Round	14
Grant #	M92
Applicant Name	J. Sean Callahan
Applicant Position	Assoc. Prof. of Psy/Dir.of Diversity Initiatives
Applicant Institution	Georgia Highlands College
Applicant Email Address	scallaha@highlands.edu
Other Team Members	Bentley Gibson
Type of Project	Creation of ancillaries for pre-existing OER
Course Number(s) and Title(s)	PSYC 1101: Introduction to General Psychology
Final Semester of the Project	Spring 2020
Proposed Grant Funding Amount:	$4,800.00
Currently-Existing Resource(s) to be Revised / Ancillaries Created	Chapter 12 Discussion- IAT Activity
Project Description	From Discussion to Major Graded Assignment

The need for more conversation regarding diversity and inclusion has become increasingly more important and apparent. Unfortunately, these conversations will not happen on their own. In eCore, Georgia Highlands College, and many other OER-based PSYC 1101: Introduction to Psychology courses, students engage ideas of diversity and inclusion primarily through a Discussion assignment focused on the Implicit Association Test. In this assignment students are given the following prompt:
"Be sure to review the introduction to the IAT (MUST READ FIRST) content page, view the Implicit Association Test YouTube video, and read the document associated with the "About Project Implicit" link before taking your IAT at: https://implicit.harvard.edu/implicit/takeatest.html. Please take at least one of the tests. You can take more than one, if you like. Once you have submitted your own IAT results to the Implicit Association Test (IAT) Dropbox , please give your opinion on this discussion - Was the IAT accurate? Why or Why not? Once you have completed your initial post, read and respond to at least 2 of your peers."
Successful completion of the assignment requires a 150 to 200-word post and a 100 to 150-word response to at least two different classmates. Because the discussion |

prompt only asks for the student's opinion, there is not a requirement to incorporate or use any of the theories and concepts from the chapter to explain or support their ideas. The level of engagement required from students and lack of supplemental information about the IAT and the psychological processes that facilitate bias can produce deleterious results. More specifically, students seem to complete the assignment with a superficial understanding of the content. Most of the students' discussion posts seem to focus on how the IAT was an attempt to "trick" them and do more to defend a socially undesirable revelation about themselves rather than think critically about how their bias has been conditioned. It is our belief that if students were introduced and moved through the IAT experience differently, with appropriate materials and opportunities to think deeply about the topic, we could positively impact their attitudes regarding implicit bias and how it operates.

To that end, for this mini-grant, we propose to expand and remix the IAT discussion assignment used in the chapter 12 module in OER-PSYC 1101 to a Major Graded Assignment. In so doing, we hope to shift students' attitudes about implicit bias from a defensive posture to one that reflects tolerance and acceptance. The expansion of this discussion assignment to a Major Graded Assignment is also important because it provides an opportunity for students to engage ideas about diversity and inclusion in ways that require higher-order thinking skills.

The remix and expansion of the IAT Discussion will focus on the following areas:

An introduction to the IAT-a brief video, readings, and exploratory writing assignment to gather their attitudes and questions they have about the IAT.

An in-depth film that delves into the historical, social, political, and/or cultural factors that underlie and shape different types of bias. For example, films like White Like Me: Race, Racism, and Privilege and Codes of Gender: Identity and Performance in Popular Culture, Miss Representation, and Constructing the Terrorist Threat: Islamophobia, the Media, and the War on Terror would serve to provide important supplemental information for IATs focused on racial bias, gender bias, and religious bias, respectively. Ideally, there would be documentary/film paired with each respective IAT category included in the assignment. These films are free to GHC students and faculty and accessed through the Kanopy Streaming database provided by the GHC library.

The Transparent Assignment Template (Winkelmes, 2013) will be used to structure the components of the assignment. An assignment guide that requires students to 1) find and describe examples of the concepts and theories in chapter 12 in the film they chose to watch, 2) revisit (and revise) their initial thoughts about their results from the IAT by using theories covered in previous chapters (Biology of Behavior, Learning, Social Development, Memory, Personality and/or Social Behavior) to explain where their biases may have originated and how they continue practice those biases, both implicitly and explicitly.

Assessment:

	The impact of the remixed assignment will be measured in three ways. First, the scores from the pre- and post-IATs will be analyzed to determine if there was a significant difference after successful completion of the assignment. Second, pre- and post-IAT scores from PSYC 1101 courses that required students to complete the Discussion will be compared with those that required the MGA to determine if there is a significant difference between the courses. Third, a brief evaluation of the MGA that will assess students' perceptions of the clarity of instructions and purpose of the assignment.
Timeline and Personnel	May 2019– August 2019—Collect and review readings, videos, and documentaries for selected IAT categories. September 2019—November 2019— Create Major Graded Assignment Guide and rubric for assessment. December 2019—Systematic course redesign to modules on D2L January 2020—Delivery of redesigned MGA. Data collection on IAT begins and continues throughout semester May 2020—Co-Investigators compile data and revise MGA per student evaluations Team Responsibilities: Dr. Gibson-Wallace will lead the assessment, administering IATs, collecting, and analyzing data. Dr. Callahan will lead course design, identifying resources, creating MGA Guide using the Transparent Assignment Template and rubric for assessment.
Budget	Dr. Bentley Gibson-Wallace-Co-P.I. $2000 Dr. J. Sean Callahan-Co P.I. $2000 Conference Travel and Supplies $800 Total $4800
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