**Affordable Learning Georgia Affordable Materials Grants  
Continuous Improvement Grants Final Report**

*(or Mini-Grants, for R17 and earlier)*

# General Information

Date: August \_\_, 2022

Grant Round: 20

Grant Number: Proposal M184

Institution Name(s): University of West Georgia

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

* Elizabeth M. Pope; Associate Professor, Educational Research; Leadership, Research, & School Improvement; epope@westga.edu
* Phillip D. Grant, Jr.; Assistant Professor, Educational Research; Leadership, Research, & School Improvement; pgrant@westga.edu
* James Raymond Schwab; Assistant Professor; Literacy & Special Education; jschwab@westga.edu
* Marsha Simon; Assistant Professor, Educational Research; Leadership, Research, & School Improvement; msimon@westga.edu

Project Lead: Elizabeth M. Pope

Course Name(s) and Course Numbers: SPED 7782 – Directed Research Readings in Special Education

Final Semester of Project: Summer 2022

***If applicable to your project:***

Average Number of Students Per Course Section: 25

Number of Course Sections Affected by Implementation of Revised Resources: 4 (thus far)

Total Number of Students Affected by Implementation of Revised Resources: 100 (thus far)

# Project Narrative

*Describe the course of your revision or ancillary creation project, including*

* *A summary of your project’s purpose, plan, and timeline.*
* *The original works which were revised or added to, with links. For example, if you revised an open textbook, give the title, author, and link.*
* *A narrative description of how the project’s plan was carried out.*
* *Lessons learned, including anything you would do differently next time.*

The purpose of this project was to create ancillary material for an existing no-cost graduate-level course designed for Education Specialist in Special Education students at the University of West Georgia. We began this process by selecting an e-book from our library’s catalogue, which has an unlimited-use license. We then created new screencasts, updated quizzes, located new relevant example studies, and located other free web-based resources, like YouTube videos. At the conclusion of this project, our existing no-cost course received its first major update since 2014. We began editing the course in the Spring semester of 2022 and finished editing it in Summer of 2022.

We approached the work for this project by dividing the necessary duties according to expertise. Dr. Grant and Dr. Schwab found and evaluated a textbook freely available to our students through our institutions’ library. They then determined a reading list that went along with the course schedule (which we updated collaboratively based on the course goals and new course materials). Dr. Pope created a skeleton of the course with appropriate folders to ensure consistency in course design. Dr. Simon began evaluating and identifying additional articles on single-case research.

For each module, one team member was assigned to write learning objectives, create an overview video, create mini-lectures and/or find appropriate open access videos to introduce students to relevant content, find voluntary “continuing education” material of high quality should students like to learn more about the selected topics, and organize required activities. Collaboratively, we created assignment rubrics, screencasts of assignments, and discussion post prompts. We met once a month to discuss our work during the spring semester and more frequently in the summer as the deadline for the completion of the project approached.

This project was influential for our learning as researchers and as course designers. Each professor involved in this project has expertise teaching online, yet we have all been trained differently. We learned from each other’s experiences (their successes and failures) in designing a course that was clear and consistent for our students. Additionally, we all have expertise in single-subject research in varying degrees. We were able to learn from each other to better present and evaluate the content. Without this collaboration, our students would not be receiving such a coherent and yet clear presentation of key components of single-subject research in special education.

It is hard to describe what we might do differently in the future. Truly, this was a fantastic team and a joy to work with. Each member contributed substantively to the finished product and the design of the course is much stronger because of this collaboration. It may have been more helpful to adhere to stricter deadlines so that more of the work was completed earlier on in the project deadline. Similarly, if approaching this project in again, it may have been helpful to conduct a post-course survey from students who had previously taken the course. This survey would allow us to get a better understanding of students’ needs. This survey would seek information on what they like about the current course, ways in which they can be better supported in the course, and suggestions for supplementary information that facilitate further understanding of single-subject research.

# Materials Description

*Describe all the materials you have created or revised as part of this project. These descriptions may be used in the* [OpenALG](https://alg.manifoldapp.org/) *repository description field. 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.*

In this section, I describe the materials that our students are required to access throughout the course. We selected a textbook accessible to all students through our University’s library for this course. The textbook is: [Ledford, J. R., & Gast, D. L. (2018). *Single case research methodology: Applications in special education and behavioral sciences.* Routledge](https://ebookcentral.proquest.com/lib/westga/detail.action?docID=5228997). Students are required to read selected chapters from this textbook for each module.

We either found previously existing, open access videos (a majority of the new course content other than the textbook) or created required mini-lectures for each module. In two instances, we asked colleagues with expertise in a specific topic area to create a mini-lecture for the course. All work that we created is licensed under [CC-BY-NC-ND](https://creativecommons.org/licenses/by-nc-nd/4.0/). The links to our mini-lectures can be found here:

* [Research Problems and Writing Introduction Slides](https://www.youtube.com/watch?v=fQ7UjpKxj7Q) mini-lecture by Dr. James Schwab
* [ABAB Single Case Design](https://www.youtube.com/watch?v=Yl_J0Lk65sg) mini-lecture by Dr. Katy Green
* [Multiple Baseline/Probe Design](https://www.youtube.com/watch?v=G0EbIQ9N_Zs) mini-lecture by Dr. James Schwab
* [Alternating Treatments Design](https://westga.yuja.com/V/Video?v=5545725&node=24350087&a=1041407124&autoplay=1) mini-lecture by Dr. Lauren Rollins
* [Changing Criterion Design](https://www.youtube.com/watch?v=Vs2KVXz9l28) mini-lecture by Dr. James Schwab
* [Guide to Oral Presentations](https://westga.yuja.com/V/Video?v=5574396&node=24441152&a=1661707442&autoplay=1) mini-lecture by Dr. Marsha Simon

In addition to the materials we created, we used these pre-existing, more recent open-access videos:

* [Overview of Single Subject Research](https://www.youtube.com/watch?v=2HA56CRhmms&t=562s) by Dr. David Elwin Lewis
* [Introduction to Research Ethics](https://www.youtube.com/watch?v=jrzBc3jiS_0) by the Writing Lab Tec de Monterrey
* [Ethical Principles in Research Involving Human Subjects](https://www.youtube.com/watch?v=mRHif4WlB7c) by the Writing Lab Tec de Monterrey
* [How IRBs Protect Human Research Participants](https://www.youtube.com/watch?v=U8fme1boEbE) by the U.S. Department of Health and Human Services
* [What is Plagiarism?](https://www.youtube.com/watch?v=Uk1pq8sb-eo) by Jessica Lui of Scribbr
* [Literature Reviews: An Overview for Graduate Students](https://www.youtube.com/watch?v=t2d7y_r65HU) by NCSU Libraries
* [What is a Literature Review?](https://www.youtube.com/watch?v=Ry_54WleO7Y) By Steely Library NKU
* [Writing Single Case Research Questions](https://singlecaseinstitute.uoregon.edu/2017/09/02/writing-research-questions/) by the Advanced Training Institute on Single-Case Research Methods at the University of Oregon
* [Changing Criterion Design](https://www.youtube.com/watch?v=s-SVJqfDpeQ) by Morgan Kenneth
* [How to Create Withdrawal & ABAB Reversal Graph in Excel](https://www.youtube.com/watch?v=fy8n38VSbW4) by ABA Learner
* [Graphing: Multiple Baseline Design](https://www.youtube.com/watch?v=dz0Z4nD-Ong) by Peter Chan
* [Alternating Treatment Research Design Graphing](https://www.youtube.com/watch?v=Mrq0mVDIsSU) by Christine Reeve
* [Changing Criterion Design Graph in Microsoft Excel](https://www.youtube.com/watch?v=AkqJI4_vVk8) – How to by Jenna Bales
* [APA 7 for PowerPoint Presentations](https://hallmark.libguides.com/c.php?g=984470&p=7824531) by Hallmark University
* [APA PowerPoint Slide Presentation](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/apa_powerpoint_slide_presentation.html) by Purdue OWL
* [Presenting your Research Effectively](https://www.apa.org/science/about/psa/2014/02/presenting) by the American Psychological Association

# Materials Links

*If you are hosting your materials in places other than OpenALG, please provide these links in this section. Otherwise, leave blank. Note: we cannot access D2L or Canvas links.*

Please see above – all materials are hyperlinked in the list.

# Future 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.*
* *Describe any plans to revise or add to these materials in the future.*

Of primary importance for this project is how it will influence future ALG Continuous Improvement grant applications. SPED 7782 is the first course in a research sequence for the education specialist’s degree in special education at the University of West Georgia. In light of the edits made to SPED 7782 and the new, more up-to-date material, this team would like to update the course materials for the other two courses in the sequence. This will strengthen the quality of the entire research sequence rather than merely the first course.

Starting in the fall semester of 2022, we plan to monitor student learning very closely. If it proves necessary, we will provide more screencasts which include more examples and nonexamples. It may be that these screencasts could help students learn more about the thinking behind designing a single-case research study.