ALG Adaptive Learning Pilot for Introduction to General Psychology

Final Report

To submit your Final Report, send this completed form in an email to Jeff Gallant (jeff.gallant@usg.edu) and Tiffani Reardon (tiffani.reardon@usg.edu).

You can submit the following in this email **optionally**:

* Files with the data behind your Quantitative and Qualitative Measures narrative. These data files **will not be made available to the public** but may be provided to researchers in an anonymized version upon request.
* Your final invoice for the second half of the award: $1,000. Some institutions can send this early, while others will have to confirm that you sent in the Final Report before creating an invoice. Either way works for us.

Based on receipt of this report and your invoice (either with this form or submitted later), ALG will process the final payment for your grant. ALG will follow up in the future with post-project surveys and may also request your participation in a publication, presentation, or other event.

Please delete the descriptive text in italics when you fill out this form.

# General Information

**Date:** *December 20, 2021*

**Institution Name:** *Savannah State University*

**Participant Name:** *Sherry Serdikoff*

**Total Number of Students Affected During Project:** *19*

**Cost of Materials Replaced by Lumen Waymaker:** *$60.00*

**Estimated Textbook Cost Savings Per Year (cost of previous materials minus cost of Waymaker):** *$665.00*

**Are you going to continue the use of Lumen Waymaker in your General Psychology course after Fall 2021?:** *Yes*

# Narrative

* 1. *Describe the key outcomes, whether positive, negative, or interesting, of your project. Include:*
* *Summary of your transformation experience, including challenges and accomplishments*
* *Transformative impacts on your instruction*
* *Transformative impacts on your students and their performance*
	1. *Describe lessons learned, including any things you would do differently in implementing Waymaker the next time.*

*During this semester I implemented Waymaker in a fully online asynchronous section of Psyc 1101. I developed a schedule that covered one module per week – 13 overall (first week was introduction to Waymaker/class; no new material during mid-term week) – with two no-materials proctored exams (one at midterm; on at finals). Each module was set up with a similar schedule to provide structure and consistency: students received full credit for completing the module study plan self-checks (~12% of grade) and these remained open for the full semester; each module had either a brief writing assignment or discussion participation (~250 words) with a set due date each week (~24% of grade) and; each module had a quiz with a set due date that could be taken twice (higher grade would count; ~36% of grade). The two proctored exams were worth 14% each.*

*All students who finished the course had average completion scores of 100%, which if I understand the dashboard correctly means that the completed all of the study plan self-checks. But, I have no indication of individual scores on those self-checks from Waymaker. All students had a module quiz average of 80% or above. However, most students did not take advantage of the opportunity to take the module quiz twice (which not only provided additional practice but could also could have increased the score and could not reduce the score). So, I do think I will think about how to change the class structure to encourage taking the module quiz twice. Many students just did not do the required writing/discussion assignments (some of which were options provided by Waymaker); I do not think failure to complete these is related to Waymaker and will be considering other options to increase participation in this component of the course. I suppose my biggest concern is that most students performed very poorly on the two proctored exams (midterm and final). Thus, although they were usually earning 80% or more on the module quizzes [sometimes only after a second attempt] taken in an unproctored-environment, they were not learning/retaining the information to perform well in a higher-stakes proctored arrangement.*

*Overall, I do feel the Waymaker platform was beneficial in that most students did engage with the study plan and perform well on the quizzes. For those students who did not, it is not clear that it was related to Waymaker, per se. This class was only offered in the fully online asynchronous format and that might not have been desirable for some students, which might have contributed to their failure to engage online.*

# Quotes

*Provide three quotes from students evaluating their experience with the platform.*

*I have not been provided results from my SSU-administered end-of-semester questionnaires which may contain some quotes/comments.*

*From the ALG-provided standard questionnaire, only one student provided a write-in response on the, indicating to the last item, “I liked it.” That same student reported, generally positive responses throughout the questionnaire but also indicated, “I did not access the Lumen Waymaker content.” and “The Lumen Waymaker content had a negative effect on the learning experience I had in this course” so I’m not sure what to make of this.*

*What I can offer based on the ALG questionnaire data I do have is:*

* *All but two reported “I read the assigned content, and it deepened my understanding” and the other two reported “I user it to study before a quiz/test or two just in case.”*
* *All but two reported, the Waymaker content, compared to textbooks in other courses was “ Much more useful/interesting than average” or “More useful/interesting than average” and the other to reported “It's average.”*
* *All students endorsed, “The Lumen Waymaker content added value to my learning experience in the course.”*

# Quantitative and Qualitative Measures

## Uniform Measurements Questions

*The following are uniform questions asked to all participants. Please answer these to the best of your knowledge.*

**Student Opinion of Materials**

**Was the overall student opinion about Waymaker used in this course positive, neutral, or negative?**

Total number of students affected in this project: 19

* Positive: *92.3* % of *13* number of respondents
* Neutral: \_\_\_\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents
* Negative: *7.7* % of *13* number of respondents*\* (but this was inconsistent with other responses from the one individual)*

**Student Learning Outcomes and Grades**

**Was the overall comparative impact on student performance in terms of learning outcomes and grades in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Student outcomes should be described in detail in Section 3b.*

Choose One:

* \_\_*X*\_ Positive: Higher performance outcomes measured over previous semester(s)
* \_\_\_ Neutral: Same performance outcomes over previous semester(s)
* \_\_\_ Negative: Lower performance outcomes over previous semester(s)

**Student Drop/Fail/Withdraw (DFW) Rates**

**Was the overall comparative impact on Drop/Fail/Withdraw (DFW) rates in the semester(s) of implementation over previous semesters positive, neutral, or negative?**

*Depending on what you and your institution can measure, this may also be known as a drop/failure rate or a withdraw/failure rate, or even a Grade D/F/Withdraw Rate.*

\_\_\_*32*\_\_% of students, out of a total \_\_*19*\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

* \_\_*X*\_ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
* \_\_\_ Neutral: This is the same percentage of students with D/F/W than previous semester(s)
* \_\_\_ Negative: This is a higher percentage of students with D/F/W than previous semester(s)

## Measures Narrative

*In this section, summarize what you found using your qualitative and quantitative measures.*

* *If available, include measures such as:*
	+ *Drop, fail, withdraw (DFW) delta rates*
	+ *Course retention and completion rates*
	+ *Average GPA*
	+ *Pre-and post-transformation DFW comparison*
	+ *Student success in learning objectives*
	+ *Surveys, interviews, and other qualitative measures*
	+ *If possible, include an analysis of key student success factors such as DFW, GPA, and completion disaggregated by Pell-eligible and non-Pell-eligible students, by race and ethnicity, and by full-time/part-time student status.*

*These measures were first demonstrated by Watson, Colvard, and Park:* [The Impact of Open Educational Resources on Various Student Success Metrics](https://www.isetl.org/ijtlhe/pdf/IJTLHE3386.pdf)

* *Indicate any co-factors that might have influenced the outcomes.*

*During the previous semester, which included 35 students in Summer 2021, the earned grades included 5/35 (14%) D’s, 5/35 (14%) F’s, and 8/35 (23%) W/WF’s. During this Fall 2021 semester of implementation, which included 19 students, there were no D’s, 6/19 (32%) F’s and 2 W’s. Of the students who earned F’s this semester, most did not complete most of the assigned work for the class and the small amount of work they did complete was subpar. Thus, of those students who completed the Waymaker and complementary work, all earned C’s or better suggesting at least minimal mastery of the course objectives. And of the students 6 who earned F’s in this class, a quick review of their semester records in our EAB Navigate systems reveals that all earned D’s/F’s in most of their classes. The average current GPA for the 6 students who earned F’s is 0.856. whereas the current GPA for students who earned a C or better in this class this semester is 2.482. It appears that all students who earned a C or better in this PSYC 1101 class this semester are registered for classes in Spring 2022. I do not have access to Pell-eligibility nor the officially recorded race or ethnicity for these students. Based on a review of our EAB Navigate records, it does appear that all students were enrolled full time (at least 12 credits).*

# Future Instruction Plans

*Describe what you will do in the future with Lumen Waymaker for General Psychology, including whether or not you will continue the use of the platform and why. Please also describe the potential for future adoptions by colleagues in your department if this is applicable.*

*I will continue to use the Waymaker product for General Psychology in Spring 2022 as I found the content to be well developed & packaged, and because I found the tools to promote student-content engagement among most students. I do think I will need to try some additional options for using these materials to promote long-term retention that can be demonstrated in high-stakes [proctored, no-materials] testing environments. I will suggest this for adoption to other faculty who teach PSYC 1101. Our biggest hurdle in this regard may be the competition with eCore, which is currently using the $0 OpenStax text (on which the Waymaker materials are based).*

# Future Scholarship Plans

*Describe any planned or actual papers, presentations, publications, or other professional activities that you expect to produce that reflect your work on this project.*

*Three colleagues and I have been awarded an ALG round 20 Affordable Materials Grant that used this pilot project with Psyc 1101 as a model. We will be adopting Waymaker in three additional classes in our department (PSYC 2103, PSYC 4701, and SOCI 1101). We will be collecting/analyzing similar measures to this Psyc Pilot project. Our plan is to prepare a presentation about our work for SSU faculty that will be delivered as part of the SSU Center for Teaching and Faculty Development (CTFD) professional development series, submit the project for presentation at a Teaching and Learning Conference, and ultimately to prepare a version of our presentation that we will submit for publication.*