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Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Seventeen (Summer 2020 - Summer 2021)
Category:	University System of Georgia
Award Cycle:	Round 17
Submission Deadline:	04/20/2020 at 11:59 PM

Application Information

Submitted By:	Elizabeth Pope
Application ID:	4745
Application Title:	527
Date Submitted:	04/21/2020 at 8:45 AM

Personal Details

Institution Name(s):	University of West Georgia
Applicant First Name:	Elizabeth
Applicant Last Name:	Pope
Applicant Email Address:	epope@westga.edu
Applicant Phone Number:	7707124716
Primary Appointment Title:	Assistant Professor of Educational Research
Submitter First Name:	Elizabeth
Submitter Last Name:	Pope
Submitter Email Address:	epope@westga.edu
Submitter Phone Number:	7707124716
Submitter Title:	Assistant Professor of Educational Research

Application Details

Proposal Title

527

Requested Amount of Funding

\$10,000

Priority Category (if applicable)

Upper-Level Courses (3000+)

Course Title(s)

Introduction to Research in the Human Sciences

Course Number(s)

EDRS 6301

Team Member 1 Name

Phillip D. Grant, Jr.

Team Member 1 Email

pgrant@westga.edu

Team Member 2 Name**Team Member 2 Email****Team Member 3 Name****Team Member 3 Email****Team Member 4 Name****Team Member 4 Email****Additional Team Members (Name and email address for each)****Sponsor Name**

Denise Overfield

Sponsor Title

Associate Vice President

Sponsor Department

Department of Academic Affairs

Total Number of Student Section Enrollments Affected by Project in One Academic Year

330

Average Number of Student Section Enrollments Affected per Summer Semester

90

Average Number of Student Section Enrollments Affected per Fall Semester

120

Average Number of Student Section Enrollments Affected per Spring Semester

120

Original Required Commercial Materials (title, author, price, and bookstore or retailer URL showing price)

How to Design and Evaluate Research in Education (10th ed.) by Jack Fraenkel, Norman Wallen, & Helen Hyun. Publisher price is \$80. Amazon lists this text as \$55 (<https://www.amazon.com/How-Design-Evaluate-Research-Education/dp/0078097851>). This text was used by another faculty member in the department teaching EDRS for Spring of 2020, but it is not listed at the bookstore. It is being used for Summer 2020, but this semester has not yet been listed on the bookstore's website.

Introduction to Research Methods: A Hands-On Approach by Bora Pajo. Publisher price is \$79. Amazon lists this text as \$62.86 (https://www.amazon.com/Introduction-Research-Methods-Hands-Approach/dp/1483386953/ref=sr_1_2?dchild=1&keywords=introduction+to+research+methods%3A+a+hands+on+approach&qid=1586885316&s=books&sr=1-2). Our bookstore lists this text as \$91.64 (https://bookstore.westga.edu/textbook_express.asp?mode=2&step=2). This text was used in the Spring of 2020 by Dr. Grant and another faculty member in the department teaching EDRS 6301 for Spring of 2020.

Original Total Cost per Student

\$73.70 (this is the average of the five prices listed for the two texts above)

Post-Project Cost per Student

\$0

Post-Project Savings per Student

\$73.70

Projected Total Annual Student Savings per Academic Year

\$24,321.00

Using OpenStax Textbook?

No

Project Goals

The Department of Leadership, Research, and School Improvement at the University of West Georgia (UWG) is responsible for teaching the majority of research methods courses in the College of Education. EDRS 6301 (Introduction for Research in the Human Sciences) is a required course for many master's students. It is a graduate course taught by several different faculty members, offered fully only three times each academic year. Two professors who most commonly teach the course are the PI and Co-PI of this application. We are currently working to streamline pedagogy and content so that students who take the course from different professors will receive equivalent instruction (as much as is possible considering each professor's different pedagogical style). One of the early steps in this process is to use the same course materials across each professor's course. With this in mind, the goals for this project are:

1. Reduce the cost for materials to students by 100% by using content available from the UWG Library, OER (Open Education Resources) books/articles, and materials owned by professors (within copyright agreements for sharing such materials in an online pedagogical format).
2. Create a comprehensive library of materials to achieve each course objective for EDRS 6301.
3. Ensure students have access to materials easily and within the pre-determined course schedule.
4. Examine student success in comprehension and application of course content through improved grades on course assignments.
5. Improve student perception of the effectiveness of the course by providing free course content rather than requiring purchase or rental of an expensive textbook that may or may not be used in the future (We will inspect student perception of the course and new materials through midpoint and final course evaluations - we will compare this data to data from previous terms.).
6. Improve or maintain student performance on the final grade in the course.
7. Implement release conditions in the course using free resources to ensure students never miss a resource.

Following the lead of previous ALG-funded projects, we will search, collect, and revise pre-existing content that is already available for free online. For areas where no relevant and free pre-existing content exists, such as in program evaluation or single-subject methods, we will create content based on scholarly sources. As a result of grant funding, a comprehensive library of relevant materials will be accessible in LibGuides, EBSCO Curriculum Builder, or D2L Brightspace, depending on which platform is most easily accessible by students.

Current textbooks in research methods are often one sided, with authors who specialize in either qualitative or quantitative methods. This leaves the material concerning the other approaches to research weak. They may also be too dense overall. Finally, many current texts do not include the content covered in EDRS 6301. For example, a few research methods e-books are available through our library, but none of them can adequately cover all of the material required in EDRS 6301. Our library currently offers Introduction to Research Methods and Report Writing: A Practical Guide for Students and Researchers in Social Sciences and the Humanities by Elia Shabani Mligo. Primary concerns with this book are the cursory overview of research designs, a lack of material on all the approaches covered in EDRS 6301, and the extensive focus on writing a research report, which is not a course objective for EDRS 6301. Other examples include Qualitative Research Methods in Education and Educational Technology by Jerry Willis and the Handbook of Complementary Methods in Education Research published by the American Educational Research Association. The first textbook only offers information on qualitative research, which is only one third of the content covered in EDRS 6301. While the Handbook is very comprehensive, the material is also dense and could be difficult for students new to research to comprehend and apply in their own professional practice, which are ideal learning outcomes for the course.

This grant will allow us to create a comprehensive survey of research methods that is relevant to any student seeking a master's degree in education. We will accomplish our goals by combining library e-textbooks, free educational videos, and scholarly articles available to students through the UWG library into one easy-to-access package. Moreover, we will implement a pedagogical transformation in the form of release conditions. Since most of the resources will be loaded directly into the Learning Management System (LMS), students will never miss a resource, as release conditions will not allow them to continue until the conditions have been met. For example, if we provide a research article that is a quality example of a mixed methods study, students will not be able to move into the next module without accessing the article.

Statement of Transformation

Description of the Course, Department, and Institution

The University of West Georgia (UWG) is a Research 3 institution serving students primarily in Western Georgia and Eastern Alabama. Though West Georgia is our primary service area, many of our students come from metropolitan Atlanta, the State of Georgia, and across the United States. UWG offers degrees at the undergraduate and graduate levels, the latter of which includes masters, specialist, and doctoral degrees. UWG's total enrollment as of Fall 2018 was "13,733," around 3% of this is graduate students (About UWG, 2019). Most of the graduate students at UWG are enrolled in a program through the College of Education. As of Spring 2020, there are 2,092 students enrolled in graduate programs in the College of Education, an 11.33% increase from Spring 2019. All of the graduate programs offered through the College of Education require at least one course, often more, that teaches students about research in education. These courses are most often taught by faculty in the Educational Research program, a program located within the Department of Leadership, Research, and School Improvement. These faculty members are expert researchers and trained in teaching research. They specialize in a variety of research approaches including qualitative, quantitative, and mixed methods research.

EDRS 6301 (Introduction to Research in the Human Sciences) is a course most often required by various Master's in Education (M.Ed.) programs in the College of Education. This course is taught in an entirely online format and provides an overview of qualitative, quantitative, mixed methods, single-subject, and action research approaches within educational research. It is a diverse course that is intended to be an introductory, yet graduate level, course on the subject. Each semester, students from the various M.Ed. programs enroll. These are: 1) Elementary Education; 2) Instructional Technology, Media, and Design; 3) Reading Instruction; 4) Special Education and Teaching; and 5) Speech Language and Pathology. As such, every semester professors work to provide course content that is tailored specifically to the programs in which the students are enrolled. Every academic year, faculty teach 9 to 12 sections of EDRS 6301 with a soft enrollment cap of 30 students.

Overall Description of the Project

There are a wide variety of textbooks that are marketed for introductory research courses (e.g., Creswell & Creswell 2018; Pajo, 2017; Plano-Clark & Creswell, 2014). Some of these textbooks focus on educational research (e.g., Fraenkel, Wallen, & Hyun, 2019; Mertens, 2020; Mertler, 2019). However, there are several problems with the textbooks on research. First, none of these textbooks are marketed as offering both general information on educational research and specialized in specific educational fields. Second, these textbooks are generally written by authors who specialize in either qualitative or quantitative research. Occasionally, authors are known as mixed methods methodologists, but they will still have strengths in either qualitative or quantitative research. Because of this, the texts offer better quality content in one particular research approach than others. At times, the authors will provide incorrect or outdated information about the research approach, where they are weaker. These errors require faculty teaching EDRS 6301 to supplement the textbooks with additional material. Finally, EDRS 6301 is a course that reviews a wide variety of research approaches. Faculty have been unable to find a textbook that covers every method adequately. This deficit also leads to a need to supplement the textbook with additional materials.

This project will tackle these problems by creating an online repository of content for students. The PI and Co-PI will compile content from the course from textbooks and up-to-date empirical research articles that offer examples of specific methodological approaches to research within the respective fields of each student. This assemblage of material will not only be more specialized for each student, but the content will be focused and of higher quality because faculty for EDRS 6301 will be able to use resources written by specialists of each research approach rather than generalists. This project will allow Dr. Pope and Dr. Grant to improve the quality of this essential course in addition to traditional texts.

References:

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.

Fraenkel, J., Wallen, N., & Hyun, H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.

Mertens, D. M. (2020). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE.

Mertler, C. A. (2019). *Introduction to educational research* (2nd ed.). SAGE.

Pajo, B. (2017). *Introduction to research methods: A hands-on approach*. SAGE.

Plano Clark, V. L., & Creswell, J. W. (2014). *Understanding research: A consumer's guide* (2nd ed.). Pearson.

Transformation Action Plan

The PI and Co-PI will split the required work to transform the EDRS 6301 course evenly. We both earned the Interdisciplinary Qualitative Research Methods Certificate at the University of Georgia and are both research faculty at UWG. Therefore, we are both subject matter experts. Additionally, both the PI and Co-PI have been teaching exclusively online for several years, meaning we will both be the instructional designers and instructors of record for this project. Before submitting this grant, we refined both the course description and learning objectives to be measurable and aligned to relevant accreditation standards. We expect these changes to take effect in the Summer 2020 or Fall 2020 semester. All work conducted under this grant will align with these improved standards.

After attending the Online Kickoff Meeting, we will begin the funding period by identifying which eBook textbooks already available to students through the UWG library have chapters that could be utilized for the project. Dr. Pope will begin by evaluating the introductory research texts and then examine the books focused on qualitative research and Dr. Grant evaluate those focused on quantitative research. For this project, we will need to use mixture of books rather than relying on one text. These texts may be books that our students have access to through the library or OER materials elsewhere on the internet. A quick search of books published since 2010 that are currently available online to students yielded 4,336 results. We project that 10-20 of these books will have sections that are appropriate for our use (e.g., Greenfield & Greener, 2016; Martin & Bridgmon, 2012; Taylor et al., 2016; Walliman, 2011). After we determine what books our students will use, we will gather other library resources that are available to students, such as literature reviews, scholarly articles, and research guides. Dr. Pope will search for literature reviews and scholarly articles. Dr. Grant will search for research guides. These will be used to tailor each student's experience to their program of study. If necessary, we will create additional content, such as instructional videos, if other resources are not available. Dr. Pope will create any necessary additional content. New material created will be added to GALILEO Open Learning Materials. Finally, Dr. Grant will collaborate with department chairs and program coordinators to develop a short reading list of excellent research articles in each program area.

Once we align readings with these modules, we will create slides, virtual mini-lectures, and lecture notes for each module. All of these materials will be loaded into the LMS. Then, we will develop quizzes, discussion prompts, exams, and projects within the LMS that are aligned to the course objectives and the new materials developed for the course.

After all materials are gathered, we will update the course syllabus to organize the course into eight modules: Introduction, Research Ethics and Sampling, Quantitative Designs, Quantitative Data Analysis, Qualitative Designs, Qualitative Data Analysis, Mixed Methods, and Action Research. The first module will serve as an introduction to both the course and the field of academic research. Students will read an introductory chapter of a research methods text and a supplementary reading concerning the philosophy of science. Students will take a syllabus quiz and participate in an introductory discussion post where they introduce themselves, their program, and their professional position, if they have one.

The second module focuses on research ethics and sampling. These two concepts are taught early in the course, because they are foundation of all research designs. Research ethics must be employed in quantitative, qualitative, and mixed methods research. Moreover, sampling methods are employed in nearly all research types involving human subjects. Students will complete a CITI training course on research ethics and read a text chapter on sampling.

The third module will introduce students to quantitative designs. Students will watch a brief video lecture introducing them to quantitative designs, read at least one selected textbook chapter on quantitative designs, and will read a selected exemplar quantitative research study in their field. At the end of the module, students' will conduct a short article critique based on the quantitative design of the exemplar article.

The fourth module covers quantitative data analysis. Students will watch a brief video lecture introducing them to quantitative data analysis and will read one exemplar quantitative research study from their field. At the end of the module, students' will conduct a short article critique based on the quantitative data analysis of the exemplar article. Additionally, students will participate in a discussion to formatively assess their learning concerning quantitative designs and data analysis.

The fifth module introduces qualitative research designs. Students will watch a brief video lecture introducing them to qualitative designs, read at least one selected textbook chapter on qualitative designs, and will read a selected exemplar quantitative research study in their field. At the end of the module, students' will conduct a short article critique based on the qualitative design of the exemplar article.

The sixth module covers qualitative data analysis. Students will watch a brief video lecture introducing them to qualitative data analysis and will read one exemplar qualitative research study from their field. At the end of the module, students' will conduct a short article critique based on the quantitative data analysis of the exemplar article. At the end of the module, students will participate in a discussion to formatively assess their

learning concerning qualitative designs and data analysis.

The seventh module covers mixed methods designs. Students will be introduced to mixed methods designs and data analysis. Students will watch a brief video lecture concerning mixed methods designs and data analysis. They will also read an exemplar mixed methods article from their field. They will submit a brief article critique on the exemplar article based on its design and data analysis methods. Finally, students will participate in a discussion to formatively assess their learning concerning quantitative designs and data analysis.

The eighth and final module covers action research designs. Students will watch a brief video lecture concerning action research designs and data analysis. They will also read an exemplar action research article from their field. They will submit a brief article critique on the exemplar article based on its design and data analysis methods. At the end of the module, students will complete a comprehensive final exam based on all of the reading in the course.

At the conclusion of the course, we will measure student satisfaction and student performance using quantitative and qualitative measures and write our final report.

References:

Greenfield, T., & Greener, S. (2016). *Research methods for postgraduates* (3rd ed.). Wiley & Sons.

Maritn, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods: From hypothesis to results*. Wiley & Sons.

Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource* (4th ed.). Wiley & Sons.

Walliman, N. (2011). *Research methods: The basics*. Taylor & Francis.

Quantitative & Qualitative Measures

We will collect both qualitative and quantitative data to measure student satisfaction and performance. First, we will develop a questionnaire to be distributed at the midterm in Qualtrics. This questionnaire will measure students' overall preference for a course without paid course materials and how useful the readings were to complete assignments. The data collected in the questionnaire will be both qualitative and quantitative. Additionally, regular student evaluations of instruction will be used to compare students' satisfaction with the text, as UWG's evaluations already contain these questions.

At the end of the course, we will invite a sample of students to participate in a virtual focus group to qualitatively assess their comfort with the course materials and their experience using free resources. We will also analyze the impact of changes on student success by comparing grade performance to the previous four semesters that EDRS 6301 was offered. We will use descriptive statistics to compare the means of student performance. Pending approval of the project, we will gain IRB approval to conduct this data analysis.

Timeline

- May 29, 2020: Dr. Pope and Dr. Grant will attend Online Kickoff Meeting
- June – October 2020: Identify, evaluate, and compile new course materials in virtual format, including eBooks.
- June 1, 2020: Project Begins
- November 2020: Update syllabus and course schedule based on new materials and organize readings in Learning Management System.
- December 2020: Create assessment activities (quizzes, discussions, exams) based on new materials.
- Spring 2021: Implement course using new materials.
- Spring 2021: Conduct formative evaluation of student success and perception of new materials throughout the semester; analyze data from formative assessments and evaluations as courses are in progress.
- May 2021: Write and submit final report.

Budget

The following budget will compensate the team members for the additional work of identifying and compiling quality materials to be used for EDRS 6301 beginning in the Fall of 2020 in lieu of a textbook. Team members will need to complete this work in addition to their regular work duties of teaching, research, and service.

- Funding for Project Team Member Elizabeth Pope: \$5,000
- Funding for Project Team Member Phillip Grant: \$5,000

Sustainability Plan

We will work to keep most of the learning materials under 10-years-old to continue delivering relevant content. These materials will continue to be available in the LMS after this course has changed. Together, we have taught EDRS 6301 a total of 10 times. As long as our department's needs do not change, we plan to continue teaching this course. We will recommend to our department chair for all future versions of EDRS 6301 to continue using the material gathered and created for this project. We plan to present the findings of our qualitative and quantitative measures at future USG pedagogy conferences, such as the USG Teaching and Learning Conference and the UWG Innovations in Pedagogy Conference.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

April 7, 2020

Jeff Gallant
Program Manager, Affordable Learning Georgia
Library Services, Board of Regents of the University System of Georgia

Dear Mr. Gallant and the ALG Textbook Transformation Grant Committee:

Please accept this letter of support for the Textbook Transformation Grant submitted by Drs. Elizabeth Pope and Phillip Grant of the Department of Leadership, Research, and School Improvement at the University of West Georgia. Their project will create a comprehensive survey of research methods relevant to any student seeking a master's degree in education. They will accomplish this by combining library e-textbooks, free educational videos, and scholarly articles available to students through the UWG library into one easy-to-access package. Adoption of these materials will save 330 Masters of Education students \$67.50 a piece in textbook costs per year.

Their proposal requests funding to support the creation of materials and will be completed by May 2021. Once created, the materials will be easy to revise and maintain as a sustainable resource for the department.

Professors Pope and Grant have the full support and endorsement of their department chair and college dean. With this level of support and with the quality of the project, we are confident that this project is worthy of funding and we look forward to providing support for it.

Sincerely,

Denise Overfield
Denise Overfield (Apr 8, 2020)

Denise Overfield, Ph.D.
Associate Vice President for Research and Dean of the Graduate School






Pope_ALG_LETTER OF SUPPORT

Final Audit Report

2020-04-08

Created:	2020-04-08
By:	Dixie Curley (dcurley@westga.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAh4Z3zK-kcTRn_doqcc0QibSvyYOtdOgz

"Pope_ALG_LETTER OF SUPPORT" History

-  Document created by Dixie Curley (dcurley@westga.edu)
2020-04-08 - 12:44:30 PM GMT- IP address: 107.125.24.233
-  Document emailed to Denise Overfield (doverfie@westga.edu) for signature
2020-04-08 - 12:45:03 PM GMT
-  Email viewed by Denise Overfield (doverfie@westga.edu)
2020-04-08 - 12:48:05 PM GMT- IP address: 66.249.80.85
-  Document e-signed by Denise Overfield (doverfie@westga.edu)
Signature Date: 2020-04-08 - 12:48:22 PM GMT - Time Source: server- IP address: 108.81.94.180
-  Signed document emailed to Dixie Curley (dcurley@westga.edu) and Denise Overfield (doverfie@westga.edu)
2020-04-08 - 12:48:22 PM GMT



Textbook Transformation Grants, Round Seventeen (Summer 2020 – Summer 2021)

Proposal Form and Narrative

Notes

- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the [Round 17 RFP Page](#).
- The italic text provided below is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor Information

Institution(s)	University of West Georgia
Applicant Name	Elizabeth M. Pope, Ph.D.
Applicant Email	epope@westga.edu
Applicant Phone #	678-839-6119
Applicant Position/Title	Assistant Professor of Educational Research
Submitter Name	Elizabeth M. Pope, Ph.D.
Submitter Email	epope@westga.edu
Submitter Phone #	678-839-6119
Submitter Position	Assistant Professor of Educational Research

Please provide the first/last names and email addresses of all team members within the proposed project. Include the applicant (Project Lead) in this list. Do not include prefixes or suffixes such as Ms., Dr., Ph.D., etc.

	Name	Email Address
Team Member 1	Phillip D. Grant, Jr., Ph.D.	pgrant@westga.edu
Team Member 2		
Team Member 3		
Team Member 4		
Team Member 5		
Team Member 6		
Team Member 7		
Team Member 8		

If you have any more team members to add, please enter their names and email addresses in the text box below.

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Denise Overfield, Associate Vice President, Department of Academic Affairs, University of West Georgia.

Project Information and Impact Data

Priority Category / Categories	Standard-Scale Transformation Upper-Level Campus Collaboration
Requested Amount of Funding	\$10,000
Course Names and Course Numbers	EDRS 6301
Final Semester of Project	Fall 2020
Total Number of Student Section Enrollments Affected by Project in One Academic Year	330
Average Number of Student Section Enrollments Affected per Summer Semester	90
Average Number of Student Section Enrollments Affected per Fall Semester	120
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Original Required Commercial Materials	<p><i>How to Design and Evaluate Research in Education</i> (10th ed.) by Jack Fraenkel, Norman Wallen, & Helen Hyun. Publisher price is \$80. Amazon lists this text as \$55 (This text was used by another faculty member in the department teaching EDRS for Spring of 2020, but it is not listed at the bookstore. It is being used for Summer 2020, but this semester has not yet been listed on the bookstore's website).</p> <p><i>Introduction to Research Methods: A Hands-On Approach</i> by Bora Pajo. Publisher price is \$79. Amazon lists this text as \$62.86. The bookstore lists this text for \$91.64 (This text was used in the Spring of 2020 by Dr. Grant and another faculty member in</p>

	the department teaching EDRS 6301 for Spring of 2020).
Average Price of Original Required Materials Per Student Section Enrollment	\$73.70 (this is the average of the five prices listed for the three texts above).
Average Post-Project Cost Per Student Section Enrollment	\$0
Average Post-Project Savings Per Student Section Enrollment	\$73.70
Projected Total Annual Student Savings Per Academic Year	\$24,321.00
Using OpenStax Textbook?	No

Narrative Section

1. Project Goals

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- 1) Reduce the cost for materials to students by 100% by using content available from the UWG Library, OER (Open Education Resources) books/articles, and materials owned by professors (within copyright agreements for sharing such materials in an online pedagogical format).
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- 5) Improve student perception of the effectiveness of the course by providing free course content rather than requiring purchase or rental of an expensive textbook that may or may not be used in the future (We will inspect student perception of the course and new materials through midpoint and final course evaluations - we will compare this data to data from previous terms.).

- 6) Improve or maintain student performance on the final grade in the course.
- 7) Implement release conditions in the course using free resources to ensure students never miss a resource.

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2. Statement of Transformation

Description of the Course, Department, and Institution

The University of West Georgia (UWG) is a Research 3 institution serving students primarily in Western Georgia and Eastern Alabama. Though West Georgia is our primary service area, many of our students come from metropolitan Atlanta, the State of Georgia, and across the United States. UWG offers degrees at the undergraduate and graduate levels, the latter of which includes masters, specialist, and doctoral degrees. UWG's total enrollment as of Fall 2018 was "13,733," around 3% of this is graduate students (About UWG, 2019). Most of the graduate students at UWG are enrolled in a program through the College of Education. As of Spring 2020, there are 2,092 students enrolled in graduate programs in the College of Education, an 11.33% increase from Spring 2019. All of the graduate programs offered through the College of Education require at least one course, often more, that teaches students about research in education. These courses are most often taught by faculty in the Educational Research program, a program located within the Department of Leadership, Research, and School Improvement. These faculty members are expert researchers and trained in teaching research. They specialize in a variety of research approaches including qualitative, quantitative, and mixed methods research.

EDRS 6301 (Introduction to Research in the Human Sciences) is a course most often required by various Master's in Education (M.Ed.) programs in the College of Education. This course is taught in an entirely online format and provides an overview of qualitative, quantitative, mixed methods, single-subject, and action research approaches within educational research. It is a diverse course that is intended to be an introductory, yet graduate level, course on the subject. Each semester, students from the various M.Ed. programs enroll. These are: 1) Elementary Education; 2) Instructional Technology, Media, and Design; 3) Reading Instruction; 4) Special Education and Teaching; and 5) Speech Language and Pathology. As such, every semester professors work to provide course content that is tailored specifically to the programs in which the students are enrolled. Every academic year, faculty teach 9 to 12 sections of EDRS 6301 with a soft enrollment cap of 30 students.

Overall Description of the Project

There are a wide variety of textbooks that are marketed for introductory research courses (e.g., Creswell & Creswell 2018; Pajo, 2017; Plano-Clark & Creswell, 2014). Some of these textbooks focus on educational research (e.g., Fraenkel, Wallen, & Hyun, 2019; Mertens, 2020; Mertler, 2019). However, there are several problems with the textbooks on research. First, none of these textbooks are marketed as offering both general information on educational research and specialized in specific educational fields. Second, these textbooks are generally written by authors who specialize in either qualitative or quantitative research. Occasionally, authors are known as mixed methods methodologists, but they will still have strengths in either qualitative or quantitative research. Because of this, the texts offer better quality content in one particular research approach than others. At times, the authors will provide incorrect or outdated information about the research approach, where they are weaker. These errors require faculty teaching EDRS 6301 to supplement the textbooks with additional material. Finally, EDRS 6301 is a course that reviews a wide variety of research approaches. Faculty have been unable to find a textbook that covers every method adequately. This deficit also leads to a need to supplement the textbook with additional materials.

This project will tackle these problems by creating an online repository of content for students. The PI and Co-PI will compile content from the course from textbooks and up-to-date empirical research articles that offer examples of specific methodological approaches to research within the respective fields of each student. This assemblage of material will not only be more specialized for each student, but the content will be focused and of higher quality because faculty for EDRS 6301 will be able to use resources written by specialists of each research approach rather than generalists. This project will allow Dr. Pope and Dr. Grant to improve the quality of this essential course in addition to traditional texts.

References:

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE.

Fraenkel, J., Wallen, N., & Hyun, H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.

Mertens, D. M. (2020). *Research and evaluation in education and psychology: Integrating diversity with quantitative, qualitative, and mixed methods* (5th ed.). SAGE.

Mertler, C. A. (2019). *Introduction to educational research* (2nd ed.). SAGE.

Pajo, B. (2017). *Introduction to research methods: A hands-on approach*. SAGE.

Plano Clark, V. L., & Creswell, J. W. (2014). *Understanding research: A consumer's guide* (2nd ed.). Pearson.

University of West Georgia. (2019). About UWG [Webpage]. Retrieved from <https://www.westga.edu/about-uwg/>

3. Transformation Action Plan

The PI and Co-PI will split the required work to transform the EDRS 6301 course evenly. We both earned the Interdisciplinary Qualitative Research Methods Certificate at the University of Georgia and are both research faculty at UWG. Therefore, we are both subject matter experts. Additionally, both the PI and Co-PI have been teaching exclusively online for several years, meaning we will both be the instructional designers and instructors of record for this project. Before submitting this grant, we refined both the course description and learning objectives to be measurable and aligned to relevant accreditation standards. We expect these changes to take effect in the Summer 2020 or Fall 2020 semester. All work conducted under this grant will align with these improved standards.

After attending the Online Kickoff Meeting, we will begin the funding period by identifying which eBook textbooks already available to students through the UWG library have chapters that could be utilized for the project. Dr. Pope will begin by evaluating the introductory research texts and then examine the books focused on qualitative research and Dr. Grant evaluate those focused on quantitative research. For this project, we will need to use mixture of books rather than relying on one text. These texts may be books that our students have access to through the

library or OER materials elsewhere on the internet. A quick search of books published since 2010 that are currently available online to students yielded 4,336 results. We project that 10-20 of these books will have sections that are appropriate for our use (e.g., Greenfield & Greener, 2016; Martin & Bridgmon, 2012; Taylor et al., 2016; Walliman, 2011). After we determine what books our students will use, we will gather other library resources that are available to students, such as literature reviews, scholarly articles, and research guides. Dr. Pope will search for literature reviews and scholarly articles. Dr. Grant will search for research guides. These will be used to tailor each student's experience to their program of study. If necessary, we will create additional content, such as instructional videos, if other resources are not available. Dr. Pope will create any necessary additional content. New material created will be added to GALILEO Open Learning Materials. Finally, Dr. Grant will collaborate with department chairs and program coordinators to develop a short reading list of excellent research articles in each program area.

Once we align readings with these modules, we will create slides, virtual mini-lectures, and lecture notes for each module. All of these materials will be loaded into the LMS. Then, we will develop quizzes, discussion prompts, exams, and projects within the LMS that are aligned to the course objectives and the new materials developed for the course.

After all materials are gathered, we will update the course syllabus to organize the course into eight modules: Introduction, Research Ethics and Sampling, Quantitative Designs, Quantitative Data Analysis, Qualitative Designs, Qualitative Data Analysis, Mixed Methods, and Action Research. The first module will serve as an introduction to both the course and the field of academic research. Students will read an introductory chapter of a research methods text and a supplementary reading concerning the philosophy of science. Students will take a syllabus quiz and participate in an introductory discussion post where they introduce themselves, their program, and their professional position, if they have one.

The second module focuses on research ethics and sampling. These two concepts are taught early in the course, because they are foundation of all research designs. Research ethics must be employed in quantitative, qualitative, and mixed methods research. Moreover, sampling methods are employed in nearly all research types involving human subjects. Students will complete a CITI training course on research ethics and read a text chapter on sampling.

The third module will introduce students to quantitative designs. Students will watch a brief video lecture introducing them to quantitative designs, read at least one selected textbook chapter on quantitative designs, and will read a selected exemplar quantitative research study in their field. At the end of the module, students' will conduct a short article critique based on the quantitative design of the exemplar article.

The fourth module covers quantitative data analysis. Students will watch a brief video lecture introducing them to quantitative data analysis and will read one exemplar quantitative research study from their field. At the end of the module, students' will conduct a short article critique based on the quantitative data analysis of the exemplar article. Additionally, students will participate in a discussion to formatively assess their learning concerning quantitative designs and data analysis.

The fifth module introduces qualitative research designs. Students will watch a brief video lecture introducing them to qualitative designs, read at least one selected textbook chapter on qualitative designs, and will read a selected exemplar quantitative research study in their field. At the end of the module, students' will conduct a short article critique based on the qualitative design of the exemplar article.

The sixth module covers qualitative data analysis. Students will watch a brief video lecture introducing them to qualitative data analysis and will read one exemplar qualitative research study from their field. At the end of the module, students' will conduct a short article critique based on the quantitative data analysis of the exemplar article. At the end of the module, students will participate in a discussion to formatively assess their learning concerning qualitative designs and data analysis.

The seventh module covers mixed methods designs. Students will be introduced to mixed methods designs and data analysis. Students will watch a brief video lecture concerning mixed methods designs and data analysis. They will also read an exemplar mixed methods article from their field. They will submit a brief article critique on the exemplar article based on its design and data analysis methods. Finally, students will participate in a discussion to formatively assess their learning concerning quantitative designs and data analysis.

The eighth and final module covers action research designs. Students will watch a brief video lecture concerning action research designs and data analysis. They will also read an exemplar action research article from their field. They will submit a brief article critique on the exemplar article based on its design and data analysis methods. At the end of the module, students will complete a comprehensive final exam based on all of the reading in the course.

At the conclusion of the course, we will measure student satisfaction and student performance using quantitative and qualitative measures and write our final report.

References:

Greenfield, T., & Greener, S. (2016). *Research methods for postgraduates* (3rd ed.). Wiley & Sons.

Maritn, W. E., & Bridgmon, K. D. (2012). *Quantitative and statistical research methods: From hypothesis to results*. Wiley & Sons.

Taylor, S. J., Bogdan, R., & DeVault, M. (2015). *Introduction to qualitative research methods: A guidebook and resource* (4th ed.). Wiley & Sons.

Walliman, N. (2011). *Research methods: The basics*. Taylor & Francis.

4. Quantitative and Qualitative Measures

We will collect both qualitative and quantitative data to measure student satisfaction and performance. First, we will develop a questionnaire to be distributed at the midterm in Qualtrics. This questionnaire will measure students' overall preference for a course without paid course materials and how useful the readings were to complete assignments. The data collected

in the questionnaire will be both qualitative and quantitative. Additionally, regular student evaluations of instruction will be used to compare students' satisfaction with the text, as UWG's evaluations already contain these questions.

At the end of the course, we will invite a sample of students to participate in a virtual focus group to qualitatively assess their comfort with the course materials and their experience using free resources.

We will also analyze the impact of changes on student success by comparing grade performance to the previous four semesters that EDRS 6301 was offered. We will use descriptive statistics to compare the means of student performance. Pending approval of the project, we will gain IRB approval to conduct this data analysis.

5. Timeline

- May 29, 2020: Dr. Pope and Dr. Grant will attend Online Kickoff Meeting
- June – October 2020: Identify, evaluate, and compile new course materials in virtual format, including eBooks.
- June 1, 2020: Project Begins
- November 2020: Update syllabus and course schedule based on new materials and organize readings in Learning Management System.
- December 2020: Create assessment activities (quizzes, discussions, exams) based on new materials.
- Spring 2021: Implement course using new materials.
- Spring 2021: Conduct formative evaluation of student success and perception of new materials throughout the semester; analyze data from formative assessments and evaluations as courses are in progress.
- May 2021: Write and submit final report.

6. Budget

The following budget will compensate the team members for the additional work of identifying and compiling quality materials to be used for EDRS 6301 beginning in the Fall of 2020 in lieu of a textbook. Team members will need to complete this work in addition to their regular work duties of teaching, research, and service.

- Funding for Project Team Member Elizabeth Pope: \$5,000
- Funding for Project Team Member Phillip Grant: \$5,000

7. Sustainability Plan

We will work to keep most of the learning materials under 10-years-old to continue delivering relevant content. These materials will continue to be available in the LMS after this course has changed. Together, we have taught EDRS 6301 a total of 10 times. As long as our department's needs do not change, we plan to continue teaching this course. We will recommend to our department chair for all future versions of EDRS 6301 to continue using the material gathered

and created for this project. We plan to present the findings of our qualitative and quantitative measures at future USG pedagogy conferences, such as the USG Teaching and Learning Conference and the UWG Innovations in Pedagogy Conference.

Note: Letter of Support

This letter is attached a separate document included in the submission of this application.