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) | Clayton State University |
| Applicant name | Pinar Gurkas |
| Applicant email  | PinarGurkas@clayton.edu |
| Applicant position/title | Associate Professor of Psychology |
| Submitter name  | Pinar Gurkas |
| Submitter email  | PinarGurkas@Clayton.edu |
| Submitter position/title | Associate Professor of Psychology |

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 | Pinar Gurkas | pinargurkas@clayton.edu |
| Team member 2 | Eric Bridges | ericbridges@clayton.edu |
| Team member 3 | Catherine Deering | kittydeering@clayton.edu |
| 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.* | This proposal is in the “Departmental Scaling Projects” priority category of the ALG Transformation Grants program. We will offer PSYC 2103- Introduction to Human Development as a transformed course with low-cost learning materials for students in all sections of PSYC 2103 that will be offered in Spring 2023.  |
| Requested Total Amount of Funding*$30,000 maximum total award per grant* | $ 15,000 |
| 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 |

# 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 | Introduction to Human Development PSYC 2103 |
| N/A | Course instructors | Dr. Pinar Gurkas, Dr. Eric Bridges, and Dr. Catherine Deering |
| 1 | Average number of students enrolled per section | 30  |
| 2 | Average number of affected course sections scheduled in a summer semester | 2 |
| 3 | Average number of affected course sections scheduled in a fall semester | 5 |
| 4 | Average number of affected course sections scheduled in a spring semester | 5 |
| 5 | Total number of course sections scheduled in an academic year *Add up rows 2-4.* | 12 |
| 6 | Total number of student section enrollments per academic year*Multiply row 1 and row 5.* | 360 |
| 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.* | **The Developing Person Through the Life Span - Access****ACCESS CARD**by Berger, Kathleen Stassen (9781319250492) - 11TH 20MAC HIGHERPrice: $114.29<https://lochshop.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true>The Developing Person Through the Life Span - With Access (Looseleaf) LOOSELEAFby Berger, Kathleen Stassen (9781319332419) - 11TH 20MAC HIGHERPrice: $135.71<https://lochshop.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true> |
| 8 | Original cost per student section enrollment*Add up the cost of all materials in row 7.* | 114.29- access card135.71-access card and printed textbook |
| 9 | Average post-project cost per student section enrollment | $33.00– Waymaker for Human Development |
| 10 | Average post-project savings per student section enrollment*Subtract row 9 from row 8.* | $ 81.29$ 102.71 |
| 11 | Projected total annual student savings per academic year*Multiply row 10 and row 6.* | $ 29,264.4$ 36,975.6 |

# Narrative Section

## 1. Project Goals

Introduction to Human Development (PSYC 2103) is an introductory, non-laboratory based examination of human development across the lifespan with an emphasis on typical patterns of physical, cognitive, and social development. This course is a required course for all psychology majors at Clayton State University and it is consistently taken as an elective course by students at other departments of the College of Arts and Sciences and the College of Health. As such, this course ranks second in enrollment size for the Psychology Department.

Our aim in the proposed project is to redesign the course utilizing both low-cost to student materials and open access resources when appropriate that would meet the learning objectives of the course sufficiently while continuing to help our students to gain an appreciation of the diversity of developmental experiences that people have through their lifespan. Our specific goals in this proposed project are:

**Student Savings:** Approximately 66% of our students enrolled in the Introduction to Human Development course at our institution in the 2020-2021 academic year were eligible for Pell grants. Although the cost saving aspect of the proposed transformation is not the sole purpose of this application, the transformation we are proposing has the potential to make a significant contribution to educational equity at Clayton State University and the University System of Georgia.

**Student Success:** The proposed transformation will give us the opportunity to review how we structure our instruction and delivery of the course as the project team. All three of us have been teaching this course at our institution for a significant number of years and have identified strategies that seem to work best to promote student success in the delivery of this course to our students. Although it is common practice to share the most successful teaching strategies with colleagues at our department, to this day we have not had the opportunity to collaborate specifically on this particular course content and the modalities in which it is delivered (i.e., fully online, hybrid, and face to face).

The proposed course would contain the key concepts in human development that we are covering in the commercial textbook and digital resources by utilizing *Waymaker Lifespan Development,* a digital product based on OER materials. The addition of supplemental materials such as online audio visual resources to *Waymaker Lifespan Development* in the proposed project would potentially at least maintain, and hopefully improve student engagement and success in comparison to what we had previously with the commercial textbook and digital products. Additionally, the Waymaker platform is designed with adaptive learning strategies that will enhance the students’ individualized learning trajectories.

The proposed project is a Departmental Scaling Project for Spring 2023. One of our goals is to use this grant to collaborate more intentionally to redesign the course and develop a template for the course not only for members of the project team but for other instructors of this course including adjunct faculty that they can use after Spring 2023. The redesigned course will have a significant positive impact on student success by enabling our students to have equal access to a wide variety of contemporary resources regarding human development across all sections and modalities of delivery.

The majority of students enrolled in this course have been eligible for Pell grants. In this context, the cost reduction in course materials would make a significant positive contribution to the access of our students to a high-quality learning environment available for them to succeed.

**Materials Creation:** Currently a commercial textbook with an online learning platform that contains a variety of activities such as videos, readings, learning curves, and chapter quizzes is utilized in the instruction of this course. In this proposed project we will be adopting a digital product, *Waymaker Lifespan Development*, that we will supplement with additional resources for students.

The *Waymaker Lifespan Development* is a product that is based on the concept of mastery learning, providing students ways to demonstrate their mastery of a particular concept before proceeding to the next concept. This digital product combines open educational resources regarding core concepts covered in developmental psychology with personalized learning technologies. By allowing students multiple opportunities to demonstrate their mastery at their own pace, this product creates a learning environment that can successfully meet the diverse learning needs of our students. The *Waymaker Lifespan Development* contains 11 modules covering the lifespan. The first two modules introduce the students to developmental science and explain the major theoretical frameworks guiding our current understanding of lifespan development. The remaining nine modules cover lifespan development from conception through death in chronological order. In order to promote student success, each module starts with a “Why It Matters” section and contains a “Putting it Together” section articulating how the material covered in the module is relevant regarding the broader context of human development as well as how the concepts covered in that module relate to the specific content of the module. We plan to use this digital product and build the low-cost PSYC 2103 around it by integrating supplementary resources for our students that will enhance comprehension of the concepts, engage students in the learning process, and provide contemporary and cultural contexts for applying the material. We are particularly interested in embedding our approach to this new version of the course in inclusive pedagogy that fits with our diverse student population.

We will conduct a thorough review of the publicly available OER sources related to lifespan development and build a supplementary resource repository that would be available to students at no cost. Inclusion of supplementary resources such as videos, TED talks and podcasts would be vital for maintaining and perhaps improving student success in this course as *Waymaker Lifespan Development* does not contain a sufficient amount of audiovisual resources on lifespan development.

We will develop a high-quality learning environment that contains a multitude of resources promoting student engagement and success at a low-cost to students and that could be maintained in that manner with periodic updates without increasing the cost.

We will develop a course that will be delivered in Brightspace Desire to Learn (D2L) in all three modalities that any instructor teaching the course could use.

**Pedagogical Transformation:** In this proposed transformation, our goal is to provide our students a high-quality learner centered course environment that is engaging, conducive to success, easily accessible regardless of delivery modality, and firmly rooted in inclusive pedagogy. Currently, despite the availability of materials exploring human development from the perspective of African, First Nation, Asian, Hispanic and European cultures, most developmental psychology courses lack a grounding in inclusive pedagogy and cultural diversity considerations. Given the demographic shifts in American society, it is important that there is inclusion of materials that reflect this transformation in the instruction (Delpit, 2012; 2019). This is particularly important for students at Clayton State University because we serve a predominantly Black student population. Relying on the differences that we have regarding our scholarly and cultural backgrounds as members of the project team, we will have a course transformation based on diverse perspectives and a multitude of resources that would improve the course delivery. All members of the project team are participating in a discussion group on inclusive pedagogy and culturally affirming practices, and we are committed to using this project as an opportunity to apply what we are learning from these discussions. Additionally, we all have experience using the Quality Matters rubric that is based on best practices that promote student learning and instructional design principles related to a high quality learning environment. As a result, all students taking this course will benefit from this transformation across different sections and delivery modalities.

Delpit, L. (2012). Will it help the sheep: Why educate? *About Campus*, *17*(3), 2-9.

Delpit, L. (2019). *Teaching when the world is on fire*. The New Press.

## 2. Statement of Transformation

Clayton State University is one of the institutions with the most diverse student populations within the University System of Georgia with approximately 7000 students enrolled. In 2021, eighty-four percent of the students enrolled at our institution were minority students. Sixty-five percent of our students were Black. Approximately half of our undergraduate students were Pell grant recipients in the 2020-2021 academic year.

The psychology department has the highest number of undergraduate students enrolled in its degree program in the College of Arts and Sciences and it is one of the programs with highest student enrollment in our institution. Currently our students have the option to pursue a completely online degree. About 25% of our students are enrolled in our fully online degree program.

The Introduction to Human Development (PSYC 2103) course is a required course for all psychology majors and is a prerequisite for our upper level developmental courses such as Infancy, Adolescent Psychology, and Adulthood and Aging. Based on our experience with our students, creating a positive learning environment in this introductory level course seems to positively impact student interest in developmental science and willingness to take upper level developmental courses. This course is also frequently taken as an elective course by other students at the College of Arts and Sciences and at the College of Health and is a pre-requisite for many undergraduate nursing programs and psychology graduate programs.

In the U.S. There has been a consistent increase in the number of students taking online courses within the past twenty years. The adjustments made to student learning environments during the COVID-19 pandemic turned online learning environments into a core component of the contemporary education landscape. Earlier in the pandemic, undergraduate students reported finances as among the top barriers to online learning (Gonzalez-Ramirez et al., 2021). This factor becomes even more prominent for our students since 66% of those enrolled in PSYC 2103 during the past academic year were Pell grant recipients.

The proposed project will enable us to collaboratively create a high-quality learning environment with a comprehensive set of resources available on D2L for students that is easily accessible and could be utilized in all instructional modalities. Ober et al. (2021) indicated that aligning certain factors such as instructional materials, learning outcomes, and opportunities for students to demonstrate their mastery across different modalities of delivery would ensure similar learning experiences and opportunities for success for students. This is what we would like to achieve in the proposed project.

Gonzalez-Ramirez, J., Mulqueen, K., Zealan, R., Silverstein, S., Reina, C., Bushell, S., &Ladda, S. (2021). Emergency online learning: College students’ perceptions during the COVID-19 pandemic*. College Student Journal, 55*(1), 29-46.

Ober, T. M., Brodsky, J. E., Lodhi, A., & Brooks, P. J. (2021). How did introductory psychology students experience the transition to remote online instruction amid the COVID-19 outbreak in New York City? *Scholarship of Teaching and Learning in Psychology*. http://dx.doi.org/10.1037/stl0000264

## 3. Action Plan

*Our plan is to* replace the commercial textbook and digital resources currently used in the instruction of PSYC 2103 with a low-cost course package that contains *Waymaker Lifespan Development* and publicly available supplementary resources that we identified as a team. Some of the OER sources we would like to include are Ted-Ed and Annenberg Learner video clips, Frontline documentaries, and resources provided by the Centers for Disease Control, that illustrate multiple aspects of development during different stages of the lifespan such as infancy, middle childhood, and adulthood. We will also include video clips of some classic research that are in the public domain such as the Ainsworth’s strange situation, Bandura’s Bobo doll experiment, Mischel’s marshmallow test, and Piaget’s Conservation experiment.

The commercial course materials that we are currently using for this course contain personalized adaptive learning technologies enabling students to master concepts at their own pace by providing individual feedback to each student regarding their mastery level and what they need to focus on to proceed successfully in their learning environment. This has been an integral part of our students’ learning experience regarding the course and they responded to it very positively. Systematic reviews of adaptive learning technologies show that they are an effective and increasingly prevalent instructional tool that adjusts for individual differences in learning (Martin, et al., 2020). One study of an adaptive learning tool used in a large undergraduate psychology course (Dry, et al., 2018) found that students who made use of the tool performed significantly better on assessment tasks when compared to non-users, and the use of the tool was a stronger predictor of academic performance than intellectual ability for two of the four academic tasks. Although there were two transformation projects previously funded to convert human development courses into no-cost platforms at other USG institutions (Zhan, et al., 2019; Dose, et al., 2017) these transformations did not contain personalized adaptive learning technologies as part of students’ learning environment. In the proposed project we plan to augment the students’ learning by continuing to utilize adaptive learning technologies, while doing this at a cost that is 70% less than what it was with commercial materials.

Dry, M.J., Due, C., Powell, C., Chur-Hansen, A. & Burns, N.R. (2018) Assessing the utility of an adaptive learning tool in a large undergraduate psychology course. Psychology Teaching Review, 24 (2), 24-37.

Martin, F., Dennen, V.P., & Bonk, C.J. (2020). A synthesis of systematic research on emerging learning environments and technologies. Educational Technology Research & Development, 68: 1613-1633. https://doi.org/10.1007/s11423-020-09812-2

As a team we will divide the 11 modules among ourselves based on our expertise and our interests with each member serving as both a subject matter expert and instructional designer. Each team member will be responsible for reviewing the content provided in the Waymaker *Lifespan Development*, conducting a thorough review of OER materials that are relevant, and designing activities for each module to make sure that our students’ learning needs are met in a high-quality learning environment. We will meet regularly as a team to review and reach an agreement on the course materials for each module. After we have consensus on a module, we will work on our course alignment worksheet mapping how learning objectives in that specific module are aligned with course learning objectives and program learning outcomes.

When have the transformed course package developed by our team, we will make it available in D2L for all instructors of this course. For broader dissemination, we plan to publish our transformed syllabus and course resources on the Project Syllabus website of the Office for Teaching Resources in Psychology (OTRP) https://teachpsych.org/otrp/syllabi/index.php

## 4. Quantitative and Qualitative Measures.

*Quantitative Measures:*

Student Performance: Grades of students enrolled in this course in Spring 2023 would serve as a measure of student performance in this course with low-cost course materials. A comparison of these grades with those of students who were enrolled in our sections of this course in Fall 2022 will help us document whether there were any significant changes in student performance. We hope that student performance would at least remain stable or improve as a result of thetransformation.

Student Evaluation of Instruction (SEI): We will compare the student responses on the quantitative portion of this standard course assessment used at Clayton State in Fall 2022 with those responses in Spring 2023. There is a 5-point response scale used for the quantitative portion of this assessment regarding overall organization of the course ranging from Strongly Disagree to Strongly Agree.

 Student Perceptions of the Transformed Human Development Course: We will design a self-report instrument to assess student perceptions of the transformed course. This instrument will have items focusing on specific aspects of the learning environment such as activities, readings, and specific assignments that we utilized in the course. Students will be asked to rate these aspects in terms of relevance to course learning objectives, cultural and diversity considerations, level of difficulty, and level of engagement. Students will also rate the overall learning environment provided in the course.

*Qualitative Measures:*

Student Evaluation of Instruction (SEI): We will utilize the student responses on the relevant qualitative portion of this standard course assessment used at Clayton State in Spring 2023. Specific open-ended questions we will use are:

“What do you consider the strong points or highlights of the course?”

“What suggestions do you have for improving the course?”

Instructor Perceptions: The members of the team will be the instructors teaching all sections of the course in Spring 2023 using the transformed course package. At the end of Spring 2023, we will meet to identify which aspects of the learning environment functioned as intended and which aspects needed improvement.

We will use the quantitative and qualitative data to make all necessary changes in the course package to improve the learning experiences of our students who will take the course in the future.

We will need the IRB approval to disseminate the information that we gained from this trasformation project. One of our team members, Dr. Gurkas, has served as the chair of the IRB at our institution recently and is very familiar with the review process.

## 5. Timeline

March 25, 2022- Participation in the Online Kickoff Meeting

April 25, 2022- Team meets to decide how to execute the transformation plan. Each team member chooses three to four modules they would like to take the lead on based on their expertise and interests.

June 24, 2022- Team members complete their review of the content of modules that they have chosen in *Waymaker Lifespan Development* and conduct a review of OER materials to identify relevant supplementary resources that could be utilized in the transformed course package.

July 25, 2022- Team meets to share identified resources for the first five modules and collaboratively decides on a preliminary list of resources for each module.

August 26, 2022- Team meets to share identified resources for the remaining six modules and collaboratively decides on a preliminary list of resources for each module.

September 24, 2022- Team meets to go over the content of all 11 modules and collaboratively finalize the content of each module. Each team member starts to work on specific modules that they had chosen in D2L.

October 28, 2022- Team members conduct a preliminary review of the course package available in D2L and provide specific feedback regarding revisions.

November 18, 2022- Team members conduct the final review of the course package in D2L.

December 16, 2022- Team members finalize the course package in D2L.

January 7, 2023- Spring semester starts at Clayton State University. Members of the team provide instruction utilizing the transformed course package in all sections of PSYC 2103.

May 10, 2023- Team members meet to reflect on and compile feedback regarding what worked and what needed improvement based on their experiences utilizing the transformed course package and review qualitative and quantitative data provided by students taking the course in Spring 2023.

May 15, 2023- Project leader submits the final report.

## 6. Budget

We request $ 15,000 for personal expenses

$ 5000 per project team member will be used for salary to cover costs of course redesign, implementation, and assessment of the efficacy of implementation including data collection, data analyses, and preparation of the final report.

## 7. Sustainability Plan

All three members of the projects team have been teaching this course regularly and are deeply committed to providing a high-quality learning environment for students at Clayton State in the years to come. We believe that the proposed project will enable us to create a course package that would significantly reduce financial barriers students face in access. The course package will serve as a template for all instructors of human development including our adjunct faculty, hence enabling our students to have similar high quality learning experiences regardless of modality of instruction or section of the course they are enrolled in.

We will continue our collaboration in monitoring OER materials and update module content accordingly on a yearly basis.

We will share our insight from this transformation experience with colleagues on campus and the broader community of scholars.

# 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

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| --- |
| Nasser Momayezi, Dean of the College of Arts and SciencesAntoinette Miller, Chair of the Department of Psychology |

# Grants or Business Office Acknowledgment Form

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| --- |
| Melody Carter, Chief Sponsored Research and Programs Officer/ Special Assistant to the President |