Affordable Materials Grants, Round 21:

Transformation Grants

(Spring 2022-Spring 2023)

Proposal Form and Narrative

# Notes

* The proposal form and narrative .docx file is for offline drafting and for our review processes. Submitters must use the online Google Form for proposal submission, including uploading this document.
* The only way to submit the official proposal is through the Google Form. The link to the online application is on the [Round 21 RFP Page](https://www.affordablelearninggeorgia.org/about/rfp_r21).
* The italic text provided below is meant for clarifications and can be deleted.

The Round 21 Kickoff will include an asynchronous training module, required for all team members to complete, followed by the synchronous Kickoff Meeting on March 25, 2022 from 1pm-4pm. At least two team members from each awarded team (unless the award is for one individual) are required to attend the synchronous Kickoff Meeting.

# Applicant and Team Information

*The* ***applicant*** *is the proposed Project Lead for the grant project. The* ***submitter*** *is the person submitting the application (which may be a Grants Officer or Administrator). The submitter will often be the applicant—if so, just list leave the submitter blank.*

| Requested information | Answer |
| --- | --- |
| Institution(s) | Georgia Institute of Technology |
| Applicant name | Christopher Stanzione |
| Applicant email  | Christopher.stanzione@psych.gatech.edu |
| Applicant position/title | Senior Lecturer |
| Submitter name  | Christopher Stanzione |
| Submitter email  | Christopher.stanzione@psych.gatech.edu |
| Submitter position/title | Senior Lecturer |

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.

| Team member | Name | Email address |
| --- | --- | --- |
| Team member 1 | Christopher Stanzione | Christopher.stanzione@psych.gatech.edu |
| Team member 2 | Meghan Babcock | Meghan.babcock@psych.gatech.edu  |
| Team member 3 |  |  |
| Team member 4 |  |  |
| Team member 5 |  |  |
| Team member 6 |  |  |

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

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# Project Information

| Requested information | Answer |
| --- | --- |
| Priority Category / Categories*Projects in these categories will receive three extra points in the final score for fitting a priority of these particular rounds of Transformation Grants. The type of funding for the project is determined by the funding categories criteria above. As of Round 18, projects can be a part of more than one category. Note that the below categories only indicate priority, not which applications qualify for a grant. Select all that apply.* | *Priority categories:* * *Collaborative Projects with Professional Support*
* *Student Participation in Materials Evaluation and/or Development*

*We are piloting the Lumen Learning’s Waymaker text and materials in two sections of General Psychology in the Fall 2022 semester, but we are hopeful that we could scale this to other General Psychology sections in the future.* |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | *$28,417* |
| Final Semester of Project | *Spring 2023*  |
| Using OpenStax Textbook?*This is to indicate to OpenStax that they can provide additional support and resources to your team during the adoption process.* | *No, we are using Lumen Learning’s Waymaker text and will reach out to them directly for support.* |

# Impact Data

Please fill in the data below with impact data in below with one course (all sections) in each table, and only include courses and instructors that are specifically part of the scope of this grant proposal. Add or remove tables as needed. **Please only put a single averaged or totaled (as appropriate) number in each box. Do not put ranges or mathematical equations in any of these boxes.** If the materials used by different instructors in a course vary drastically, it is possible to enter one course per instructor.

For a multi-course project, if a significant amount of students are assumed to take courses in a sequence and only one textbook is used for these courses, please take this into account in your total *(i.e. only include that book in the first course they would purchase it for OR adjust the number of students affected. Please explain in the notes section if making such adjustments).*

## Course 1

| Row # | Requested information | Answer |
| --- | --- | --- |
| N/A | Course title and number | PSYC 1101: General Psychology |
| N/A | Course instructors | For Grant: Meghan Babcock & Chris Stanzione |
| 1 | Average number of students enrolled per section | 100 |
| 2 | Average number of affected course sections scheduled in a summer semester | 3 |
| 3 | Average number of affected course sections scheduled in a fall semester | 9 |
| 4 | Average number of affected course sections scheduled in a spring semester | 8 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 20  |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 2,000 |
| 7 | Original required commercial materials*Include each title, author, price for a new copy purchased from either your campus bookstore, the publisher, or Amazon, and a URL to the book showing the price.* | <https://www.macmillanlearning.com/college/us/product/Discovering-Psychology/p/1319247229> Textbook and Launchpad Access |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | $100 |
| 9 | Average post-project cost per student section enrollment | $25 |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $75 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $150,000 |

# Narrative Section

## 1. Project Goals

This Transformational Grant is guided by 4 project goals: 1) to increase cost savings for students enrolled in General Psychology courses, 2) to ensure these materials maintain and increase student success in this course, 3) to create new materials to adapt to the needs of our students, and 4) to ensure this intervention aligns with the educational goals of Georgia Tech in maintaining active learning and engagement.

There are several barriers that students face when applying to and attending college, most of them financial barriers. These barriers disproportionally affect underrepresented minorities (URM’s). The first goal of this project is to increase cost savings for all students to make Psychology more accessible for all. We plan to do this by implementing Lumen Learning’s Waymaker courseware package because each package is available for a total cost of $25 per semester, a 75% decrease in cost compared to typical materials used for this course.

General Psychology courses at Georgia Tech serve on average 850 students in the Fall and Spring semesters, and 170 students in Summer semesters, totaling (on average) 2,000 students per calendar year. Overall, our students perform well in our courses, and we want to ensure this is maintained. Our second goal is to ensure these newly implemented materials maintain and increase student success in General Psychology. The Co-PIs plan on evaluating all material in Summer 2022 for implementation in Fall 2022 courses. The Co-PIs also plan on using experimental and control data to establish student success by use of these materials. This leads to goal three: the creation of new materials. Should we find that the needs of our students are different than some of the Waymaker materials, we will work with a team of undergraduates and graduate students in focus groups to learn the needs of our students and create new materials for General Psychology.

Lastly, our final goal is to maintain a classroom of active learning and engagement. The Waymaker materials come with quizzes, videos, assessments, direct feedback, and more that allow students to recall, recognize, and relearn material – all techniques rooted in brain-based learning.

## 2. Statement of Transformation

*Transformation Grants are awarded to teams focused on creating impactful changes. This section allows teams to describe why the project should be awarded. Include the following:*

General Psychology is an elective among several that satisfy an ethics requirement for Georgia Tech students. This course serves about 2,000 students per calendar year: the largest service course in Psychology. Further, about 90% of the students who take this course are non-psychology majors. The School of Psychology has an obligation to deliver the science of psychology to Georgia Tech students in a way that is accessible to all students, regardless of financial need. By implementing this transformational grant, we will be able to a) make the course more accessible to all, b) maintain and increase the robustness of the course, and c) extend what we learn in these 2 sections to all sections of General Psychology.

This transformational project has the potential to change the way we deliver the science of psychology at Georgia Tech. The Co-PIs will be implementing the materials in their Fall 2022 courses with the help of graduate and undergraduate students. We also will hold focus groups run by undergraduate students to assess the effectiveness of the material. Graduate students will help with administrative tasks by implementing the course materials in Canvas (LMS). This project has the potential to extend to other Psychology courses (e.g., Human Development, Abnormal Psychology, Psychological Statistics – all topics for which Waymaker has materials).

## 3. Action Plan

*Transformation Grant projects are work-intensive and require project management in order to be successful. This section allows teams to describe how the team will fulfill the goals of the project. This section must include:*

Christopher Stanzione and Meghan Babcock (referred to as Co-PIs) are managing this project. Each Co-PI is teaching 1 section of General Psychology in Fall 2022 with an enrollment of approximately 115 students (total 230 students across 2 sections). In Spring 2022, the Co-PIs plan on working closely with the Waymaker team to gather and review materials for implementation. We expect this task to take about 5 hours per week. Beginning in Summer 2022, a graduate student will be assigned to the project. This graduate student will also review materials and begin to integrate materials in a Canvas (LMS) Sandbox that can be imported into each General Psychology section. The Co-PIs and graduate student will have weekly meetings to review progress and offer support. We expect these tasks to take 15-20 hours per week. Implementation of the project will begin in Fall 2022. Both of the General Psychology sections will be assigned an undergraduate student representative. The main task of the undergraduate student will be to develop survey items to distribute to students at the end of the semester and to organize and run focus groups with students to gather information on the course materials and their experiences. Lastly, in Spring 2023, the Co-PIs will analyze and review data to see how effective the course material implementation was. A graduate student will work closely with the Co-PIs to make any adjusted changes needed for the course. We expect this task to take 15-20 hours per week.

After reviewing the existing low-cost course materials available for General Psychology, we have selected Lumen Learning’s Waymaker Psychology text. One of the strengths of Waymaker is that they have material for Abnormal Psychology, Human Development, and Psychological Statistics. These are also popular courses for both psychology and non-psychology majors. Once the Co-PIs are familiar with the Waymaker materials and adjust as needed, a plan is to adopt and create materials for other courses.

The redesign for General Psychology will be as follows: the adoption of the Waymaker textbook, the use of supplied assessments, the creation of new instructional material as needed (e.g., PowerPoint decks). If the Co-PIs find that personal created material seemed to be a useful tool in increasing student success, and we are excited to share this material with Affordable Learning Georgia for general distribution.

## 4. Quantitative and Qualitative Measures

*All Transformation Grant projects must measure student satisfaction, student performance, and course-level retention (drop/fail/withdraw rates), but teams and institutions will do this in varied ways. Outstanding applications will include measures beyond the minimum to gain meaningful insights into the impact of the project. Include the following:*

We plan to assess student satisfaction in two ways: 1) the undergraduate student representative for each section will be holding 4 focus groups per class throughout the semester. The focus groups will include discussion topics like the usability of the material, whether the material is challenging, would they recommend the use of the material moving forward, do they think the material had an impact on their exam performance, etc. 2) The Co-PIs will include a post survey on the student’s perception of low cost material, and whether they continued to enjoy it towards the end of the term.

We plan to assess student performance in a two ways:

1. Christopher Stanzione will compare students’ scores from multiple assessments who are enrolled in Summer 2022 (non-Waymaker materials) to students who are enrolled in Fall 2022 (Waymaker materials). IRB approval will be obtained for access to student scores.
2. Christopher Stanzione and Meghan Babcock will be using Waymaker instructor provided assessments in the Fall 2022 sections. The Co-PIs have different ideas on placement strategies of these assessments throughout the term (weekly quizzes, discussions, and exams). During the Summer 2022, the Co-PIs will review the instructor materials and design a several assessment markers throughout the term to measure student performance.

Course level retention will be measured by add/drop and withdraw data from the Registrar.

## 5. Timeline

*This section allows teams to describe how the project will progress from its inception to the Final Report. Please provide a list of major milestones, events, and deadlines, aligned with your Action Plan and the final semester of your project. Include the submission of your Final Report in this list.*

The Co-PIs will meet monthly from April 2022 to April 2023.

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| **Month** | **Agenda** |
| March 2022 | Attend Grant Kick-Off Meeting. Co-PIs meet to discuss timeline and implementation. |
| April 2022 | Meet with a representative from Lumen Learning Waymaker to gather and review the General Psychology textbook and online learning materials. Identify a graduate student representative for this project who will assist with a review of materials and help develop the Canvas (LMS) Sandboxes. |
| May 2022 | Outline the organizational structure of the General Psychology course (assignments, articles, exams, etc.). Invite the graduate student representative to the meeting so they can provide feedback on the organizational structure of the course. |
| June 2022 | Build the course in a Canvas (LMS) Sandbox with assistance from the graduate student representative. Meet weekly with graduate student representative to review progress and offer support. |
| July 2022 | Team will meet to review the Canvas course and make final adjustments. Identify two undergraduate student representatives (one for each course). Discuss the project with them and prepare for data collection. |
| August 2022 to December 2022 | Faculty will teach their General Psychology courses August 2022 – December 2022. September 2022: Meet with graduate and undergraduate students to discuss quantitative and qualitative data collection. Develop survey items and focus group questions.October 2022: Meet with undergraduate students to discuss the schedule for focus groups. December 2022: Collect survey data from students at the end of term. Undergraduate student holds focus groups to gather feedback about the text and other course materials.  |
| January 2023 | Summarize the data collected from the Fall 2022 courses with assistance from graduate student representative. |
| February 2023 | Collate data across sections. Identify strengths and weaknesses and develop plan for improvements to be incorporated in future semesters with graduate student representative.  |
| March 2023 | Identify professional outlets for sharing our work (e.g., conferences, journals) and begin preparation. Work with graduate student representative to make any adjusted changes needed for the course. |
| April 2023 | Continue working with the graduate student representative to make any adjusted changes to the course materials and/or Canvas Sandbox. Invite PSYC 1101 instructors to an information session about our project and discuss the possibility of implementation in their courses as early as Summer 2023. Complete the ALG Final Project Report and submit. |

## 6. Budget

*Please enter your project’s budget below. Include personnel and projected expenses, keeping in mind that this funds the estimated time in your Action Plan. The maximum amounts for the award are as follows:*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **Salaries** | **Purpose** | **Term** | **Amount** |
| Stanzione | Course Prep Supplemental Pay | Summer 2022 | $2,262  |
| Stanzione | Data Summary Supplemental Pay | Spring 2023 | $1,509  |
| Babcock | Course Prep Supplemental Pay | Summer 2022 | $2,262  |
| Babcock | Data Summary Supplemental Pay | Spring 2023 | $1,509  |
| Graduate Student | Designing Master Course | Summer 2022 | $4,833  |
| Graduate Student | Data Summary  | Spring 2023 | $4,833  |
| Undergraduate Student | Stanzione Course - Student Feedback | Fall 2022 | $1,000  |
| Undergraduate Student | Babcock Course - Student Feedback | Fall 2022 | $1,000  |
| **Total** |   |   | **$19,209**  |
|  |  |  |  |
| **Fringe Benefits** | **Purpose** | **Rate** | **Amount** |
| Stanzione | Course Prep Supplemental Pay | 32.6 |  $737  |
| Stanzione | Data Summary Supplemental Pay | 32.6 |  $492  |
| Babcock | Course Prep Supplemental Pay | 32.6 |  $737  |
| Babcock | Data Summary Supplemental Pay | 32.6 |  $492  |
| Graduate Student | Designing Master Course | 5.4 |  $261  |
| Graduate Student | Data Summary | 5.4 |  $261  |
| **Total** |   |   |  **$2,981**  |
|  |  |  |  |
| **Software** |  |  | **$0**  |
|  |  |  |  |
| **Other Direct Costs** |  |  |  |
| Tuition Remission | Grad Student Tuition Remission  | 1557/m |  $6,228  |
|   |   |   |  |
| **Total** |  |  |  **$6,228**  |
|  |  |  |  |
| **Total Direct** |  |  | **$28,417**  |
|  |  |  |  |
| **Total Indirect** | **N/A** |  | **$0**  |
|  |  |  |  |
| **Total Funds Requested** |  |  | **$28,417**  |

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**Personnel Costs:** **Christopher Stanzione** and **Meghan Babcock** will co-manage all aspects of the proposed research. Their total compensation for the proposed work will be $5,000 each, inclusive of fringe benefits. Two **Graduate Research Assistants** will support the proposed activities; each will contribute two calendar months’ effort at a rate of $2417/month, based upon the current standard department rate in the School of Psychology. Two **Undergraduate Research Assistants** will provide additional project support at a rate of $1,000/each.

**Fringe Benefits:** Fringe benefit costs are calculated at 32.6% of salaries and wages for all faculty, senior personnel, and postdoctoral researchers. Fringe benefits associated with health insurance are calculated at 5.4% for Graduate Students. Undergraduate students do not incur fringe.

**Tuition Remission:** Graduate Student Tuition Remission is included for each month of graduate student stipend support at a rate of $1,557/month, based upon the FY22 rate

**Indirect Costs:** In accordance with funding guidelines, indirect costs are not requested.

## 7. Sustainability Plan

*Transformation Grants should have a lasting impact on the course for years to come. In order for this to happen, a Sustainability Plan needs to be in place after the end of the project. Please include here your plans for offering the course in the future, including:*

* *The maintenance and updating of course materials*
* *The commitment of the department(s) or institution(s) to continue the use of affordable materials*
* *Any possible expansion of the project to more course sections in the future*
* *Future plans for sharing this work with others through presentations, articles, or other scholarly activities*

The scope of this project is akin to a pilot study (2 sections of General Psychology for 2 instructors, initially impacting approximately 230 students). It is our hope that if we see favorable outcomes for instructors and students, the Waymaker materials will be implemented in other General Psychology sections taught by other instructors as early as Summer 2023. The School of Psychology offers approximately 20 sections of this course in an academic year, which amounts to approximately 2,000 students enrolled per academic year. The success of this program and implementation in other General Psychology sections could have an enormous impact on the cost savings per student and consistency of course expectations and content across course sections.

As part of our timeline, we have included that we will schedule an information session for PSYC 1101 instructors to discuss our project, the materials, and the possibility of implementation in their courses as early as the Summer 2023 semester. We hope that our Canvas Sandbox serves as a template for future instructors and be easily adopted into their own courses. We also plan to host these information sessions for new instructors prior to the start of their teaching semester (beyond Summer 2023). If adopted, this course transformation has the impact of helping thousands of students each year.

We have also included as part of our timeline a search for professional outlets for sharing our work at a conference or journal. For example, we might look at submitting an abstract to the NITOP (National Institute on the Teaching of Psychology) Conference, or the APS-STP Teaching Institute Conference. Sharing this information via professional outlets will bring awareness to Waymaker’s materials and other low-cost textbook options.

We plan to continue reviewing the Waymaker tools and Canvas (LMS) Sandbox as we use the tools. This will ensure we have the most updated version of the text and other online materials.

# 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.*

# Accessibility Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia funding must be developed in compliance with the specific accessibility standards defined in the Request for Proposals.*

# Letter of Support

*The Department Chair from the corresponding project, or the Department Chair’s direct report such as the Dean or Provost, must provide a signed Letter of Support for the project. This letter should acknowledge the following:*

* *The department will provide support for fund disbursement in correspondence with the Grants/Business Office.*
* *The department approves of the work on the proposal by the applicant(s).*
* *The department acknowledges the sustainability of the use of these affordable resources after the grant work is complete.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide a letter of support.*

*Please provide the name and title of the department chair (or other administrator) who provided you with the Letter of Support.*

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| --- |
| *Tansu Celikel, School Chair in the School of Psychology* |

# Grants or Business Office Acknowledgment Form

*Institutional Grants/Business Offices will be responsible for fund disbursement, often in correspondence with the Department Chair, including expense and travel reimbursement. All applicants will need to provide a signed Acknowledgement Form, the template for which is linked on the RFP page, stating that the Grants/Business Office knows about the applicant’s intent to apply for an Affordable Materials Grant. Either the Department Chair or the Project Lead can work with the Grants/Business Office to get this signed form.*

*In the case of multi-institutional affiliations, all participants’ institutions must provide this form.*

*Please provide the name and title of the grants or business office representative who provided you with the acknowledgement form.*

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| *Stacey Bass, Grants Administrator in the School of Psychology* |