

Affordable Learning Georgia Textbook Transformation Grants

Final Report

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Grant Number: Round 1, Grant #6

Institution Name(s): Kennesaw State University

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Project Lead: Camille Payne

Course Name(s) and Course Numbers: NURS 4402: Nursing Research for Evidence Based Practice

- On-line (offered Spring and Fall semesters)
- Traditional In-class (offered Spring, Summer and Fall Semesters)

Semester Project Began: Fall 2014

Semester of Implementation: Fall 2014

Average Number of Students Per Course Section: 25

Number of Course Sections Affected by Implementation: 3

Total Number of Students Affected by Implementation: On-line course sections: 15 (Fall 2014), 23 (Spring 15); In-class course section: 33 (Summer 2015).

1. List of Resources Used in the Textbook Transformation

Website:

<https://www.softchalkcloud.com/lesson/serve/vzqdlRnTHGkuMF/html>

Research Methodology Textbooks and Resources

Trochim, William M. The Research Methods Knowledge Base, 2nd Edition. Internet WWW page, at URL: <<http://www.socialresearchmethods.net/kb/>> (version current as of October 20, 2006).

OpenStax Textbooks: *Statistics*. Available from: <http://openstaxcollege.org/books>

Additional Resources: *Social Science Research: Principles, Methods and Practices*. Available from: http://scholarcommons.usf.edu/oa_textbooks/3/

- While this is listed as a graduate level textbook, it is well-written and will be a useful resource.

Evidence Based Practice Resources

American Nurses Association. *Education about Evidence Based Practice and Research*.

Available from: <http://www.nursingworld.org/research-toolkit/Education>

UNC. *Using Evidence Based Practice in Nursing*. Available from:

http://guides.lib.unc.edu/ebn_practice

Penn State. *Evidence Based Practice Tutorial*. Available from:

<https://www.libraries.psu.edu/psul/tutorials/ebpt.html>

[USC Libraries](#) (has a lot of good info on research)

<http://libguides.usc.edu/content.php?pid=83009&sid=618409>

Nursing Theories

http://www.currentnursing.com/nursing_theory/research_and_nursing_theories.html

Ethical Issues in Human Research: <http://phrp.nihtraining.com/users/login.php?>

APA Materials and Resources

The Purdue Owl Online Writing Lab (OWL)

<https://owl.english.purdue.edu/>

2. Narrative

Summary of Transformation Experience. This project replaced previous physical textbook resource materials with *No-Cost-to-Students* textbooks for the on-line section of NURS 4402: Nursing Research for Evidence Based Practice for Spring 2015 in the Kennesaw State University. In addition, the traditional in-class section for Summer 2015 will also be adapted. While Summer Semester 2015 is not included in this grant cycle, the project team members felt that greater impact would be achieved by working together to ensure consistency in the implementation of both on-line and traditional in-class research courses. We also felt that this would allow comparison across on-line and traditional in-class research courses.

Anticipated outcome measures of success included a Survey for Textbook Satisfaction, Focus Groups, and end of course Grades Analysis. The Survey for Textbook Satisfaction was conducted at the end of Fall Semester 2014 in the on-line section of NURS 4402 as a baseline for data collection and analysis of student satisfaction with the use of the current physical textbook. The measurement was repeated at the conclusion of Spring 2015, and will be repeated in Summer 2015 for comparisons. Both quantitative and qualitative measures were included in the survey. Focus Groups were planned for additional qualitative assessment at the conclusion of NURS 4402 for Fall 2014 and Spring 2015; however, we did not have student

participation. Additional focus groups are planned for Summer 2015. The focus group will include questions which address student expectations of textbooks, and overall satisfaction with course support materials. Finally, brief mid-term student surveys were planned and launched to provide a point in time comparison for students in each term of the 2014-2015 academic year; however, it should be noted that participation was minimal in Fall 2014 and absent in Spring 2015.

In preparation for Spring 2015, the entire course syllabus and eight learning modules were adapted for the on-line text book. This required changing reading assignments and learning activities, as well as developing new voice-over PowerPoints to supplement nursing content. Further, additional reading sources were needed and identified to supplement the specific nursing components and evidence based practice materials which were not included in the selected on-line textbook. In preparation for Summer 2015, the course syllabus, reading assignments, and PowerPoints were also revised and adapted for the on-line textbook. Additional resources will be identified as indicated throughout the semester to supplement the specific nursing components and evidence based practice materials not included in the textbook.

The implementation of the on-line textbook was more difficult than expected. Our expectation was that the no-cost, on-line textbook would be appealing to nursing research students based on both the absence of cost, and the on-line availability. However, on the second day of the semester, one on-line student emailed to inquire about purchasing a physical textbook, as he felt that he needed an actual text. This was followed in the next few weeks by three additional requests. As the investigators discussed these requests, we felt that the on-line nature of the course might be an unexpected limitation for the on-line textbook. Whereas the traditional, in-class students receive lectures which provide the greater component of the learning experience, and enhance student opportunities for questions and answers, the on-line course requires a much greater level of individual, independent student learning; thus requiring very strong, substantive learning materials. While our initial evaluation of the available, on-line textbook was that it would be sufficient, student evaluations indicated that while they appreciated the “free” textbook, they did not feel that it provided adequate instruction. While the textbook is fully available on-line, it is not a modifiable resource.

Transformative Impacts on Instruction, Students and Performance. As mentioned previously, significant changes in the course were made in preparation for implementation of the no-cost, online textbook. At the onset of Spring 2015, students were encouraged through email and on-line communication in the D2I course room, to ask questions and engage in dialogue whenever needed. While some students were able to increase their communication with the professor, some were not. Many of the students who choose to enroll in the on-line section do so because their personal schedules include heavy family or work responsibilities. This necessarily limits additional time for reading and studying additional supplementary materials.

Another limitation which emerged occurred as a result of maintaining major graded assignments. While learning materials could be changed, the major assignments could not as all students must meet the expected learning outcomes for the course, as these result from program expectations.

Transformative Impacts on Students and their Performance. Summarized data from Fall 2014 (physical textbook) and Spring 2015 (online textbook) are presented in Attachment 1. Further, course grades and mean scores on all assignments are included (See Attachment 2: ALG Data). Scores are slightly lower in the Spring 2015 course section than Fall 2014. While it cannot be interpreted as a direct result from one limited sample that the lower scores are a result of use of the on-line textbook, the results should serve as a caution.

Lessons Learned/Future Changes. Implementation of this project was a learning experience for the investigators, as well for the students. Some of the lessons learned are listed below:

- Textbook examination often requires a semester of student use to determine whether the selected book adequately meets course expectations. In this case, the selected on-line textbook appeared to meet learning needs when examined externally against course objectives. However, as with the use of any physical textbook, as students dug deeply into the content, the adequacy of the text becomes readily apparent. In this instance, it was evident that the material presented in the no-cost text was not fully sufficient for students who are learning independently in an on-line environment.
- Student participation in the needed questionnaires and satisfaction surveys can be increased by building in small grade incentives.
- When initiating similar projects in future semesters, the investigators would choose to utilize a few students in the textbook selection process. Their input regarding ease of use, readability and overall usefulness would be invaluable.

3. Quotes

All quotes are included in Attachment 1. Three are highlighted below:

- Describe one thing you like most about the textbook: *I like that it was free and available online.*
- Describe one thing you like least about the textbook: *Difficult and time consuming matching up readings/objectives of the modules with the text. Sometimes the detail presented was overkill and other times information was missing.*
- Additional comments about your research textbook: *Personally, I thought this online text was HORRIBLE. The author seemed very biased, especially towards*

qualitative research. I honestly [sic] used my friend's textbook from one of the in-class sections to learn the material, because the online text was so confusing and difficult to navigate.

4. Quantitative and Qualitative Measures

Summarized data from Fall 2014 (physical textbook) and Spring 2015 (online textbook) are presented in Attachment 1. Further, course grades and mean scores on all assignments are included (See Attachment 2: ALG Data). Student numbers in the Fall 2014 and Spring 2015 courses are slightly different (Fall = 15, Spring = 23), however the demographic data are similar with regard to ages, ethnic backgrounds and overall outcomes. Scores are slightly lower in the Spring 2015 course section than the comparison section in Fall 2014. While it cannot be fully interpreted as a direct result from one limited sample that the lower scores are a result of use of the on-line textbook, the results should serve as a caution. All students in both sections were successful in completing the course; there were no DWFs in either group.

In the Fall 2014 comparison group, the investigators found that students, due to their busy schedules were reluctant to participate in the Midterm and Final Textbook Satisfaction surveys. Investigators were not able to coax participation in the focus groups in either semester; thus, qualitative data results are limited to survey responses. For the Spring 2015 group, a scheduled meeting with one student about a course assignment resulted in the suggestion of offering incentives, such as adding a number of points to an assignment or quiz. Further, a colleague suggested that in fairness to all students, points should be added to all scores, and that this could be based upon a sliding scale of points per percentage of student participation. These suggestions were extremely effective. When the Final Survey was launched in Spring 2015, participation went from 0% to 100% in 24 hours. This was particularly appropriate for a research course, as this method allowed the students to not only participate in research, but to see and experience some of the very real difficulties which are encountered by researchers.

The qualitative data in the Textbook Satisfaction Survey data (Attachment 1), clearly suggests more dissatisfied than satisfied comments with the textbook. The most obvious, common aspect that students liked most about the on-line text was that “it was free”; additionally, a few liked the search feature. Quantitatively, little data was available from Fall 2014. In Spring 2015, 3 out of 8 questions scored below mid-point (below 3.0), and the other 5 questions scored between a 3.0 and 4.0, indicating average satisfaction. Overall, it can be concluded that although students liked that the text was free, they did not like potentially sacrificing learning and grades on quizzes and assignments.

5. Sustainability Plan

This project will continue into Summer 2015, as proposed in the original grant proposal, even though the official ending cycle will have passed. The investigators are hopeful that the traditional, in-class group will actually be more effective with the use of no-cost textbook, as

the lectures will more fully support the areas in which the selected text is weak. Following the conclusion of Summer 2015 term, the investigators will again re-examine data to determine successfulness of the overall project.

The outcomes from the class comparisons will be shared with the other nursing research section coordinators, and the overall nursing department. Successes will be highlighted, and opportunities for strengthening use of no-cost textbooks will be shared. For the present, the on-line research course will return to the use of a physical textbook; however, the on-line textbook will be included as an optional text so that those students who do struggle with the costs of textbooks will have a better alternative than not using a textbook at all.

6. Future Plans

The investigators feel that the opportunity to engage in this grant have been tremendously valuable, as we have both learned about no-cost/low-cost materials that are available to assist students. We will both be more attuned to opportunities for using available materials to supplement or replace costly materials whenever possible. We also will continue to share our experience with other colleagues in the various disciplines across campus to inform the greater community.

Participation and early results of this textbook transformation project have already been shared by the investigators at a conference at Dalton State University and at the USG Teaching and Learning Conference in April 2015. At least one additional abstract will be submitted at a Georgia nursing conference.

7. Description of Photograph

Attachment 3 includes pictures of the two investigators. Since the Spring 2015 course section was on-line, it was not possible to include a photograph with students. Dr. Camille Payne was the instructor of record for the Fall 2014 and Spring 2015 courses, and Dr. Rachel Myers is the instructor of record for Summer 2015.

Attachments:

1: ALG Impact Data

2: ALG Course Grades Data

3: Investigator Photographs