

Grants Collection

Georgia Southwestern State University



UNIVERSITY SYSTEM
OF GEORGIA

Judy Orton Grissett and Marianna Baykina

Cross-Cultural Psychology





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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Initial Proposal

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)) PSYC 3390 (42 students))	Number of Course Sections Affected by Implementation in Academic Year	PSYC 4401 (3 sections)) PSYC 3390 (2 sections))	Total Number of Students Affected by Implementation in Academic Year	210
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.
- 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 importance in these areas.

1.2 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.

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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.

1.3 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.

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.

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.

1.5 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
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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

1.6 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

1.7 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.

1.8 REFERENCES & ATTACHMENTS

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

Syllabus

PSYC 3390: Cross-Cultural Psychology
Fall 2018- CRN 80425

Class Day and Time: Mondays and Wednesdays, 9:30 a.m. - 10:45 a.m.
Class Location: HHS II, Room 244
Instructor: Judy Orton Grissett, Ph.D.
Office Hours: Mon-Thurs, 10:45 am-12:00 pm and by appointment
Office: HHS II, Room 228
Email: judy.grissett@gsw.edu
Phone: 229-931-4647

Course Information

Course Description

I am glad you have decided to take Cross-Cultural Psychology. Together, we will examine a range of topics at the intersection of culture and psychology. Throughout the semester, we will explore, examine, and better understand how culture influences our lives and the lives of others across the world. On the one hand, we will cover some cultures you may be familiar with, like “Southern culture.” On the other hand, other cultures we discuss may be foreign to you, such as that of South Sudanese refugees in the 1990s. Whatever your level of familiarity is with the cultures we are covering, I ask that you maintain an open, yet critical mind, as we examine the relationship between culture, thought, and behavior.

Course Overview

This course is listed as a psychology course (denoted by the PSYC prefix) and will satisfy an upper-level psychology elective (you need four upper-level psychology electives if you are earning a B.S. or B.A. in Psychology). In addition, it also satisfies a course requirement for the Women, Gender, and Sexuality Studies certificate and the Social Justice certificate (Information for both certificates can be found under “Curriculum Sheets” in RAIN.). Further, it can be counted as an upper-level free elective for many majors. Please check your curriculum sheet and speak with your advisor to see whether this course satisfies a degree requirement for your degree.

Course Goals

The goals of this course are to help students:

1. Increase cultural competence, including knowledge about different cultures and the thought and behavior patterns that are common in these cultures.
2. Improve written and oral communication skills.
3. Understand and identify credible versus non-credible sources.
4. Connect concepts covered in this course to those covered in other related courses.

Course Learning Outcomes

Although the course is structured around the topic of cross-cultural psychology, there are specific objectives that you will meet by taking this course. Specifically, by the end of the course, you should be able to:

1. *Identify the meaning and examples of cross-cultural psychology.* The term “culture” will be broadly defined in this course and will include cultures both within and outside the

United States. “Psychology” will include a range of sub-areas, including those outlined in the course schedule. As such, “cross-cultural psychology” will encompass topics ranging from the individualist-collectivist continuum to differences in categorizing living things among people from rural and urban settings. One of the wonderful things about this course is its ability to connect a seemingly disparate array of themes under one overarching area of psychology.

2. *Identify and examine ways culture impacts our cognition, language, development, gender, motivations, behaviors, identity, morality, relationships, personality, health, and mental well-being.* Each of these topics is discussed relatively separately each week, but they are not mutually exclusive. You will find that many of the topics we cover are related, and we will discuss these relationships throughout the semester.
3. *Read (or view), analyze, and interpret information about cultural psychology from peer-reviewed journal articles, online resources, and videos.* More on this topic under “Course Materials” below.
4. *Discuss information about cross-cultural psychology in class discussions and a class presentation.* As I’ve mentioned, much of the class hinges on discussion, so please come prepared to share something that you’ve learned, or questions you may still have, each class period. Be ready to listen to what your classmates have to share, as well.

Responsibilities of Students and Instructor

Together, we can make this a very successful course, where we learn and share a great deal of rich information about the influence of culture on our thoughts and behaviors. To achieve this, we must set and strive to meet expectations for ourselves. Below are some responsibilities that I hope will help us achieve our goals in the classroom.

Student Responsibilities

To make the most of this course, you should

- Read and/or watch the material before coming to class (except for the videos we will be watching in class). You can tell what material we will be covering in the “Course Dates, Topics, and Assignments” section of the syllabus.
- Come to class. Attendance is vital for doing well in this course.
- Participate in class discussions.
- Complete course assignments on time.
- Ask questions. I am available in-person before, during, and after class, as well as during office hours. I am also available via email and phone at the contact information listed on the first page of the syllabus.
- Be open-minded and willing to share your own experiences. I also ask that you remain thoughtful and considerate to others, as they share their experiences. We will be covering some topics that may be sensitive to some, so please come with an open-mind and willingness to listen.

Instructor Responsibilities

To help facilitate learning in this course, my responsibilities will be as follows:

- Present information outlined in the course syllabus in a way that promotes discussions and critical thought. Although discussions should be student-led, I will help facilitate discussions when needed.
- Be available to students. This includes answering emails and other messages in a timely manner (i.e., less than 24 hours). I will also make myself available during my office hours, and briefly before and after class.
- Welcome students with different backgrounds, including students with disabilities. (Please speak with me if you have a documented disability, so that we can get you the services you need to succeed in this course.)
- Offer help when needed. I want you to succeed in this course, so please reach out if you ever have questions or need something. I am here to help.
- Provide feedback in a timely manner. I will provide feedback to you on your assignments *if you send them to me to review*. Please give me at least 72 hours before the assignment is due to review and provide feedback.
- Facilitate a safe, respectful and curiosity-driven learning environment, where we can discuss the topics covered in this course.

Course Materials and Assignments

For this course, we will use a range of different kinds of materials, including journal articles, websites, and videos. All course materials have been selected to meet the course goals and objectives outlined above. Links to the materials we'll be using can be found in the section "Course Dates, Topics, and Assignments" of the syllabus.

Open Access Materials

Most of the material used in this course is considered "open access," meaning it is available for users to view and/or download free of charge and without violation of copyright laws. For example, many of our weekly readings are drawn from the peer-reviewed online journal [Online Readings in Psychology and Culture](#), available from the International Association for Cross-Cultural Psychology (<http://scholarworks.gvsu.edu/orpc/>). Links to the readings throughout the semester are embedded in the syllabus in the "Course Dates, Topics, and Assignments" table and are also available on the course webpage. For more information on open materials, please visit the [Creative Commons webpage](https://wiki.creativecommons.org/wiki/What_is_OER%3F) (https://wiki.creativecommons.org/wiki/What_is_OER%3F).

Assignments

1. Class discussions

Class discussions are a vital part of this course. They allow us to engage in a rich, meaningful dialogue about the topics we cover and provide the opportunity to understand others' perspectives while better understanding (and questioning) our own. Discussions also allow us to incorporate current topics, personal experiences, and material from other courses into the fabric of the course. In this way, participating in discussions is in line with the first, second, and fourth course goals, which are increasing cultural competence, improving communication skills, and connecting material to other courses.

To make the most out of each class's discussion, it is imperative you read the material for each week *before* class so that you may bring any questions or ideas you have to class for

discussion. We will be covering several sensitive topics, so please be reminded that discussions should remain respectful and should not be intended to bring about harm to another person.

A significant portion of your course grade will be based on class participation. This includes class discussions and attending class. Distracting behaviors (e.g., sleeping or using cell phone), as well as not participating in discussions, will negatively affect your class participation grade. Class participation will be worth up to 50 points (25 classes x 2 points each = 50 points), or about 17% of your final grade.

2. Papers

Papers are intended to help you achieve the four main course goals: increasing cultural competence, improving communication skills, identifying credible sources, and connecting material to other courses. To meet these goals, you will be required to write five 2-3-page papers (double-spaced, 1" margins, 12-point Times New Roman font) over the course of the semester. Papers will be over course readings, videos, discussions, and lectures. Specific paper topics are outlined on the course webpage. Paper due dates are listed in the "Course Dates, Topics, and Assignments" table located at the end of the syllabus. Each paper will be worth up to 10 points. *Late papers will not be accepted.* Papers will total to a possible 100 points (10 papers x 10 points each = 100 points) and will be about 33% of your final grade.

If you would like me to provide feedback to you regarding your papers, please send me a draft of your paper to review at least 72 hours before it is due. I will provide you with the feedback within 36 hours of receiving your draft. Also, I will have your assignments graded and returned to you with feedback within one week of the due date.

3. Quizzes

Quizzes are intended to help you meet the first course goal, which is increase cultural competency, including learning more about the ways culture affects thought and behavior. You will have ten short quizzes over the course of the semester. Quizzes will consist of a combination of no more than 15 short-answer, multiple-choice, true-false, and matching questions. Quiz questions will be drawn from the material and lecture, including videos, lecture slides, and readings. Quiz dates are in the "Course Dates, Topics, and Assignments" table located at the end of the syllabus. *No make-up quizzes will be given.* Quizzes will be worth 10 points each for 100 total possible points, about 33% of your final grade.

4. Class presentation

At the end of the course, you will give an in-class presentation about a specific culture of your choosing. The culture you choose must be approved by me no later than the midterm point of the semester. The main purposes of the final presentation is to explore in deeper detail a culture that is of interest to you (Course Goal 1), improve communication skills (Course Goal 2), and identify and use credible sources (Course Goal 3). The final presentation will be worth 50 points (about 17% of final grade). Please see Appendix A for a more detailed description of the presentation.

Grades

The assignments above are worth a total of 300 points. At the end of the semester all earned points will be added together and will be divided by the total possible number of points (300

points) and then multiplied by 100. This produces the percentage of the total points that you have earned during the semester.

Final letter grades will be assigned as percentage cutoffs:

- A = 90% or higher
- B = 80.0% to 89.9%
- C = 70.0% to 79.9%
- D = 60.0% to 69.9%
- F = less than 60%
- I = Did not complete course requirements due to a documented emergency.

Policies

Academic Integrity

All GSW policies pertaining to student life and conduct, including student conduct and academic integrity, apply to this class. Cheating on exams, plagiarism, or any other type of academic misconduct will not be tolerated in this course. Please see the [GSW web page](#) on academic integrity for details and definitions, under the heading “Academic Dishonesty”:

<https://www.gsw.edu/campus-life/resourcesinformation/studenthandbook/academic-information>

If a student in this class violates the academic integrity policy on any assignment, at my discretion, the student may be given a score of zero on the assignment in question, may be required to rewrite the assignment, and/or may be given a grade of F in the course. [Turnitin.com](http://www.turnitin.com) (www.turnitin.com) will be used to ensure that Academic Integrity Policies are being adhered. Once registered for turnitin.com the website retains an electronic copy of all materials submitted in their database.

Accommodations

A student requesting classroom accommodations or modifications due to a documented disability must notify me within the first two weeks of the semester. If the student has not already done so, he or she must contact the [Office of Disability Services](https://gsw.edu/academics/academic-resources/disability-services/index), (<https://gsw.edu/academics/academic-resources/disability-services/index>) to receive these accommodations and modifications. The Office of Disability Services is located on the third floor of Sanford Hall, and the phone number is 229-931-2661.

Title IX Policy

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex-based discrimination in any federally funded educational program or activity. By policy, I’m required to report to our Title IX Compliance Officer any observed or reported incidents that could interfere with someone’s ability to complete their education based on their sex, including but not limited to sexual assault, intimate partner violence, stalking, exhibitionism, voyeurism, physical and verbal sexuality-based threats, and discrimination or harassment based on sex, gender identity, and/or gender expression. *Please note that this means I will have to report incidents that happened off-campus or before beginning college, such as prior sexual abuse.* Please visit

the [HR Title IX webpage](https://gsw.edu/resources/facultyandstaff/hr/titleixcompliance/policy-and-procedures), <https://gsw.edu/resources/facultyandstaff/hr/titleixcompliance/policy-and-procedures> for more information.

Absences

If you must be absent for religious reasons, because you are involved in University-level athletics, or some other excused reason, inform me of the conflict **before** your absence.

E-mail

GSW e-mail account (Radar) is the official method of communication between you and the university, and it is crucial that you check your accounts frequently.

Writing Center

The University Writing Center is a helpful resource for all students through all stages of the writing process, from generating ideas to drafting a final copy and proofreading. At the writing center, undergraduate peer writing consultants use discussion-based strategies to help you improve your writing at any level and in any subject. Appointments are held either online or in person, and walk-ins are welcome. The center is located on the first floor of the James Earl Carter Library. You can find more information and hours at gsw.edu/writingcenter

Respect for Others

We must work together, in a cooperative way, if this class will be a successful one. GSW has established a policy that prohibits disruptive student behavior in classes. Please visit the [Student Conduct Guide](https://www.gsw.edu/campus-life/resourcesinformation/studenthandbook/student-conduct-code) (<https://www.gsw.edu/campus-life/resourcesinformation/studenthandbook/student-conduct-code>) for more information.

Course Dates, Topics, and Assignments

Day	Topic	Assignments
8/13 8/15 8/20	Introduction	<p>Syllabus</p> <p>Biswas-Diener, R., & Thin, N. (2017). Culture. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i>. Champaign, IL: DEF publishers. doi:nobaproject.com. (http://noba.to/y9xcptqw)</p> <p>Wang, Q. Why should we all be cultural psychologists? Lessons from the study of social cognition. <i>Perspectives on Psychological Science</i>, 11(5), 583-596.</p> <p>Annenberg Learner (2001). <i>Discovering psychology: Cultural psychology</i> [Video file]. Retrieved from http://www.learner.org/series/discoveringpsychology/26/e26expand.html</p> <p style="text-align: center;">Quiz 1 (8/20)</p>
8/22 8/27	Research in Cultural Psychology	<p>Cheung, F.M., & Cheung, S.F. (2003). Measuring personality and values across cultures: Imported versus indigenous measures. <i>Online Readings in Psychology and Culture</i>, 4(4). (https://doi.org/10.9707/2307-0919.1042)</p> <p>van de Vijver, F.J. (2009). Types of comparative studies in cross-cultural psychology. <i>Online Readings in Psychology and Culture</i>, 2(2). (https://doi.org/10.9707/2307-0919.1017)</p> <p>Foxcroft, C.D. (2011). Ethical issues related to psychological testing in Africa: What I have learned (So far). <i>Online Readings in Psychology and Culture</i>, 2(2). (https://doi.org/10.9707/2307-0919.1022)</p> <p style="text-align: center;">Paper 1 Due (8/27)</p>
8/29 (9/3- Labor Day; No class) 9/5 9/10	Culture and Cognition	<p>Keil, F.C. (2013). The roots of folk biology. <i>Proceedings of the National Academy of Sciences of the United States of America</i>, 110(40), 15857-15858. doi:10.1073/pnas.1315113110 (http://www.pnas.org/content/110/40/15857.extract)</p>

		<p>Levine, R.V. (2017). Time and culture. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i>. Champaign, IL: DEF publishers. doi:nobaproject.com (http://noba.to/g6hu2axd)</p> <p>Adelson, R. (2005). Hues and views. <i>Monitor on Psychology</i>, 36(2), 26. (http://www.apa.org/monitor/feb05/hues.aspx)</p> <p style="text-align: center;">9/5- LIBRARY DAY Quiz 2 Due (9/10)</p>
9/12 9/17	Culture and Language	<p>Chiu, C. (2011). Language and culture. <i>Online Readings in Psychology and Culture</i>, 4(2). (https://doi.org/10.9707/2307-0919.1098)</p> <p>Altarriba, J. (2002). Bilingualism: Language, memory, and applied issues. <i>Online Readings in Psychology and Culture</i>, 4(2). (https://doi.org/10.9707/2307-0919.1034)</p> <p style="text-align: center;">Paper 2 Due (9/17)</p>
9/19 9/24	Developmental Psychology and Culture	<p>Albert, I., & Trommsdorff, G. (2014). The role of culture in social development over the life span: An interpersonal relations approach. <i>Online Readings in Psychology and Culture</i>, 6(2). (https://doi.org/10.9707/2307-0919.1057)</p> <p>Balmès, T. (Director), Balmès, T. (Writer), & Chabat, A., Billot, A., & Rouxel, C. (Producers). (n.d.). Babies [Video file].</p> <p>Chen, C.S., & Farruggia, S. (2002). Culture and adolescent development. <i>Online Readings in Psychology and Culture</i>, 6(1). (https://doi.org/10.9707/2307-0919.1113)</p> <p>Eyetsemitan, F. (2002). Life-span developmental psychology: Midlife and later years in western and non-Western societies. <i>Online Readings in Psychology and Culture</i>, 6(2). (https://doi.org/10.9707/2307-0919.1058)</p> <p style="text-align: center;">Quiz 3 Due (9/19)</p>
9/26	Culture and Morality	<p>Sunar, D. (2002). Psychology of morality. <i>Online Readings in Psychology and Culture</i>, 2(1). (https://doi.org/10.9707/2307-0919.1012)</p>

		<p>Cohen, A.B. (2011). Religion and culture. <i>Online Readings in Psychology and Culture</i>, 4(4). (https://doi.org/10.9707/2307-0919.1108)</p> <p>Douglas, M. (1983). Morality and culture. <i>Ethics</i>, 93(4), 786-791. (http://www.jstor.org/stable/2380684)</p> <p style="text-align: center;">Quiz 4 Due (9/24)</p>
10/1 10/3	Cultural Psychology as Applied to the Refugee Crisis	<p>Bochner, S. (2003). Culture shock due to contact with unfamiliar cultures. <i>Online Readings in Psychology and Culture</i>, 8(1). (https://doi.org/10.9707/2307-0919.1073)</p> <p>Pace, M.B., Quinn, C., Walker, T. (Producers), & Quinn, C. (Director). (2007). <i>God grew tired of us</i> [Motion picture]. Culver City, California: Sony Pictures Home Entertainment. (Note: This movie is not open access. It will be shown in class.)</p> <p style="text-align: center;">Paper 3 Due (10/1)</p>
10/8 10/10	Culture and Relationships	<p>Adamopoulos, J. (2002). Perception of interpersonal behaviors across cultures. <i>Online Readings in Psychology and Culture</i>, 5(4). (https://doi.org/10.9707/2307-0919.1050)</p> <p>Georgas, J. (2003). Family: Variations and changes across culture. <i>Online Readings in Psychology and Culture</i>, 6(3). (https://doi.org/10.9707/2307-0919.1061)</p> <p>Karandashev, V. (2015). A cultural perspective on romantic love. <i>Online Readings in Psychology and Culture</i>, 5(4). (https://doi.org/10.9707/2307-0919.1135)</p> <p>Baumgarte, R. (2016). Conceptualizing cultural variations in close friendships. <i>Online Readings in Psychology and Culture</i>, 5(4). (https://doi.org/10.9707/2307-0919.1137)</p> <p style="text-align: center;">Quiz 5 Due (10/8)</p>
10/10 10/15	Culture and Emotion	<p>Tsai, J. (2017). Culture and emotion. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i>. Champaign, IL: DEF publishers. doi:nobaproject.com. (http://noba.to/gfqmxyw)</p>

		<p>Matsumoto, D., & Hwang, H.S. (2011). Reading facial expressions of emotion. <i>Psychological Science Agenda</i>. (http://www.apa.org/science/about/psa/2011/05/facial-expressions.aspx)</p> <p>Altarriba, J., Basnight, D.M., & Canary, T.M. (2003). Emotion representation and perception across cultures. <i>Online Readings in Psychology and Culture</i>, 4(4). (https://doi.org/10.9707/2307-0919.1033)</p> <p style="text-align: center;">Quiz 6 Due (10/15)</p>
10/17 10/22	Culture and Personality	<p>McCrae, R.R. (2002). Cross-cultural research on the five-factor model of personality. <i>Online Readings in Psychology and Culture</i>, 4(4). (https://doi.org/10.9707/2307-0919.1038)</p> <p>Influences of culture and gender on personality. (n.d.). In <i>Boundless</i>. Retrieved from https://courses.lumenlearning.com/boundless-psychology/chapter/introduction-to-personality/</p> <p>Oliver, P.J., & Soto, C. (2016). The big five project personality test. Retrieved from https://www.outofservice.com/bigfive/</p> <p style="text-align: center;">Paper 4 Due (10/22)</p>
10/24 10/29	Culture and Gender	<p>Brown, C.S., & Jewell, J.A. (2017). Gender. In R. Biswas-Diener & E. Diener (Eds), <i>Noba textbook series: Psychology</i>. Champaign, IL: DEF publishers. doi:nobaproject.com. (http://noba.to/ge5fdhba)</p> <p>Medicine, B. (2002). Directions in gender research in American Indian societies: Two spirits and other categories. <i>Online Readings in Psychology and Culture</i>, 3(1). (https://doi.org/10.9707/2307-0919.1024)</p> <p style="text-align: center;">Quiz 7 Due (10/29)</p>
10/31	Culture and Sexuality	<p>Human sexuality and culture. (n.d.). In <i>Boundless</i>. Retrieved from https://www.boundless.com/psychology/textbooks/boundless-psychology-textbook/gender-and-sexuality-15/sexuality-415/human-sexuality-and-culture-299-12834/</p>

		<p>Gomez, C.A. (1995). Culture and sexual behavior. <i>Focus</i>, 10(4), 5-6. (https://www.ncbi.nlm.nih.gov/pubmed/11362584)</p> <p style="text-align: center;">Quiz 8 Due (10/31)</p>
11/5 11/7	Culture and Health	<p>Thomas, S.B., Fine, M.J., & Said, A.I. (2004). Health disparities: The importance of culture and health communication. <i>American Journal Public Health</i>, 94(12), 20150. (https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1448585/)</p> <p>Aboud, F.E. (2011). Cultural perspectives on the interactions between nutrition, health, and psychological functioning. <i>Online Readings in Psychology and Culture</i>, 10(1). (https://doi.org/10.9707/2307-0919.1077)</p> <p style="text-align: center;">Quiz 9 Due (11/5) Paper 5 Due (11/7)</p>
11/12 11/14	Culture and Mental Well-Being	<p>Suh, E.M., & Oishi, S. (2002). Subjective well-being across cultures. <i>Online Readings in Psychology and Culture</i>, 10(1). (https://doi.org/10.9707/2307-0919.1076)</p> <p>O'Neil, D. (2010). Culture specific disorders. Retrieved from http://anthro.palomar.edu/medical/med_4.htm</p> <p>Marsella, A.J. (2003). Cultural aspects of depressive experience and disorders. <i>Online Readings in Psychology and Culture</i>, 10(2). (https://doi.org/10.9707/2307-0919.1081)</p> <p>Pedersen, P.B. (2002). The making of a culturally competent counselor. <i>Online Readings in Psychology and Culture</i>, 10(3). (https://doi.org/10.9707/2307-0919.1093)</p> <p>Vontress, C.E. (2003). Culture and counseling. <i>Online Readings in Psychology and Culture</i>, 10(3). (https://doi.org/10.9707/2307-0919.1092)</p> <p style="text-align: center;">Quiz 10 (11/14)</p>
11/19-11/23: Thanksgiving Break		
11/26; 11/28; 12/3; 12/7@ 8	Class Presentations & Course Wrap-up	

Appendix A

Final Presentation Guidelines

Overview

The purpose of the final project is to closely examine a specific culture of interest in terms of several key topics we covered throughout this semester. To do this, you will select a cultural group you want to know more about and describe in detail examples of four key areas that have been shaped by culture.

Choosing a Culture

I encourage you to select a culture found predominantly outside the United States, but if you decide to choose one within the US, please select one that is not mainstream. You can run your culture by me if you are not sure if it will be acceptable, or you can talk with me about ideas of choosing a culture if you are having trouble coming up with one.

Cultural Influence on Four Key Areas

After you have selected a culture of interest, address how culture has shaped *four* of the following areas:

- Cognition
- Perspectives of human development
- Morality
- Social and familial relationships
- Gender constructs
- Expression of emotion
- Health
- Mental illness

The purpose is not to provide a comprehensive description of cultural influences for each of these areas, but rather provide an in-depth look at one facet and/or example of each of these areas. For example, for cognition, you can focus on biological understanding *or* perceptions of time *or* understanding of directions (or another facet not discussed in class). Because you will only be choosing one example/aspect of each area, aim to provide sufficient detail for each area. For example, your description should go beyond the basic description, “Japanese view more objects, both living and non-living, as alive than people from Western cultures do.” and should include a more detailed description of the phenomenon, how the phenomenon compares to other cultures, and a theory about *how* culture has shaped this phenomenon. This last point is very important: You should aim to describe cultural forces, whether it be economic, religious, linguistic, geographic, or something else, that have influenced the development of this cultural perspective. Please let me know if you are having trouble with any of these points, and I will try my best to guide you in the right direction.

Presentation Format

The presentation should consist of the following:

- *An in-class presentation (on your assigned presentation date).* The presentation is an opportunity to share what you found. You should prepare a slide presentation summarizing your project. Aim to spend about a minute describing the culture, a minute for each aspect, and a minute for your conclusion. The entire presentation should last for 25 minutes—20 minutes for your presentation and five minutes for questions.
- *Handout summary for classmates.* On the day of the presentation, please bring an accompanying handout with a summary of your findings. The handout should be about two pages long.

Finding Credible Sources

You will need to draw from a range of sources—websites, scholarly articles, books, videos—to provide a description of how culture has influenced each of the above points. There is no minimum of number of sources, and all sources should be credible. If you have questions about what constitutes a “credible” resource, please consult this helpful website, <http://writingcenter.appstate.edu/sites/writingcenter.appstate.edu/files/Credible%20v%20Non-Credible%20Sources13.pdf>

Final Report

Affordable Learning Georgia Textbook Transformation Grants

Final Report

General Information

Date: December 21, 2018

Grant Round: Round 10

Grant Number: Grant 342

Institution Name(s): Georgia Southwestern State University

Project Lead: Judy Orton Grissett, Ph.D.

Team Members (Name, Title, Department, Institutions if different, and email address for each): Judy Orton Grissett, Ph.D., Associate Professor of Psychology, Department of Psychology and Sociology, judy.grissett@gsw.edu; Marianna Baykina, Ph.D., Assistant Professor of Psychology, Department of Psychology and Sociology, marianna.baykina@gsw.edu

Course Name(s) and Course Numbers: PSYC 3390: Cross-Cultural Psychology and PSYC 4401: Abnormal Psychology

Semester Project Began: Fall 2017

Final Semester of Implementation: Fall 2018

Total Number of Students Affected During Project: 43 (since Fall 2018)

1. Narrative

A. Key Outcomes

Overall, this was a positive experience for both instructors. The project allowed Drs. Baykina and Grissett to engage with their course material, and students, in ways that were not previously allowed with strictly traditional materials. There were several challenges (outlined below), but these challenges also served as an opportunity to improve existing teaching methods and continue to curate course materials.

One particularly exciting outcome related to impact on instruction was that the grant led to the publication of the course syllabus for PSYC 3390: Cross-Cultural Psychology on the [Society for the Teaching of Psychology's Project Syllabus page](https://teachpsych.org/resources/Documents/otrp/syllabi/JOG18crosscult.pdf) (<https://teachpsych.org/resources/Documents/otrp/syllabi/JOG18crosscult.pdf>). Now the syllabus will be openly available for faculty around the world to access and use for their courses on cultural psychology. This would not have been possible without the Textbook Transformation Grant, since the grant forced the faculty member to collect, curate, and organize the course materials. The syllabus underwent peer-review, and the reviewers

provided some very valuable feedback that the instructor implemented in the syllabus and the course. This was an indirect, yet very real and impactful way that the Textbook Transformation Grant affected at least one faculty's instructional methods.

As demonstrated in the student feedback, the impact reached beyond the syllabus and instructional strategies to students' views about the course. Students viewed the materials as overwhelmingly positive and were thankful that the materials were free, accessible, and were directly tied to the what the instructor was teaching (and therefore what was going to be on the tests). PSYC 3390: Cross-Cultural Psychology is a relatively new, but increasingly popular, course, so we do not have a long track of data to compare, but overall, students did well in the course (see Student Performance section), and according to their feedback at the end of the semester, they were overwhelmingly satisfied with the OER used in the course.

There were several challenges that affected the transformation's impact on students and instructional methods, both positively and negatively. These were limited access to resources for both courses, varying levels of experience with open educational resources (OER) among course instructors, and number of students impacted this semester.

One positive outcome was that the limited access to materials forced the instructors to become creative and use the materials available to the best of their abilities. This allowed the instructors to become more engaged with the material than if they had used a traditional textbook and supplementary materials. When faculty engage with their material in new and interesting ways, the results are almost always for the best for the faculty and students.

The course Dr. Baykina taught, PSYC 4401: Abnormal Psychology, is a very dense course with a lot of material pulled directly from a proprietary text, the *Diagnostic and Statistical Manual of Mental Disorders, 5th Edition*, which further limited the availability of free and open resources for her course. Fortunately, a new textbook on Abnormal Psychology has been published since this project began, [Essentials of Abnormal Psychology, 1st Edition](https://opentext.wsu.edu/abnormalpsychology/) (<https://opentext.wsu.edu/abnormalpsychology/>), which will be helpful moving forward.

In terms of experience, Dr. Grissett, course instructor for PSYC 3390: Cross-Cultural Psychology, had used OER many times in the past and was therefore familiar with the process of collecting, curating, and implementing the materials into her course. This was the first time Dr. Baykina had implemented OER in a course, so it was a new and exciting learning experience for her.

Course Specific Narratives

PSYC 3390: Cross-Cultural Psychology

For Cross-Cultural Psychology, I implemented a set of OER, largely available through the journal [Online Readings in Psychology and Culture](https://scholarworks.gvsu.edu/orpc/) (<https://scholarworks.gvsu.edu/orpc/>).

Students did not have to purchase a textbook or other materials for the course. This course is a relatively new course for our department but is experiencing growing demand, as it is an elective for the Global Justice Certificate, Sociology minor, as well as being an upper-level psychology elective. Students taking my courses know that I am an avid proponent of OER, so they come expecting not to purchase a textbook. I am glad to have been able to add this course to that model, so that students can focus on learning and not purchasing a textbook.

Because it is a relatively new course, I was not able to capture major changes in student learning across semesters. Anecdotally, however, I did notice that some of students' similar struggles and limitations—not reading the material before coming to class, writing down notes directly from the PowerPoint and not from discussions or additional lecture points—still existed in the course. I do not believe this is an issue with the course material, so much as I need to focus on and change my existing teaching practices to increase student engagement, motivation, and ultimately learning. This will be a continued endeavor, and I am grateful that I will have OER to use as I look to improve my courses, since based on my past experience, being able to curate one's own resources can improve pedagogical flexibility and faculty's own engagement with the material.

PSYC 4401: Abnormal Psychology

For Abnormal Psychology, I replaced the textbook Comer, R. J. (2016) *Fundamentals of Abnormal Psychology*. My course has a very distinct underlying conceptualization, and currently a textbook that supports my conceptualization is non-existent. Students have been disappointed previously that any textbook that I use does not go along with the course. I have decided to try teaching with OER so that my students do not experience a disappointment of spending money on a textbook which does not help them study.

I have found the OER in abnormal psychology to be of limited help, for the most part. To help students, I have created more PowerPoint slides than I use during lecture and put extra information not covered during the lecture on those slides.

I have found myself teaching with even more passion than usual. The course felt better aligned with my pedagogical methods and subject conceptualization. Also, since I knew I could not rely on a text, I checked the students' comprehension of the material more often.

One of the effects of me switching to the OER was that students attended class more regularly. Also, the students seemed to be more engaged in class during the first semester of implementation than during three semesters preceding the OER implementation.

The most important outcome was that students produced generally very good papers at the end of the semester. The papers require application and integration of their knowledge developed in class, and the paper assignments were held constant. Resulting papers were substantially stronger than papers from the three previous semesters. Also, students

earned substantially better grades in the semester with me keeping exams and quizzes constant.

Since the first semester of implementation produced such strong results, I will keep things the same way for the next semester and see if I need to change something.

- B. **Lessons Learned:** Moving forward, both instructors would like to increase the width and depth the impact of adopting these materials have on students. Because it was only the first semester that the materials had been adopted, our student numbers were relatively low; however, as we continue to offer the courses in the future and implement OER, the impact on students will only grow.

Also, both instructors would like to make their materials accessible to students outside of the course learning management system. Although the materials will be available through the Affordable Learning Georgia website, including the Galileo Open Learning Materials repository, it would be ideal for our materials to be available to students through a campus libguide. This will hopefully increase accessibility for students, who can access the materials from multiple sites.

Finally, moving forward, the instructors would like to further address the quality of the open materials moving forward. For example, in PSYC 3390: Cross-Cultural Psychology, Dr. Grissett used primarily materials from the journal *Online Readings in Psychology and Culture* (<https://scholarworks.gvsu.edu/orpc/>). Although the materials from this site are peer-reviewed, it would be beneficial to have more diverse resources for students, including more videos, open-access journal articles, and websites. As mentioned before, a wide range of materials for both courses are not readily available, which somewhat limits the capability of being able to offer high quality materials to students.

2. Quotes

PSYC 3390: Cross-Cultural Psychology

"I liked the online resources, as they were appropriate for this class. I don't believe a physical textbook would've been any better than online resources and material, and I think future students would prefer to access content online."

"I like free over having to buy a \$100+ textbook." :)

"I liked that the text needed was uploaded into GaVIEW, so it was easily accessible and free."

PSYC 4401: Abnormal Psychology

"I liked that I did not have to pay for a textbook."

“Textbooks are very expensive. Why pay so much money if all the information is on the slides and I can read extra for free?”

“This class taught me also to search for relevant information.”

3. Quantitative and Qualitative Measures

3a. Uniform Measurements Questions

Student Opinion of Materials

Was the overall student opinion about the materials used in the course positive, neutral, or negative?

Total number of students affected in this project: 43

- Positive: 78.9 % of 38 number of respondents
- Neutral: 15.8 % of 38 number of respondents
- Negative: 5.3 % of 38 number of respondents

Student Learning Outcomes and Grades

Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?

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:

4.7 % of students, out of a total 43 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. Measures Narrative

PSYC 3390: Cross-Cultural Psychology

Overall, student perceptions of the OER used were overwhelmingly positive. Student use of OER were not as prominent, with the majority of students reporting that they would have used the OER the same or less than a traditional text. Here is a breakdown of the following two questions students were asked in Cross-Cultural Psychology ($N = 16$):

Q1. "How much would you prefer OER compared to traditional text for this course?"
(Options were *More, Less, or Same as traditional text*)

- 14 students reported they liked OER *more* than a traditional text
- 1 student reported s/he liked OER *the same* as a traditional text
- 1 student did not provide an answer
- No students said they liked OER less than a traditional text

Q2. "Compared to a traditional text for this course, do you think you used the OER more, less, or the same?"

- 4 students reported they used the OER *more* than they would have used a traditional text
- 6 students reported they used OER *the same as* they would have used a traditional text
- 4 students reported they used OER *less* than they would have used a traditional text
- 2 students did not provide an answer

One interpretation of these mixed results is that there were regular quizzes in the course, and most of the quiz material came from the lecture material and not directly from the readings. It is very possible that students are accustomed to taking quizzes that are based on textbook materials, therefore for the given class (in which quizzes were primarily based in-class lectures), they did not feel like they needed to use the OER as much as they would have to use them for a class where the quiz questions were drawn from the text.

Students were also asked to provide an open response about their OER use. These data are provided below.

PSYC 3390: Experimental Psychology Student Qualitative Data: Open student responses ($N = 14$)
<input type="checkbox"/> "I think the online resources are a lot better than the textbook. It gives a broader background to the information. A textbook wouldn't be too helpful because it wouldn't have broad info."
<input type="checkbox"/> "Cheaper tends to be better when books aren't used a lot from the info on the test."

- That's why free/online is often better cost benefit for me."
- "Liked them the same, if not more. Only wish students had free printing."
 - "Easy to read and access."
 - "The resources were easy to use. Would not have a need for the textbook."
 - "The online resources are way better than the textbook, because it gives us exactly what you want us to know."
 - "I liked that the text needed was uploaded into GaVIEW, so it was easily accessible and free."
 - "I like free over having to buy a \$100+ textbook." :)
 - "The sources we used in this class was very easy to access, which were also at no cost to us, the student."
 - "Easier to access, cheaper."
 - "I liked the online resources, as they were appropriate for this class. I don't believe a physical textbook would've been any better than online resources and material, and I think future students would prefer to access content online."
 - "Very good and inclusive. Books are expensive."
 - "The online resource are much more helpful and convenient than textbooks."
 - "Online resources are good for more perspectives. The wifi just needs improvement at this school."

PSYC 3390: Student Performance

PSYC 3390: Cross-Cultural Psychology will be offered on a regular basis moving forward, but looking back, the last time the course was offered was Spring 2017, and at that time, only nine students completed the course. These are the students to which the data are compared; however, the power of the analysis is weakened due to the student enrollment imbalance. Still, it provides a useful look at course outcomes.

Measures	Pre-transformation (Spring 2017)	Post-transformation (Fall 2018)	Change
N	9	19	+211%
DFW rate (%)	0%	5.3%	+5.3%
Average course grade (out of 100%)	84.11%	82.7%	-1.41%

PSYC 4401: Abnormal Psychology:

Fifty-three students used commercial textbook during Fall 2017 and Spring 2018 semesters. Twenty-four students used the OER for PSYC 4401 during the Fall 2018 semester. There was a

substantial positive difference between student outcomes in the course using the OER compared to the Fall 2017 and Spring 2018 semesters when a traditional textbook was used. Specifically, the average course grade went from 2.86 in the Fall 2017 and 2.89 in the Spring of 2018 to 3.39 in the Fall 2018 on a four-point scale. The DWF rate declined from 20% of students in the Fall 2017 and 7% of students in the Spring 2018 semesters to 4% of students in the Fall 2018 semester. Since all exams, assignments, structure, and content of the course were held constant, and instructor had taught the course many times previously, I attribute the results to the switching from the previous textbook to OER usage.

Important note regarding collected data: In our original proposal, we stated that we would collect data on student race, gender, and class-standing in order to determine potential differences between groups in OER attitudes and use. We did not ultimately collect these data because the sizes of the courses and lack of diversity among students in each course would easily allow the instructors to match students with their responses. For example, in PSYC 3390: Cross-Cultural Psychology, there were only four males, one being Hispanic, one African American, and two Caucasian. If we were to collect data on race and gender, we would easily be able to match student data with their identities. Even without these demographics, we still believe our results provide some useful information when understanding student use and perceptions of open materials.

4. Sustainability Plan

PSYC 3390: Cross-Cultural Psychology (Dr. Judy Orton Grissett):

These materials will continue to be available through the GALILEO Open Learning Materials database, as well as the Project Syllabus International syllabus (<https://teachpsych.org/resources/Documents/otrp/syllabi/JOG18crosscult.pdf>). These materials will also be available through the GSW Libguides, so that students and faculty can access the materials from multiple sites. The libguide will also include recently added information as well as information that may not be explicitly stated on the syllabus. Because links will rot over time, it will be important to regularly update these links, so that users can readily access the materials.

PSYC 4401: Abnormal Psychology (Dr. Marianna Baykina):

I will continue to use the OER in the next semesters when teaching in the face-to-face mode. I will keep monitoring the resources for better quality texts.

5. Future Plans

PSYC 3390: Cross-Cultural Psychology (Dr. Judy Orton Grissett):

At this point, Dr. Grissett has adopted OER in all of her courses, including Introduction to Psychology, Human Growth and Development, Experimental Psychology, Health Psychology, and now Cross-Cultural Psychology. She will continue to use OER in her courses; however, as

this experience has shown her, there is always room to grow. Dr. Grissett will be revamping two of her courses in Spring 2019--Introduction to Psychology and Experimental Psychology--in order to include a broader array of materials and more diverse pedagogical strategies in her classroom. Although not directly tied to this course, it does speak to the way this grant has continued Dr. Grissett's passion for OER. She will use her findings from this project to help inform future course revisions, including incorporating a service-learning component, as well as collecting and curating additional ancillary materials for Introduction to Psychology and Experimental Psychology.

As mentioned in Section 1A, the grant led to the publication of the course syllabus for PSYC 3390: Cross-Cultural Psychology on the [Society for the Teaching of Psychology's Project Syllabus page](https://teachpsych.org/resources/Documents/otrp/syllabi/JOG18crosscult.pdf) (<https://teachpsych.org/resources/Documents/otrp/syllabi/JOG18crosscult.pdf>). Now the syllabus is openly available for faculty to use. This would not have been possible without the Textbook Transformation Grant, since the grant forced the faculty member to collect, curate, and organize the course materials. In this way, the grant has had a lasting impact on the subject, which has relatively few available online resources to date.

Dr. Grissett will also be submitting a proposal on OER to the upcoming USG Teaching and Learning Conference (April 2019) that includes portions of this project.

PSYC 4401: Abnormal Psychology (Dr. Marianna Baykina):

Since students have appreciated not having to pay for a textbook, I will continue using the OER. I am also more conscious of my pedagogy and ability to present challenging class content in a comprehensible way. I will hold exams, quizzes, and paper assignments constant for at least one more semester to be able to observe the results of switching to OER.

I am planning on presenting the results of this project at the 2019 Teaching and Learning Conference and plan to write up the results and considerations in a paper for submission to a peer-reviewed journal.

6. Description of Photograph

Pictured are Dr. Marianna Baykina, Assistant Professor of Psychology and lead instructor for PSYC 4401: Abnormal Psychology and Dr. Judy Orton Grissett, Associate Professor of Psychology and lead instructor for PSYC 3390: Cross-Cultural Psychology.