



HISTORY

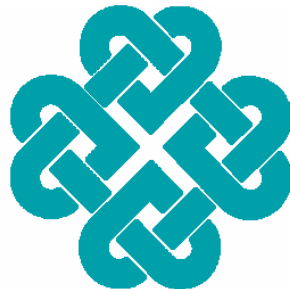
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EXPLORE HISTORY

Summary Evaluation Report for February 4, 2008 Seminar: “The Civil War”

Prepared by

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1. Perceived Success of Seminar Covering Seminar Topics (n=34)

Participants were asked how successful the February seminar, “The Civil War”, which included a presentation by Dr. Mark Grimsley, a professor at OSU Department of History, was in covering the following four topic areas:

- The events leading to the Civil War
- The battles and progression of the Civil War
- The role that events can play as turning points in American History
- Different motivations for fighting between Union and Confederate soldiers

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

How successful was the seminar in covering the events leading up to “The Civil War”?

- 12% (4) said very successful
- 50% (17) said mostly successful
- 32% (11) said somewhat successful
- 6% (2) said not very successful

How successful was the seminar in covering the battles and progression of “The Civil War”?

- 9% (3) said very successful
- 24% (8) said mostly successful
- 38% (13) said somewhat successful
- 24% (8) said not very successful
- 5% (2) said not very successful

How successful was the seminar in covering the role that events can play as turning points or new ways to divide American History?

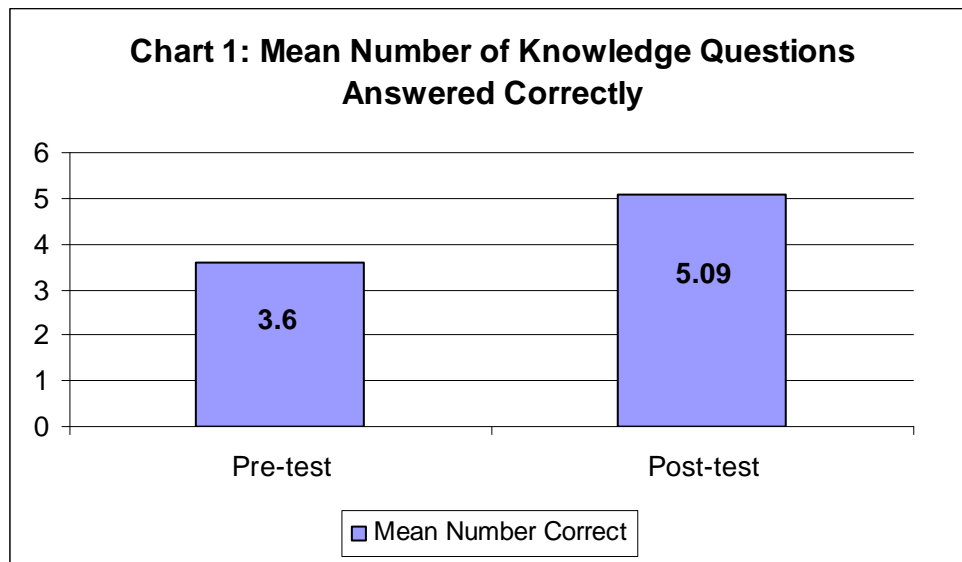
- 21% (7) said very successful
- 47% (16) said mostly successful
- 26% (9) said somewhat successful
- 6% (2) said not very successful

How successful was the seminar in covering the battles and progression of “The Civil War”?

- 71% (24) said very successful
- 17% (6) said mostly successful
- 9% (3) said somewhat successful
- 3% (1) said not very successful

2. Change in Content Knowledge (n=33)

Participants were asked 7 questions at pre- and post-test that measured their knowledge about *The Civil War* 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. Mark Grimsley. These questions were designed to measure short-term changes in participants' content knowledge due to the seminar presentation and readings.

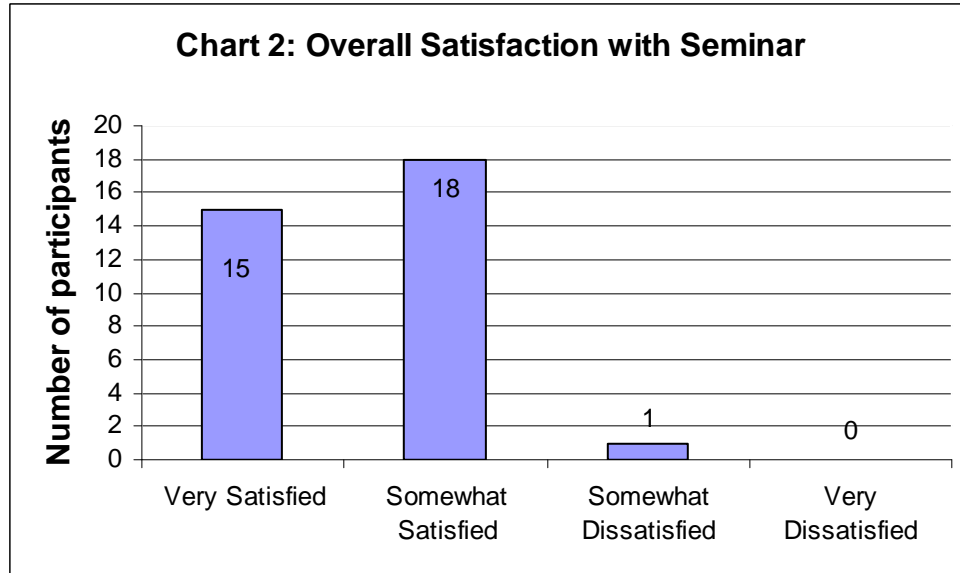


At pre-test, participants in the November 3 Explore History Seminar answered an average of 3.6 of the 7 knowledge questions correctly. At post-test, this average increased to 5.09 of the knowledge questions answered correctly.

There was an increase in the number of questions answered correctly at post-test, a paired-sample t-test showed that this increase in content knowledge was statistically significant ($t = -7.254$, sig = .000 (two-tailed), $df = 32$).

3. Participant Satisfaction Ratings (n=34)

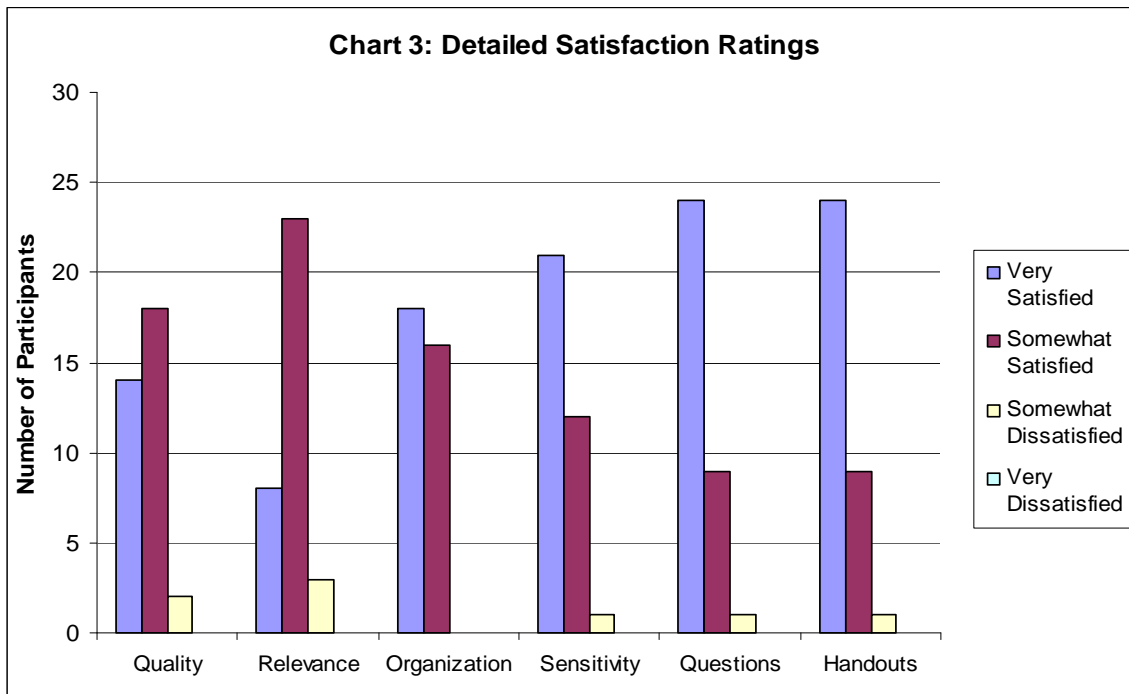
Participants were asked to rate their overall satisfaction with the seminar. Of the 36 participants who responded on this item, 15 (or 44%) indicated that they were “very satisfied” with the seminar, while 18 (53%) indicated that they were “somewhat satisfied.” One participant (3%) indicated that he or she was somewhat dissatisfied with the seminar. Chart 2 (below) presents this data in graphical format.



The 36 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=34).



- **Quality of information:** 41% of participants reported that they were “very satisfied” with the quality of the information presented in the seminar, and 53% of participants reported that they were “somewhat satisfied” with the quality of information presented in the seminar. 6% reported being “somewhat dissatisfied” with the quality of information presented to their work.
- **Relevance of information to participants’ work:** 24% of participants reported that they were “very satisfied” with the relevance of the information to their work, and 68% reported that they were “somewhat satisfied” with the relevance of the information to their work. 9% reported being “somewhat dissatisfied” with the relevance of the seminar information to their work
- **Organization of the seminar:** 53% of participants reported that they were “very satisfied” with the organization of the seminar, 47% reported that they were “somewhat satisfied” with the organization of the seminar.
- **Sensitivity of instructor to participants:** 62% of participants reported that they were “very satisfied” with the sensitivity of the instructor to them and their needs, and 35% reported being “somewhat satisfied” in this area. 3% (representing one participant) reported being “somewhat dissatisfied” with the sensitivity of the instructor to their needs.
- **Opportunity to ask questions:** 71% of participants reported that they were “very satisfied” with the opportunity they had to ask questions, and 27% of participants reported that they were “somewhat satisfied” in this area. 3% (representing one participant) reported being “somewhat dissatisfied” in this area.
- **Seminar materials:** 71% of participants reported that they were “very satisfied” with the materials they received and 27% of participants reported that they were “somewhat satisfied” with the seminar materials. 3% (representing one participant) reported being “somewhat dissatisfied” in this area.

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 February 4, 2008 Seminar. Table 1 (below) summarizes participants’ comments for this question. The actual comments of participants are listed under each of the categories below. It should be noted that many of the comments by participants included more than one key idea. Some comments were repeated more than once; those comments are listed once in the Table below with the number of occurrences in parentheses following the comment.

Table 1: Most Helpful Features of “The Civil War” Seminar

<i>Primary Source (18)</i>
• Primary source activity ideas (7)
• Primary source activity on letters (6)
• Time to discuss with others classroom primary source activities
• Actual copies of primary sources
• Enjoyed war letter discussion
• analyzing the photo
• Photo story and photo analysis activity

<i>Resources (16)</i>
• CD (9)
• Books (2)
• Book painted a clear picture of motivations on both sides.
• Assignments and book selections
• Use of computer
• Use of pictures to use as visuals in the classroom helps 3 rd graders visualize past events
• lesson plan ideas
<i>Presentation (10)</i>
• Presenter—general reference to Dr. Grimsley (6)
• Speaker offering background based upon our specific assigned reading
• Dr. Grimsley's presentation was very informative. I liked how he focused more on big ideas rather than particular battles. His frank conversation on racism was very powerful
• Speaker for this seminar was good at drawing parallels between school and lessons from the Civil War
• Liked how speakers used power point as a visual aid.
<i>Other (7)</i>
• a chance to see Museum (2)
• Gained more knowledge of Civil War (2)
• Close to home
• Worried that the reading level would be above my students' comprehension level.
• Hands-on activities
<i>Discussion (2)</i>
• Discussion period with Dr. Grimsley was the best part
• Significant portion of presentation made for discussion/questions. Presenter focused on how to help us teach this content

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 February 4 Seminar. Table 2 (below) summarizes participants' comments for this question.

Table 2: Least Helpful Features of “The Civil War” Seminar

<i>Seminar Topic and Lecture (6)</i>
• Disconnect between Civil War and Armstrong museum (2)
• Didn't talk about causes of the war very much
• Civil War speaker was not as interesting as I hoped
• Seminar at the beginning, hard to follow presenter
• Didn't care for the AM speaker, wanted the Civil War lecture and didn't get it
<i>Grade-Specific (5)</i>
• More samples of grade level texts similar to the picture book purchased for us
• Loved For Cause and Comrades, I couldn't use anything to do with war in a 1st grade classroom

<ul style="list-style-type: none"> • So many of the activities presented are geared towards older students. It would be nice to have 1 or 2 activities specific to the younger grades
<ul style="list-style-type: none"> • Content not relevant to my teachings
<ul style="list-style-type: none"> • Listening to lecture about the Civil War that did not relate to much of what I teach
<i>Tour (4)</i>
<ul style="list-style-type: none"> • Guided tour would have been more useful
<ul style="list-style-type: none"> • Museum tour, reduce amount of time or move it to the end and people can tour if they'd like
<ul style="list-style-type: none"> • Museum too far away from our school to be a place for students to visit
<ul style="list-style-type: none"> • The tour of the museum seemed like a second thought
<i>Other (4)</i>
<ul style="list-style-type: none"> • The mentor teacher presenting a lesson plan
<ul style="list-style-type: none"> • Extra time
<ul style="list-style-type: none"> • Had difficulty paying attention in the morning talk
<ul style="list-style-type: none"> • Long break for lunch and tour

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 one teacher specifically noted that he or she had no complaints and enjoyed "all of the activities".

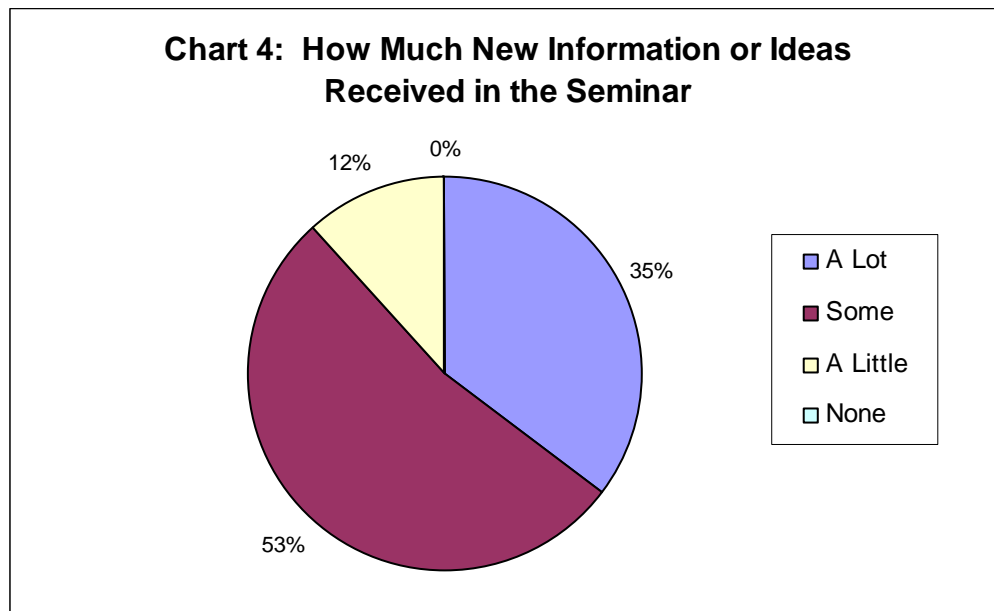
Table 3: Participant Suggestions to Improve Future Explore History Seminars

<i>Grade-specific Comments (6)</i>
<ul style="list-style-type: none"> • Try to have speakers relate info to teachers and topics of all grade levels, not just H.S.
<ul style="list-style-type: none"> • Topic doesn't correlate with 1st grade standards, so it would be helpful if the seminar topics were more chosen to appeal to more broad section of teachers, K-12
<ul style="list-style-type: none"> • Wider age span of activities
<ul style="list-style-type: none"> • More focus on primary grades with wars
<ul style="list-style-type: none"> • More examples of in class activities for elementary students. More hands on
<ul style="list-style-type: none"> • Primary sources activity geared toward 3-4th grade level
<i>Miscellaneous (4)</i>
<ul style="list-style-type: none"> • Sometime the group work really only involves a couple of people and others waste time.
<ul style="list-style-type: none"> • More concise
<ul style="list-style-type: none"> • Lunch, may have to pack my own next time
<ul style="list-style-type: none"> • Pay for mileage and give driving directions.
<i>Presenter (3)</i>
<ul style="list-style-type: none"> • Presenter was not very organized, should have prepared to have more focus on lecture
<ul style="list-style-type: none"> • Maybe different presenter
<ul style="list-style-type: none"> • Content was great, excellent speaker
<i>Resources (3)</i>
<ul style="list-style-type: none"> • Book we read and materials were more about attitudes and motivations, not specific war details. Some of the quiz questions asked about specific war details.
<ul style="list-style-type: none"> • More visuals
<ul style="list-style-type: none"> • Using primary resources in lecture, some were used

<i>Location (3)</i>
<ul style="list-style-type: none"> • Choose different location or hold a space seminar
<ul style="list-style-type: none"> • Location closer to home
<ul style="list-style-type: none"> • Different location – too small
<i>Tour (2)</i>
<ul style="list-style-type: none"> • Organized tour of the museum
<ul style="list-style-type: none"> • Don't use museum as just a facility, discuss it!

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

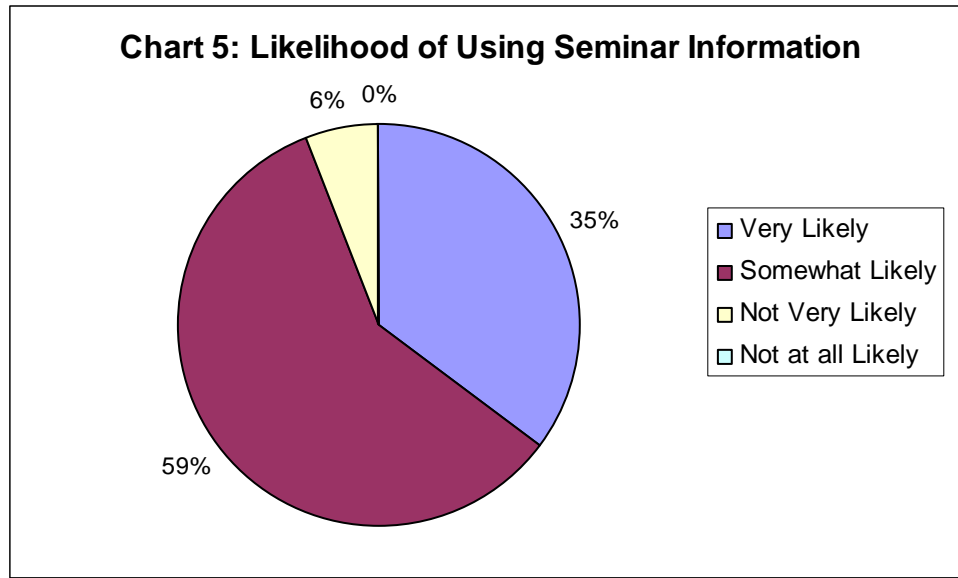
The 36 seminar participants were asked on the post-test instrument to rate the amount of new information or ideas that they received in the seminar. Chart 4 (below) presents this information in graphical format.



- 35% of participants (12 of 34 who responded) concluded that “a lot of new information/ideas” were received in the seminar, while 53% (18 of 34) said “some new information/ideas” were received. 12% of participants (4 of 34) said “a little new information/ideas” were received. No respondents said that “no new information/ideas” were received.

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

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.



- 35% of participants (12 of 34) who answered the question) concluded that they would be “very likely” to use the information that they received in the seminar.
- 59% of participants (20 of 34) concluded that they would be “somewhat likely” to use the information that they received in the seminar.
- 6% of participants (2 of 34) concluded that they would be “not very likely” to use the information that they received in the seminar.

8. Additional comments and suggestions

Finally, participants were asked to list any additional comments or suggestions they had related to the “The Civil War” seminar. 14 of the 34 participants provided general comments and those comments follow below.

<i>Miscellaneous (5)</i>
<ul style="list-style-type: none"> • Breakfast was very good
<ul style="list-style-type: none"> • Maybe a Sharepoint site about some of the activities we have attempted in our classrooms.
<ul style="list-style-type: none"> • Explanation on what assignments are due when. Some confusion over what topics and how many assignments, when due, etc. Are primary source activity classroom verification forms due both at same time? Etc?
<ul style="list-style-type: none"> • Loved primary source activities about letters and Photo story
<ul style="list-style-type: none"> • Guided tour of museum

<i>General Positive (4)</i>
<ul style="list-style-type: none"> • Thank you (2)
<ul style="list-style-type: none"> • Thanks for the knowledge
<ul style="list-style-type: none"> • Lunch was good, thanks for the books – they look informative/useful
<i>Grade Specific (3)</i>
<ul style="list-style-type: none"> • Divide us up by grade level. I'd love to know what other 4th grade teachers tried and what worked or didn't work.
<ul style="list-style-type: none"> • Interesting to experience how much info can be taught to 3rd graders about the Civil War and American history using primary sources
<ul style="list-style-type: none"> • War and political motivation is not something we address much in K-2. Although the seminar disseminated great info. I can't apply it in my classroom. The writing activities on primary sources are also too difficult for young students
<i>Discussion/Presentation (3)</i>
<ul style="list-style-type: none"> • Would have liked to have had some discussion about the museum itself. I was disappointed that we didn't discuss the space race and its role in American and Ohio History.
<ul style="list-style-type: none"> • Great speaker was chosen
<ul style="list-style-type: none"> • Presentation and discussion today has been the most useful in this class. The development of lesson plans using the course material and presentations