

Application Details

Manage Application: Textbook Transformation Grants: Round Ten

Award Cycle: Round 10

Internal Submission Deadline: Friday, September 29, 2017

Application Title: 342

Application ID: 001879

Submitter First Name: Judy

Submitter Last Name: Grissett

Submitter Title: Assistant Professor of Psychology

Submitter Email Address: judy.grissett@gsw.edu

Submitter Phone Number: 229-931-4647

Submitter Campus Role: Proposal Investigator (Primary or additional)

Applicant First Name: Judy

Applicant Last Name: Grissett

Co-Applicant Name(s): Marianna Baykina, Ph.D.

Applicant Email Address: judy.grissett@gsw.edu

Applicant Phone Number: 229-931-4647

Primary Appointment Title: Assistant Professor of Psychology

Institution Name(s): Georgia Southwestern State University

Submission Date: Monday, October 2, 2017

Proposal Title: 342

Proposal Category: No-Cost-to-Students Learning Materials

Are you using an OpenStax textbook?: No

Final Semester of Instruction: Fall 2018

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

Judy Orton Grissett, Ph.D., Assistant Professor of Psychology, Department of Psychology and Sociology, judy.grissett@gsw.edu

Marianna Baykina, Ph.D., Assistant Professor of Psychology, Department of Psychology and

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

Lynda Lee Purvis, Interim Vice President for Academic Affairs, Georgia Southwestern State University

Course Names, Course Numbers and Semesters Offered:

PSYC 4401: Abnormal Psychology (offered every summer, fall, and spring)

PSYC 3390: Cross-Cultural Psychology (offered every fall and spring)

List the original course materials for students (including title, whether optional or required, & cost for each item):	For PSYC 4401: Abnormal Psychology: Comer, R. J. (2016). Fundamentals of abnormal psychology (8th ed.). New York, NY: Worth Publishers. (Required). Cost: \$169.39 For PSYC 3390: Cross-Cultural Psychology: Shirev, E. B., & Levy, D. A. (2016). Cross-cultural psychology: Critical thinking and contemporary applications. (5th ed.). New York, NY: Routledge. (Required). Cost: \$90.34
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Average Number of Students per Course Section:	42
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Number of Course Sections Affected by Implementation in Academic Year:	5
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Average Number of Course Sections Per Semester:

PSYC 4401: Abnormal Psychology-- Average one course each semester for summer, fall, and spring

PSYC 3390: Cross-Cultural Psychology-- Average one course each semester for fall and spring

Total Number of Students Affected by Implementation in Academic Year:	210
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Requested Amount of Funding:	\$10,800
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Original per Student Cost:	PSYC 4401: \$169.39; PSYC 3390: \$91.46
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Post-Proposal Projected Student Cost: PSYC 4401: \$0.00; PSYC 3390: \$0.00

Projected Per Student Savings: PSYC 4401: \$169.39; PSYC 3390: \$91.46

Projected Total Annual Student Savings: \$29,025.78

Project Goals:

Transform two upper-level psychology courses, Abnormal Psychology and Cross-Cultural Psychology, to a set of no-cost, open educational resources (OER), allowing students to access material free of charge. By doing so, we aim to reduce students' financial burden. Promote student success through improved access to course material. This supports the USG's Complete College Georgia initiative of retention, promotion, and graduation (RPG). Support ongoing institutional initiatives, including the institutional Quality Enhancement Program Windows to the World, and inter-departmental certificate programs, including the Social Justice Certificate and Women, Gender, and Sexuality Studies Certificate, through increased access to materials in Cross-Cultural Psychology.

Increase access to learning materials for two popular psychology courses for students and faculty within the USG (and beyond) through GALILEO Open Learning Materials Repository. Provide pedagogical transformation and flexibility for two courses that encompass a broad range of possible topics and perspectives. OER will facilitate the use of current event articles and videos, of utmost important in these areas.

Statement of Transformation:

The transformation will involve the replacement of two costly texts with no-cost, open educational resources (OER). This will include materials drawn from OER websites (e.g., Noba) and repositories (e.g., GALILEO Open Learning Materials Repository, MERLOT), and novel materials, quizzes, and lecture slides created by the grant primary investigator and co-applicant.

The two main groups of stakeholders affected by the transformation are students and faculty. Less prominently, institutional administrators will be affected by potential increases in retention, progression, and graduation (RPG) rates of students who have increased levels of success in courses that use no-cost materials.

Located in rural, southwest Georgia, our institution primarily serves students from counties in the surrounding region, most of which have low median household incomes. According to the United States Census Bureau (2015), Sumter County, where our institution is located, has a median household income of \$32,758. Surrounding counties have similar levels of median household income, including Dooly (\$28,696), Macon (\$28,684), Schley (\$35,096), and Terrell (\$28,688) counties. In fact, the census map illustrating income averages for the state of Georgia shows that the highest concentration of low income counties (\$20,438-\$32,356) are in

southwest Georgia. Accordingly, 43.1 percent of our students are Pell recipients, and more than 50 percent are first generation college students.

Our students' need for financial support is clearly high. We argue that an important part of the solution is the adoption of no-cost materials. Our institution advertises one of the lowest, if not the lowest, attendance cost for a four-year institution in the USG (\$13,700 annually for tuition, fees, room and board). Since many of our students choose GSW due to cost savings, it is unreasonable to expect our students to pay thousands of dollars each year for costly textbooks. Through the adoption of no-cost materials, students' financial burden will be eased, which may result in fewer student loans and long-lasting economic benefits.

GSW is an active participant in the USG Complete College Georgia initiative, and improved student retention, progression, and graduation rates are a main focus of GSW faculty and administrators. To this point, the adoption of no-cost OER can also improve student performance. Many students may choose not to purchase a textbook or select an older version of the text in order to defray the costs, which can result in poorer course performance. OER can help address this issue. No-cost OER also allow students to have access to materials from the first day of class. Because all of the OER proposed for our courses will be available online, students may access course materials anytime, anywhere. Together, these factors may translate into increased student success.

The two courses proposed for transformation, Abnormal Psychology and Cross-Cultural Psychology, are upper-division psychology courses open for students across the university to take. Neither Abnormal Psychology nor Cultural Psychology requires a prerequisite, and, therefore, both courses are attractive to students across the institution. According to enrollment figures from prior semesters, Abnormal Psychology is a very popular course across majors, in part because it is a required or a suggested course for several graduate programs, including physical therapy, occupational therapy, social work, and counseling. Cross-Cultural Psychology is an adaptation of a previous course, Cultural Psychology, and no prior numbers are available for the new title. However, we expect for enrollment to be high because the course is a part of two certificate programs, Social Justice and Women, Gender, and Sexuality Studies. Cross-Cultural Psychology can also fulfill a psychology elective requirement for psychology majors and minors. As the largest major in the College of Arts and Sciences, we will affect numerous students within our institution. Furthermore, we believe that the impact on students will be felt beyond our department due to the interest of students in issues addressed in Abnormal Psychology and Cross-Cultural Psychology.

Faculty may also benefit from the curation of materials for Abnormal Psychology and Cross-Cultural Psychology. Although popular courses, neither course has been supported by an Affordable Learning Georgia Textbook Transformation Grant, and therefore, no materials are available in the GALILEO Open Learning Materials Repository. Also, online searches yield very few Libguides for either course; this fact suggests that there are few curated sets of materials available for faculty. By adopting OER for our courses and making them readily

available online through the GALILEO repository, we hope to improve access to course materials within and beyond the USG.

Transformation Action Plan:

Materials will be obtained through online searches within OER repositories (e.g., MERLOT), open textbook websites (e.g., Open Textbook Library), and credible, openly accessible websites (e.g., TED). Materials for each course will include a combination of websites, videos, open access journal articles, online textbook chapters, and novel materials generated by the grant applicants. The selected materials will be curated for each course, and credibility will be determined by the course instructors and subject area experts.

Selecting open access materials will require a major overhaul for each course. This will involve revised subject topics, materials, assignments, and exams. The grant applicants, who are both subject matter experts and instructors of record, will be responsible for the course and subsequent syllabi transformations. These transformations are expected to take two semesters to complete. Specifically, course transformations will involve selecting topics (which may be different than the ones covered previously), curating open access materials, producing novel materials (e.g., slide presentations, handouts, brief writings on specific topics), and creating assignments and exams. Once these materials have been created, they will be shared via the platform D2L and will later be made available through the GALILEO Open Learning Materials Repository and MERLOT. As stated earlier, this contribution will be important due to the current lack of open resources for both courses.

Quantitative & Qualitative Measures: We will conduct a mixed-methods study, combining qualitative and quantitative methods to better understand the impact of the curated sets of open materials on student performance and satisfaction. Specifically, we aim to examine how students' a) use of course materials, b) academic performance, retention and DFW rates, and c) perceptions of the materials are affected. To investigate students' perceptions of the materials and willingness to use them, we will give a survey to students at the end of the semester. The survey will address the frequency of students' use of the course materials and students' perceptions of strengths and weaknesses of the materials. Survey questions will include a combination of open- and closed-ended questions and will address perceptions of cost, format, accessibility, and quality. To measure academic performance, retention, and DFW rates, we will collect and compare data on final course grades and DFW rates across 2017 (pre-implementation) and 2018 (post-implementation) classes. To examine potential effects of student background on use and effectiveness of the textbook, we will collect and analyze student data, namely age, gender, race, GPA, academic standing, and course load. The statistical software package SPSS will be used to analyze the quantitative data, and open-ended question will be stored and analyzed in the qualitative data platform, NVivo. Our findings will help us understand the impact of the materials on student performance and perceptions and will guide the selection and revision of materials for future classes. We plan to share our findings with others at a teaching and learning conference (e.g., the USG Teaching and Learning Conference), as well as a teaching circle presentation on campus.

Timeline:

November 2017: Attend ALG Textbook Transformation Grant kickoff meeting

December 2017: Select topics to be covered in courses

January-May 2018: Locate, select, and compile no-cost, open materials; Create quizzes, slide presentations, novel course materials, assignments, and assessments

June-July 2018: Create new course syllabi; Upload materials into D2L

August 2018: Course implementation begins; Collect pre-implementation survey data

October 2018: Collect mid-term grades

November-December 2018: Collect post-implementation survey data; Collect final grades; Submit final report

January-May 2019 (After final report has been submitted): Analyze data from fall 2018 semester; Integrate survey feedback, primarily regarding material quality, into course design for future semesters; Present findings at USG Teaching and Learning Conference

Budget:

We are requesting \$10,800 to be split the following ways:

Dr. Judy Orton Grissett (Project lead, subject matter expert, and course instructor for Cross-Cultural Psychology): \$5000

Dr. Marianna Baykina (Co-applicant, subject matter expert, and course instructor for Abnormal Psychology): \$5000

Travel funds: \$800

Sustainability Plan:

Both instructors are committed to using open resources in their courses into the future. Dr. Judy Orton Grissett currently uses open materials in several courses and has found them to be more effective than traditional publisher textbooks (e.g., more pedagogical flexibility, increased accessibility and student engagement). Dr. Marianna Baykina is highly interested in the pedagogical flexibility that open resources will provide her in teaching; Abnormal Psychology has a wide range of publisher textbook options, but few are satisfactory to her teaching style, content of some topics, and perspective on the course objectives.

Student feedback regarding the materials will continue to be solicited and used to determine subsequent course revisions. For example, if students do not find a resource particularly useful, the instructors will work to replace it with a more effective, no-cost one. Both courses are expected to be in a high demand, so we expect the continued impact to be great.

Sustainability will reach beyond our campus once materials have been compiled and are available on the GALILEO Open Learning Materials Repository, as instructors can access these materials for their own courses, and students may access them after the course.





September 22, 2017

Dear Textbook Transformation Grant Committee:

I am writing in support of the Textbook Transformation Grant being proposed by Dr. Judy Orton Grissett, Assistant Professor of Psychology, and Dr. Marianna Baykina, Assistant Professor of Psychology. Their proposal involves the creation of free online learning materials for two upper division psychology courses: PSYC 4401, Abnormal Psychology, and PSYC 3390, Cross-Cultural Psychology, two important and popular courses in the psychology degree program. The Department of Psychology and Sociology has the highest number of majors of all departments in the College of Arts and Sciences. Using free online learning materials in these two courses will impact 210 students a year with a cost savings of up to \$29,025. Moreover, a strength of this particular proposal is the assessment methodology which will be used to gauge the effectiveness of the open source materials as well as to extend the theory behind the open source movement. Plans include the implementation of open materials in the other classes taught by Dr. Orton Grissett and Dr. Baykina into the future, with revisions based on previous student feedback for continued improvement.

Dr. Orton Grissett, who is the GSW campus champion for the ALG Initiative and serves as a mentor for other faculty wishing to transform their courses by using open materials, is the lead applicant for the grant. She has already transformed PSYC 1101, Introduction to Psychology, to open learning materials at a considerable savings to students for this extremely popular Core Area E course. Dr. Baykina is an experienced instructor who is committed to reducing the cost of learning materials and textbooks for her students. There is a high likelihood of success with this project.

Georgia Southwestern State University and the Office of Academic Affairs endorses and supports this project, which we view as being easily scalable to other psychology courses as well as courses in other departments.

Sincerely,

A handwritten signature in cursive script that reads "Lynda Lee Purvis".

Interim Vice President for Academic Affairs

Affordable Learning Georgia Textbook Transformation Grants

Round Ten

For Implementations beginning Spring Semester 2018

Running Through Fall Semester 2018

Proposal Form and Narrative

Submitter Name	Judy Orton Grissett, Ph.D.
Submitter Title	Assistant Professor of Psychology
Submitter Email	judy.grissett@gsw.edu
Submitter Phone Number	229-931-4647
Submitter Campus Role	Proposal Investigator (Primary)
Applicant Name	Judy Orton Grissett, Ph.D.
Applicant Email	judy.grissett@gsw.edu
Applicant Phone Number	229-931-4647
Primary Appointment Title	Assistant Professor of Psychology
Institution Name(s)	Georgia Southwestern State University

Team Members	<p>Judy Orton Grissett, Ph.D., Assistant Professor of Psychology, Department of Psychology and Sociology, judy.grissett@gsw.edu</p> <p>Marianna Baykina, Ph.D., Assistant Professor of Psychology, Department of Psychology and Sociology, marianna.baykina@gsw.edu</p>				
Sponsor, Title, Department, Institution	Lynda Lee Purvis, Interim Vice President for Academic Affairs, Georgia Southwestern State University				
Proposal Title	Transforming Abnormal Psychology and Cross-Cultural Psychology to No-Cost, Open Learning materials				
Course Names, Course Numbers and Semesters Offered	<p>PSYC 4401: Abnormal Psychology (offered every summer, fall, and spring)</p> <p>PSYC 3390: Cross-Cultural Psychology (offered every fall and spring)</p>				
Final Semester of Instruction	Fall 2018				
Average Number of Students Per Course Section	PSYC 4401 (42 students)	Number of Course Sections Affected by Implementation in Academic Year	PSYC 4401 (3 sections)	Total Number of Students Affected by Implementation in Academic Year	210
	PSYC 3390 (42 students)		PSYC 3390 (2 sections)		
Average Number of Course Sections Per Semester	<p>PSYC 4401: Average one course each semester for summer, fall, and spring</p> <p>PSYC 3390: Average one course each semester for fall and spring</p>				
Award Category (pick one)	<input checked="" type="checkbox"/> No-or-Low-Cost-to-Students Learning Materials <input type="checkbox"/> Specific Core Curriculum Courses				

Are you planning on using an OpenStax textbook?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
List the original course materials for students (including title, whether optional or required, & cost for each item)	<p><u>For PSYC 4401: Abnormal Psychology</u> Comer, R. J. (2016). <i>Fundamentals of abnormal psychology</i> (8th ed.). New York, NY: Worth Publishers. (Required)</p> <p><u>For PSYC 3390: Cross-Cultural Psychology</u> Shirev, E. B., & Levy, D. A. (2016). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i>. (5th ed.). New York, NY: Routledge. (Required)</p>	<p>\$169.39 Total Cost: \$169.39</p> <p>\$90.34 Total Cost: \$91.46</p>
Requested Amount of Funding	\$10,800	
Original Per Student Cost	PSYC 4401: \$169.39 PSYC 3390: \$91.46	
Post-Proposal Projected Per Student Cost	PSYC 4401: \$0.00 PSYC 3390: \$0.00	
Projected Per Student Savings	PSYC 4401: \$169.39 PSYC 3390: \$91.46	
Projected Total Annual Student Savings	\$29,025.78	

NARRATIVE

1.1 PROJECT GOALS

- Transform two upper-level psychology courses, Abnormal Psychology and Cross-Cultural Psychology, to a set of no-cost, open educational resources (OER), allowing students to access material free of charge. By doing so, we aim to reduce students' financial burden.
- Promote student success through improved access to course material. This supports the USG's Complete College Georgia initiative of retention, promotion, and graduation (RPG).
- Support ongoing institutional initiatives, including the institutional Quality Enhancement Program Windows to the World, and inter-departmental certificate programs, including the Social Justice Certificate and Women, Gender, and Sexuality Studies Certificate, through increased access to materials in Cross-Cultural Psychology.
- Increase access to learning materials for two popular psychology courses for students and faculty within the USG (and beyond) through GALILEO Open Learning Materials Repository.
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1.2 STATEMENT OF TRANSFORMATION

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1.3 TRANSFORMATION ACTION PLAN

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1.4 QUANTITATIVE AND QUALITATIVE MEASURES

We will conduct a mixed-methods study, combining qualitative and quantitative methods to better understand the impact of the curated sets of open materials on student performance and satisfaction. Specifically, we aim to examine how students' a) use of course materials, b) academic performance, retention and DFW rates, and c) perceptions of the materials are affected.

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1.5 TIMELINE

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1.6 BUDGET

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1.7 SUSTAINABILITY PLAN

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Sustainability will reach beyond our campus once materials have been compiled and are available on the GALILEO Open Learning Materials Repository, as instructors can access these materials for their own courses, and students may access them after the course.

1.8 REFERENCES & ATTACHMENTS

Attachments: Letter of support from Lynda Lee Purvis, GSW Interim Vice President for Academic Affairs