defined and measured in the way described in that proposal;
3. bridging and integrating more thoroughly and intentionally the existing course notes and internet resource links, typically several hundred newly created pages per semester, with the on-line OpenStax text;
4. laying the groundwork for broader adoption, use, and integration of OpenStax materials for the additional sections (presently, Fall Semester 2016, constituting approximately 800 students in total) of Introduction to General Psychology taught in the Department of Psychology each semester, lacking a uniform and accessible text. We anticipate that our preparatory work, with this grant, will lay the groundwork for a more sustained funded effort in which we improve and modify the OpenStax textbook, and make it available uniformly to students in all sections of General Psychology, resulting in an estimated per-semester savings to students of \$160,000 (assuming a low-end textbook cost to each student of \$200) to \$240,000 (with a higher-end textbook cost of \$300 per student).

My **primary goal for additional funding** is to build on this existing foundation and to extend the project to the full reach of our multi-course (750 students per semester) Introduction to General Psychology offerings. There is **considerable work remaining** to remedy the lapses of coverage with the existing text, integrate and dovetail the new materials I have generated with that text, seek editorial review (through the Merlot platform) of the new materials, and finalize a coherent and accessible open resource Introduction to General Psychology text and approach for use across our many sections each semester.

I seek additional sponsorship for **new project goals** including:

1. Finalizing editing and formatting and uploading of existing chapters (primarily Chapters 1, 2, and 5, linked hereafter);
2. Editing and formatting and uploading of existing chapter drafts (6, and 7), some 55,000 words;
3. Writing, editing, formatting and uploading of prefaces and theoretical anchors for each OpenStax content area (e.g., Sensation and Perception; Development) including:
 - Application of the five psychology theories to the specific content area;
 - Implication of the content area for the overall text and course objective, the facilitation of informed self-awareness; and
 - Development of additional Self-Awareness Exercises tailored to each content area;
4. Integration of the new with the existing text materials in an accessible, seamless, and coherent format;
5. Ongoing and wider dissemination of this text, which in my modest estimation (and that of students and colleagues using it so far) will be an important contribution to open educational resources sorely needed in Introduction to General Psychology;
6. Specific standardized implementation of the new text for use in all of our sections of Introduction to General Psychology, and training of doctoral-level instructors in using the new text.

Statement of Transformation:

Description of Transformation: I have taught Introduction to General Psychology since 1988, many thousands of students by now, and it has been my experience throughout this time that students varied in (a) purchasing, (b) reading, and (c) benefiting in their learning from a required text. Texts also vary in being (a) accessible to student understanding, (b) relevant to students' lives and learning, and (c) integrated with the classroom content and process. Many texts fall woefully short. So during the implementation of the Round 4 grant it became clearer to me than ever that the students who would be unable to purchase a text and to benefit from it in their learning were advantaged by the OpenStax offering. As helpful as that text is, it has some important shortcomings:

- Lack of specific discussion of psychological theory;
- Absence of integrated opportunities for self-awareness and application;
- Any attention to historically (and actually) relevant theory in Psychoanalytic, in Humanistic/Existential/Transpersonal , or in post-modern Critical Psychology;
- Inclusion of ancillary teaching materials for beginning course instructors.

So in addition to coherent and thorough implementation of the existing OpenStax text, many of my efforts in Round 4 were by way of beginning to address some of its shortcomings. During

this present semester, the last semester of implementation of the Round 4 project, it has become wonderfully evident how helpful a thorough and coherent supplement to the OpenStax text has been for students and for me as a teacher. The materials I have created have been useful for students in their preliminary form, but more work is needed to ensure that the materials help students understand and apply the concepts of psychology. Completing the development of my materials, and integrating these newly developed materials with the existing content areas, would enable adoption of the supplemented OpenStax text across our multiple sections of Introduction to General Psychology (and I hope elsewhere) at sizeable student savings. Transformation, with respect to both materials creation and pedagogical coherence, would occur through:

- Additional development of remaining text supplement materials;
- Editing and refinement of presently developed text supplement materials;
- Editorial review and modification of new and existing text supplement materials;
- Development of a unified multi-course approach and format for the course based on these new and existing materials; and
- Training of course instructors (primarily doctoral students and new teachers) in implementation of these new and existing materials.

Stakeholders affected by the transformation: The immediate student stakeholders would be the approximately 1200 students participating in Introduction to General Psychology courses during the period of the grant at the University of West Georgia. These are typically first-year students, many of whom rely on parental and other support in addition to their employment and savings, who would benefit significantly from the cost savings and pedagogical benefits of the modified and extended OpenStax text.

Other stakeholders of note include:

The instructors of the multiple sections of Introduction to General Psychology at the University of West Georgia. These instructors (all save me as the only faculty member teaching this course on a regular basis) are typically doctoral students lacking pedagogical foundation and communality of purpose and approach. Having a common text would benefit not only the students in Introduction to General Psychology each semester, but also the instructors of this course (in ways I outline hereafter).

Adopters of this modified text, licensed under Creative Commons, at other universities. I expect that a free, open-access Introduction to General Psychology text, unique in the ways that this one is and into which it will extend, will be of considerable interest in the field.

I anticipate that the impact of this transformation on stakeholders, and course success would be considerable in the ways that I have described and that I have begun to observe and document during these recent semesters of Round 4 implementation. Each student would not only have access to a common text, but that modified and extended text would be suited uniquely to a conceptually founded and experientially transformative introduction to general

psychology. I anticipate that students will not only perform better on text-dependent learning measures but perhaps experience additional persistence and success in this course (often one of the first in which they enroll at the university) that may contribute to their ultimate retention, progress, and graduation in the long-term. As part of the quantitative and qualitative evidence gathered at the conclusion of Round 4 we asked about students' use of the text (and of the new materials in particular) as facilitative of their learning. There is strong evidence in their reports that they experienced the text as helpful and provocative, and as contributing to their retention and progress and eventual graduation.

The anticipated transformation to instructors is broad, and somewhat specific to our departmental circumstances. Part of the structure for our prestigious and unique doctoral program

https://www.westga.edu/academics/coss/psychology/program_page.php?program_id=102 involves doctoral students' access to teaching experiences. Consequently they are assigned to sections of Introduction to General Psychology during two of their three funded years of study. Two faculty members (I and the Director of the doctoral program) serve as supervisors of their teaching, but I am the only faculty member to teach the Introduction to General Psychology course on a regular basis. Doctoral instructors are for the most part left to their own devices to design the Intro course, to select a textbook, to prepare lectures and examinations, and to facilitate students' learning. We as a Department have long talked of developing a common text

around which supervision and coordination and curricular integration of the Introduction course with later coursework might occur with more efficiency and integrity. Use of the common OpenStax text, as supplemented by newly developed materials, would enable such coordination, at great benefit to the doctoral instructors and to students and to the university.

The transformative impact on the course, program, department, institution, and multiple courses would be significant for the course. Instead of the high text cost for this entry-level course being yet another unconscionable financial burden to students and their parents, and in the process privileging students able to purchase a traditional and expensive text, all students would have equal and open access. I have noted and documented during Round 4 significant and demonstrable increases in student persistence and performance in this course as a result of the common, open access text. And I anticipate that an extended and tailored and unique text, of the sort on which I have already made considerable progress, will constitute a unifying framework for theoretical and experiential foundations in psychology that will enhance student learning and performance not only in the Introduction to General Psychology course but elsewhere.

There are broader transformative impacts for the Psychology Department as well. Our departmental history and present philosophy are unique in many respects, including our emphasis on humanistic and existential and transpersonal psychologies, on psychoanalytic and depth psychologies, and on critical psychologies (involving culture and system-level change). We have lacked a coherent Introduction to General Psychology text that lays a

foundation for these areas of emphases (along with more traditional approaches to psychology), and the support of Round 4 enabled considerable progress on development of such a text. My efforts so far have been met with broad enthusiasm by my Department Chair, my faculty colleagues, teaching assistants, and students.

There would also be important opportunities for contribution at the institutional level, and elsewhere. My hope is that other University System of Georgia institutions would consider adoption of the free OpenStax supplemented text. Hosting the materials on a reviewed open educational resources site such as Merlot also encourages external adoption of the text, resulting in what I hope to be broad adoption and use elsewhere. I am humbly optimistic about such broader use, especially in a climate in which traditional for-fee textbooks are becoming increasingly costly and privileging.

Transformation Action Plan:

1. The new course materials would be threefold:

- a. the existing OpenStax textbook for Psychology, as supplemented by
- b. the newly developed unique chapters on Introduction, Theory, Psychoanalysis, and Humanistic/Existential/Transpersonal psychologies, and
- c. additional preface and application materials to each OpenStax content chapter.

2. The course and syllabus and instructional design/redesign for the course would center around the following:

- a. including and integrating the existing OpenStax materials and the modified and extended chapters in reading assignments for each class meeting (as indicated in the syllabus and course schedule);
- b. designing measurement rubrics and test questions based on the existing and modified OpenStax materials;
- c. finding ways to begin to dovetail and integrate the existing materials with the additional chapters and content additions in lecture notes, classroom demonstrations, activities and examinations; and
- d. Organizing training and supervision of doctoral-student instructors around their use of a common and suitable and openly accessible materials.

3. The activities and roles of each team member would be as follows:

Mark A. Kunkel, Ph.D., principal investigator: I will be the instructor of record for my own sections of Introduction to General Psychology courses, and I will also organize and facilitate the work I have outlined. I will continue to develop new text content, to supervise editing and formatting of this content, and to oversee the work of team members in assisting with their

roles.

Amelia Bagwell, B.A., teaching assistant: Ms. Bagwell, President of the university Honors Council, is an exceptionally skillful writer and editor and research assistant, and she will be responsible primarily for ongoing work with the existing materials I have generated and overseeing the work of others in development and preparation of materials.

Three additional graduate (Masters and Ph.D.)-level student assistants to be funded Summer, 2017. Our Department is fortunate to have numerous and exceptionally well qualified graduate students in our internationally recognized Masters and Doctoral programs. I plan on interviewing and selecting three committed to pedagogy, to writing, and to research, to assist in grant-related activities including:

Preparation and editing of new materials;

Integration of existing course notes (some 300 pages per semester) with new and existing OpenStax text chapters;

Assistance with grant-related evaluation of teaching and learning process and outcomes.

Editor and graphic designer. This person, to be selected by interview, will serve as a consultant primary editor and graphic designer to facilitate integration of new with existing text materials and overseeing of final hosting preparation.

Rod McCrae, Assistant Director of the Center for Teaching and Learning, University of West Georgia. Dr. McCrae will coordinate institutional support and provide infrastructure and additional teaching-learning related resources to supplement our class materials tailoring to OpenStax.

I will also continue to involve my faculty colleagues, and especially the Director of the doctoral program, in review and collaboration around these materials and their implementation. We have yet to develop a broadly standardized and coherent approach to the Introduction to General Psychology course, and this proposed text project would be a central component of that larger project.

4. Open Access to the new materials will be ensured through:

- a. hosting of the materials on Merlot, and on CourseDen (Desire2Learn) locally;
- b. notifying students in the syllabus, on Desire2Learn (the on-line learning platform), and in the schedule, of the availability and url link to the OpenStax text;
- c. assignment of specific OpenStax chapters and activities in the course schedule; and
- d. verification with each student of internet access and procedural access to the existing and extended OpenStax text.

Quantitative & Qualitative Measures: Quantitative measures of student access will include: Desire2Learn tracking of students' opening the link to the OpenStax text and to supplementary chapters; Students' individual verification (via an on-line, one-item quiz on Desire2Learn) that they have been able to open successfully the OpenStax text and other materials; Inclusion of specific text-related questions on exams and in notes and in course activities; A final survey of students including questions regarding their access to and benefit from the existing and supplemented course materials, as was also included in the previous Round 4 project. Quantitative measures of students' use of OpenStax in achieving learning objectives will include: Supplemental Desire2Learn "dropbox" assignments, speaking to specific sections of the existing and extended text; Inclusion of text-specific items on the three course examinations; Comparison of student performance on examinations and supplementary assignments based on new and existing text materials with those of previous semesters in which a text was not required, and with semesters (during Round 4) during which only the existing OpenStax text was used. Quantitative measures of Drop/Fail/Withdraw Rates will occur at four times during the semester: drops prior to the deadline, withdrawals prior to the deadline, withdrawals after the deadline counting as "withdraw failing," and assigned F grades. We will compare pre-OpenStax data with the Round 4 OpenStax data, and measures of these same constructs obtained following implementation of the extensively modified OpenStax text. Qualitative data will include a specific question on the Course Evaluation asking students to evaluate the extent to which the modified OpenStax textbook contributed to their learning. We will also set up an optional anonymous Dropbox (submission platform) on Desire2Learn asking students this question throughout the semester, and will provide on completion a thematic summary of their responses. We will also set up focus groups of students to discuss their experience of the newly

modified and extended text and compare their experience with that of students using purchased texts, no texts, or only the existing OpenStax materials.

Timeline:

Summer, 2017

We will do writing of new material amplifying the existing areas of emphasis and extending into some new areas under the stewardship of the graduate student specialists.

We will also use this summer as a time to edit, format, and design the finalized and modified and extended OpenStax materials, host them at Merlot, and seek independent editorial review to ensure helpfulness and accuracy

Conduct a pre-semester training for instructors of Introduction to General Psychology, organized around the common use of the open access materials.

Fall, 2017

Teach first semester of transformed courses across all anticipated (22) sections of Introduction to General Psychology

Measure student learnings, DFW rates, and subjective experience as outlined previously

Begin comparison of these data with pre-transformation course and with existing Round 4 sponsored modified courses

Modify syllabus and activities and text as necessary for coming semester

Budget:

The budget requested is for a Department-Wide, Multiple-Section award, to be used as follows:

1. Mark A. Kunkel, Ph.D., Principal Investigator and Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu, \$5,000 (as salary for June 1 – July 1, 2017, less university fringes)
 2. Amelia Bagwell, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, abagwel@westga.edu, \$5,000 (as hourly compensation, \$25.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)
 3. Three additional graduate (Masters and Ph.D.)-level student assistants, \$4,000 each (as hourly compensation, \$20.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)
 4. Editor and graphic designer \$4,000 (as hourly compensation, \$20.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)
- \$800 for travel and project-related conference presentation as specified in the grant announcement

Sustainability Plan:

Given that Introduction to General Psychology is a part of the core requirements for the

University of West Georgia, and that we typically offer between 650 and 800 seats per semester, I hope that the multi-course funding will permit sustained and long-term use of the proposed modified and extended OpenStax text.

Hosting, both locally (on Desire2Learn) and internationally (on Merlot) will continue.

http://affordablelearninggeorgia.org/about/grants_rfp_rounds678/

Affordable Learning Georgia Textbook Transformation Grants

Rounds Six, Seven, and Eight

For Implementations beginning Fall Semester 2016

Running Through Fall Semester 2017

Proposal Form and Narrative

Submitter Name	Mark A. Kunkel, Ph.D.
Submitter Title	Associate Professor of Psychology
Submitter Email	mkunkel@westga.edu
Submitter Phone Number	678-839-0621
Submitter Campus Role	Primary Investigator
Applicant Name	Mark A. Kunkel, Ph.D
Applicant Email	mkunkel@westga.edu
Applicant Phone Number	678-839-0621
Primary Appointment Title	Associate Professor of Psychology
Institution Name(s)	University of West Georgia

Team Members	<ol style="list-style-type: none"> 1. Mark A. Kunkel, Ph.D., Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu 2. Amelia Bagwell, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, abagwel@westga.edu 3. Three additional graduate (Masters and Ph.D.)-level student assistants to be funded Summer, 2017 4. Editor and graphic designers to be determined 5. Rod McCrae, Assistant Director of the Center for Teaching and Learning, University of West Georgia, rmcrae@westga.edu 				
Sponsor, Title, Department, Institution	Denise Overfield, Associate Vice President of Academic Affairs and Dean of Graduate School, University of West Georgia				
Proposal Title	Transforming Student Access, Learning, and Success Through Final Development of an OpenStax Textbook in Introduction to General Psychology for Multiple Sections (22 per semester)				
Course Names, Course Numbers and Semesters Offered	Introduction to General Psychology PSYC 1101 Summer 2017, Fall 2017				
Final Semester of Instruction	Fall, 2017				
Average Number of Students Per Course Section	54	Number of Course Sections Affected by Implementation in Academic Year	24	Total Number of Students Affected by Implementation in Academic	1296 (for period of grant only: across a typical academic year, 2300)

				Year	
Award Category (pick one)	<input type="checkbox"/> No-Cost-to-Students Learning Materials <input checked="" type="checkbox"/> OpenStax Textbooks <input type="checkbox"/> Interactive Course-Authoring Tools and Software <input type="checkbox"/> Specific Top 100 Undergraduate Courses				
List the original course materials for students (including title, whether optional or required, & cost for each item)	Varies; typically : S. Ciccarelli and J. White, <i>Psychology: An Exploration (4th ed.)</i> Required, \$180.45 per student http://www.amazon.com/Psychology-paperback-4th-Saundra-Ciccarelli/dp/0205973361/ref=sr_1_1_twi_pap_1?ie=UTF8&qid=1440779228&sr=8-1&keywords=psychology+4th+edition&selectObb=rent				
Requested Amount of Funding	\$26,800				
Original Per Student Cost	\$180.45 (+ bookstore-mark-up)				
Post-Proposal Projected Per Student Cost	\$ 0				
Projected Per Student Savings	\$200				
Projected Total Annual Student Savings	\$ 460,000				

Creation and Hosting Platforms Used	Merlot and local (D2L)
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NARRATIVE

1.1 PROJECT GOALS

In brief, I am seeking funding to refine, extend, and implement the considerable work that I did for a previous (Round 4) single-course grant in my sections of Introduction to General Psychology to **all** of our (20+ per semester) sections of this course. I will elaborate these proposed goals and a background context for them.

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1.2 STATEMENT OF TRANSFORMATION

Description of Transformation: I have taught Introduction to General Psychology since 1988, many thousands of students by now, and it has been my experience throughout this time that students varied in (a) purchasing, (b) reading, and (c) benefiting in their learning from a required text. Texts also vary in being (a) accessible to student understanding, (b) relevant to students' lives and learning, and (c) integrated with the classroom content and process. Many texts fall woefully short. So during the implementation of the Round 4 grant it became clearer to me than ever that the students who would be unable to purchase a text and to benefit from it in their learning were advantaged by the OpenStax offering. As helpful as that text is, it has some important shortcomings:

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- Development of a unified multi-course approach and format for the course based on these new and existing materials; and
- Training of course instructors (primarily doctoral students and new teachers) in implementation of these new and existing materials.

Stakeholders affected by the transformation: The immediate student stakeholders would be the approximately 1200 students participating in Introduction to General Psychology courses during the period of the grant at the University of West Georgia. These are typically first-year students, many of whom rely on parental and other support in addition to their employment and savings, who would benefit significantly from the cost savings and pedagogical benefits of the modified and extended OpenStax text.

Other stakeholders of note include:

- The instructors of the multiple sections of Introduction to General Psychology at the University of West Georgia. These instructors (all save me as the only faculty member teaching this course on a regular basis) are typically doctoral students lacking pedagogical foundation and communality of purpose and approach. Having a common text would benefit not only the students in Introduction to General Psychology each semester, but also the instructors of this course (in ways I outline hereafter).
- Adopters of this modified text, licensed under Creative Commons, at other universities. I expect that a free, open-access Introduction to General Psychology text, unique in the ways that this one is and into which it will extend, will be of considerable interest in the field.

I anticipate that the impact of this transformation on stakeholders, and course success would be considerable in the ways that I have described and that I have begun to observe and document during these recent semesters of Round 4 implementation. Each student would not only have access to a common text, but that modified and extended text would be suited uniquely to a conceptually founded and experientially transformative introduction to general psychology. I anticipate that students will not only perform better on text-dependent learning measures but perhaps experience additional persistence and success in this course (often one of the first in which they enroll at the university) that may contribute to their ultimate retention, progress, and graduation in the long-term. As part of the quantitative and qualitative evidence gathered at the conclusion of Round 4 we asked about students' use of the text (and of the new materials in particular) as facilitative of their learning. There is strong evidence in their reports that they experienced the text as helpful and provocative, and as contributing to their retention and progress and eventual graduation.

The anticipated transformation to instructors is broad, and somewhat specific to our departmental circumstances. Part of the structure for our prestigious and unique doctoral program (https://www.westga.edu/academics/coss/psychology/program_page.php?program_id=102) involves doctoral students' access to teaching experiences. Consequently they are assigned to sections of Introduction to General Psychology during two of their three funded years of study. Two faculty members (I and the Director of the doctoral program) serve as supervisors of their teaching, but I am the only faculty member to teach the Introduction to General Psychology course on a regular basis. Doctoral instructors are for the most part left to their own devices to design the Intro course, to select a textbook, to prepare lectures and examinations, and to facilitate students' learning. We as a Department have long talked of developing a common text around which supervision and coordination and curricular integration of the Introduction course with later coursework might occur with more efficiency and integrity. Use of the common OpenStax text, as supplemented by newly developed materials, would enable such coordination, at great benefit to the doctoral instructors and to students and to the university.

The transformative impact on the course, program, department, institution, and multiple courses would be significant for the course. Instead of the high text cost for this entry-level course being yet another unconscionable financial burden to students and their parents, and in the process privileging students able to purchase a traditional and expensive text, all students would have equal and open access. I have noted and documented during Round 4 significant and demonstrable increases in student persistence and performance in this course as a result of the

common, open access text. And I anticipate that an extended and tailored and unique text, of the sort on which I have already made considerable progress, will constitute a unifying framework for theoretical and experiential foundations in psychology that will enhance student learning and performance not only in the Introduction to General Psychology course but elsewhere.

There are broader transformative impacts for the Psychology Department as well. Our departmental history and present philosophy are unique in many respects, including our emphasis on humanistic and existential and transpersonal psychologies, on psychoanalytic and depth psychologies, and on critical psychologies (involving culture and system-level change). We have lacked a coherent Introduction to General Psychology text that lays a foundation for these areas of emphases (along with more traditional approaches to psychology), and the support of Round 4 enabled considerable progress on development of such a text. My efforts so far have been met with broad enthusiasm by my Department Chair, my faculty colleagues, teaching assistants, and students.

There would also be important opportunities for contribution at the institutional level, and elsewhere. My hope is that other University System of Georgia institutions would consider adoption of the free OpenStax supplemented text. Hosting the materials on a reviewed open educational resources site such as Merlot also encourages external adoption of the text, resulting in what I hope to be broad adoption and use elsewhere. I am humbly optimistic about such broader use, especially in a climate in which traditional for-fee textbooks are becoming increasingly costly and privileging.

1.3 TRANSFORMATION ACTION PLAN

1. The new course materials would be threefold:
 - a. the existing OpenStax textbook for Psychology, as supplemented by
 - b. the newly developed unique on Introduction, Theory, Psychoanalysis, and Humanistic/Existential/Transpersonal psychologies, and
 - c. additional preface and application materials to each OpenStax content chapter.

2. The course and syllabus and instructional design/redesign for the course would center around the following:
 - a. including and integrating the existing OpenStax materials and the modified and extended chapters in reading assignments for each class meeting (as indicated in the syllabus and course schedule);
 - b. designing measurement rubrics and test questions based on the existing and modified OpenStax materials;
 - c. finding ways to begin to dovetail and integrate the existing materials with the additional chapters and content additions in lecture notes, classroom demonstrations, activities and examinations; and
 - d. Organizing training and supervision of doctoral-student instructors around their use of a common and suitable and openly accessible materials.

3. The activities and roles of each team member would be as follows:

Mark A. Kunkel, Ph.D., principal investigator: I will be the instructor of record for my own sections of Introduction to General Psychology courses, and I will also organize and facilitate the work I have outlined. I will continue to develop new text content, to supervise editing and formatting of this content, and to oversee the work of team members in assisting with their roles.

Amelia Bagwell, B.A., teaching assistant: Ms. Bagwell, President of the university Honors Council, is an exceptionally skillful writer and editor and research assistant, and she will be responsible primarily for ongoing work with the existing materials I have generated and overseeing the work of others in development and preparation of materials.

Three additional graduate (Masters and Ph.D.)-level student assistants to be funded Summer, 2017. Our Department is fortunate to have numerous and exceptionally well qualified graduate students in our internationally recognized Masters and Doctoral programs. I plan on interviewing and selecting three committed to pedagogy, to writing, and to research, to assist in grant-related activities including:

- Preparation and editing of new materials;
- Integration of existing course notes (some 300 pages per semester) with new and existing OpenStax text chapters;
- Assistance with grant-related evaluation of teaching and learning process and outcomes.

Editor and graphic designer. This person, to be selected by interview, will serve as a

consultant primary editor and graphic designer to facilitate integration of new with existing text materials and overseeing of final hosting preparation.

Rod McCrae, Assistant Director of the Center for Teaching and Learning, University of West Georgia. Dr. McCrae will coordinate institutional support and provide infrastructure and additional teaching-learning related resources to supplement our class materials tailoring to OpenStax.

I will also continue to involve my faculty colleagues, and especially the Director of the doctoral program, in review and collaboration around these materials and their implementation. We have yet to develop a broadly standardized and coherent approach to the Introduction to General Psychology course, and this proposed text project would be a central component of that larger project.

4. Open Access to the new materials will be ensured through:
 - a. hosting of the materials on Merlot, and on CourseDen (Desire2Learn) locally;
 - b. notifying students in the syllabus, on Desire2Learn (the on-line learning platform), and in the schedule, of the availability and url link to the OpenStax text;
 - c. assignment of specific OpenStax chapters and activities in the course schedule; and
 - d. verification with each student of internet access and procedural access to the existing and extended OpenStax text.

1.4 QUANTITATIVE AND QUALITATIVE MEASURES

Quantitative measures of student access will include:

- Desire2Learn tracking of students' opening the link to the OpenStax text and to supplementary chapters
- Students' individual verification (via an on-line, one-item quiz on Desire2Learn) that they have been able to open successfully the OpenStax text and other materials
- Inclusion of specific text-related questions on exams and in notes and in course activities
- A final survey of students including questions regarding their access to and benefit from the existing and supplemented course materials, as was also included in the previous Round 4 project.

Quantitative measures of students' use of OpenStax in achieving learning objectives will include:

- Supplemental Desire2Learn "dropbox" assignments, speaking to specific sections of the existing and extended text;
- Inclusion of text-specific items on the three course examinations;
- Comparison of student performance on examinations and supplementary assignments based on new and existing text materials with those of previous semesters in which a text was not required, and with semesters (during Round 4) during which only the existing OpenStax text was used.

Quantitative measures of Drop/Fail/Withdraw Rates will occur at four times during the semester: drops prior to the deadline, withdrawals prior to the deadline, withdrawals after the deadline counting as "withdraw failing," and assigned F grades. We will compare pre-OpenStax data with the Round 4 OpenStax data, and measures of these same constructs obtained following implementation of the extensively modified OpenStax text.

Qualitative data will include a specific question on the Course Evaluation asking students to evaluate the extent to which the modified OpenStax textbook contributed to their learning. We will also set up an optional anonymous Dropbox (submission platform) on Desire2Learn asking students this question throughout the semester, and will provide on completion a thematic summary of their responses. We will also set up focus groups of students to discuss their experience of the newly modified and extended text and compare their experience with that of students using purchased texts, no texts, or only the existing OpenStax materials.

1.5 TIMELINE

Summer, 2017

- We will do writing of new material amplifying the existing areas of emphasis and extending into some new areas under the stewardship of the graduate student specialists.
- We will also use this summer as a time to edit, format, and design the finalized and modified and extended OpenStax materials, host them at Merlot, and seek independent editorial review to ensure helpfulness and accuracy
- Conduct a pre-semester training for instructors of Introduction to General Psychology, organized around the common use of the open access materials.

Fall, 2017

- Teach first semester of transformed courses across all anticipated (22) sections of Introduction to General Psychology
- Measure student learnings, DFW rates, and subjective experience as outlined previously
- Begin comparison of these data with pre-transformation course and with existing Round 4 sponsored modified courses
- Modify syllabus and activities and text as necessary for coming semester

Budget

The budget requested is for a Department-Wide, Multiple-Section award, to be used as follows:

1. Mark A. Kunkel, Ph.D., Principal Investigator and Associate Professor of Psychology, Department of Psychology, University of West Georgia, mkunkel@westga.edu, \$5,000 (as salary for June 1 – July 1, 2017, less university fringes)
2. Amelia Bagwell, graduate student and teaching assistant in the Masters of Arts program in Psychology, University of West Georgia, abagwel@westga.edu, \$5,000
(as hourly compensation, \$25.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)
3. Three additional graduate (Masters and Ph.D.)-level student assistants, \$4,000 each
(as hourly compensation, \$20.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)
4. Editor and graphic designer \$4,000 (as hourly compensation, \$20.00 per hour for 200 hours, May 15, 2017 – July 1, 2017)

\$800 for travel and project-related conference presentation as specified in the grant announcement

1.6 SUSTAINABILITY PLAN

Given that Introduction to General Psychology is a part of the core requirements for the University of West Georgia, and that we typically offer between 650 and 800 seats per semester, I hope that the multi-course funding will permit sustained and long-term use of the proposed modified and extended OpenStax text.

Hosting, both locally (on Desire2Learn) and internationally (on Merlot) will continue.

1.7 REFERENCES & ATTACHMENTS

You may find references to the Merlot-hosted Round 4 developed materials in the body of this proposal.

A letter of support from the Vice President for Academic Affairs is attached.

MANY thanks for your kind consideration!

Mark Kunkel

December 9, 2016

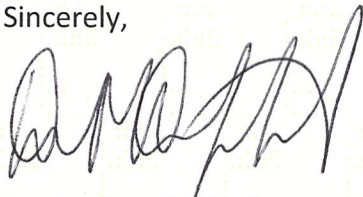
Jeff Gallant
Program Manager, Affordable Learning Georgia
Library Services, Board of Regents of the University System of Georgia

Dear Mr. Gallant and the ALG Textbook Transformation Grant Committee:

Please accept this letter of enthusiastic support for Professor Mark Kunkel's ALG proposal Transforming Student Access, Learning, and Success through Final Development of an OpenStax Textbook in Introduction to General Psychology for Multiple Sections. Professor Kunkel received a Round 4 grant to use the OpenStax psychology textbook in large enrollment general psychology classes, which saved students approximately \$46,000 per semester. In completing his project, he wrote an additional 100,000 words of new text material, adding 6 chapters to the OpenStax Material. For the current proposal, Professor Kunkel is seeking funding to complete his work and fill in gaps in the text that will make it align better with the focus of our psychology courses at UWG as well as those at other institutions that wish to include topics such as self-awareness, theory, psychoanalysis, and humanistic psychology. Professor Kunkel anticipates that these new chapters will allow the adoption of the OpenStax text for all sections of our introductory psychology course, providing a cost savings to students of \$160,000 to \$240,000 per semester.

Further, Professor Kunkel has the full support and endorsement of his department chair and college dean. With this level of support and with the quality of this ALG project, we are confident that Professor Kunkel's project can be taken to scale with additional sections of Introduction to General Psychology. Sustainability will be enhanced by the collaboration between the Psychology Department and the Center for Teaching & Learning to provide additional professional development for psychology faculty to adopt and adapt OpenStax materials for all sections of the introductory course.

Sincerely,



Denise Overfield, Ph.D.
Associate Vice President for Research and Dean of the Graduate School