Affordable Materials Grants, Round 21:

Continuous Improvement 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 leave the submitter blank.*

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| --- | --- |
| Requested information | Answer |
| Institution | Georgia Highlands College |
| Applicant name | J. Sean Callahan |
| Applicant email | scallaha@highlands.edu |
| Applicant position/title | Chair, School of Social Science and Education |
| Submitter name |  |
| Submitter email |  |
| Submitter position/title |  |

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.

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| --- | --- | --- |
| Team member | Name | Email address |
| Team member 1 | Elizabeth Dose | Edose@highlands.edu |
| Team member 2 |  |  |
| Team member 3 |  |  |
| Team member 4 |  |  |
| Team member 5 |  |  |

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 |
| --- | --- |
| Type of Project | * *Revision of open educational resources (OER) used in existing courses* * *Creation of ancillaries for existing OER courses* |
| Requested Amount of Funding  *$10,000 maximum total award per grant* | *$4000* |
| Course Titles and Course Numbers | Introduction to Psychology-PSYC 1101 |
| Final Semester of Project | * Fall 2022 |
| Currently Existing Resource(s) to be Revised/Ancillaries Created  *Please provide a title and web address (URL) to each of the currently existing resources that you are revising, creating new ancillary materials for, or replacing. If replacing, please include a title and web address (URL) to the new OER as well.* | Module 2—Research Methods-Major Writing Assignment https://highlands.view.usg.edu/d2l/le/content/2519487/viewContent/38644007/View Module 3—Neuropsychology-Major Writing Assignmenthttps://highlands.view.usg.edu/d2l/le/content/2519487/Home |

# Project Goals

*In at least one paragraph, describe your project’s goals and what materials will be created or revised.*

The goal of this project is to create two module assignments to be included in the content for PSYC 1101. The revision is necessary because student performance on high-stakes multiple-choice and short-answer testing has declined over the last several semesters. Unless they are allowed to take the exams with notes or open-books, many students perform poorly on the exams. The overarching goal of this revision is to redesign and replace the traditional multiple-choice test with engaging assignments that allow the time and space to think deeply and critically about the psychological concepts. The assignments redesigned to address this issue will focus on the modules covering *Research Methods in Psychology* and *Biopsychology.*

# Action Plan

*Describe the tasks needed to complete the project in as much detail as possible. If this application has more than one team member, include the major roles for each person and which tasks this role is assigned. Estimate the amount of time (e.g. number of hours) each task will take. Include plans for open licensing and plans for making your materials accessible. Indicate if you are using other platforms in addition to the repository to host your created materials.*

**Module Assignment--Chapter 2 Research Methods in Psychology**

*J. Sean Callahan is the team member responsible for completing the tasks for this module assignment.*

Goals: Explain the differences between the methodologies for conducting research in psychology, including their strengths and weaknesses. Identify the major components of experimental and correlational research methods. Explain why some methodologies are effective or ineffective for certain situations.

This assignment is facilitated in two parts. Part I uses multiple-choice questions disseminated through a quiz that requires students read and dissect at least one of the peer-reviewed articles. Part II requires students to apply their knowledge about research methods to viable research question through a writing assignment.

* Identify 6-8 peer-reviewed articles that exemplify the following research methods: experimental, quasi-experimental, correlational, case study, and naturalistic observation. *8 hours*
* Create a table summarizing the five methods, their key components, and examples of research questions that align with each method. *3 hours*
* Create 4-5 multiple-choice questions for each article to create a quiz. Questions are designed to illustrate how the key components of each of the research methods function research situations and to raise awareness regarding ethical concerns. *15 hours*
* TILT assignment instructions and revise/create rubrics. 2 hours.

*Total Number Of Hours= 28 hours*

**Module Assignment—Chapter 3 Biopsychology**

*Elizabeth Dose is the team member responsible for completing the tasks for this module assignment.*

**Goal:  To apply the neurological framework of the Central Nervous System to mental illness and medical pathologies.**

**Chapter Revision:**  Students will use interactive 3D brain technology to decipher neural regions, functionality, and their relation to mental disorders and atrophy.  Through case study analyses, students will be able to recognize the neural features of Alzheimer’s, Depression, Schizophrenia, Addiction, Sleep Disorders, Psychopathy and other medical conditions.

**Rationale:**  A large scope of our PSYC 1101 students are Health Science majors, Nursing majors, and Criminal Justice majors.  Students in the health and science field will learn the correlational features between neural damage and pathology, and our Social Science students will learn to recognize damaged areas associated with mental illness and behavioral issues.

**Assessment:**  Students will be assessed using case study methods and will need to show a greater understanding of brain mapping tools and brain scan images.

1. Students will be introduced to the work of world renown neuroscientist, Dr. Ramachandran, and other emerging landmark cases on neural atrophy.

2. Students will create two hypothetical case studies of patients with a mental illness or medical condition of the central nervous system. Using 4-6 peer-reviewed journal articles, students will outline the causes of the pathology, symptom sets, and areas of the brain impacted. Students will diagram the key areas affected by the disease. Students will share their findings with their class.

3. Students will create 10-12 multiple-choice questions from their articles, which are designed to explore the region and function of the damaged area.

Action Plan

* Identify appropriate lecture and video content. Assess different 3D tools that are free of use to our students. Create instructional tool for 3D model. 8 hours
* Identify case studies that focus on Alzheimer’s, depression, schizophrenia, addiction, sleep disorders, psychopathy and other medical conditions. Create 3 examples of case studies using peer reviewed articles. 15 hours
* TILT assignment instructions and revise/create rubrics. 2 hours
* Revise rubric to assess student submissions. 2 hours

*Total Number of Hours= 27 hours*

# Timeline

*Provide a project timeline aligned with the action plan above. Include major milestones and deadlines, keeping in mind your selected Final Semester.*

March 25- Attend Kickoff (if proposal is selected).

April 14 -Identify appropriate peer-reviewed articles. Create chart for research methods. Identify appropriate supplemental videos. Identify appropriate lecture and video content. Assess different 3D tools that are free of use to our students. Create instructional tool for 3D model.

May 12- Revise/Create multiple-choice questions for 6-8 selected articles. Create activity guide. Identify case studies that focus on Alzheimer’s, depression, schizophrenia, addiction, sleep disorders, psychopathy and other medical conditions. Create 3 examples of case studies using peer reviewed articles.

May 23-TILT assignment instructions and revise/create rubrics.

June 12- Questions, prompts, videos, rubrics, etc. submitted to MS Teams file(s).

July 3-Proposed content revision complete. All questions, prompts, videos, rubrics, etc. loaded into D2L Master Course shell.

July 17-Final Review of revised content-Checking for typos and broken links

August 2022--Deliver revised assignments in their respective modules

# Budget

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

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| --- | --- |
| Team Member | Compensation |
| J. Sean Callahan | $2000.00 |
| Elizabeth Dose | $2000.00 |

# Creative Commons Terms

*I understand that any new materials or revisions created with Affordable Learning Georgia 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 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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| *J. Sean Callahan,  Chair, Social Sciences and Education scallaha@highlands.edu* |

# 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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| *Stephanie Loveless*  *Assistant Vice-President for Finance and Administration*  *sloveles@higlands.edu* |