Table of Contents

Application Summary

Competition Details

Competition Title:	Textbook Transformation Grants, Round Fourteen (2019-2020)
Category:	University System of Georgia
Award Cycle:	Round 14
Submission Deadline:	04/09/2019 at 11:59 PM

Application Information

Submitted By:	Dorothy Marsil
Appplication ID:	3392
Application Title:	469
Date Submitted:	04/09/2019 at 8:26 AM

Personal Details

Institution Name(s):	Kennesaw State University
Applicant First Name:	Ginny
Applicant Last Name:	Zhan
Applicant Email Address:	gzhan@kennesaw.edu
Applicant Phone Number:	470-578-6679
Primary Appointment Title:	Professor of Psychological Science
Submitter First Name:	Dorothy
Submitter Last Name:	Marsil
Submitter Email Address:	dmarsil@kennesaw.edu
Submitter Phone Number:	4705783259
Submitter Title:	Program Coordinator for Psychological Science

Application Details

Proposal Title

469

Final Semester of Project

Summer 2020

Requested Amount of Funding

$30,000.00

Type of Grant

No-or-Low-Cost-to-Students Learning Materials

Course Title(s)
Introduction to Human Development

Course Number(s)
PSYC 2103

Team Member 1 Name
Ginny Zhan

Team Member 1 Email
gzhan@kennesaw.edu

Team Member 2 Name
Nicole Martin

Team Member 2 Email
nmarti40@kennesaw.edu

Team Member 3 Name
Teresa Neal

Team Member 3 Email
tneal19@kennesaw.edu

Team Member 4 Name
Dorothy Marsil

Team Member 4 Email
dmarsil@kennesaw.edu

Additional Team Members (Name and email address for each)
 Amanda Wolfe; awolfe7@kennesaw.edu

Sponsor Name
Chris Randall

Sponsor Title
Interim Chair

Sponsor Department
Psychological Science

Original Required Commercial Materials (title, author, price)

Required materials vary by instructor, but these are the most common titles:

Arnett, J. & Jensen, K. (2019). Human Development: A Cultural Approach. (3rd Ed.) $225

Feldman, R. (2016). Lifespan Development: A Topical Approach. (3rd Ed.)

Santrock, J. (2019). Life-Span Development. (17th Ed.) $157

Average Number of Students per Course Section Affected by Project in One Academic Year
51

Average Number of Sections Affected by Project in One Academic Year
27

Total Number of Students Affected by Project in One Academic Year
1384

Average Number of Students Affected per Summer Semester
105

Average Number of Students Affected per Fall Semester
685

Average Number of Students Affected per Spring Semester
538

Original Total Cost per Student
$198.00 on average

Post-Project Cost per Student
$0

Post-Project Savings per Student
$198.00

Projected Total Annual Student Savings per Academic Year
$274,032.00

Using OpenStax Textbook?
No

Project Goals

PSYC 2103: Introduction to Human Development is a developmental psychology course designed to introduce students to key developmental theories and empirical studies. It covers the lifespan of a person beginning in conception to ending in death, emphasizing biological, cognitive, emotional, and social and personality development. All psychology majors are required to take this course, making it one of the most frequently taught psychology courses in the Department of Psychological Science. Further, it is often suggested/required by other departments for their students which increases the enrollment further.

Our primary goal for the Textbook Transformation Grant project is to compile and develop a collection of learning materials for PSYC 2103 that meets the needs of teaching and learning, is applicable to students' life experiences, is sustainable, and at no cost to students. This will include a virtual course package that incorporates developmental concepts fundamental to the field of psychology and will extend those concepts to include relevant applications of the material to real life. We seek to incorporate current theory and research as they apply to education, parenting, careers, and other real-life experiences to which students can relate.

In the following paragraphs, we outline our specific goals.

Student savings: This semester, 440 students were enrolled in Hybrid or Online Lifespan courses and 105 in face-to-face classes. This number is quite typical of a regular semester. The transformation project will potentially save students a significant amount of money.

All enrolled students will save on traditional textbooks, and for online and hybrid students, they will also save on added cost for purchasing supplementary materials (many instructors require students to purchase access card to publisher's website such as McGraw Hill's Connect). Currently, Sage Edge, Pearson's Revel, and McGraw Hill Connect are used for supplemental engagement, assignments, and assessment, mostly in hybrid and online courses. After the transformation, this will no longer be necessary.

Student Success: There are several ways that our transformation project will contribute to student success.

First, the transformed course design will streamline all the sections of this course, taught by different faculty members including part-time faculty and adjunct faculty. Our transformed course package can serve as a "standard course package" for all the future faculty members who teach this course. It will serve as a solid guiding foundation for instructors. After the transformation, the content of the course will be more consistent across all the sections and students will benefit from the same high-quality materials delivered in the course regardless of modality or instructor.

Second, the transformed course will not only retain all the key information found in a traditional textbook, but will also contain more coverage of applied information that students can use in real life, which is not always adequate in a textbook. For example, we will include more applicable information in the area of prenatal care, child care, elderly care, school bullying, the relationship between media use and psychological well-being, and other related topics.

Third, while the traditional textbooks are more focused on reading, the transformed course will contain more student-friendly materials such as online resources including videos and other digital visual and audio materials. Surveys (McGraw-Hill, 2017) have shown that more than half of the current generation of students prefer digital learning technology to the traditional mode (i.e., books). We hope the transformed course will be more dynamic, enabling students to be more engaged learners and retain more information from the course.

Fourth, studies show that from 30% (deNoyelles & Raible, 2017) to 66.5% (Gallant, 2019) of the college students surveyed do not purchase a textbook. Without a textbook, the students are missing all the necessary course content and it can hinder their learning. Birchfield and Sappington (2000) found that not reading textbooks negatively affect students' grades. The transformed course package will relieve the burden of the cost of materials and it is our hope that this factor, along with others, will improve student success.

Material Creation: This project seeks to transform the course material from a simple textbook to a more dynamic mix of readings, videos, audios, and other supplemental activities that can be used in any delivery format (lecture, hybrid, and online) affordably. Specifically, our plans are outlined in the following paragraphs.

• Search and compile high-quality teaching materials from most publicly accessible OER sources that well represent the contemporary perspectives of this course. This will include text, videos, TED talks, podcasts, links, and interactive content. We will search the OER resources such as Open Textbooks and Open Ancillaries for appropriate materials.

• Develop a comprehensive, high quality, and sustainable course package that can be updated periodically with no extra cost.

• Develop a user-friendly course instruction platform in Brightspace Desire to Learn (D2L) to be used by full- time, part-time, and adjunct instructors who teach this course regardless of teaching modalities.

Pedagogical Transformation:

Our primary goal is to create an affordable and accessible course in which students can be active and engaged learners, regardless of the delivery modality. The pedagogical orientation of the group involved in this project would represent a mixture of constructivist, collaborative, reflective, and integrative approaches. The content transformation will incorporate a variety of perspectives, resources, and materials to scaffold student learning. It will be more consistent across all the sections, ensure high quality of course delivery, and contribute to a successful and rewarding learning experience for students in this course.

References:

Birchfield, C. M., & Sappington, J. (2000). Compliance with required reading assignments. Teaching of Psychology, 27, 58-60.

deNoyelles, A., & Raible, J. (2017). Exploring the use of e-textbooks in higher education: A multiyear study. Educause Review. Retrieved from: https://er.educause.edu/articles/2017/10/exploring-the-use-of-e-textbooks-in-higher-education-a-multiyear-study

Gallant, J. (2019, March). Textbook affordability at the crossroads: The present and future of educational resources. Keynote speech at Annual Unconference on Online Learning, Kennesaw State University, GA: Kennesaw.

McGraw-Hill. (2017). New research: More than half of college students prefer classes that use digital learning technology. Retrieved from: https://www.mheducation.com/news-media/press-releases/college-students-prefer-classes-digital-learning-technology.html

Statement of Transformation

Kennesaw State University has grown considerably since its early days as a community college. We now have over 35,000 students. The Department of Psychological Science is housed in the College of Humanities and Social Science at Kennesaw State University. Our department has recently undergone several changes: a name change (from Psychology to Psychological Science) and a full curriculum change (to facilitate student success by reducing bottlenecks in the program). Reflected in the new curriculum is a transformation of our Lifespan Development class from a 3000-level course to a lower division course, placing it in area F (lower-division major requirement). All 1700+ Psychology majors and over 600 minoring in Psychology are required to take this course. This course also serves numerous departments including prerequisites for Nursing, Education, Social Work, Science Education, Exercise Science, Biology, Pre-Medicine, History Education, and more. As an introductory course, this course will become an attractive elective across the University. These numbers are only expected to grow as they have thus far.

The five faculty members that are proposing this textbook transformation grant project all regularly teach this course for our department. We instruct in a variety of modalities including face to face, hybrid, and online formats. Through our collective teaching experience, we have a strong understanding of what students are drawn to within our human development course, what is currently available in book format, and how much each of us supplements our courses with outside material. Collectively, we have a strong desire to share our expertise in creating material that will not only help our students financially but will also provide our students with a more comprehensive, more applied, and more rewarding learning experience in this course.

Human Development is considered one of the major areas within the field of Psychology. This class is typically taught in a chronological, rather than topical, format. Textbook decisions are guided by shared learning objectives, and this has resulted in choosing costly materials from large publishers (Twigg, 2005). Students are expected to invest in a book that could cost over $200 and can only be used for this one class. Textbooks are updated frequently, which drives up the cost of the books. Textbook costs increased 6% per year from 2002-2012 (U. S. Government Accountability Office, 2013). While the books are comprehensive, many lack real-world application. Creating a course package will allow our students to have integrative materials embedded, which is demonstrated to have a significant effect on learning (Means, Toyama, Murphy, Bakia, & Jones, 2009). Human Development is an area that would greatly benefit from a dynamic, multi-modal presentation of material. Rackaway (2012) found that multimedia supplements significantly improved student learning outcomes and have the most significant effect for students who struggle early on. Hilton III and Laman (2012) found that 92% of students reported to be willing to use an open text, while 43% reported being willing to purchase the book. They further found that students who used the open text scored better on the final exam and had a higher retention rate than students who opted to purchase the tradition course text. Given that a huge number of students will take PSYC 2103 each year, we see an urgent need to create a product that will 1) Provide high quality and dynamic teaching material and 2) eliminate the textbook cost to lighten students' financial burden (Hilton III & Laman, 2012; Twigg, 2005).

The course package we are proposing to create takes a unique approach to the field of Human Development by emphasizing the application of this material to real life experiences such as parenting styles, childrearing practices, careers, adult development, aging, and elder care. Each learning unit will focus on a developmental period (infancy, toddlerhood, middle childhood, adolescence, emerging adulthood, early adulthood, middle adulthood, late adulthood, and aging- death). Layered with descriptions and examples, our goal for the materials is to describe the uniqueness of each time period by highlighting milestones, social-cognitive-motor-emotional changes, featuring key psychologists and scientists, and empirical studies that have contributed to the research. Our secondary aim is to tie this research to the current literature to describe how one can apply these concepts to their own parenting, careers, and experiences in human interactions.

References:

Hilton III, J., & Laman, C. (2012). One college's use of an open psychology textbook. Open Learning: The Journal of Open, Distance and e-Learning, 27(3), 265-272.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Center for Technology on Learning, U. S. Department of Education. Retrieved on March 3, 2019 from: http://repository.alt.ac.uk/629/1/US_DepEdu_Final_report_2009.pdf

Rackaway, C. (2012). Video killed the textbook star?: Use of multimedia supplements to enhance student learning. Journal of Political Science Education, 8(2), 189-200.

Twigg, C. (2009). Improving Learning and Reducing Costs for Online Learning. In P. L. Rogers, G. A. Berg, J. V. Boettcher, C. Howard, L. Justice & K. Schenk (eds.), Encyclopedia of Distance Learning, (pp. 1148-1154), Second Edition. Hershey: IGI Global.

United States Government Accountability Office (2013). College Textbooks. Report to Congressional Committees GAO-13-368.

Transformation Action Plan

Our plan is to eliminate the use of traditional textbooks as the cost of these texts has become a burden to our students. In place of a traditional textbook, we propose creating a unique virtual course package that will have no cost to the students. This virtual course package will be comprised of twelve (12) learning units organized in the traditional chronological format similar to a typical developmental textbook that covers conception to death. The course package will be comprised of both publicly available OER sources (e.g., Open Textbooks, Open Ancillaries) and materials created by the team. Some of the OER sources we intend to include are the Annenberg Learner which has an open source web site that explores physical, cognitive, and social and emotional development materials, the Seasons of Life video series, which depicts all the stages of life in a documentary format, and TedEd videos. The finished transformed virtual course package will include text, videos, links to various online resources, and interactive content and will be created with the principles of accessible design. Finally, a user-friendly course guide will be created in the Brightspace Desire to Learn (D2L), so that the course package can be used by all instructors (full and part-time) who teach the course.

The team will divide the twelve learning units among ourselves according to subject matter expertise and interest (the specific unit outline will be available upon request) and each team member will be the main designer for their learning units. Each team member was selected because they have extensive experience as instructional designers for online curriculum as well as their knowledge in the subject. Thus, each member is both a subject matter expert and instructional designer. Each learning unit will have a set of specific goals and matching materials. The team members will each review publicly available OER materials carefully and choose the ones determined to be appropriate, relevant, and high quality for their learning unit. In addition, each team member will create any necessary content to fully develop each learning unit to have the depth similar to and richer than a traditional textbook and organize this content in a logical and useful way. The team will meet regularly to go over these units and reach consensus in approving the course content in each unit.

Drs. Zhan and Martin will be co-leaders for the project and will be responsible for the alignment of the goals for each learning unit and for the course learning objectives and will make sure the final virtual course package meets the goals agreed upon by the team. The virtual course package will then be disseminated to the Department of Psychological Science through a shared shell in D2L for all the lifespan course instructors to use.

Quantitative & Qualitative Measures

Quantitative Measures

Student performance: Students' grades from the course will be used as an indicator of their academic performance. The grades from the transformed classes will be compared with those from semesters prior to transformation by each instructor who is participating in this grant application.

Student standard course evaluation: We will compare the KSU quantitative student evaluation responses from the transformed classes with those from prior semesters. The KSU evaluation form has 14 questions on a Likert scale that measure students' learning outcomes and teaching effectiveness. For example, these questions cover instructor's technology use, instruction method, and students' perception of learning effectiveness.

Students' perception of the course and their learning experience: An additional Likert scale survey questionnaire will be developed by the team to be used at the end of the course to gauge students' perception of the success (or lack of) of the transformed class and their learning experiences. The questionnaire will be posted online using SurveyMonkey or Qualtrics software and students' responses will remain anonymous.

Instructors' perception: A short survey questionnaire will be developed by the team specifically for faculty who teach the transformed course. It will have both quantitative and open-ended questions on how the faculty views the transformation, what works well, and what needs to be improved.

Qualitative Measures

Students' subjective learning experience: The qualitative portion of the survey questionnaire will ask students to answer open-ended questions on their learning experiences, such as level of understanding of the course content, enjoyment of the learning process, level of intellectual stimulation, quality of student-content, student-student, and student-instructor interaction, and other questions related to their learning experience.

Students' assessment of teaching materials: Students will be asked to answer open-ended questions on their views of teaching materials used in class, such as levels of difficulty/ease of the reading, relevance to the course objectives, width and depth of the materials, enjoyment of the learning materials, and other similar questions.

Students' willingness to take another developmental psychology related course: Students will be asked if they would like to take another developmental psychology related course, such as Child Psychology, Adulthood and Aging, etc. They will also be asked whether they would recommend this course to others. We hope to see an increase in students' interest and curiosity in human development after taking this class.

Instructors' perception: A short survey questionnaire will be developed by the team specifically for faculty who teach the transformed course. It will have both quantitative and open-ended questions on how the faculty views the transformation, what works well and what needs to be improved.

After all the data are gathered, we will convene to analyze and discuss. The students and faculty's feedback will provide valuable information on opportunities to modify and improve the course as we move forward.

Timeline

May 20, 2019 Team meets to discuss how to implement the transformation plan. Each team member chooses 2-3 learning modules as their assigned responsibility.

June 24, 2019 Team members search and identify high-quality materials that align with learning objectives of the course and unit objectives in each learning unit that they choose.

July 22, 2019 Team meets to review identified materials from each member. Collectively, the team determines initial materials for compilation in each unit, and members continue to search for good quality and suitable materials and create their own content materials.

August 26, 2019 Team meets to review more materials from each member. Discuss, revise, and determine materials for compilation in each unit. Materials are semi-finalized.

September 16, 2019 Team approves to the finalized course content in each unit and begins to organize finalized materials in D2L. Each team member is responsible for her chosen units.

October 28, 2019 Team meets to review and critique the D2L course design.

November 18, 2019 Team members revise the D2L course package.

December 16, 2019 Team meets to finalize the transformed course package on D2L.

January 15, 2020 Spring 2020 semester begins. Two or three team members teach the transformed course by implementing the new course package.

April 30, 2020 Team meets to discuss instructors' perception of the transformed course. Determine what works well and what needs improvement.

May 15, 2020 Team meets to go over and discuss quantitative and qualitative course evaluations from students on the transformed course. Team collectively determines adjustments and changes to be made to the course based on feedback from both students and instructors.

June 1, 2020 Summer session begins. Two to three team members teach the revised course, using revised course package.

August 15, 2020 Project leader submits final report.

Budget

Our team is applying for a total of $30,000 for this transformation grant.

Personnel: $5,000 for the five team members (i.e., Dr. Ginny Zhan, Dr. Nicole Martin, Dr. Dorothy Marsil, Dr. Teresa Neal, and Dr. Amanda Wolfe) to be paid as summer salary in 2020. Compensation is for time and effort spent developing the course package, searching, identifying, and collecting publicly accessible, high-quality materials, writing/creating our own materials, and compiling and organizing everything into a high quality and dynamic course package on D2L.

Materials: $1,000 for purchasing videos, books, and copyrighted photos (list will be available upon request).

Required and professional travel: $4,000. Each of the five, team members will be allotted $800 to travel to the required kick-off meeting in Georgia and to offset attendance at professional conferences such as teaching institutes where we can present information related to this textbook transformation project and share with colleagues in the field.

Sustainability Plan

As stated earlier, the members of this team-teach this course every year and some teach every semester. Our background in developmental psychology is strong and we are deeply committed to maintaining a high standard in all our courses so that they remain current, relevant, and applicable to the field. We consider this project to be a living document in that new material and changes can be made to update the course.

Our transformed course package can serve as a standard course package that any faculty member (full, part-time, and adjunct) can use in the future. It will serve as a solid guiding foundation for future faculty members who teach this course.

Our agreement is that all changes to the course design and course package be made by approval of the group. We will meet to revisit the transformed course at the end of each semester, making group decisions based on the collected feedback from both students and instructors on what is working well, what is not, and what needs to be changed and amended. As researchers, we are constantly reading and reviewing the literature and it is our hope to constantly add and edit this course with new material as we move through the years.

Our PSYC 2103- Introduction to Human Development course is required for all majors. It is a fundamental piece of our major and therefore all students must take this class in order to graduate. Over the past several years, we have added in several other developmental courses for our majors because students have shown an interest in this field. We now offer electives in Infant Development (PSYC 3315), Child Development (PSYC 3205), Emerging Adulthood (PSYC 3505), as well as Child Psychopathology (PSYC 4460). Each of these courses can pull pieces and material from the foundation course Human Development as well as contribute in the future.

We plan to share our work including the development process and the outcome with colleagues through presentations at psychology teaching conferences such as the annual SETOP (Southeastern Conference on the Teaching of Psychology) NITOP (The National Institute on the Teaching of Psychology), and/or The Teaching Institute at SRCD (Society for Research in Child Development). Further, Kennesaw State University hosts the annual Research Summit on Teaching and Learning conference, where we can share our work with interested KSU colleagues from outside the Psychological Science Department.

Acknowledgment

Grant Acceptance

[Acknowledged] I understand and acknowledge that acceptance of Affordable Learning Georgia grant funding constitutes a commitment to comply with the required activities listed in the RFP and that my submitted proposal will serve as the statement of work that must be completed by my project team. I further understand and acknowledge that failure to complete the deliverables in the statement of work may result in termination of the agreement and funding.

April 7, 2019

ALG Textbook Transformation Grants

Dear ALG Grant Review Committee:

I am pleased to write this letter in support of my colleagues' proposal to develop no-cost instructional materials to support our new PSYC 2103 course at Kennesaw State University. Drs. Martin, Zhan, Neal, Marsil, and Wolfe are all accomplished online instructors and experts in the area of human growth and development. The timing of this opportunity is actually quite fortunate; the Department of Psychological Science just completed a comprehensive degree program revision that will include this common USG course (PSYC 2103) as an Area F degree requirement beginning fall 2019.

In addition to serving our 1700 PSYC majors, including ~150 online only majors, the KSU Nursing department also requires PSYC 2103 as a prerequisite for program admission. As noted in our faculty's proposal, estimates of student savings from using no-cost materials are in excess of $250,000 each academic year. Moreover, based on their collective expertise and individual reputations, I am confident that the no-cost learning materials these faculty collect and produce will be attractive to other colleagues and institutions who offer PSYC 2103 and comparable courses (i.e., both within the USG and beyond).

In addition to their disciplinary expertise, these applicants all have experience writing and reviewing instructional and ancillary materials in support of several current psychology textbooks. They have also completed extensive education and training in effective pedagogy, student assessment, and online course evaluation, which will undoubtedly inform their work on the proposed course package of learning materials. Finally, because this curriculum reaches so many students, it is critical for our department to provide a consistent experience for all students regardless of who among our team of full- and part-time faculty delivers any particular course section. Supporting this proposal to develop enhanced learning materials will allow our department to document and assess teaching effectiveness while promoting student learning across our entire team of dedicated faculty.

In summary, before you is an application from a group of experienced and dedicated faculty designed to address a critical need in our department's curriculum at an extraordinarily opportune time. In addition to benefitting from the enhanced pedagogy, an exposure to relevant content via non-traditional delivery methods, and a variety of assignments and activities designed to promote active learning, the guaranteed cost savings for our students in both the short- and long-term will be substantial. As a former ALG Grant recipient and interim department chair, I know firsthand how important and impactful this initiative has been for students across the USG. I have every confidence that these faculty applicants will deliver an exceptional collection of learning materials to support our PSYC 2103 course, and I trust the review committee will give this proposal their fullest consideration for an ALG Round 14 Award.

Thank you in advance, and please do let me know if I can provide any additional information…

Best regards,

Christopher K. Randall, PhD
Professor and Interim Chair

Textbook Transformation Grants, Round Fourteen
(Summer 2019 –Summer 2020)
Proposal Form and Narrative

Notes
- The proposal form and narrative .docx file is for offline drafting and review. Submitters must use the InfoReady Review online form for proposal submission.
- The only way to submit the official proposal is through the online form in Georgia Tech's InfoReady Review. The link to the online application is on the Round 14 RFP Page.
- The italic text we provide is meant for clarifications and can be deleted.

Applicant, Team, and Sponsor 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, leave the submitter fields blank.

Institution(s)	Kennesaw State University
Applicant Name	Ginny Zhan
Applicant Email	gzhan@kennesaw.edu
Applicant Phone #	470-578-6679
Applicant Position/Title	Professor of Psychology
Submitter Name	Dorothy Marsil
Submitter Email	Dmarsil@kennesaw.edu
Submitter Phone #	470-578-3259
Submitter Position	Program Coordinator for Department of Psychological Science

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.

	Name	Email Address
Team Member 1	Nicole Martin	nmarti40@kennesaw.edu
Team Member 2	Ginny Zhan	gzhan@kennesaw.edu
Team Member 3	Teresa Neal	tneal19@kennesaw.edu
Team Member 4	Dorothy Marsil	dmarsil@kennesaw.edu
Team Member 5	Amanda Wolfe	awolfe7@kennesaw.edu
Team Member 6		
Team Member 7		
Team Member 8		

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

Please provide the sponsor's name, title, department, and institution. The sponsor is the provider of your Letter of Support.

Dr. Christopher Randall
Professor of Psychology and Interim Chair
Department of Psychological Science
Kennesaw State University

Project Information and Impact Data

Title of Grant Project	Transforming Lifespan Development
Type of Grant	No-Cost-to-Students Learning Materials
Requested Amount of Funding	$30,000.00
Course Names and Course Numbers	PSYC 2103- Introduction to Human Development
Final Semester of Project	Summer 2020
Average Number of Students Per Course Section Affected by Project	51 students
Average Number of Sections Affected by Project in One Academic Year	27 sections
Total Number of Students Affected by Project in One Academic Year	1384 students
Average Number of Students Affected per Summer Semester	105 students
Average Number of Students Affected per Fall Semester	685 students
Average Number of Students Affected per Spring Semester	538 students
Title/Author of Original Required Materials	Arnett, J. & Jensen, K. (2019). Human Development: A Cultural Approach. (3rd Ed.) Feldman, R. (2016). Lifespan Development: A Topical Approach. (3rd Ed.) Santrock, J. (2019). Life-Span Development. (17th Ed.)
Original Total Cost Per Student	$225 $212 $157
Post-Project Cost Per Student	$0
Post-Project Savings Per Student	Approximately $198

Projected Total Annual Student Savings Per Academic Year	Approximately $274, 032.00
Using OpenStax Textbook?	No

Narrative Section

1. Project Goals

PSYC 2103: Introduction to Human Development is a developmental psychology course designed to introduce students to key developmental theories and empirical studies. It covers the lifespan of a person beginning in conception to ending in death, emphasizing biological, cognitive, emotional, and social and personality development. All psychology majors are required to take this course, making it one of the most frequently taught psychology courses in the Department of Psychological Science. Further, it is often suggested/required by other departments for their students which increases the enrollment further.

Our primary goal for the Textbook Transformation Grant project is to compile and develop a collection of learning materials for PSYC 2103 that meets the needs of teaching and learning, is applicable to students' life experiences, is sustainable, and at no cost to students. This will include a virtual course package that incorporates developmental concepts fundamental to the field of psychology and will extend those concepts to include relevant applications of the material to real life. We seek to incorporate current theory and research as they apply to education, parenting, careers, and other real-life experiences to which students can relate.

In the following paragraphs, we outline our specific goals.

Student savings: This semester, 440 students were enrolled in Hybrid or Online Lifespan courses and 105 in face-to-face classes. This number is quite typical of a regular semester. The transformation project will potentially save students a significant amount of money.

All enrolled students will save on traditional textbooks, and for online and hybrid students, they will also save on added cost for purchasing supplementary materials (many instructors require students to purchase access card to publisher's website such as McGraw Hill's Connect). Currently, Sage Edge, Pearson's Revel, and McGraw Hill Connect are used for supplemental engagement, assignments, and assessment, mostly in hybrid and online courses. After the transformation, this will no longer be necessary.

Student Success: There are several ways that our transformation project will contribute to student success.

First, the transformed course design will streamline all the sections of this course, taught by different faculty members including part-time faculty and adjunct faculty. Our transformed course package can serve as a "standard course package" for all the future faculty members who teach this course. It will serve as a solid guiding foundation for instructors. After the transformation, the content of the course will be more consistent across all the sections and students will benefit from the same high-quality materials delivered in the course regardless of modality or instructor.

Second, the transformed course will not only retain all the key information found in a traditional textbook, but will also contain more coverage of applied information that students can use in real life, which is not always adequate in a textbook. For example, we will include more applicable information in the area of prenatal care, child care, elderly care, school bullying, the relationship between media use and psychological well-being, and other related topics.

Third, while the traditional textbooks are more focused on reading, the transformed course will contain more student-friendly materials such as online resources including videos and other digital visual and audio materials. Surveys (McGraw-Hill, 2017) have shown that more than half of the current generation of students prefer digital learning technology to the traditional mode (i.e., books). We hope the transformed course will be more dynamic, enabling students to be more engaged learners and retain more information from the course.

Fourth, studies show that from 30% (deNoyelles & Raible, 2017) to 66.5% (Gallant, 2019) of the college students surveyed do not purchase a textbook. Without a textbook, the students are missing all the necessary course content and it can hinder their learning. Birchfield and Sappington (2000) found that not reading textbooks negatively affect students' grades. The transformed course package will relieve the burden of the cost of materials and it is our hope that this factor, along with others, will improve student success.

Material Creation: This project seeks to transform the course material from a simple textbook to a more dynamic mix of readings, videos, audios, and other supplemental activities that can be used in any delivery format (lecture, hybrid, and online) affordably. Specifically, our plans are outlined in the following paragraphs.

• Search and compile high-quality teaching materials from most publicly accessible OER sources that well represent the contemporary perspectives of this course. This will include text, videos, TED talks, podcasts, links, and interactive content. We will search the OER resources such as Open Textbooks and Open Ancillaries for appropriate materials.

• Develop a comprehensive, high quality, and sustainable course package that can be updated periodically with no extra cost.

• Develop a user-friendly course instruction platform in Brightspace Desire to Learn (D2L) to be used by full- time, part-time, and adjunct instructors who teach this course regardless of teaching modalities.

Pedagogical Transformation:

Our primary goal is to create an affordable and accessible course in which students can be active and engaged learners, regardless of the delivery modality. The pedagogical orientation of the group involved in this project would represent a mixture of constructivist, collaborative, reflective, and integrative approaches. The content transformation will incorporate a variety of perspectives, resources, and materials to scaffold student learning. It will be more consistent across all the sections, ensure high quality of course delivery, and contribute to a successful and rewarding learning experience for students in this course.

References:

Birchfield, C. M., & Sappington, J. (2000). Compliance with required reading assignments. *Teaching of Psychology, 27*, 58-60.

deNoyelles, A., & Raible, J. (2017). Exploring the use of e-textbooks in higher education: A multiyear study. *Educause Review*. Retrieved from: https://er.educause.edu/articles/2017/10/exploring-the-use-of-e-textbooks-in-higher-education-a-multiyear-study

Gallant, J. (2019, March). *Textbook affordability at the crossroads: The present and future of educational resources.* Keynote speech at Annual Unconference on Online Learning, Kennesaw State University, GA: Kennesaw.

McGraw-Hill. (2017). *New research: More than half of college students prefer classes that use digital learning technology. Retrieved from:* https://www.mheducation.com/news-media/press-releases/college-students-prefer-classes-digital-learning-technology.html

2. Statement of Transformation

Kennesaw State University has grown considerably since its early days as a community college. We now have over 35,000 students. The Department of Psychological Science is housed in the College of Humanities and Social Science at Kennesaw State University. Our department has recently undergone several changes: a name change (from Psychology to Psychological Science) and a full curriculum change (to facilitate student success by reducing bottlenecks in the program). Reflected in the new curriculum is a transformation of our Lifespan Development class from a 3000-level course to a lower division course, placing it in area F (lower-division major requirement). All 1700+ Psychology majors and over 600 minoring in Psychology are required to take this course. This course also serves numerous departments including prerequisites for Nursing, Education, Social Work, Science Education, Exercise Science, Biology, Pre-Medicine, History Education, and more. As an introductory course, this course will become an attractive elective across the University. These numbers are only expected to grow as they have thus far.

The five faculty members that are proposing this textbook transformation grant project all regularly teach this course for our department. We instruct in a variety of modalities including face to face, hybrid, and online formats. Through our collective teaching experience, we have a

strong understanding of what students are drawn to within our human development course, what is currently available in book format, and how much each of us supplements our courses with outside material. Collectively, we have a strong desire to share our expertise in creating material that will not only help our students financially but will also provide our students with a more comprehensive, more applied, and more rewarding learning experience in this course.

Human Development is considered one of the major areas within the field of Psychology. This class is typically taught in a chronological, rather than topical, format. Textbook decisions are guided by shared learning objectives, and this has resulted in choosing costly materials from large publishers (Twigg, 2005). Students are expected to invest in a book that could cost over $200 and can only be used for this one class. Textbooks are updated frequently, which drives up the cost of the books. Textbook costs increased 6% per year from 2002-2012 (U. S. Government Accountability Office, 2013). While the books are comprehensive, many lack real-world application. Creating a course package will allow our students to have integrative materials embedded, which is demonstrated to have a significant effect on learning (Means, Toyama, Murphy, Bakia, & Jones, 2009). Human Development is an area that would greatly benefit from a dynamic, multi-modal presentation of material. Rackaway (2012) found that multimedia supplements significantly improved student learning outcomes and have the most significant effect for students who struggle early on. Hilton III and Laman (2012) found that 92% of students reported to be willing to use an open text, while 43% reported being willing to purchase the book. They further found that students who used the open text scored better on the final exam and had a higher retention rate than students who opted to purchase the tradition course text. Given that a huge number of students will take PSYC 2103 each year, we see an urgent need to create a product that will 1) Provide high quality and dynamic teaching material and 2) eliminate the textbook cost to lighten students' financial burden (Hilton III & Laman, 2012; Twigg, 2005).

The course package we are proposing to create takes a unique approach to the field of Human Development by emphasizing the application of this material to real life experiences such as parenting styles, childrearing practices, careers, adult development, aging, and elder care. Each learning unit will focus on a developmental period (infancy, toddlerhood, middle childhood, adolescence, emerging adulthood, early adulthood, middle adulthood, late adulthood, and aging-death). Layered with descriptions and examples, our goal for the materials is to describe the uniqueness of each time period by highlighting milestones, social-cognitive-motor-emotional changes, featuring key psychologists and scientists, and empirical studies that have contributed to the research. Our secondary aim is to tie this research to the current literature to describe how one can apply these concepts to their own parenting, careers, and experiences in human interactions.

References:

Hilton III, J., & Laman, C. (2012). One college's use of an open psychology textbook. *Open Learning: The Journal of Open, Distance and e-Learning, 27*(3), 265-272.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning*

studies. Center for Technology on Learning, U. S. Department of Education. Retrieved on March 3, 2019 from: http://repository.alt.ac.uk/629/1/US_DepEdu_Final_report_2009.pdf

Rackaway, C. (2012). Video killed the textbook star?: Use of multimedia supplements to enhance student learning. *Journal of Political Science Education*, *8*(2), 189-200.

Twigg, C. (2009). Improving Learning and Reducing Costs for Online Learning. In P. L. Rogers, G. A. Berg, J. V. Boettcher, C. Howard, L. Justice & K. Schenk (eds.), *Encyclopedia of Distance Learning,* (pp. 1148-1154), Second Edition. Hershey: IGI Global.

United States Government Accountability Office (2013). *College Textbooks*. Report to Congressional Committees GAO-13-368.

3. Transformation Action Plan

Our plan is to eliminate the use of traditional textbooks as the cost of these texts has become a burden to our students. In place of a traditional textbook, we propose creating a unique virtual course package that will have no cost to the students. This virtual course package will be comprised of twelve (12) learning units organized in the traditional chronological format similar to a typical developmental textbook that covers conception to death. The course package will be comprised of both publicly available OER sources (e.g., Open Textbooks, Open Ancillaries) and materials created by the team. Some of the OER sources we intend to include are the Annenberg Learner which has an open source web site that explores physical, cognitive, and social and emotional development materials, the Seasons of Life video series, which depicts all the stages of life in a documentary format, and TedEd videos. The finished transformed virtual course package will include text, videos, links to various online resources, and interactive content and will be created with the principles of accessible design. Finally, a user-friendly course guide will be created in the Brightspace Desire to Learn (D2L), so that the course package can be used by all instructors (full and part-time) who teach the course.

The team will divide the twelve learning units among ourselves according to subject matter expertise and interest (the specific unit outline will be available upon request) and each team member will be the main designer for their learning units. Each team member was selected because they have extensive experience as instructional designers for online curriculum as well as their knowledge in the subject. Thus, each member is both a subject matter expert and instructional designer. Each learning unit will have a set of specific goals and matching materials. The team members will each review publicly available OER materials carefully and choose the ones determined to be appropriate, relevant, and high quality for their learning unit. In addition, each team member will create any necessary content to fully develop each learning unit to have the depth similar to and richer than a traditional textbook and organize this content in a logical and useful way. The team will meet regularly to go over these units and reach consensus in approving the course content in each unit.

Drs. Zhan and Martin will be co-leaders for the project and will be responsible for the alignment of the goals for each learning unit and for the course learning objectives and will make sure the final virtual course package meets the goals agreed upon by the team. The virtual course

package will then be disseminated to the Department of Psychological Science through a shared shell in D2L for all the lifespan course instructors to use.

4. Quantitative and Qualitative Measures

Quantitative Measures

Student performance: Students' grades from the course will be used as an indicator of their academic performance. The grades from the transformed classes will be compared with those from semesters prior to transformation by each instructor who is participating in this grant application.

Student standard course evaluation: We will compare the KSU quantitative student evaluation responses from the transformed classes with those from prior semesters. The KSU evaluation form has 14 questions on a Likert scale that measure students' learning outcomes and teaching effectiveness. For example, these questions cover instructor's technology use, instruction method, and students' perception of learning effectiveness.

Students' perception of the course and their learning experience: An additional Likert scale survey questionnaire will be developed by the team to be used at the end of the course to gauge students' perception of the success (or lack of) of the transformed class and their learning experiences. The questionnaire will be posted online using SurveyMonkey or Qualtrics software and students' responses will remain anonymous.

Instructors' perception: A short survey questionnaire will be developed by the team specifically for faculty who teach the transformed course. It will have both quantitative and open-ended questions on how the faculty views the transformation, what works well, and what needs to be improved.

Qualitative Measures

Students' subjective learning experience: The qualitative portion of the survey questionnaire will ask students to answer open-ended questions on their learning experiences, such as level of understanding of the course content, enjoyment of the learning process, level of intellectual stimulation, quality of student-content, student-student, and student-instructor interaction, and other questions related to their learning experience.

Students' assessment of teaching materials: Students will be asked to answer open-ended questions on their views of teaching materials used in class, such as levels of difficulty/ease of the reading, relevance to the course objectives, width and depth of the materials, enjoyment of the learning materials, and other similar questions.

Students' willingness to take another developmental psychology related course: Students will be asked if they would like to take another developmental psychology related course, such as Child Psychology, Adulthood and Aging, etc. They will also be asked whether they would recommend

this course to others. We hope to see an increase in students' interest and curiosity in human development after taking this class.

Instructors' perception: A short survey questionnaire will be developed by the team specifically for faculty who teach the transformed course. It will have both quantitative and open-ended questions on how the faculty views the transformation, what works well and what needs to be improved.

After all the data are gathered, we will convene to analyze and discuss. The students and faculty's feedback will provide valuable information on opportunities to modify and improve the course as we move forward.

5. Timeline

May 20, 2019 Team meets to discuss how to implement the transformation plan. Each team member chooses 2-3 learning modules as their assigned responsibility.

June 24, 2019 Team members search and identify high quality materials that align with learning objectives of the course and unit objectives in each learning unit that they choose.

July 22, 2019 Team meets to review identified materials from each member. Collectively, the team determines initial materials for compilation in each unit, and members continue to search for good quality and suitable materials and create their own content materials.

August 26, 2019 Team meets to review more materials from each member. Discuss, revise, and determine materials for compilation in each unit. Materials are semi-finalized.

September 16, 2019 Team approves to the finalized course content in each unit and begins to organize finalized materials in D2L. Each team member is responsible for her chosen units.

October 28, 2019 Team meets to review and critique the D2L course design.

November 18, 2019 Team members revise the D2L course package.

December 16, 2019 Team meets to finalize the transformed course package on D2L.

January 15, 2020 Spring 2020 semester begins. Two or three team members teach the transformed course by implementing the new course package.

April 30, 2020 Team meets to discuss instructors' perception of the transformed course. Determine what works well and what needs improvement.

May 15, 2020 Team meets to go over and discuss quantitative and qualitative course evaluations from students on the transformed course. Team collectively determines adjustments and changes to be made to the course based on feedback from both students and instructors.

June 1, 2020 Summer session begins. Two to three team members teach the revised course, using revised course package.

August 15, 2020 Project leader submits final report.

6. Budget

Our team is applying for a total of $30,000 for this transformation grant.

Personnel: $5,000 for the five team members (i.e., Dr. Ginny Zhan, Dr. Nicole Martin, Dr. Dorothy Marsil, Dr. Teresa Neal, and Dr. Amanda Wolfe) to be paid as summer salary in 2020. Compensation is for time and effort spent developing the course package, searching, identifying, and collecting publicly accessible, high quality materials, writing/creating our own materials, and compiling and organizing everything into a high quality and dynamic course package on D2L.

Materials: $1,000 for purchasing videos, books, and copyrighted photos (list will be available upon request).

Required and professional travel: $4,000. Each of the five-team members will be allotted $800 to travel to the required kick-off meeting in Georgia and to offset attendance at professional conferences such as teaching institutes where we can present information related to this textbook transformation project and share with colleagues in the field.

7. Sustainability Plan

As stated earlier, the members of this team-teach this course every year and some teach every semester. Our background in developmental psychology is strong and we are deeply committed to maintaining a high standard in all our courses so that they remain current, relevant, and applicable to the field. We consider this project to be a living document in that new material and changes can be made to update the course.

Our transformed course package can serve as a standard course package that any faculty member (full, part-time, and adjunct) can use in the future. It will serve as a solid guiding foundation for future faculty members who teach this course.

Our agreement is that all changes to the course design and course package be made by approval of the group. We will meet to revisit the transformed course at the end of each semester, making group decisions based on the collected feedback from both students and instructors on what is working well, what is not, and what needs to be changed and amended. As researchers, we are constantly reading and reviewing the literature and it is our hope to constantly add and edit this course with new material as we move through the years.

Our PSYC 2103- Introduction to Human Development course is required for all majors. It is a fundamental piece of our major and therefore all students must take this class in order to graduate. Over the past several years, we have added in several other developmental courses for our majors because students have shown an interest in this field. We now offer electives in Infant Development (PSYC 3315), Child Development (PSYC 3205), Emerging Adulthood (PSYC 3505), as well as Child Psychopathology (PSYC 4460). Each of these courses can pull pieces and material from the foundation course Human Development as well as contribute in the future.

We plan to share our work including the development process and the outcome with colleagues through presentations at psychology teaching conferences such as the annual SETOP (Southeastern Conference on the Teaching of Psychology) NITOP (The National Institute on the Teaching of Psychology), and/or The Teaching Institute at SRCD (Society for Research in Child Development). Further, Kennesaw State University hosts the annual Research Summit on Teaching and Learning conference, where we can share our work with interested KSU colleagues from outside the Psychological Science Department.