

# Grants Collection

Georgia Southwestern State University



UNIVERSITY SYSTEM  
OF GEORGIA

Judy Orton Grissett and Marianna Baykina

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# Abnormal Psychology

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## 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

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## Application Details

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### Manage Application: Textbook Transformation Grants: Round Ten

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**Award Cycle:** Round 10

**Internal Submission Deadline:** Friday, September 29, 2017

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**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

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**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)

<b>List the original course materials for students (including title, whether optional or required, &amp; cost for each item):</b>	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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<b>Average Number of Students per Course Section:</b>	42
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<b>Number of Course Sections Affected by Implementation in Academic Year:</b>	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

<b>Total Number of Students Affected by Implementation in Academic Year:</b>	210
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<b>Requested Amount of Funding:</b>	\$10,800
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<b>Original per Student Cost:</b>	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**

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

<b>Team Members</b>	<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>				
<b>Sponsor, Title, Department, Institution</b>	Lynda Lee Purvis, Interim Vice President for Academic Affairs, Georgia Southwestern State University				
<b>Proposal Title</b>	Transforming Abnormal Psychology and Cross-Cultural Psychology to No-Cost, Open Learning materials				
<b>Course Names, Course Numbers and Semesters Offered</b>	<p>PSYC 4401: Abnormal Psychology (offered every summer, fall, and spring)</p> <p>PSYC 3390: Cross-Cultural Psychology (offered every fall and spring)</p>				
<b>Final Semester of Instruction</b>	Fall 2018				
<b>Average Number of Students Per Course Section</b>	PSYC 4401 (42 students )  PSYC 3390 (42 students )	<b>Number of Course Sections Affected by Implementation in Academic Year</b>	PSYC 4401 (3 sections )  PSYC 3390 (2 sections )	<b>Total Number of Students Affected by Implementation in Academic Year</b>	210
<b>Average Number of Course Sections Per Semester</b>	<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>				
<b>Award Category (pick one)</b>	<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> (8<sup>th</sup> ed.). New York, NY: Worth Publishers. (Required)</p> <p><u>For PSYC 3390: Cross-Cultural Psychology</u>  Shirev, E. B., &amp; Levy, D. A. (2016). <i>Cross-cultural psychology: Critical thinking and contemporary applications</i>. (5<sup>th</sup> ed.). New York, NY: Routledge. (Required)</p>	<p>\$169.39  <b>Total Cost: \$169.39</b></p> <p>\$90.34  <b>Total Cost: \$91.46</b></p>
Requested Amount of Funding	\$10,800	
Original Per Student Cost	PSYC 4401: \$169.39 PSYC 3390: \$91.46	
Post-Proposal Projected Per Student Cost	PSYC 4401: \$0.00 PSYC 3390: \$0.00	
Projected Per Student Savings	PSYC 4401: \$169.39 PSYC 3390: \$91.46	
Projected Total Annual Student Savings	\$29,025.78	

**NARRATIVE**



## 1.1 PROJECT GOALS

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

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.

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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.

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## 1.4 QUANTITATIVE AND QUALITATIVE MEASURES

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

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
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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
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## 1.6 BUDGET

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

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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

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## Course Outline: PSYC 4401 Abnormal Psychology

Dates	Topic	Reading, Quizzes, & Papers
8/13/18 & 8/15/16	Course Introduction Module 1. Abnormal Psychology Past & Present	<a href="https://nobaproject.com/textbooks/new-textbook-7cae7b5f-b85a-46b7-aa0a-0cb72516e359/modules/history-of-mental-illness">https://nobaproject.com/textbooks/new-textbook-7cae7b5f-b85a-46b7-aa0a-0cb72516e359/modules/history-of-mental-illness</a>
8/20/18 - 8/27/18	Module 1. Models of Abnormality	Lecture only
8/29/18 - 9/5/18	Module 1. Classification, Assessment, Diagnosis	<a href="http://www.uniteforsight.org/mental-health/module7">http://www.uniteforsight.org/mental-health/module7</a> <a href="http://www.uniteforsight.org/mental-health/module4">http://www.uniteforsight.org/mental-health/module4</a> <a href="https://www.apa.org/helpcenter/assessment.aspx">https://www.apa.org/helpcenter/assessment.aspx</a> Quiz 1, Quiz 2, & Quiz 3 due
9/11/18	<b>Exam 1 on Module 1</b>	
9/13/18 - 9/20/18	Module 2. Anxiety Disorders & OCD	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928264">http://nmc.libguides.com/c.php?g=569964&amp;p=3928264</a> <a href="https://www.khanacademy.org/test-prep/mcat/behavior/psychological-disorders/a/obsessive-compulsive-disorder-ocd-article">https://www.khanacademy.org/test-prep/mcat/behavior/psychological-disorders/a/obsessive-compulsive-disorder-ocd-article</a>
9/25/18 – 10/05/18	Module 2. Mood Disorders & Suicide	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928265">http://nmc.libguides.com/c.php?g=569964&amp;p=3928265</a> <a href="https://www.oercommons.org/authoring/46663-abnormal-psychology/8/view">https://www.oercommons.org/authoring/46663-abnormal-psychology/8/view</a>
10/09/16 & 10/11/16	Module 2. Stress & PTSD	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928268">http://nmc.libguides.com/c.php?g=569964&amp;p=3928268</a> <a href="https://www.oercommons.org/authoring/46663-abnormal-psychology/6/view">https://www.oercommons.org/authoring/46663-abnormal-psychology/6/view</a> Quiz 4, Quiz 5, Quiz 6 due
10/16/18	<b>Exam 2 on Module 2</b>	
10/18/18 & 10/23/18	Module 3. Eating Disorders	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928267">http://nmc.libguides.com/c.php?g=569964&amp;p=3928267</a> <a href="https://www.oercommons.org/authoring/46663-abnormal-psychology/9/view">https://www.oercommons.org/authoring/46663-abnormal-psychology/9/view</a>
10/25/18 - 11/01/18	Module 3. Personality Disorders	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928266">http://nmc.libguides.com/c.php?g=569964&amp;p=3928266</a> <a href="https://www.oercommons.org/courseware/module/15389/overview">https://www.oercommons.org/courseware/module/15389/overview</a> <a href="https://nobaproject.com/modules/personality-disorders">https://nobaproject.com/modules/personality-disorders</a>
11/06/18 & 11/08/18 11/11/18	Module 3. Schizophrenia	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928272">http://nmc.libguides.com/c.php?g=569964&amp;p=3928272</a> Quizzes 7 – 14 due Paper 1 due
11/13/18	<b>Exam 3 on Module 3</b>	
11/15/18	Feedback & Discussion of Paper 1	<b>Attendance required!</b>
11/27/16	Module 4. Somatic & Dissociative Disorders	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928269">http://nmc.libguides.com/c.php?g=569964&amp;p=3928269</a>
11/29/18	Module 4. Substance-Related & Addictive Disorders	<a href="http://nmc.libguides.com/c.php?g=569964&amp;p=3928271">http://nmc.libguides.com/c.php?g=569964&amp;p=3928271</a> Quiz 15, Quiz 16 due
11/29/18		Paper 2 due
12/06/18	<b>Comprehensive Final Exam (Module 4 + all the previous modules)</b>	



# Final Report

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# 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.

<b>PSYC 3390: Experimental Psychology Student Qualitative Data: Open student responses (<math>N = 14</math>)</b>
<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.