Affordable Learning Georgia Affordable Materials Grants  
Transformation Grants Final Report

*(or Textbook Transformation Grants, if R17 or earlier)*

Once you have completed this template, to submit your Final Report, go to the [Final Report submission](https://survey.zohopublic.com/zs/xTCCvG) form.

The final report submission form allows you to submit the following:

* This completed narrative document (required)
* Syllabus or syllabi (required)

*If multiple files, compress into one .zip folder*

* Qualitative/Quantitative Measures data files (optional, as needed)

*If multiple files, compress into one .zip folder*

* Photo of your team or a class of your students for future ALG promotions (optional)
* Invoice for the second half of the grant’s award amount (optional)

Follow the instructions on the webpage for uploading your documents. Based on receipt of this report, ALG will process the final payment for your grant. ALG will follow up in the future with post-project grantee surveys and may also request your participation in a publication, presentation, or other event.

# General Information

**Date: 12/1/2025**

**Grant Round: 26**

**Grant Number: 733**

**Institution Name(s): University of West Georgia**

**Project Lead: Dr. Agnieszka Chwialkowska**

**Team Members (Name, Title, Department, Institutions if different, and email address for each): students**

**Course Name(s) and Course Numbers: MKTG 4864** [**https://westga.campusconcourse.com/view\_syllabus?course\_id=48303**](https://westga.campusconcourse.com/view_syllabus?course_id=48303)

**Semester Project Began: Fall 2024**

**Final Semester of Implementation: Fall 2025**

**Total Number of Students Affected During Project: 79**

# 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 next time.*
  2. *Describe any materials you created or revised/remixed that will be shared with the public. Include the* [*open license your materials will be shared under*](https://creativecommons.org/share-your-work/)*—for most materials, this will be an Attribution 4.0 License (CC BY) as required in the Grants Request for Proposals.*

The objective of the project was the delivery of course materials for the Consumer Behavior during the period of Fall 2024- Spring and Summer of 2025 and the implementation of these materials in Fall 2025. The motivation for the development of these materials was to provide students with a no-cost textbook option and to customize the learning materials to fit the specific needs of this course and the student population.

While searching for and developing relevant new materials and modifying them, as well as thinking through the feedback previously received from students, the team leader concluded that the best course of action was to develop learning materials in the form of 15 chapters divided into three modules (external influences, internal influences, and consumer decision-making). Such an approach would guide the students (throughout the semester) in their work on the related assignments that allow them to reflect on their everyday consumer decisions.

Students complained that the textbook in this class (and in other courses) had ‘too much unnecessary information’ and they have to ‘search through the content,’ as well as that ‘the chapters are too lengthy’ and ‘it is difficult to know what is important and not essential to remember’ as they complete their readings. The adopted format aimed at mitigating these issues and providing students with detailed information of the most important concepts relevant from the marketing perspective without overwhelming them with unnecessary information. The team leader also concluded that the reading materials should be presented in a more compact form.

Among materials developed/adapted/modified are:

* Three reading modules, including learning objectives/study guide and a reading chapter – a total of 15 chapters. Tables, graphics, and smart-arts were also developed and included in the reading materials (chapters) to illustrate the key concepts better. Reflection questions for each chapter were also developed to aid in student elarning.
* Three assignments accompanying each study module were also developed.

The reading materials were revised and remixed from the following OER resources (however majority of the text is original). AI has been used in a collaborative manner to help create the textbook chapters(ChatGPT, Copilot, Grammarly). AI was also used to assist with proofreading and formatting. It was also used in generating examples relevant to student lives.

* Introduction to Advertising: Advertising Practices  
  <https://oer.galileo.usg.edu/business-textbooks/10/>
* Launch! Advertising and Promotion in Real Time by Solomon et al. 2009: <https://open.umn.edu/opentextbooks/textbooks/launch-advertising-and-promotion-in-real-time>
* Principles of Marketing by Lumen Learning <https://courses.lumenlearning.com/waymakerintromarketingxmasterfall2016/>
* Introduction to Marketing   
  <https://pressbooks.nscc.ca/nsccprinciplesofmarketing2e/>
* Introduction to Marketing by USG Ecore   
  <https://go.view.usg.edu/d2l/home/2366486>
* Exploring Intercultural Communication  
  <https://socialsci.libretexts.org/Courses/Butte_College/Exploring_Intercultural_Communication_%28Grothe%29/05%3A_Nonverbal_Processes_in_Intercultural_Communication/5.02%3A_Types_of_Nonverbal_Communication>

Exploring Relationship Dynamics  
<https://open.maricopa.edu/com110/chapter/4-4-nonverbal-communication-in-context/>

Multiple tables, graphics, and smart-arts were also developed and included in the reading materials to illustrate the key concepts better). Open license materials will be shared under License **CC BY-NC-SA**.

The main challenges faced by the project leader involved finding relevant materials and recruiting students to participate in the project.

The team leader taught the course with no-cost materials in the fall of 2025. Overall, the feedback received from the students was very positive.

Syllabus [Syllabus MKTG 4864](https://westga.campusconcourse.com/view_syllabus?course_id=48304)

# Module 1

Module 1 Study Guide [Module 1\_ Study Guide.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/ETz8_kKZZpxLkcJ8VDEhLKkBFRmhOdcuBxNbUCtR1srDbg?e=8BrFMP)

Chapter 1 [M1 Ch1 Cultural influences on consumer behavior.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EWHgEZ2HW05BjlrdBigmh6QB5RSv4nOrAnRpor48iDJnPQ?e=HM5HFN)

Chapter 2 [M1 Ch2 Demographics and Social Stratification.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EZiQXUKfgYBCmKNV7_OE4ZUB7B2UcfjwZkDqBlIMRXvbBg?e=Dhfo05)

Chapter 3 [M1 Ch3 Family and Household.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EUxhM5ulxWhKpD35bVxZmYwBmCcKJE84xzFsR0msgQi4Vw?e=QBzsnD)

Chapter 4 [M1 Ch4 Group Influences.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EaYr_btBzTdOn0WrQXsrKaABZ55mlEQf6B_rb9Ec2pR9gg?e=Z9Sn5I)

Assignment 1 [Assignment 1\_ External Influences](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EU0UOsf4DG1EhQZANCzxFXcBIJgibGXUu4A2CbNqrDmxNg?e=hM7Mro)

# Module 2

Module 2 Study Guide [Module 2\_ Study Guide - Copy.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/Eetf_H0X4rFInw40j_nGnQEBGa9VqIEg4Y9lJnTp5Zfzhw?e=RmZB1F)

Chapter 5 [M2 Ch 5 Perception.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/ERMjjG8dmdlAtNyWQHg5RCQBzbMKOwbhphFN6REDlWnXUA?e=vvkqHh)

Chapter 6 [M2 Ch 6 Learning and Memory.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EYaxZMOQe_5JiOnQmTUIQtkB8LA-hcauNk3rG3UEHRh8ng?e=sp9kTM)

Chapter 7 [M2 Ch 7 Motivation Perception Emotion.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EfmTs2j0Zv5KhjOzsMoQ2UsB8w3j7eNmJa0je-sIBAFDlg?e=ldcM9E)

Chapter 8 [M2 Ch 8 Attitudes.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/ETKTx_x-ly1MrKZqGL75umUB68H0rbboAqTDY4AtTIsMzQ?e=wehD0o)

Chapter 9 [M2 Ch 9 Self-concept and lifestyle.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EQZNGkAlCohKk5jnPUpPufgBHuXpkIMX3alLyGMfj5EkAA?e=QAGBCi)

Assignment 2 [Assignment 2\_ Internal Influences](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/Ed9-hRIebl1Ml4qastU6xnUBopyWnUPCzDDo8zEOlpV5FA?e=glTI20)

# Module 3

Module 3 Study Guide [Module 2\_ Study Guide - Copy.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/Eetf_H0X4rFInw40j_nGnQEBGa9VqIEg4Y9lJnTp5Zfzhw?e=Ec4l3h)

Chapter 10 [M3 Ch 10 Situational influences.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EYBzu7U-OM5CoqcVV-mXvAEBTS_SrcZhzNvB4kBTfK0Qvg?e=Cbikch)

Chapter 11 [M3 Ch 11 Problem Recognition.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/ES_027HyWQNIpkqKhuj6iW8BB_BYoHpqDlkuISldeQfyZg?e=Spw0Yr)

Chapter 12 [M3 Ch 12 Information Search.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EYngaRR-NGBHhewKYL4aVIIBx_-pth8Ydn_RDt81vXBwKw?e=jgGXAN)

Chapter 13 [M3 Ch 13 Alternative Evaluation and Selection.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EbWnvPwIOTdHhfdS4lo75UQBwTSBp2-xqcH8KKbQuSjAyw?e=edPMpO)

Chapter 14 [M3 Ch 14 Outlet selection and purchase.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/ES8-x3y9H-RNjN9oxji4ajwBE3DQreOwVD3JDBCgKsklDw?e=FDu8MS)

Chapter 15 [M3 Ch 15 Postpurchase.docx](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EeNcrOQ9S9ZKtKEP6r3V5qgBZAxU2KLLjNBj1L_ekue2Bg?e=ErEpWf)

Assignment 3 [Assignment 3\_ Consumer Decision-making Process](https://westga365-my.sharepoint.com/:w:/g/personal/achwialk_westga_edu/EegQ0y-tufBPhK3twNxzA8oBaU-_bw0nxyvIFZTP4ixFag?e=yIhB2d)

# Quotes

*Provide three quotes from students evaluating their experience with the no-cost learning materials.*

“In my opinion, I would not change anything nor add/delete anything as the learning materials covered everything I needed to know.”

“I think this chapter was structure well and helped me understand the material clearly”

“Overall, the module was very helpful and engaging. I really appreciate that the content is free and well structured.”

# Quantitative and Qualitative Measures

## Uniform Measurements Questions

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

**Student Opinion of Materials**

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

Total number of students affected in this project: 52

* Positive: 95 % of 35 number of respondents
* Neutral: \_\_\_\_\_\_\_ % of \_\_\_\_\_\_\_\_ number of respondents
* Negative: 5 % of 35 number of respondents**(one student, three different surveys 28/28; 34/35; 10/10**

**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.*

\_\_\_\_8\_\_\_% of students, out of a total \_\_\_52\_\_\_\_ students affected, dropped/failed/withdrew from the course in the final semester of implementation.

Choose One:

* \_\_\_ Positive: This is a lower percentage of students with D/F/W than previous semester(s)
* \_X\_\_ 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 the supporting impact data that you are submitting, including all quantitative and qualitative measures of impact on student success and experience. Include all measures as described in your proposal, along with any measures developed after the proposal submission.*

*[When submitting your final report, as noted above, you will also need to provide the separate file (or .zip with multiple files) of supporting data on the impact of your Textbook Transformation, such as surveys, analyzed data collected, etc.]*

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

Students completed surveys at the end of each module. Overall, all students were happy or very happy with the materials provided. The students enjoyed the format of the textbook and felt that the information provided in the reading materials helped them complete the assignments and quizzes. The project leader, who implemented the materials in the fall of 2025, noticed a significant improvement in the quality of student work on the three assignments related to the external and internal influences on consumer behavior, and the consumer decision-making process.

# Sustainability Plan

*Describe how your project team or department will offer the materials in the course(s) in the future, including the maintenance and updating of course materials.*

The project leader taught the course with new materials in the fall of 2025 and is scheduled to teach it in the following semesters. The course content will be updated and edited based on feedback received by the students (the project leader plans on collecting the module surveys in the future).

# Future Affordable Materials Plans

*Describe any impacts or influences this project has had on your thinking about or selection of learning materials in this and other courses that you will teach in the future.*

The feedback from students also offers several recommendations for improvement, and I would love to apply for a Continuous Improvement Grant for this particular course.

# 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.*

The feedback received at the Lilly conference was very positive; I would like to present this project at future USG Teaching and Learning conference or other conferences focusing on the scholarship of teaching and learning.

# Description of Photograph (optional)

*This is where a team can list the names of the people shown in this separately uploaded photograph, along with their roles, if applicable.*

*N/A*