

Grants Collection

Columbus State University



UNIVERSITY SYSTEM
OF GEORGIA



Stephanie da Silva, Katherine White

Psychology Research Design and Methodology





Grants Collection

Affordable Learning Georgia Grants Collections are intended to provide faculty with the frameworks to quickly implement or revise the same materials as a Textbook Transformation Grants team, along with the aims and lessons learned from project teams during the implementation process.

Each collection contains the following materials:

- **Linked Syllabus**
 - The syllabus should provide the framework for both direct implementation of the grant team's selected and created materials and the adaptation/transformation of these materials.
- **Initial Proposal**
 - The initial proposal describes the grant project's aims in detail.
- **Final Report**
 - The final report describes the outcomes of the project and any lessons learned.



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Syllabus

Research Design & Methodology I
Columbus State University – Fall 2015
Syllabus

I. Course Information

Course: PSYC 3211-01 (3-2-4)

Time & Place: MWF (1:00 pm – 1:50 pm) in Howard 106 (and sometimes a computer lab)
Wednesdays 10:00 am – 11:50 am in Howard 210 or Woodall 158

Prerequisites: PSYC 1101; STAT 1127; PHIL 2020 or 2500 (Grade of C or higher)

Description: An introduction to the principles and methods involved in conducting, analyzing, and evaluating psychological research. Laboratory will provide hands-on experience with computer-based and traditional research techniques along with computer-based statistical analysis

Texts: Course Materials are available via an instructor-created LibGuide:
<http://columbusstate.libguides.com/content.php?pid=673531>
(All materials are organized chronologically in the LibGuide according to units of material and the order they will be covered this semester – see Course Calendar.)

II. Instructor Information

Instructor: Dr. Stephanie da Silva
E-Mail: dasilva_stephanie@columbusstate.edu
Phone: 706-568-2468
Mail: Dept. of Psychology, 4225 University Ave, Columbus, GA 31907
Office: Faculty Office Bldg #129
Office Hours: Mon 10 - 11 am; Wed 2 - 3 pm; Fri 11 am -12 pm
Please book an appointment using http://dasilva_stephanie.youcanbook.me
(Meetings should be reserved at least 24 hours in advance.)

III. Course Purpose & Objectives

This course is concerned with the methods scientists use to discover principles of behavior. Reading assignments & lectures address conceptual and practical issues in psychological research. Laboratory activities & writing assignments provide experience in collecting, analyzing, and reporting data.

At the end of the course, students should be able to:

- ✓ Discuss ethical issues in psychological research and their impact in research and beyond.
- ✓ Ask research questions and gather relevant information using library and other resources.
- ✓ Describe and select appropriate methods, including controls, to address research questions.
- ✓ Demonstrate the appropriate selection, use, and interpretation of descriptive and inferential statistics.
- ✓ Communicate the research process and outcomes to an audience (using APA style).
- ✓ Critically evaluate research (e.g., identifying confounds, limitations), and recognize limits of findings.

IV. Methods of Instruction

Course content will be disseminated through:

- Reading assignments.
- Lectures & videos.
- Class/lab demonstrations & discussions.
- Hands-on lab exercises.
- Completion of research projects & reports.

V. Methods of Assessment

Lab Activities (300 points)

During course laboratory sessions, students engage in exercises (mainly, statistical analyses using SPSS) relevant to the material covered in class. Each activity (worth 30 points) is graded for effort and accuracy. Attending lab is critical for students to complete activities. Students are encouraged to complete lab activities with the same care and consideration as papers, taking into account APA-Style use of statistics, along with including complete sentences and organized (and clearly labeled) answers to each item. To earn full credit for lab activities, the activity must be accurate in content and also well-prepared. Students who miss lab meetings will receive help to complete lab activities only if the absence is excused (see **Course Policies: Attendance**).

****Students who miss more than 3 lab meetings will receive an F course grade, regardless of points earned.**

The ten highest scores earned for lab activities will be used in calculating students' final grades.

Tests (500 points)

Students may earn up to 500 points by completing five tests, each containing a combination of items, such as multiple-choice, matching, fill-in-the-blank, and short answer. More details regarding the content of each test will be discussed in class. Each test is worth 100 points. Students should bring a #2 pencil with them to class meetings when tests are administered. If students miss a test, they may take it at another time with Dr. da Silva's permission according to the guidelines stated in the syllabus section **Course Policies: Attendance**.

Test 5 will be administered on Sat, Dec 12 (1:00-3:00 pm) as required by the CSU Final Exam Schedule. A student who misses Test 5 will receive a zero for his/her Test 5 score unless permission to take the exam at a different time is granted to the student by Dr. da Silva, the Chair of the Dept, and Dean of the College. Permission will be granted only to students who provide sufficient evidence of such need using the Excused Absence Application. **Please do not ask to take Test 5 early because you want/need to go home early.**

Research Paper (Paper Sections & Final Paper; 275 points)

Throughout the course, students will learn how to write each section of a research paper. The topic of the research paper is assigned and described by Dr. da Silva in class and is the same for each student. At various points throughout the semester, a separate section of the paper will be submitted for review by Dr. da Silva (see **Assignments and Course Calendar**) and Dr. da Silva will return that reviewed/edited section with comments to students. Students should make the appropriate corrections to each section of the paper and submit a final copy of the entire paper (all sections) to Dr. da Silva on Monday, Dec 7.

Attendance & Participation (25 points)

Students may earn up to 25 points by attending class, arriving to class on time, and being a productive member of the class during class meetings.

Extra Credit Article Critiques

Students may earn up to 30 extra points by writing 3-page critiques of original research articles in psychology. The articles must be approved by Dr. da Silva beforehand, and a copy of the article must be turned in with the critique. Each critique should include information about the study's purpose, procedure, and results, and should address the following questions:

1. What research design was used and do you think the design was appropriate to answer the research question? If not, how could it have been approved?
2. What dependent measures were used and how were the data analyzed? Were inferential statistics used and, if so, were they appropriate for the experimental design?
3. What was especially good or bad about the research or the report? Do you have any recommendations for the author(s)?

Each critique is worth a maximum of 15 points and student can write a maximum of two critiques. Critiques may be turned in throughout the semester, but all critiques must be received by the beginning of the final exam.

VI. Grading Policies and Procedures

Final letter grades will be assigned as shown in the table below.

| GRADE | PERCENT | TOTAL POINTS |
|--------------|----------------|---------------------|
| A | ≥ 90% | ≥ 984.5 |
| B | 80% - 89% | 874.5 – 984 |
| C | 70% - 79% | 764.5 – 874 |
| D | 60% - 69% | 654.5 – 764 |
| F | ≤ 59% | ≤ 654.5 |

The total number of points earned in the course will be determined by completion of the following:

| | | |
|---|-----------------------|-------------|
| Lab Activities | (10 @ 30 points each) | 300 |
| Tests | (5 @ 100 points each) | 500 |
| Paper Sections | (7 @ 25 points each) | 175 |
| Final Paper | | 100 |
| Participation & Attitude | | 25 |
| Total Points (to determine grade) | | 1100 |
| <i>Extra Credit Article Critiques</i> | | <i>30</i> |
| <i>Total Possible Points for Students</i> | | <i>1130</i> |

VII. Assignments and Course Calendar

A course calendar appears below describing content of the class and lab meetings for the semester. The content of the calendar is tentative, but Dr. da Silva will follow it as much as possible. **Please keep this Course Calendar handy throughout the semester.** Any changes to the course schedule/calendar will be announced in class and provided to students in a written e-mail.

| Week | Day | Material/Lesson/Event | Assignment Due | |
|--------------|-----|-----------------------|---|-----------------|
| Wk1 | Mon | 17-Aug | Syllabus Review & Introduction to Project | |
| | WED | 19-Aug | Finding & Obtaining Sources of Information (Activity 1) | |
| | Wed | 19-Aug | Bhatt, Ch 1 - Science and Scientific Research | |
| | Fri | 21-Aug | Bhatt, Ch 2 - Thinking Like a Researcher | |
| Wk 2 | Mon | 24-Aug | Ethical Considerations in Planning & Conducting Research | |
| | WED | 26-Aug | Research Ethics Certification | Activity 1 |
| | Wed | 26-Aug | Ethical Considerations in Analyzing & Reporting Research | |
| | Fri | 28-Aug | Project - APA Style, Creating References & Title Page | |
| Wk 3 | Mon | 31-Aug | Bhatt, Ch 3 - The Research Process | |
| | WED | 2-Sep | Bhatt, Ch 4 - Theories of Scientific Research (in classroom) | Ethics Certific |
| | Wed | 2-Sep | Practice & Review for Test 1 | |
| | Fri | 4-Sep | TEST 1 - Bhatt, Ch 1-4; Inform Gathering & Ethics | Title Page |
| Wk 4 | Mon | 7-Sep | LABOR DAY - no classes | |
| | WED | 9-Sep | Lane, Ch 1 - Intro to Stats & Practice with Scales (Activity 2) | |
| | Wed | 9-Sep | Bhatt, Ch 6 - Measurement of Constructs | |
| | Fri | 11-Sep | Project - Writing & Formatting the <i>Introduction</i> | References |
| Wk 5 | Mon | 14-Sep | Bhatt, Ch 5 - Research Design | |
| | WED | 16-Sep | Variables & Distributions (Activity 3) | Activity 2 |
| | Wed | 16-Sep | Bhatt, Ch 5 - Graphing; Bhatt, Ch 8 - Sampling | |
| | Fri | 18-Sep | Project - Practice Using & Citing Sources (Writing Center) | |
| Wk 6 | Mon | 21-Sep | Lane, Ch 2 & 3 - Graphing & Summarizing Distributions | |
| | WED | 23-Sep | Describing & Graphing Distributions & Relations (Activity 4) | Activity 3 |
| | Wed | 23-Sep | Lane, Ch 3 - Summarizing Distributions | |
| | Fri | 25-Sep | Project - Writing & Formatting the <i>Method</i> | Introduction |
| Wk 7 | Mon | 28-Sep | Bhatt, Ch 7 - Scale Reliability & Validity (see also Lane, Ch 6) | |
| | WED | 30-Sep | Validity & Reliability (Activity 5) | Activity 4 |
| | Wed | 30-Sep | Bhatt, Ch 9 - Survey Research | |
| | Fri | 2-Oct | Project - Compile and Review Data Collected | Method |
| Wk 8 | Mon | 5-Oct | Practice & Review for Test 2 | |
| | WED | 7-Oct | TEST 2 - Bhatt, Ch 5-9; Lane, Ch 1-3 | Activity 5 |
| | Wed | 7-Oct | Morling, Ch 10 - Introduction to Simple Experiments | |
| | Fri | 9-Oct | Lane, Ch 7 & 9 - Normal Distributions & Sampling Distributions | |
| Wk 9 | Mon | 12-Oct | Lane, Ch 10 & 11 - Estimation & Logic of Hypothesis Testing | |
| | WED | 14-Oct | Hypotheses, Decisions, & Errors (Activity 6) | |
| | Wed | 14-Oct | Morling, Ch 10 & Passer, Ch 10 - Experimentation | |
| | Fri | 16-Oct | Project - Describe Data; Make Table(s) & Graph(s) | |
| Wk 10 | Mon | 19-Oct | Lane, Ch 12 - Testing Single Means (z and one-sample t tests) | |
| | WED | 21-Oct | z test, one-sample t, paired-samples t, Wilcoxon (Activity 7) | Activity 6 |
| | Wed | 21-Oct | Lane, Ch 12 - Testing Related Means (paired-samples t test) | |
| | Fri | 23-Oct | Passer, Ch 10 - Experimentation & Validity | |

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|--|-----|--------|---|-------------|
| Wk 11 | Mon | 26-Oct | Lane, Ch 12 - Testing Independent Means (indep-samples <i>t</i> test) | |
| | WED | 28-Oct | Independent-Samples <i>t</i> , Mann-Whitney U, Chi-Sq (Activity 8) | Activity 7 |
| | Wed | 28-Oct | Lane, Ch 17 - Chi-Square Test of Independence | |
| | Fri | 30-Oct | Project - Analyze Data; Formatting & Writing Results | |
| Wk 12 | Mon | 2-Nov | Practice & Review for Test 3 | |
| | WED | 4-Nov | TEST 3 - Lane, 7, 9-12, 17; Passer, 10; Morling, 10 | Activity 8 |
| | Wed | 4-Nov | Lane, Ch 13 - Power | |
| | Fri | 6-Nov | Project - Writing & Formatting the Discussion | Results |
| Wk 13 | Mon | 9-Nov | Lane, Ch 15 - Analysis of Variance (ANOVA) | |
| | WED | 11-Nov | ANOVA (Activity 9) | |
| | Wed | 11-Nov | Lecture - Factorial ANOVA | |
| | Fri | 13-Nov | Project - Writing & Formatting the Abstract | Discussion |
| Wk 14 | Mon | 16-Nov | ANOVA & posthoc comparisons (Activity 10) | |
| | WED | 18-Nov | TEST 4 - Lane, Ch 13, 15; Factorial ANOVA | Activity 9 |
| | Wed | 18-Nov | Cozby & Bates, Ch 6 - Nonexperimental Methods | |
| | Fri | 20-Nov | Project - Preparing a Complete Manuscript (Final Paper) | Abstract |
| Wk 15 | Mon | 23-Nov | THANKSGIVING BREAK - no classes | |
| | WED | 25-Nov | | |
| | Wed | 25-Nov | | |
| | Fri | 27-Nov | | |
| Wk 16 | Mon | 30-Nov | Lane, Ch 4 - Correlation | |
| | WED | 2-Dec | Correlation & Regression (Activity 11) | Activity 10 |
| | Wed | 2-Dec | Lane, Ch 14 - Regression | |
| | Fri | 4-Dec | SAGE pub - Single-Subject Designs | |
| Wk 17 | Mon | 7-Dec | Review; Cumulative Practice with Stats Application | Final Paper |
| | Sat | 12-Dec | TEST 5 - Lane, Ch 4, 14; C&B, Ch 6; SAGE pub; Cum Applic | Activity 11 |
| Bhatt = Bhattacharjee (2012) <i>Social Science Research Methods</i> | | | | |
| Lane = Lane et al. (n.d.) <i>Introduction to Statistics</i> | | | | |

Notes:

- Sept 2, Nov 18, and Dec 2 lab meetings will occur in Howard 210. All other lab meetings will occur in Woodall 158 unless otherwise announced in class.
- September 10 is the last day to withdraw from the course without a grade.
- Midterm grades will be reported for work completed through Oct 2.

The following table is included for the purposes of the final ALG report, which requires links to OER materials for each course assignment.

| | | | |
|-------------|-----|--------|---|
| Wk1 | Mon | 17-Aug | Syllabus Review & Introduction to Project |
| | WED | 19-Aug | Finding & Obtaining Sources of Information (Activity 1) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 19-Aug | Bhatt, Ch 1 - Science and Scientific Research http://columbusstate.libguides.com/content.php?pid=673531&sid=5579113 |
| | Fri | 21-Aug | Bhatt, Ch 2 - Thinking Like a Researcher http://columbusstate.libguides.com/content.php?pid=673531&sid=5579113 |
| Wk 2 | Mon | 24-Aug | Ethical Considerations in Planning & Conducting Research http://columbusstate.libguides.com/content.php?pid=673531&sid=5579113 |
| | WED | 26-Aug | Research Ethics Certification https://phrp.nihtraining.com/users/login.php |
| | Wed | 26-Aug | Ethical Considerations in Analyzing & Reporting Research http://columbusstate.libguides.com/content.php?pid=673531&sid=5579113 |

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| | Fri | 28-Aug | Project - APA Style, Creating References & Title Page http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 3 | Mon | 31-Aug | Bhatt, Ch 3 - The Research Process http://columbusstate.libguides.com/content.php?pid=673531&sid=5579113 |
| | WED | 2-Sep | Bhatt, Ch 4 - Theories of Scientific Research (in classroom) http://columbusstate.libguides.com/content.php?pid=673531&sid=5579113 |
| | Wed | 2-Sep | Practice & Review for Test 1 |
| | Fri | 4-Sep | TEST 1 - Bhatt, Ch 1-4; Inform Gathering & Ethics |
| Wk 4 | Mon | 7-Sep | LABOR DAY - no classes |
| | WED | 9-Sep | Lane, Ch 1 - Intro to Stats & Practice with Scales (Activity 2) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 9-Sep | Bhatt, Ch 6 - Measurement of Constructs http://columbusstate.libguides.com/content.php?pid=673531&sid=5579115 |
| | Fri | 11-Sep | Project - Writing & Formatting the Introduction http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 5 | Mon | 14-Sep | Bhatt, Ch 5 - Research Design http://columbusstate.libguides.com/content.php?pid=673531&sid=5579115 |
| | WED | 16-Sep | Lane et al., Ch 2; Variables & Distributions (Activity 3) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 16-Sep | Bhatt, Ch 8 – Sampling http://columbusstate.libguides.com/content.php?pid=673531&sid=5579115 |
| | Fri | 18-Sep | Project - Practice Using & Citing Sources (Writing Center) http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 6 | Mon | 21-Sep | Lane, Ch 2 & 3 - Graphing & Summarizing Distributions http://columbusstate.libguides.com/content.php?pid=673531&sid=5579115 |
| | WED | 23-Sep | Describing & Graphing Distributions & Relations (Activity 4) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 23-Sep | Lane, Ch 3 - Summarizing Distributions http://columbusstate.libguides.com/content.php?pid=673531&sid=5579115 |
| | Fri | 25-Sep | Project - Writing & Formatting the Method http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 7 | Mon | 28-Sep | Bhatt, Ch 7 - Scale Reliability & Validity (see also Lane, Ch 6) http://columbusstate.libguides.com/content.php?pid=673531&sid=5579115 |
| | WED | 30-Sep | Validity & Reliability (Activity 5) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 30-Sep | Bhatt, Ch 9 - Survey Research http://columbusstate.libguides.com/content.php?pid=673531&sid=5579115 |
| | Fri | 2-Oct | Project - Compile and Review Data Collected http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 8 | Mon | 5-Oct | Practice & Review for Test 2 |
| | WED | 7-Oct | TEST 2 - Bhatt, Ch 5-9; Lane, Ch 1-3 |
| | Wed | 7-Oct | Morling, Ch 10 - Introduction to Simple Experiments http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| | Fri | 9-Oct | Lane, Ch 7 & 9 - Normal Distributions & Sampling Distributions http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| Wk 9 | Mon | 12-Oct | Lane, Ch 10 & 11 - Estimation & Logic of Hypothesis Testing http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| | WED | 14-Oct | Hypotheses, Decisions, & Errors (Activity 6) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 14-Oct | Morling, Ch 10 & Passer, Ch 10 – Experimentation http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| | Fri | 16-Oct | Project - Describe Data; Make Table(s) & Graph(s) http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |

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| Wk 10 | Mon | 19-Oct | Lane, Ch 12 - Testing Single Means (z and one-sample t tests) http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| | WED | 21-Oct | z test, one-sample t, paired-samples t, Wilcoxon (Activity 7) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 21-Oct | Lane, Ch 12 - Testing Related Means (paired-samples t test) http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| | Fri | 23-Oct | Passer, Ch 10 - Experimentation & Validity http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| Wk 11 | Mon | 26-Oct | Lane, Ch 12 - Testing Independent Means (indep-samples t test) http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| | WED | 28-Oct | Independent-Samples t, Mann-Whitney U, Chi-Sq (Activity 8) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 28-Oct | Lane, Ch 17 - Chi-Square Test of Independence http://columbusstate.libguides.com/content.php?pid=673531&sid=5587768 |
| | Fri | 30-Oct | Project - Analyze Data; Formatting & Writing Results http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 12 | Mon | 2-Nov | Practice & Review for Test 3 |
| | WED | 4-Nov | TEST 3 - Lane, 7, 9-12, 17; Passer, 10; Morling, 10 |
| | Wed | 4-Nov | Lane, Ch 13 – Power http://columbusstate.libguides.com/content.php?pid=673531&sid=5698146 |
| | Fri | 6-Nov | Project - Writing & Formatting the Discussion http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 13 | Mon | 9-Nov | Lane, Ch 15 - Analysis of Variance (ANOVA) http://columbusstate.libguides.com/content.php?pid=673531&sid=5698146 |
| | WED | 11-Nov | ANOVA (Activity 9) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 11-Nov | Lecture - Factorial ANOVA http://columbusstate.libguides.com/content.php?pid=673531&sid=5698146 |
| | Fri | 13-Nov | Project - Writing & Formatting the Abstract http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 14 | Mon | 16-Nov | ANOVA & posthoc comparisons (Activity 10) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | WED | 18-Nov | TEST 4 - Lane, Ch 13, 15; Factorial ANOVA |
| | Wed | 18-Nov | Cozby & Bates, Ch 6 - Nonexperimental Methods http://columbusstate.libguides.com/content.php?pid=673531&sid=5709311 |
| | Fri | 20-Nov | Project - Preparing a Complete Manuscript (Final Paper) http://columbusstate.libguides.com/content.php?pid=673531&sid=5629092 |
| Wk 15 | Mon | 23-Nov | THANKSGIVING BREAK - no classes |
| | WED | 25-Nov | |
| | Wed | 25-Nov | |
| | Fri | 27-Nov | |
| Wk 16 | Mon | 30-Nov | Lane, Ch 4 – Correlation http://columbusstate.libguides.com/content.php?pid=673531&sid=5709311 |
| | WED | 2-Dec | Correlation & Regression (Activity 11) http://columbusstate.libguides.com/content.php?pid=673531&sid=5654038 |
| | Wed | 2-Dec | Lane, Ch 14 – Regression http://columbusstate.libguides.com/content.php?pid=673531&sid=5709311 |

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|------------------|-----|--------|--|
| | Fri | 4-Dec | SAGE pub - Single-Subject Designs http://columbusstate.libguides.com/content.php?pid=673531&sid=5709311 |
| Wk 17 | Mon | 7-Dec | Review; Cumulative Practice with Stats Application |
| | Sat | 12-Dec | TEST 5 - Lane, Ch 4, 14; C&B, Ch 6; SAGE pub; Cum Applic |

VIII. Computer and Information Technology Usage

Information or problems regarding computer labs, web access, and other information technology issues should be sought from or directed to University Information and Technology Services (UITS):

<http://uits.columbusstate.edu/contact.php>. Call, e-mail, or visit the UITS Help Desk (706.507.8199; helpdesk@columbusstate.edu; First Floor of Center for Commerce and Technology).

CougarVIEW

All course grades will be reported by Dr. da Silva in CougarVIEW. Please review your grades periodically throughout the course to ensure that your records match those of the instructor. Please notify Dr. da Silva if access to the course in CougarVIEW is unavailable. Problems with your CougarVIEW password should be directed to the [Forgot Password?](#) link on the CougarVIEW login page. Other problems encountered while using CougarVIEW should be directed to the Desire2Learn Help Menu available at the top of the screen (towards the right-hand side) within CougarVIEW.

Word Processing

Students are expected to use word processing programs to complete written assignments during the course. Microsoft Word is available in all computer labs on campus, but students are welcome to use any program with which they are comfortable for completing these assignments.

Printing

Students will be asked to print and submit hard copies of assignments created using software. Students may e-mail assignments to ensure they are submitted on time, but a hard copy still should be submitted to Dr. da Silva to receive credit for the assignment. **Assignments submitted only electronically will not be graded.**

E-mail

Communication with students will occur primarily during class meetings, but students should check their Columbus State e-mail regularly for additional course announcements. **Dr. da Silva uses e-mail to communicate with students. Please read her messages!** 😊

Electronic Devices

Please turn off and store all computers, calculators, cell phones, and their cousins (Blackberries, Sidekicks, and the like) before entering the class. Rings, tones, and shakes, as well as text messages and pictures, can distract students and possibly disrupt the entire class. This policy is especially important given the wireless capabilities of classrooms, which encourages misuse of these devices during class. If students have difficulty remembering to turn off and store their electronic devices, they should not bring them to class. Failure to comply with this policy may be considered a form of behavioral misconduct and will lower students' participation grades.

Classroom Recording

Students are encouraged to take notes, but should do so using only paper and a writing utensil. Students may record class meetings for their own use only if the recording device is approved by Dr. da Silva before it is used in class. Any recorded information (written or audible) should not be distributed or sold without Dr. da Silva's permission. Students who require alternative recording methods for medical reasons should see Dr. da Silva.

IX. Learning Facilities and Resources

Students are encouraged to ask questions in class. Asking questions in class is one of the key components of being an engaged student. In this class, there will be opportunities to ask questions of Dr. da Silva and of peers. When students ask questions, the classroom awakens and the learning of students and other students around them increases.

Students also are welcome visit Dr. da Silva when they are having difficulty with course material or assignments. Dr. da Silva is more than happy to help students learn course material or improve their study habits during appointment times. Please visit http://dasilva_stephanie.youcanbook.me to register for an appointment time. When students schedule an appointment, they are encouraged to add a note specifying what they would like to accomplish during the meeting with me. To prepare for the meeting, students are asked to:

- ✓ Read the textbook or other reading material(s) relevant to the information.
- ✓ Complete the study guide or preparation guide relevant to the information.
- ✓ Develop specific questions or gaps in understanding about the information.

Students are encouraged to utilize the tutoring resources available on campus. Tutors are available for courses within the psychology major. The University Writing Center (<http://writingcenter.columbusstate.edu/>) and the Academic Center for Tutoring (<http://academiccenterfortutoring.columbusstate.edu/>) are good places to

receive help preparing for tests or preparing lab reports. Students are asked to make appointments online in advance.

Please notify Dr. da Silva if you have a registered disability with the CSU Office of Disability Services. Other students who have a documented disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504 may be eligible to receive accommodations to assist in programmatic and/or physical accessibility. It is recommended students contact the Office of Disability Services located in Schuster Student Success Center, Room 221, 706-507-8755 as soon as possible. The Office of Disability Services can assist you in formulating a reasonable accommodation plan and in providing support. Course requirements will not be waived but accommodations may be able to assist you to meet the requirements. Technical support also may be available to meet your specific need.

X. Course Policies

Attendance

Attendance will be taken at the beginning of each class. No portion of the grade will be determined by simply attending class. Attending class is important to optimize what is gained from the course and to guarantee completion of scheduled discussions, labs, and tests. As stated in the CSU catalog “students are expected to account to individual instructors for absences and, at the discretion of the instructors, to make up all work missed because of the absence.” Dr. da Silva hopes all students will attend class every day, but it is ultimately up to the students to attend.

Students who miss a lab or test and would like to complete it at a later time need to submit a written request to do so. The reason for the absence must be documented, described, and submitted to Dr. da Silva (in person or by e-mail). If the absence was due to personal illness or death of a family member, students should submit the “Excused Absence Application” (available on CougarVIEW) within two calendar days (i.e., 48 hours) from the class meeting in which the assignment was scheduled. If the absence was due to participation in a school-sanctioned event, students should submit a CSU Event Participation Form before the scheduled date of the assignment. Students who miss lab WILL NOT be allowed to submit the lab exercise unless the excuse is documented and Dr. da Silva agrees to oversee completion of the lab at another time. Further, points earned for data collection towards laboratory projects will be decreased automatically when students miss lab (whether excused or unexcused).

Students will NOT be allowed to make-up discussion points. If students miss class, even if excused, the participation grade is decreased.

Students who are absent still are required to submit written assignments in a timely manner. If a student is absent on a day when an assignment is due, the assignment should be submitted electronically prior to the beginning of class on the due date (see the syllabus section **Course Policies: Timeliness of Work**) to avoid late penalties. Students who miss data collection for their projects will be penalized in their final project scores (as will be described by Dr. da Silva when introducing the lab projects.)

Tardiness

Please try to arrive to class on time because late arrivals may disrupt class. Students who are tardy must stay after class to inform Dr. da Silva that they attended class. (Tardy students who do not report their presence after class will be marked absent.) Arriving late to class will decrease your participation score for the day.

Arriving late to lab will automatically deduct the grade on the day’s activity by 10%.

Academic Honesty

This course adheres to CSU's rules and regulations regarding academic honesty. Students are responsible for adhering to the regulations pertaining to academic misconduct published under the Student Rights and Responsibilities in the Student Handbook (<http://students.columbusstate.edu/academics.php>). You are expected to understand the policies covered therein.

Academic honesty is required by all students on ALL assignments. Students should assist each other ONLY when preparing for quizzes or tests. Students should NOT cheat, plagiarize, or commit fraud at any time.

- Cheating is prohibited. As stated in the Student Handbook, **“Unfamiliarity is not an excuse for infraction of regulations.”** The control of cheating is everyone's business. Simply put, do your own work and let others do their own (including taking tests). Lastly, if you know of cheating, report it to Dr. da Silva.
- Plagiarism is the presentation of another's work or ideas as one's own. Plagiarism includes the failure to credit a source of direct quotes or paraphrased information, as well as submitting unpublished work written by someone else under your own name.
- Fraud includes deception of others to include credit or accomplishment. Do not fabricate work or claim to have completed work that you did not complete. Do not pretend to represent another person.

Questions regarding academic honesty should be directed to Dr. da Silva before work is submitted for grading. Any instance of academic dishonesty will be discussed with the student and reported to administration. The consequence delivered depends on the severity of the infraction and the instructor's discretion. Possible consequences vary from redoing the assignment to failure of the course.

What can students do to prevent academic dishonesty?

1. Prepare for quizzes/tests/exams.
2. Keep your eyes on your own quiz/test/exam.
3. Cover your quiz/test/exam so others can't see it.
4. Write using your own words. (This precludes stealing words from a classmate or a source.)
5. Do not lend students your completed assignments.
6. Do not wait until the last minute to complete assignments.
7. Use the Writing Center or the library as a resource when writing papers.
8. Refuse to help students who cheat.
9. When in doubt, ask Dr. da Silva.
10. When in doubt, and you can't find Dr. da Silva, don't do it!

Timeliness of Work

All activities, paper sections, and the final paper should be submitted at the beginning of class on their due dates. Students who are absent still are required to submit assignments on time. Assignments submitted electronically must be received by Dr. da Silva's computer prior to the starting time of class to receive full credit. Assignments submitted after the beginning of class but before the end of class will be penalized 10% of the total possible score. Assignments submitted within 24 hours from the end of the class in which it was due will be penalized 20% of the total possible score. Assignments submitted between 24-48 hours from the end of the class in which it was due will be penalized 50% of the total possible score. No assignments will be accepted after 48 hours past the end of class (i.e., more than two calendar days late = not accepted). (Each day is a calendar day, so weekend days are included.)

Student Behavior

REGENTS STATEMENT – 1903 Disruptive Behavior
(BR Minutes, 1968-69, pp. 166-168; 1970-71, p. 98)

“Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary or public service activity, or any other activity authorized to be discharged or held on any campus of the University System of Georgia is considered by the board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment.”

Examples of behavioral misconduct that are listed in the student handbook include class disturbances, physical assaults or threats, lewd or obscene conduct or expression, and interference with or failure to cooperate with university personnel while performing their duties. That list is not exhaustive, however, and misconduct may appear in many other forms. Students are asked to be respectful to themselves, each other, and Dr. da Silva.

Behavioral misconduct may result in temporary or permanent removal from class, a deduction in overall course grade, and/or referral to administration. Thereafter, the student(s) may be subject to discipline in accordance with the procedures described in the Student Handbook. Note: Students who are asked to leave class for violation of these rules, or any other reason, will be marked absent for that class meeting.

Student behavior that disrupts Dr. da Silva (aka, Dr. da Silva’s “pet peeves”):

❖ **Arriving late to class consistently.**

Occasional tardiness is understandable. Chronic tardiness implies lack of respect/concern for the class and its activities. Please be on time so everyone can get the most from our limited time together.

❖ **Arriving to class unprepared.**

Coming to class without having read the material and/or completed homework and practice implies that students expect peers and teachers to be responsible for their education. Please be ready to discuss and learn when you arrive to class.

❖ **Exerting minimal effort towards class activities and learning.**

Please try your best during class exercises, discussions, and lectures. Remain curious and engaged, and ask questions, to get the most from the class meetings.

❖ **Requesting tutoring/help when you consistently miss classes.**

Class time is the contracted time of interaction between students and faculty. It is a time all parties have agreed to devote to student learning. It is valuable, and so is everyone’s time outside class. When students miss class at their leisure, it is disrespectful to expect Dr. da Silva or peers to help them review missed material.

❖ **Sending e-mails without complete sentences or respectful tones.**

Please send e-mails containing salutations, complete sentences, and signatures.

❖ **Using cell phones in class.**

Using cell phones in class will negatively impact your participation grade. Dr. da Silva also will publicly ask you to put away your phone or simply ask you to leave the class. If a problem with cell phone use persists, Dr. da Silva will implement group contingencies to penalize the entire class of students.

Initial Proposal

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

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

1. PROJECT GOALS

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

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

1.1 STATEMENT OF TRANSFORMATION

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

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

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

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

1.2 TRANSFORMATION ACTION PLAN

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

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

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

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

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

1.3 QUANTITATIVE AND QUALITATIVE MEASURES

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

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

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

Between-Students Assessments

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

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

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

Within-Students Assessment

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

1.4 TIMELINE

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

1.5 BUDGET

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

1.6 SUSTAINABILITY PLAN

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

1.7 REFERENCES & ATTACHMENTS

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

PROPOSAL SUBMISSION: ALL PROPOSAL DOCUMENTS, REFERENCES, AND ATTACHMENTS MUST BE SUBMITTED IN A SINGLE EMAIL TO ALG@GATECH.EDU.



November 21, 2014

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

Dear Committee:

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

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

If you have any questions regarding this proposal please contact Dr. Katherine White at 706.568.5085 or via email at white_katherine2@columbusstate.edu; you may also contact Dr. Stephanie da Silva at 706.568.2468 or via email at dasilva_stephanie@columbusstate.edu. I may be contacted at 706-507-8968 or at hackett_tom@columbusstate.edu.

Sincerely,

Tom Hackett, Professor
Provost and Vice President for Academic Affairs



November 21, 2014

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

Dear Representative:

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

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

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

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

If you have further questions about Drs. White or da Silva, or questions regarding this course and the impact of the no-cost materials, I may be contacted at 706.565.3573 or at schmidt_mark@columbusstate.edu.

Sincerely,

Mark Schmidt, Professor
Chair, Dept of Psychology

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

Instructions:

A. Your final report submission must include four separate component files:

1. *Completed report form. Please complete per inline instructions. The italicized text is provided for your assistance; please delete the italicized text before submitting your report.*
2. *Syllabus, organized chronologically (day and/or week and unit), with links to materials as used per assignment. For each resource, give the title, author, Creative Commons licenses (if appropriate), and freely accessible URL to the material. Include all open-access links to all adopted, adapted, and newly created course materials.*
3. *Supporting data on the impact of your Textbook Transformation (survey, analyzed data collected, etc.)*
4. *A photograph of your team and/or your students for use in ALG website and materials.*
 - a. *Photograph must be 800x600 pixels at minimum (length x height).*
 - b. *Photograph must be taken together: individual team member photographs and website headshots not accepted.*

B. Go to http://affordablelearninggeorgia.org/site/final_report_submission to submit these four components of your final report. Follow the instructions on the webpage for uploading your documents. You will receive a confirmation email. Based on receipt of this report, ALG will process the final payment for your grant. ALG may follow up with additional questions or to request your participation in a publication, presentation, or other event.

Date: Dec 18, 2015

Grant Number: #68 – ALG Round 2

Institution Name(s): Columbus State University

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

Stephanie P. da Silva – Associate Professor, Department of Psychology,
dasilva_stephanie@columbusstate.edu

Katherine White – Assistant Professor, Department of Psychology,
white_katherine2@columbusstate.edu

Project Lead: Stephanie P. da Silva

Course Name(s) and Course Numbers: Research Design & Methodology 1 (PSYC 3211)

Semester Project Began: Spring 2015

Semester(s) of Implementation: Fall 2015

Average Number of Students Per Course Section: 17

Number of Course Sections Affected by Implementation: Four

Total Number of Students Affected by Implementation: 35 students used OER in fall 2015

1. Narrative

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

- **SUMMARY OF EXPERIENCE & ACCOMPLISHMENTS**

The experience overall was positive and the students were appreciative of the time and work involved in providing them with free resources to use. We did not realize that the materials we create/use would need to be openly available to the public until we attended the February kick-off event. At that point, we had to change our original plan to use of D2L for housing OER materials to a new plan that would allow our OER materials to be public. After considering several options (e.g., Google web pages, MERLOT), we decided to use a LibGuide to house our course materials. The time required to create and update the LibGuide was an unexpected part of the project and it had an effect on how much time was devoted to the creation of new lab activities. Otherwise, the project occurred as planned.

Dr. da Silva participated in an open library forum at CSU to share information about ALG grants and the LibGuide with other faculty who are interested in using OER materials.

- **IMPACT ON INSTRUCTION:**

The impact of the no-cost materials on instruction were minimal. Both instructors, who vary in teaching style, were able to incorporate the materials using active learning strategies, lectures, hands-on lab sessions, etc. The one change noted by Dr. da Silva is that she was more likely to use/show/display the LibGuide and the OER textbooks in class compared to her prior use of hard-copy textbooks.

A full-time instructor of psychology will use the LibGuide we created for PSYC 3211 for two sections of the course in spring 2016. This will guide/impact his instruction, and another 36 students in the course will be able to take the class without having to purchase textbooks. This additional use of our no-cost-to-student materials was

one of our goals of the project: to create a ready-made set of materials for others who teach PSYC 3211 (Research Design & Methodology 1).

Additionally, another professor from Business contacted Dr. da Silva to ask permission to re-use her LibGuide template, so the established LibGuide is helping other instructors create a platform for housing their OER materials.

- **IMPACT ON STUDENTS AND PERFORMANCE:**
Similar improvements in student learning occurred across both semesters (one semester with costly resources and another semester with no-cost resources) regardless of whether or not materials were free or purchased. Students also rated the materials similarly across semesters in terms of their accessibility and helpfulness.

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

- The class meeting schedule for Dr. White and Dr. da Silva was slightly different. During fall 2015, Dr. da Silva taught the course as a MWF class with a Wednesday lab and Dr. White taught the course as a MWF class with a Friday lab. These different lab meetings schedules created difficulty in following the same schedule/outline for course material. In the future, I would align the class and lab meeting times to ensure that the same course schedule could be followed. The reason for the need to have a similar course schedule is so the LibGuide can be organized in the same order for all sections.

2. Quotes

- Provide three quotes from students evaluating their experience with the no-cost learning materials.

“Working together, they really helped me understand the material. I definitely appreciate this and I found having a variety of textbooks was helpful- different authors and perspectives made it easier to get stuff read. (Side note, the study guides were a HUGE help!!)”

“The textbook made the class easier and more convenient due to having to purchase books for other courses. The online textbook was a great idea, and should be used in the future.”

“I need a physical book that I can access with me at anytime, so it was not helpful. and staring at a computer screen for hours at a time weakens your eyes anyway.”

“The textbook materials were great. It was easy to follow and understand and the in class practice tied everything together.”

3. Quantitative and Qualitative Measures

3a. Overall Measurements

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: **35 students used no-cost materials**__

No-Cost STATISTICS textbook:

- Positive (3.5 or higher on 1-5 scale): **__60%__** of **15** number of respondents
- Neutral (2.5-3.4 on a 1-5 scale): **__26%__** of **15** number of respondents
- Negative (less than 2.4 on 1-5 scale): **__7%_** of **__15__** number of respondents

Ten students rated the Statistics textbook positively, four rated it neutrally, and one rated it negatively.

No-Cost RESEARCH METHODS textbook:

- Positive (3.5 or higher on 1-5 scale): **__60%__** of **15** number of respondents
- Neutral (2.5-3.4 on a 1-5 scale): **__13%__** of **15** number of respondents
- Negative (less than 2.4 on 1-5 scale): **__13%_** of **__15__** number of respondents

Eleven students rated the Research Methods textbook positively, two rated it neutrally, and two rated it negatively.

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?

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

Choose One:

- 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?

Drop/Fail/Withdraw Rate:

0.3% of students, out of a total 35 students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

- 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. 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.*
 - The impact of course materials on student success and experience was assessed using both quantitative and qualitative measures. Student success was assessed via performance on course exams, final course grades, and performance on an 18-question pre-/posttest assessment developed by Drs. da Silva and White. Values on these variables were compared between students who used the no-cost resources and students who purchased textbooks in a previous semester (Spring 2015).
 - Student experience was assessed via an online survey (developed by Dr. White) which gathered both quantitative and qualitative feedback on the course materials. Quantitative data was collected by asking students to indicate how frequently they used the course materials and rate the usefulness, accessibility, and cohesiveness of the materials. Qualitative feedback was secured via an open-ended question that asked students to provide feedback on their experiences with the materials. Survey data was collected and compared between students who used the no-cost resources and those who purchased textbooks in a previous semester (Spring 2015). This survey was also used to gather basic demographic information (e.g., age, ethnicity, classification) about the student samples.

- *Include measures such as:*
 - *Drop, fail, withdraw (DFW) delta rates*
 - *There was no relation between Type of Materials (cost or no-cost) and Type of Grade (Productive or Nonproductive) as indicated by a Chi-Square Analysis*
 - *Course retention and completion rates*
 - *Course retention and completion rates did not differ across semesters. (23/31 students made C or higher in spring; 24/35 students made C or higher in fall)*
 - *Average GPA – Course percent scores did not differ across semesters.*
 - *Dr. White: Student average for spring (with cost materials)=71%*
 - *Dr. White: Student average for fall (with no-cost materials)=73%*
 - *Dr. da Silva: Student average for spring (with cost materials)=77%*
 - *Dr. da Silva: Student average for fall (with no-cost materials)=77%*
 - *Pre-and post-transformation DFW comparison*
 - *This repeats the first analysis in this list. There was no change in DFW when no-cost materials were used.*
 - *Student success in learning objectives*
 - *Change scores (posttest-pretest) were calculated for all students both semesters. There was no difference in the improvement on this test. In other words, the amount learned (as indicated by the posttest scores minus pretest scores) did not change when no-cost materials were used.*
 - *Surveys, interviews, and other qualitative measures*
 - *Students reported positive and negative aspects of the no-cost materials. Some reported appreciation for their cost, their availability, etc. Others reported that they prefer hard copies of reading materials so that they can make notes, etc.*

- *Indicate any co-factors that might have influenced the outcomes for better or worse.*
 - *No significant confounding factors could be identified at this time. Comparisons were made between students enrolled in the course in Spring 2015 and Fall 2015. No-cost materials were used in the fall and factors other than course materials were held constant between semesters, including the course instructors and their overall teaching methodology/approach (e.g., Dr. White used a flipped-classroom model both semesters). Dr. da Silva did note, however, that she taught the material in a slightly different order in the fall in an effort to unify the materials across sections of the course that semester.*

- *When submitting your final report, as noted above, you will also need to provide the separate file of supporting data on the impact of your Textbook Transformation (surveys, analyzed data collected, etc.)*
 - *File is included and is described in 3 sections*
 - *Survey for feedback regarding course materials.*
 - *Course performance/grades.*
 - *Student Learning – pretest-posttest scores*

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.*

Dr. da Silva plans to use and maintain the LibGuide for the PSYC 3211 course at least for the next year (through 2016). As stated previously, the LibGuide will be used by another psychology faculty in spring 2016 to reach another 36 psychology majors. The LibGuide will be shared with everyone in the Department of Psychology at CSU and at other institutions (using the ALG system and conferences, etc.).

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.*

Dr. da Silva is thinking of other courses that might benefit from additional free resources. Her next step likely will be to utilize the OpenStax Psychology textbook for the General Psychology (PSYC 1101) course in Maymester of 2015.

We will be sure to iterate to students that they can print the no-cost materials so that they are available in a format similar to the format of the hard copy textbooks they are accustomed to using.

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

Dr. da Silva already participated in a CSU open forum (hosted by the Libraries) about OER materials and ALG grants. She also plans to present a poster of this project in April 2016 at the USG Teaching & Learning conference. Based on feedback received, the poster could evolve into a manuscript.

6. Description of Photograph

- *List the names of the people in the separately uploaded photograph and their roles.*

The photograph contains two people: Dr. Stephanie da Silva (LEFT) and Dr. Katherine White (RIGHT). Both worked to find and implement the no-cost-to-student materials and both were instructor of record for separate sections of the PSYC 3211 course.