

OER Revisions and Ancillary Materials Creation Mini-Grant Application

Affordable Learning Georgia aims to support the sustainability of previous Textbook Transformation Grants implementations through revisions of created open educational resources or the creation of new ancillary materials for ALG-funded OER. Individuals or teams who would like to apply for an OER Revisions or Ancillary Materials Creation Mini-grant do not need to be the original creators of the resource(s). While we welcome original authors to revise their original materials, the nature of open licenses allows for the revision and remixing of OER materials by anyone as long as the terms of the license are adhered to.

The final deliverable for this category is the revised or newly-created materials as proposed in the application, which will be hosted through GALILEO Open Learning Materials. All revised or newly-created materials will be made available to the public under a Creative Commons Attribution License (CC-BY), unless the original materials were under a more restrictive license such as the inclusion of SA (Share-Alike) or NC (Non-Commercial).

For the purposes of this grant, we define revision as the major improvement of a resource through updates for accuracy, accessibility, clarity, design, and formatting. We define ancillary materials as any materials created to substantially support the instruction of a course using an existing open educational resource(s).

Applicant Name *

J. Sean Callahan

Applicant Position *

Assoc. Prof. of Psy.

Applicant Institution *

Georgia Highlands College

Applicant Email Address *

Please use your institutional email address.

scallaha@highlands.edu

Other Team Members

Individuals can apply for mini-grants; a team is not required. If you do want to add team members to your grant, please provide the names and email addresses here.

Katie Bridges kbridges@highlands.edu

Type of Project *

- Revision of pre-existing OER
- Creation of ancillaries for pre-existing OER
- Other: _____

Final Semester of the Project *

This is the semester in which the materials created/revised will be completed.

- Spring 2018
- Summer 2018
- Fall 2018

Proposed Grant Funding Amount: *

This is the total (in a dollar amount) of funding you are requesting for the mini-grant. There is a maximum of \$4800, with a maximum of \$2000 per team member and \$800 for project expenses.

\$4495

Currently-Existing Resource(s) to be Revised / Ancillaries Created *

Please provide a title and web address (URL) to each of the currently-existing ALG-funded resources that you are either revising or creating new ancillary materials for below.

Introduction to General Psychology (Georgia Highlands College)--

<http://oer.galileo.usg.edu/psychology-collections/7/>

Introduction to Sociology (GHC)--<http://oer.galileo.usg.edu/psychology-collections/18/>

Project Description *

In at least one paragraph, describe your project's goals and deliverables.

The goals of this ancillary component are to create a set of materials and mechanisms that 1) require students to engage the OER materials in ways that support the cognitive processes involved in mastering content in introductory level social science courses and 2) help support and streamline the assessment and grading process for instructors. The deliverables associate with this project include Multiple Choice Questions Generator (MCQG) instruction guide for faculty that outlines purpose and potential of the components, an instructional video for students that provides "how-to" and "tips" for creating effective, high-scoring questions, a rubric with criteria and levels, and the rubric file to upload to D2L.

The basic idea: Students would choose two terms/concepts/theories from the readings. They would create different types of multiple choice questions for each term. The questions are based on the revised Bloom's Taxonomy (Anderson, et. al, 2001). Question types engage the first three levels of the cognitive process dimension and include: 1) remember, 2) understand, and 3) apply. Each question type requires a deeper engagement/understanding of the material. "Remember" questions only require a verbatim recall of the definition of the term from the textbook and plausible distractors for the choices. "Understand" questions require students to define the term in their own words within a context. "Apply" questions require students to create a scenario and briefly analyze the scenario with the term they have chosen. These questions are the most difficult to generate because students have to have grasped the information in a way that allows them to demonstrate how to properly apply the concept and show how it may work in the real-world.

Having students generate multiple choice questions is not a new teaching and learning strategy. Appleby (2013), for example, employs this method as a study strategy that uses practice testing and distributed practice. Researchers have demonstrated the effectiveness of the Flachcard Plus strategy. Senzaki, Hackathorn, Appleby, & Gurung (2017) found this method increased students' scores on multiple choice tests and provided students with a clear-cut study habit. There are, however, two components that set this project apart from previous work in the area: 1) the rubric used to grade students' questions and the 2) format for submitting questions. The rubric assesses the questions for a) plausibility, b) originality/ownership, and c) clarity, appropriateness, and precision. There are several foreseeable benefits of using this ancillary mechanism. First, it provides additional opportunities to demonstrate that they have mastered the content. To create a question that is designed well enough to be included on an exam requires a certain degree of mastery. Secondly, the rubric used in this mechanism allows for the questions students create to be assessed with relative ease. The "point and click" rubrics in D2L allow for quick and easy grading for "Participation" grades that can be linked to a Dropbox, for instance. The levels and criteria included in the rubric provides basic feedback to students and can be linked to Student Learning Objectives for assessment purposes. Having students anonymously post their questions to a discussion board and

provide anonymous feedback to each other is another option for implementing this strategy in the classroom. Thirdly, this resource helps generate fresh, new exam/quiz content for the OER materials. After a brief internet search, it was discovered that the test banks for the OpenStax Psychology textbook have been posted on several sites and are easily accessible on the internet. This is an issue for instructors who use these test banks to create exams and quizzes online.

Instructional Designer, Katie Bridges, has acquired a specific format and widget for creating questions that makes the import process into D2L less frustrating. When students create, and submit questions in that format, a question bank can be created with relative ease. Instructors wouldn't have to upload new questions for every exam/quiz. The newly created questions would become part of the question bank for future exams.

References

Anderson, L. W. & Krathwohl, D. R., (Eds.). (2001). A taxonomy for learning, teaching, and assessing A revision of Bloom's taxonomy of educational objectives. Boston, MA: Allyn & Bacon.

Appleby, D.C. (2013). A flashcard strategy to help students prepare for three types of multiple-choice questions commonly found on introductory psychology tests. Washington, DC: Office of Teaching Resources in Psychology. Retrieved from <http://teachpsych.org/Resources/Documents/otrp/resources/appleby13flashcard.pdf/>

Senzaki, S., Hackathorn, J., Appleby, D. C., & Gurung, R. A. R. (2017). Reinventing flashcards to increase student learning. *Psychology of Learning and Teaching*. 0(0), pp. 1-16.

Timeline and Personnel *

Provide a project timeline with milestones below, keeping in mind your selected Final Semester above. Provide a short description of the roles any additional team members will take on during the activities in your timeline.

Timeline:

October 2017-- Conceptualize rubric criteria and levels. Create draft of rubric. (Instructor of Record)

November 2017-- Build rubric in D2L (IOR), Test rubric for operability in D2L (IOR, Instructional Designer)

December 2017-- Begin development of instruction guide for students. Develop instruction and options for use guide for instructors. (IOR)

January 2018-- Complete instruction guides

March 2018--Draft script for instructional video. Begin work on short instructional video for guide, using Softchalk software. (IOR, ID)

Mid-May 2018--Complete instructional video

Summer 2018--Pilot test Multiple Choice Question Generator and Rubric (IOR)

Late Summer 2018--Make any necessary revisions to rubric and logic chain (IOR, ID)

August 2018--Full implementation of rubric in courseload (IOR)

Late August 2018-- Multiple Choice Question Generator and Rubric package made available via Affordable Learning Georgia

Budget *

Please enter your project's budget below. Include personnel and projected expenses. The maximum amounts for the award are as follows: \$4,800 maximum award, \$2,000 maximum per team member, \$800 maximum for overall project expenses. Unlike standard-scale and large-scale transformations, the maximum of \$800 is not a required element of the budget, but rather meant primarily for the purchase of specific tools and software which would help with improving resources.

Budget:

| | |
|---------------------------------------|--------|
| Katie Bridges, Instr. Designer | \$2000 |
| Sean Callahan, SME | \$2000 |
| 1-yr. ind. lic,for Softchalk software | \$495 |
| Total | \$4495 |

Creative Commons Terms *

- I understand that any new materials or revisions created with ALG funding will, by default, be made available to the public under a Creative Commons Attribution License (CC-BY), with exceptions for modifications of pre-existing resources with a more restrictive license.

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