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January 28, 2008

Academic Technology Grant Proposals
Attention: Mark Schlesinger
University of Massachusetts
225 Franklin Street, 12th Floor
Boston, MA 02110

To the Committee:

Attached is my proposal, "Evaluation of Learning Outcomes for a Blended Course Format." I am very excited about the opportunity to carefully evaluate the efficacy of this new (for UMB) teaching format.

I have also included with this letter a short version of my *vitae*.

Sincerely,

Michael A. Milburn
Professor

CURRICULUM VITAE
MICHAEL A. MILBURN

OFFICE ADDRESS:

Department of Psychology
University of Massachusetts/Boston
Boston, Massachusetts 02125-3393

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EDUCATION:

A.B. in Psychology (June 1972), Stanford University, Palo Alto, California
Ph.D. in Social Psychology (June 1978), Harvard University, Cambridge, Massachusetts;
Minor Concentration in Quantitative Methods

GRANTS AND AWARDS RECEIVED:

Appointed one of first E-Fellows for UMass/Boston, 2004, recognizing the quality of my work in distance learning instruction.

Grant Proposal Development Award, 2002, UMass/Boston, "Validation of a Measure of Sexual Intelligence," (\$6,600).

Grant from the Council for Homeopathic Research and Education, 1998, "Alternative Medicine and Mental Health: Homeopathic Treatment of Depression," (\$11,315).

Chancellor's Distinguished Teaching Award, University of Massachusetts/Boston, June 1998.

Alfred M. Freedman Award from the International Society of Political Psychology for Best Paper of the Conference, I.S.P.P. Meeting, Cambridge, MA 1993, for paper, "Childhood Punishment, Denial, and Political Ideology."

Goldsmith Research Award, "Journalists' Reaction to Political Campaign Advertisements in the 1992 Presidential Election." Shorenstein Center for the Study of Politics, the Press, and Public Policy, John F. Kennedy School of Government, Harvard University, 1993.

Fellow, Shorenstein Center for the Study of Politics, the Press, and Public Policy, John F. Kennedy School of Government, Harvard University, Spring 1993.

Interdisciplinary Research Grant, UMass/Boston, 1992, "Media Coverage of Terrorism and Political Violence and its Influence on Conflict Resolution," (\$14,740).

N.I.H. Grant, 1991, Co-PI with Judy Hall, "Modeling the Health Status-Satisfaction Relationship," (\$42,729).

National Science Foundation Grant, 1990, "Schematic Processes and the Effect of Television News on the Cognitive Complexity of Political Thought," (\$99,135).

National Science Foundation Grant #SES-8319793, 1984, "Survey Analysis Studies of Ideological Consistency," (\$27,951).

EMPLOYMENT:

- 1992-present Professor, Psychology Department, UMass/Boston
1999-2002 District Trainer, UU Mass Bay District for OWL 7th-9th grades
1995-1997 Director of Data Analysis, NIH Grant #1 R21 RR09660-1,
"Homeopathic Treatment of Mild Traumatic Brain Injury"
1985-1992 Associate Professor, Psychology Department, UMass/Boston.
1979-1985 Assistant Professor, Psychology Department, UMass/Boston.
1979-1981 Director of Data Collection and Analysis, Youth Health Promotion
Project, a joint project of the Harvard School of Public Health, Stanford
University, and UMass/Boston.

BOOKS:

- Conrad, S. D., & Milburn, M. A. (2001). *Sexual Intelligence*. NY: Crown.
Publication/translation rights sold in Germany, France, Spain, Italy, Netherlands,
Sweden, Finland, Denmark, Brazil, Serbia, Croatia, Catalan, Japan, Australia,
Czech Republic, South Korea, China.
- Milburn, M. A., & Conrad, S. D. (1996). *The Politics of Denial*. Cambridge: MIT Press.
- Milburn, M. A. (1991). *Persuasion and Politics: The Social Psychology of Public
Opinion*. Pacific Grove, CA: Brooks-Cole/Wadsworth.

SELECTED PUBLICATIONS:

Public Opinion/Mass Media/Methodology

- Milburn, M. A., & Liss, J. M. (2007). Emotion, affect displacement, and conflict and
cooperation. In B. Sullivan, M. Snyder & J. Sullivan, *The political psychology of
effective human interaction*. Oxford, UK: Blackwell Publishing.
- Milburn, M.A. (2007). Statistics in the Kitchen: Ordinary Least Squares and Turkey
Cooking. *Teaching Statistics*.
- Milburn, M. A., and Conrad, S. D. (1999). The Socialization of Authoritarianism, in S.
Rippl (Ed.), *New Perspectives on Authoritarianism*.
- Milburn, M. A., & Brown, J. (1997). Adwatch: Covering campaign ads. In P. Norris
(Ed.), *Politics and the Press*. Boulder, CO: Lynne Rienner Publishers.
- Milburn, M. A., Conrad, S. D., Sala, F., & Carberry, S. (1995). Childhood punishment,
denial, and political attitudes. *Political Psychology*, 16, 447-478.
- Kelley-Milburn, D., & Milburn, M. A. (1995). CYBERPSYCH: Resources for
psychologists on the Internet. *Psychological Science*, 6, 203-211.
- Milburn, M. A., & McGrail, A. B. (1992). The dramatic presentation of news and its
effects on cognitive complexity. *Political Psychology*, 13, 613-632.
- Jussim, L., Milburn, M. A., & Nelson, W. (1991). Emotional openness: Sex-role

- stereotypes and self-perceptions. *Representative Research in Social Psychology*, 19, 3-20.
- Krosnick, J. A., & Milburn, M. A. (1990). The psychological determinants of political opinionation. *Social Cognition*, 8, 49-72.
- Watanabe, P.Y. & Milburn, M.A. (1988). Activism against Armageddon: Some predictors of nuclear-related political behavior. *Political Psychology*, 9, 459-470.
- Milburn, M.A. (1987). Ideological self-schemata and schematically induced attitude consistency. *Journal of Experimental Social Psychology*, 23, 383-398.
- Milburn, M.A., Watanabe, P.Y., & Kramer, B.M. (1986). The nature of attitudes toward a nuclear freeze. *Political Psychology*, 7, 661-674.
- Fiske, S.T., Fiscoff, B. & Milburn, M.A., (Eds.) (1983). Images of nuclear war, *Journal of Social Issues*, 39.
- Kramer, B.M., Kalick, S.M., & Milburn, M.A. (1983). Attitudes toward nuclear weapons and nuclear war--1945-1982. *Journal of Social Issues*, 39, 7-24.
- Judd, C.M., Krosnick, J.A., & Milburn, M.A. (1981). Political involvement and attitude structure. *American Sociological Review*, 46, 660-669.
- Milburn, M.A., & Judd, C.M. (1981). Interpreting new methods in attitude structure research. *American Sociological Review*, 46, 675-677.
- Judd, C.M., & Milburn, M.A. (1980). The structure of attitude systems in the general public: Comparisons of a structural equation model. *American Sociological Review*, 45, 627-643.
- Milburn, M.A. (1980). Theories of aggression: A critique and possible reformulation. *Human Relations*, 33, 353-368.
- Milburn, M.A. (1980). Data analysis and interpretation (Chapter 14), in Kidder, L. (ed.), Selltiz, Wrightsman & Cook's *Research Methods in Social Relations* (4th Ed.), New York: Holt, Rinehart and Winston.
- Milburn, M.A. (1979). A longitudinal test of the selective exposure hypothesis. *Public Opinion Quarterly*, 43, 507-517. Reprinted in Wilholt, G.C. (ed.), *Mass Communication Yearbook*, vol. 2. Beverly Hills: Sage Publications, Inc.

Evaluation of Learning Outcomes for a Blended Course Format

Project Category: Scholarship of Teaching and Learning

A proposal submitted by:

Prof. Michael Milburn
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Total amount requested: \$5,507

Abstract

A quasi-experimental design is proposed to evaluate the efficacy of a “blended” course format that combines online content with weekly face to face meetings on student learning outcomes and student course satisfaction. The same course (Psychology 335—Social Attitudes and Public Opinion) will be taught in two different formats in the Spring 2008 semester (blended and face-to-face). Pre- and post-measures of student learning will be collected, statistically analyzed, and submitted for publication.

Principal Investigator

Department Chair, Psychology

Dean, CLA

Provost, UMB

Project Narrative

This proposal addresses the question of the effectiveness of a “blended” course teaching format that incorporates both online and face to face pedagogic practices. A quasi-experimental design is proposed, with two different teaching formats offered in the same semester (Spring 2008), allowing the assessment of differences in learning outcomes and student satisfaction, while controlling statistically for relevant background variables. The results of this study will be published in an appropriate scholarly journal.

This proposal will also contribute to my Personal Teaching Improvement through teaching an existing course in a new format. I have had extended conversations about this proposal with Estelle Disch, Sociology Department, and Mary Brady, Director of Professional Development, the Center for Social Development & Education, as well as obtaining feedback from Apurva Mehta, IT Client Services, and I have incorporated many suggestions from them in this proposal. I greatly appreciate their contributions.

I have taught the course I propose to use for this study, Psychology 335, “Social Attitudes and Public Opinion,” for almost 30 years. As a political psychologist, this course draws heavily on my own research and perspectives on these issues; for this course, the students read two books and a number of published articles that I have written. I care deeply about student learning and the issues covered in this course, e.g., the effects of the mass media, the nature of public opinion, and the interaction between government and citizens’ opinions. I try in this course to do no less than change forever the way students think about politics and the media they watch.

I. Rationale

The “Blended” course format, combining aspects of a purely online course with aspects of a traditional face-to-face course, is used in colleges and universities around the world (see Bon, Graham, & Cross (2005), *Handbook of Blended Learning: Global*

Perspectives, Local Designs, New York: Pfeiffer), but it has not been used and evaluated before at UMass/Boston. This study will evaluate the efficacy of this teaching format for UMB students' learning outcomes, compared to the traditional, face-to-face course presentation method. Given the considerable demands on the time of UMB students, with most working full-time or part-time, an effective teaching format that provides greater time flexibility for students would be a tremendous benefit for both students and faculty at UMB.

The purpose of this research is to evaluate how effective the "blended" course format is for student learning, as well as for student satisfaction with the course. During the Spring 2008 semester, two different sections of Psychology 335 ("Social Attitudes and Public Opinion") will be offered. Students in the two courses who choose to participate in the study will complete an initial questionnaire ("Background Information Sheet") and sign a consent form to indicate their participation. These questionnaires and consent forms will be collected by Prof. Celia Moore, the Psychology Department Chair, or her representative, and kept in a locked file cabinet until after grades have been submitted at the end of the Spring 2008 semester. This way Professor Milburn will have no idea who is or is not participating in the experiment. After the Spring 2008 semester grades have been submitted, Prof. Milburn will obtain the Consent Forms, Background Information Sheets, and student satisfaction responses from Prof. Moore and be able to compare the average learning outcomes for the two classes, controlling for students' educational backgrounds and computer experience. During the semester, tests and assignments will be combined from the two classes and graded without Prof. Milburn knowing from which class each test/assignment came.

Prof. Milburn is a former Chancellor's Distinguished Teaching Award winner and has been a leader at UMB in online instruction as one of the University's first E-Fellows. He has taught his Psych 335 course for almost 30 years in the traditional format and for 5 years in the online format. See Appendix A for student reaction to an online version of this course. His teaching experience provides an excellent context for evaluating this efficacy of this new (to UMB) blended teaching format.

II. Methodology

A quasi-experimental design will be used. Two sections of the same upper-level course, Psychology 335 ("Social Attitudes and Public Opinion") will be offered during the spring 2008 semester, a BLENDED section, with most lectures and videos online, but with weekly course meetings, and a STANDARD section meeting regularly twice a week. Since it is not possible to randomly assign students to the two sections, Prof. Milburn will distribute a background information questionnaire to the students in the two classes ("Background Information Sheet") on the first day of classes. These questionnaires will be collected by the Psychology Department Chair or her representative (preserving student anonymity). These data will allow Prof. Milburn to control statistically for differences in computer experience and academic background that could affect students' learning, grades, and satisfaction at the end of the semester. After the Add-Drop deadline, students who added the courses later than the first day will be given an opportunity to choose to participate or not in the study. This way, if stronger students choose to enroll in the BLENDED section instead of the STANDARD section, or vice versa, this will be controlled for in the statistical analyses.

The STANDARD section meets Mondays and Wednesdays, and the BLENDED section meets just on Wednesdays. The due dates for assignments will always be scheduled for Wednesdays, making it easy to combine the assignments for the two

sections. For all the papers and exams that will be passed in, students will be instructed to write their names on the back (for papers) and on a separate last page (for exams), so when Prof. Milburn grades the work from both course sections, he will be blind the experimental condition.

Assessment of Learning Outcomes

During Semester

At the beginning of the semester, a 26-item multiple choice test of information from the course will be administered. The same instrument will also be administered at the end of the semester, enabling a pre-post assessment of information acquired during the course for the two course formats.

In addition to this pre-post comparison, short, 5-10 item quizzes will be administered during the semester to the two classes. This will enable a process comparison of information learning during the semester, and will also contribute to ultimate learning outcomes, as they will identify for the students the important information to be learned.

I have taught this course for almost 30 years, and have only used essay exams. Adding this multiple choice component will help students identify important specific information, upon which their broader comprehension of the material can be built.

End of Semester

At the end of the semester, after grades have been submitted, Prof. Milburn will obtain the Background Information Sheets and student satisfaction scores from Prof. Moore. Using the names on the attached Consent Forms, he will enter each student's final grade in the course on the Background sheet. Prof. Milburn will then separate the Consent Form, creating anonymous data for analysis. A multiple regression analysis will

regress final grade on a dichotomous SECTION variable (Blended or Standard, contrast coded), controlling for current GPA, and previous online experience.

Assessment of the Learning Experience

Satisfactory learning is not simply measured by the grade a student receives. Students' enjoyment of satisfaction with the learning experience is also of importance. Consequently, on the last day of the course, a "Satisfaction" questionnaire will be distributed. This questionnaire will include questions assessing students' enjoyment of the course, the extent to which a learning community was established, and so forth. The Psychology Department Chair or her representative will collect these questionnaires from the students and give them to Professor Milburn after grades have been submitted.

Blended learning presents the potential to make a significant contribution to the educational goals of UMass/Boston.

The online aspects of Psychology 335 (Social Attitudes and Public Opinion) are well developed. Appendix A presents two unsolicited emails received from students, following completion of an online section of Psych 335 in fall 2004, indicating the students' considerable satisfaction with the course. Blended learning also provides the opportunity for students to increase flexibility in their schedules.

Budget

Personnel

Michael Milburn, Principal Investigator (40% effort for 1 month in summer)	\$4267
Graduate Student Research Assistant	\$600
Undergraduate Research Assistant	\$640
TOTAL	<hr/> \$5507

Budget Justification

Personnel

Principal investigator will devote two days per week for one month during the summer on this project. His efforts will include supervising graduate and undergraduate research assistants, data analysis, and preparation of manuscript for publication.

Graduate student research assistant will work one week during June, locating relevant recent literature and preparing annotated references for principal investigator. 40 hours @ \$15/hour = \$600.

Undergraduate research assistant will assist in questionnaire preparation, data collection and data entry. 8 hours/week for eight weeks. 64 hours @ \$10/hour = \$640

Project Timetable

First weeks of classes Spring 2008 semester	Obtain informed consent and background information from students in both sections of Psych 335
Spring 2008 semester	Teach Blended and Standard sections of Psych 335
Last week of classes Spring 2008 semester	Obtain satisfaction ratings from students in both sections
End of semester	Obtain grades as measure of learning outcomes for students In both sections
June 2008	Do data entry, data analysis, literature review, prepare Manuscript for publication