



# **HISTORY**

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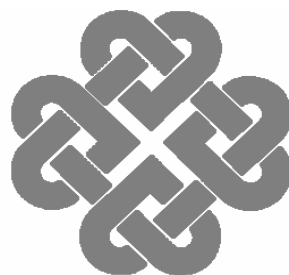
in the **Heartland**

## **EXPLORE HISTORY**

**Summary Evaluation Report for Nov 3, 2007  
Seminar**

**“The Civil Rights Movement in Ohio and  
American Political History”**

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**November 2007**

## 1. Perceived Success of Seminar Covering Seminar Topics (n=33)

Participants were asked how successful the November seminar, “The Civil Rights Movement in Ohio and American Political History”, which included a presentation by Dr. Hassan Jeffries, a professor in the Department of History at The Ohio State University, was in covering the following two seminar topics:

- The Civil Rights Movement
- 20<sup>th</sup> Century African American History

The percentages of responses for each response category are provided in bullet format below each objective:

### How successful was the seminar in covering the topic “The Civil Rights Movement”?

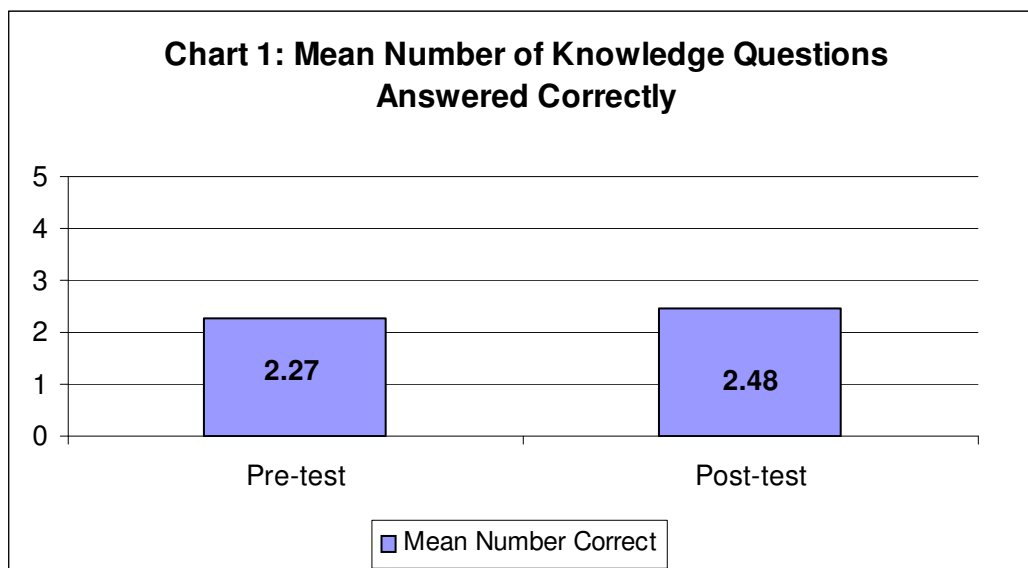
- 52% (17) said very successful
- 45% (15) said mostly successful
- 3% (1) said somewhat successful

### How successful was the seminar in covering the topic of “20<sup>th</sup> Century African American History”?

- 49% (16) said very successful
- 45% (15) said mostly successful
- 6% (2) said somewhat successful

## 2. Change in Content Knowledge (n=33)

Participants were asked 5 questions at pre- and post-test that measured their knowledge about the *Civil Rights Movement in Ohio and American Political History* material covered in the seminar. The questions were developed for the seminar content area by the Project Director, Dr. Stuart Hobbs, and the seminar presenter, Dr. Hassan Jeffries. These questions were designed to measure short-term changes in participants’ content knowledge due to the seminar presentation and readings.

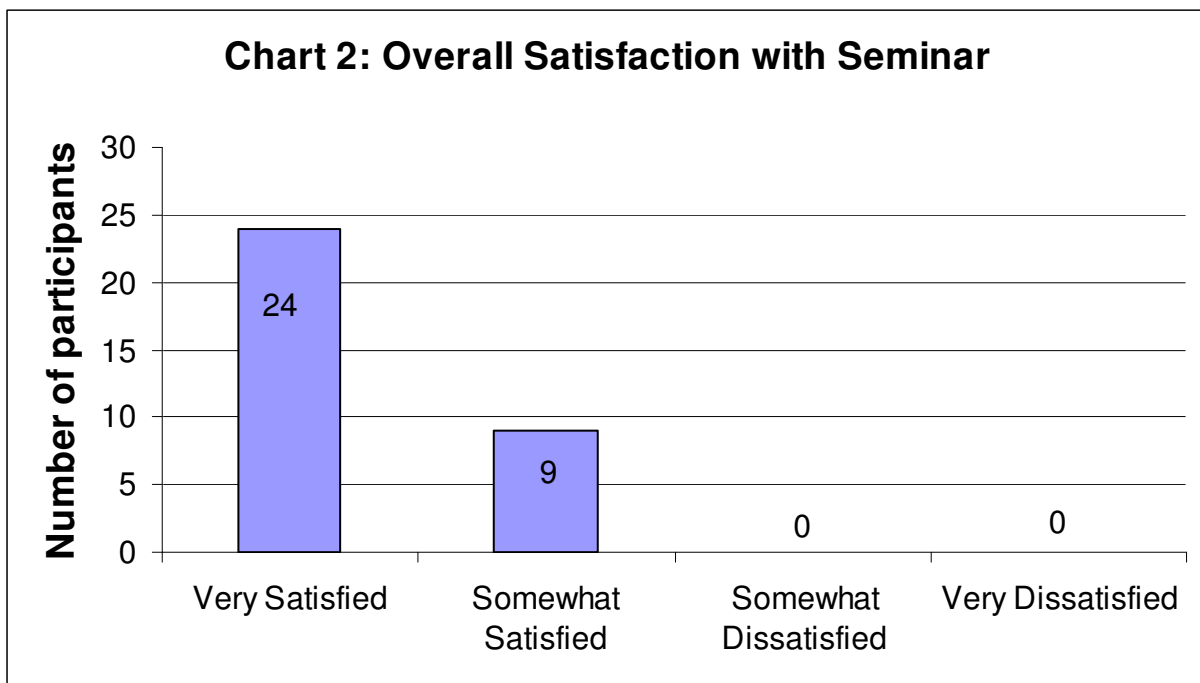


At pre-test, participants in the November 3 Explore History Seminar answered an average of 2.27 of the 5 knowledge questions correctly. At post-test, this average increased to 2.48 of the knowledge questions answered correctly.

Although there was a slight increase in the number of questions answered correctly at post-test, a paired-sample t-test showed that this increase in content knowledge was not statistically significant. ( $t = -.980$ ,  $sig = .0335$  (two-tailed),  $df = 32$ ). It is possible that this effect may be due to the knowledge items not fully reflecting content covered in the readings or in the presentation and/or this also may be due to there being a smaller than normal number of knowledge questions for this seminar.

### 3. Participant Satisfaction Ratings (n=33)

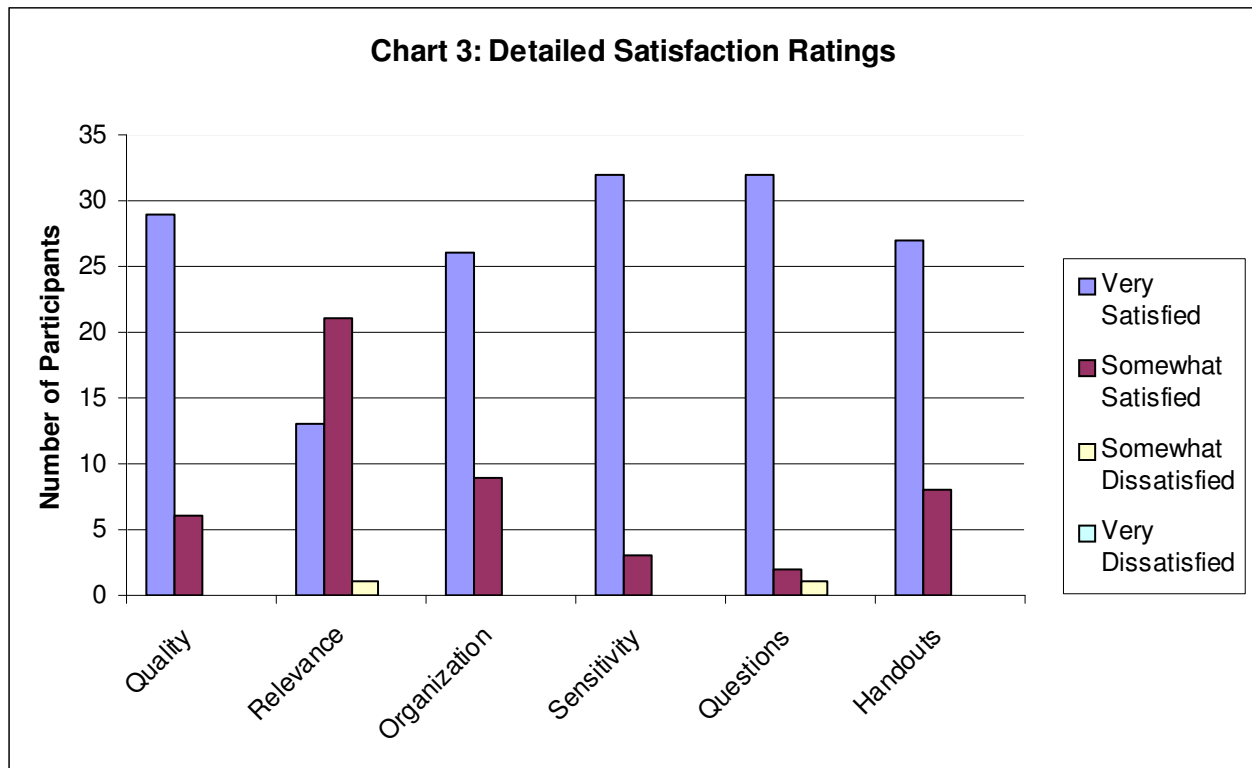
Participants were asked to rate their overall satisfaction with the seminar. Of the 33 participants who responded on this item, 24 (or 73%) indicated that they were “very satisfied” with the seminar, while 9 (27%) indicated that they were “somewhat satisfied”. Chart 2 (below) presents this data in graphical format.



The seminar participants also were asked to provide detailed satisfaction ratings for the following aspects of the seminar:

- a. Quality of information
- b. Relevance of information to participants' work
- c. Organization of seminar
- d. Sensitivity of presenters to participants
- e. Opportunity for questions
- f. Handouts and seminar materials

Chart 3 (below) presents participants' ratings for each of these aspects of the seminar (N=35).



- **Quality of information:** 83% of participants reported that they were “very satisfied” with the quality of the information presented in the seminar. 17% of participants reported that they were “somewhat satisfied” with the quality of information presented in the seminar.
- **Relevance of information to participants’ work:** 37% of participants reported that they were “very satisfied” with the relevance of the information to their work, and 60% percent reported that they were “somewhat satisfied” with the relevance of the information to their work. 3% (representing one participant) reported being “somewhat dissatisfied” with the relevance of the seminar information to their work
- **Organization of the seminar:** 74% of participants reported that they were “very satisfied” with the organization of the seminar and 26% reported that they were “somewhat satisfied” with the organization of the seminar.
- **Sensitivity of instructor to participants:** 91% of participants reported that they were “very satisfied” with the sensitivity of the instructor to them and their needs, and 9 % reported being “somewhat satisfied” in this area.
- **Opportunity to ask questions:** 91% of participants reported that they were “very satisfied” with the opportunity they had to ask questions, and 6% of participants reported that they were “somewhat satisfied” in this area. 3% (representing one participant) reported being “somewhat dissatisfied” in this area.
- **Seminar materials:** 77% of participants reported that they were “very satisfied” with the materials they received and 23% of participants reported that they were “somewhat satisfied” with the seminar materials.

#### 4a. What were the *most helpful* features of the seminar?

The seminar participants were asked in an open-ended question on the post-test instrument to rate the most helpful features of the November 3 Seminar. Table 1 (below) summarizes participants' comments for this question.

It should be noted that the comments provided by many participants included multiple key ideas. Each key idea was treated independently in the table below, and as a result the total number of comments may be greater than the number of participants at the seminar. For example, 22 participants mentioned the speaker as the most helpful feature of the seminar. However, 14 of those comments also included additional comments or unique data apart from simply saying "speaker".

Table 1: Most Helpful Features of "The Civil Rights Movement in Ohio and American Political History" Seminar

<b>Presentation / Speaker (22)</b>
<ul style="list-style-type: none"> <li>• Hasan Jeffries' presentation was great. Liked the idea of working with time period songs. I learned a lot about Warren G. Harding</li> </ul>
<ul style="list-style-type: none"> <li>• I thought Dr. Jeffries was an excellent speaker. It would have been nice to have more time with him.</li> </ul>
<ul style="list-style-type: none"> <li>• Quality of guest speaker and organization coupled with reading selection</li> </ul>
<ul style="list-style-type: none"> <li>• The presenter was very organized i his topic. He first asked if there were topics we wanted him to focus on. During his talk he addressed these topics.</li> </ul>
<ul style="list-style-type: none"> <li>• ...his narrative was very clear</li> </ul>
<ul style="list-style-type: none"> <li>• The speaker - Very relevant information</li> </ul>
<ul style="list-style-type: none"> <li>• I believe the presenter was articulate and well informed. I like the ideas of using music to help teach the topics.</li> </ul>
<ul style="list-style-type: none"> <li>• Liked the presenter (speaker) that gave more info that I could include with my 8th grade class.</li> </ul>
<ul style="list-style-type: none"> <li>• Speaker was wonderful. I would have liked more activities shared at the primary level. I love the presentation of using music as a primary source.</li> </ul>
<ul style="list-style-type: none"> <li>• Hassan Jeffries, an excellent speaker. Well spoken and informational</li> </ul>
<ul style="list-style-type: none"> <li>• I really enjoyed Hassan Jeffries' lecture. He clarified some points that our reading left somewhat unclear.</li> </ul>
<ul style="list-style-type: none"> <li>• The speaker, Dr. Jeffries, was very knowledgeable and organized. It helped that he explained major events that addressed Freedom Struggle</li> </ul>
<ul style="list-style-type: none"> <li>• Hearing an explanation that clearly and concisely explained some of the misunderstandings I had about the Civil Rights Movement.</li> </ul>
<ul style="list-style-type: none"> <li>• Information was presented in a clear, informative manner. Not an info overload. I've gained a better understanding of the long drawn out process of Civil Rights</li> </ul>
<b>Resources (9)</b>
<ul style="list-style-type: none"> <li>• Other teachers' ideas, website info (3)</li> </ul>
<ul style="list-style-type: none"> <li>• Resources- and want more child resources.</li> </ul>
<ul style="list-style-type: none"> <li>• Websites, songs, books, and activities</li> </ul>
<ul style="list-style-type: none"> <li>• Information</li> </ul>
<ul style="list-style-type: none"> <li>• I liked the book a lot, lots of info that I hadn't been exposed to before. The problem was absorbing and keeping straight which org. went with which date and which leader.</li> </ul>
<ul style="list-style-type: none"> <li>• Very detailed and reliable info was conveyed</li> </ul>
<ul style="list-style-type: none"> <li>• Helpful to have all the materials provided instead of having to buy them</li> </ul>
<b>Tour (5)</b>
<ul style="list-style-type: none"> <li>• Trip to Harding's home was helpful. Lyrics to Civil Rights songs</li> </ul>
<ul style="list-style-type: none"> <li>• The tour of Harding Home was very informative. Sherry was great</li> </ul>
<b>Other (2)</b>
<ul style="list-style-type: none"> <li>• Having read a text before the seminar really helped (2)</li> </ul>

#### 4b. What were the *least* helpful features of the seminar?

Seminar participants next were asked in an open-ended question on the post-test instrument to rate the least helpful features of the April 14 Seminar. Table 2 (below) summarizes participants' comments for this question. It should be noted that two participants mentioned that there were no least helpful features of the seminar.

Table 2: Least Helpful Features of “The Civil Rights Movement in Ohio and American Political History” Seminar

<b>Timing / Logistics (5)</b>
<ul style="list-style-type: none"> <li>The info was great, but not enough time to absorb. The speaker, Hassan Jefferies, was wonderful. Again, it was a lot to absorb in a short period. I'm definitely more informed and confident on the topic, but would not say that I have a firm grasp on all of the influential leaders/organizations</li> </ul>
<ul style="list-style-type: none"> <li>The lack of time for questions and answers.</li> </ul>
<ul style="list-style-type: none"> <li>Too much fluff time.</li> </ul>
<ul style="list-style-type: none"> <li>Breaking the ice exercises.</li> </ul>
<ul style="list-style-type: none"> <li>(Need) more discussion on Harding's connection to the civil rights movement.</li> </ul>
<b>Primary Source / Song (3)</b>
<ul style="list-style-type: none"> <li>The Wiki and music as a primary source, specified by actually interpreting a very straightforward song.</li> </ul>
<ul style="list-style-type: none"> <li>It was not as helpful to go through and analyze the Aaron Neville song about Rosa Parks. That was little obvious and perhaps I felt it was somewhat condescending.</li> </ul>
<ul style="list-style-type: none"> <li>The Rosa Parks music presentation.</li> </ul>
<b>Nothing (2)</b>
<ul style="list-style-type: none"> <li>Everything was great!</li> </ul>
<ul style="list-style-type: none"> <li>Nothing was least helpful.</li> </ul>
<b>Other (4)</b>
<ul style="list-style-type: none"> <li>No handouts with notes</li> </ul>
<ul style="list-style-type: none"> <li>Wiki presentation confused on how Pink and Say (book) tied in</li> </ul>
<ul style="list-style-type: none"> <li>The book about civil rights.</li> </ul>
<ul style="list-style-type: none"> <li>Slogans of presidents.</li> </ul>

#### 5. How could this seminar be improved?

Seminar participants were asked in an open-ended question on the post-test instrument to identify ways that the seminar could be improved. Table 3 (below) summarizes participants' comments for this question. It is important to note that three participants wrote that they were pleased with the seminar and did not offer suggestions to improve.

Table 3: Participant Suggestions to Improve Future Explore History Seminars

<b>Presentation (6)</b>
<ul style="list-style-type: none"> <li>Handouts or power point for talk to follow along with</li> </ul>
<ul style="list-style-type: none"> <li>Paper with notes or outline</li> </ul>
<ul style="list-style-type: none"> <li>Showing copies of literature we could use related to the topic. There are many people, esp. secondary teachers, who may be unfamiliar with these.</li> </ul>
<ul style="list-style-type: none"> <li>Use of technological aids could have aided the speaker</li> </ul>
<ul style="list-style-type: none"> <li>Student examples on the power point slide show.</li> </ul>
<ul style="list-style-type: none"> <li>Dr. Jefferies should have used a power point presentation to tie story in with photos would be visually stimulating and evoke emotions</li> </ul>

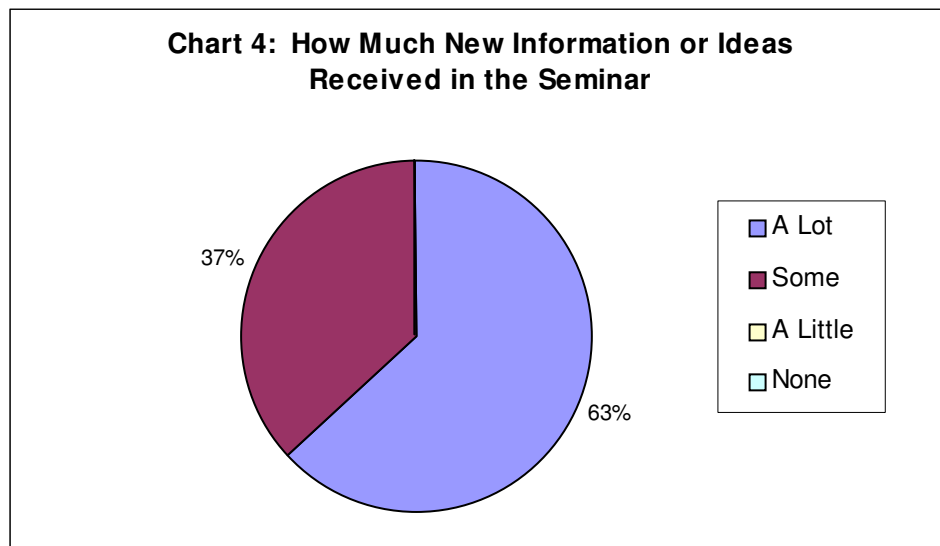
*Table continues...*

Table 3: Participant Suggestions to Improve Future Explore History Seminars

<b>Time / Timing (5)</b>
• More time with Dr. Jeffries
• More time with speaker discussing current history.
• More time
• Move it along a little better, not hold it on an OSU Saturday
• I would rather hear the speaker on the Civil rights before I wrote my paper
<b>Application (4)</b>
• Book more related to contents standards that are taught about Civil Rights
• I want to see how this topic relates to my grade level standards and benchmarks for social studies.
• Learn more ways to use the info in elementary classrooms
• Relate the civil rights movement in some way to Ohio's role
<b>Nothing/Pleased with Seminar (3)</b>
• It was good!
• I am very pleased with it.
• I felt this was a great seminar.
<b>Discussion (2)</b>
• More discussions on how to implement the info
• Provide more talking points for discussion to think about during reading.
<b>Other</b>
• Include more Warren C Harding Local sites. I.E., Harding Memorial Trinity Baptist church, the Marion County Club

### 6. How much new information or ideas did you receive in the seminar?

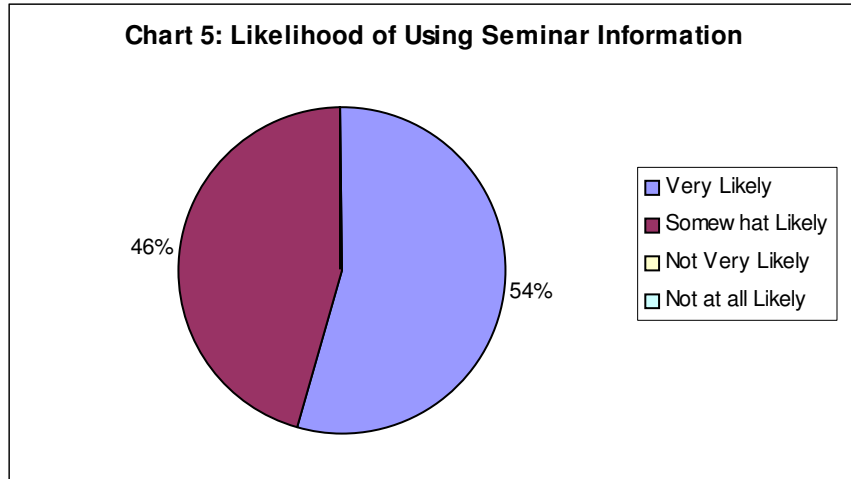
The 33 seminar participants were asked on the post-test instrument to rate the amount of new information or ideas that they received in the seminar. Chart 4 (below) presents this information in graphical format.



- 63% of participants (22 of 35 who responded) concluded that “a lot of new information/ideas” were received in the seminar.
- 37% (13 of 35) said “some new information/ideas” were received.
- No respondents said that “a little new information/ideas were received” or that “no new information/ideas” were received.

## 7. How likely are you to use the information or ideas that you received in the seminar?

Seminar participants also were asked on the post-test instrument to rate the likelihood that they would use the information or ideas that they received in the seminar. Chart 5 (below) presents this information in graphical format.



- 54% of participants (16 of 35 who answered the question) concluded that they would be “very likely” to use the information that they received in the seminar.
- 46% of participants (19 of 35) concluded that they would be “somewhat likely” to use the information that they received in the seminar.
- No respondents said that they would be “not very likely” or “not at all likely” to use the seminar information.

## 8. Additional comments and suggestions

Finally, participants were asked to list any additional comments or suggestions they had related to the “The Civil Rights Movement in Ohio and American Political History” seminar. Eleven of the 33 participants provided general comments and those comments follow below.

<b>Speaker and Tour of Harding Home (7)</b>
• Thank you for the field trip! (2)
• I really enjoyed gaining new info from Dr. Jeffries. I also learned a great deal from reading the assigned text which I otherwise would never have known.
• Great speaker, great tour. Thank you for the opportunity
• Have lived in neighboring county most of my life, but had never been to Harding Home before. Ohio Historical Society Membership for one year is great. Thank you! Do you have a list of places we can use it at?
• The Harding Home visit was very informative
• Speaker was very informative and well spoken. I truly enjoyed listening to him.
<b>Other (5)</b>
• I really liked the music as a primary source idea
• Again, I really enjoyed the reading. It went so much further than any textbook I have encountered.
• Marion is full of history regarding presidents. Lincoln Park, McKinley Park, Historic downtown, the Railroad Station. Today's topics could have used two full days.
• I'm thrilled with the opportunity to take this seminar
• Very nice, thank you