



HISTORY

in the Heartland

EXPLORE HISTORY

Summary Evaluation Report for January 22, 2007 Seminar on “The Dominion of War”

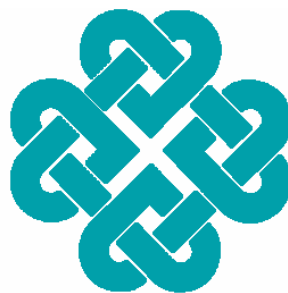
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1. Perceived Success of Seminar in Meeting Learning Objectives (n=34)

Participants were asked how successful the January seminar, “The Dominion of War,” which included a presentation by Dr. Andrew Cayton of Miami University’s Department of History, was in meeting the following three learning objectives:

- To understand contingency in American History
- To recognize the role that events can play as “turning points” or new ways to divide American history
- To understand the concepts of imperialism and republicanism

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

How successful was the seminar in helping teachers understand contingency in American History?

- 29.4% (10) said very successful
- 61.8% (21) said fairly successful
- 5.9% (2) said somewhat successful
- 2.9% (1) said not very successful

How successful was the seminar in helping teachers recognize the role that events can play as “turning points” or new ways to divide American history?

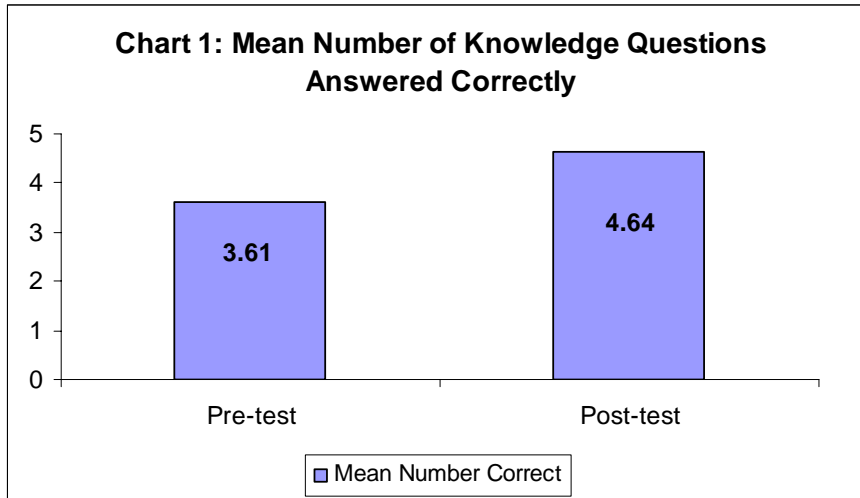
- 32.4% (11) said very successful
- 52.9% (18) said fairly successful
- 11.8% (4) said somewhat successful
- 2.9% (1) said not very successful

How successful was the seminar in helping to understand the concepts of imperialism and republicanism?

- 27.3% (9) said very successful
- 48.5% (16) said fairly successful
- 15.2% (5) said somewhat successful
- 9.1% (3) said not very successful

2. Knowledge about the “Dominion of War” (n=34)

Participants were asked 7 questions at pre- and post-test that measured their knowledge about the Dominion of War material covered in the seminar. In some cases, these questions also required teachers to engage in rudimentary analysis of primary source materials in answering the questions. The questions were developed for the seminar content area by the Project Director, Dr. Stuart Hobbs, and the seminar presenter, Dr. Andrew Cayton. These questions were designed to measure short-term changes in participants’ content knowledge due to the seminar presentation and readings.

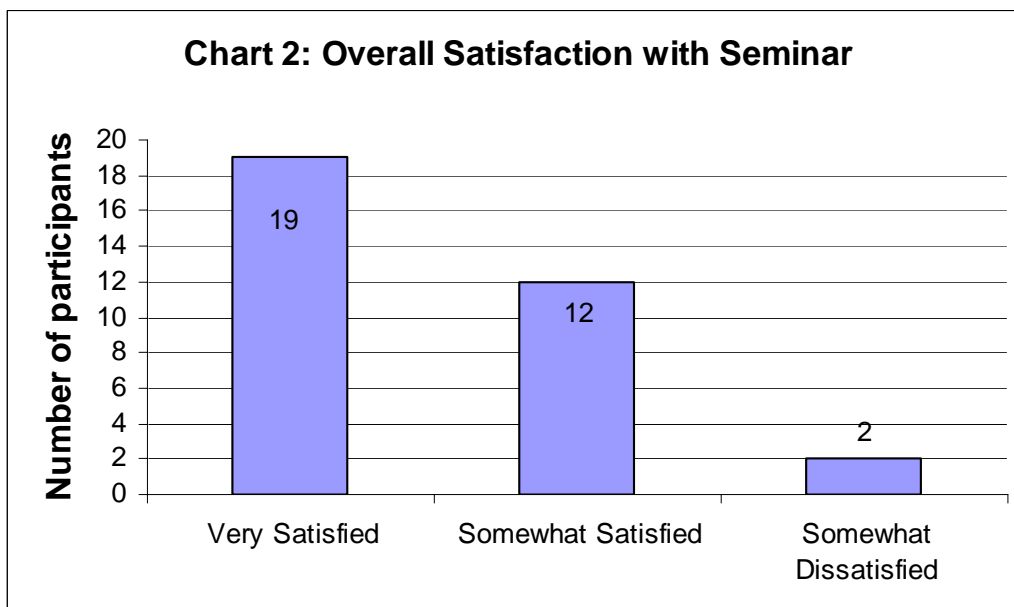


At pre-test, participants in the January 22 Explore History Seminar answered an average of 3.61 of the 7 knowledge questions correctly. At post-test, this average increased to 4.64 knowledge questions answered correctly. A paired-sample t-test showed that this increase in content knowledge was statistically significant at the .01 level.

It should also be noted that the pre-test data collection for this seminar occurred during the November 2006 project seminar – to ensure the pre-test was a true baseline measurement of participants’ historical knowledge (prior to participants beginning the readings for the following seminars).

3. Participant Satisfaction Ratings (n=33)

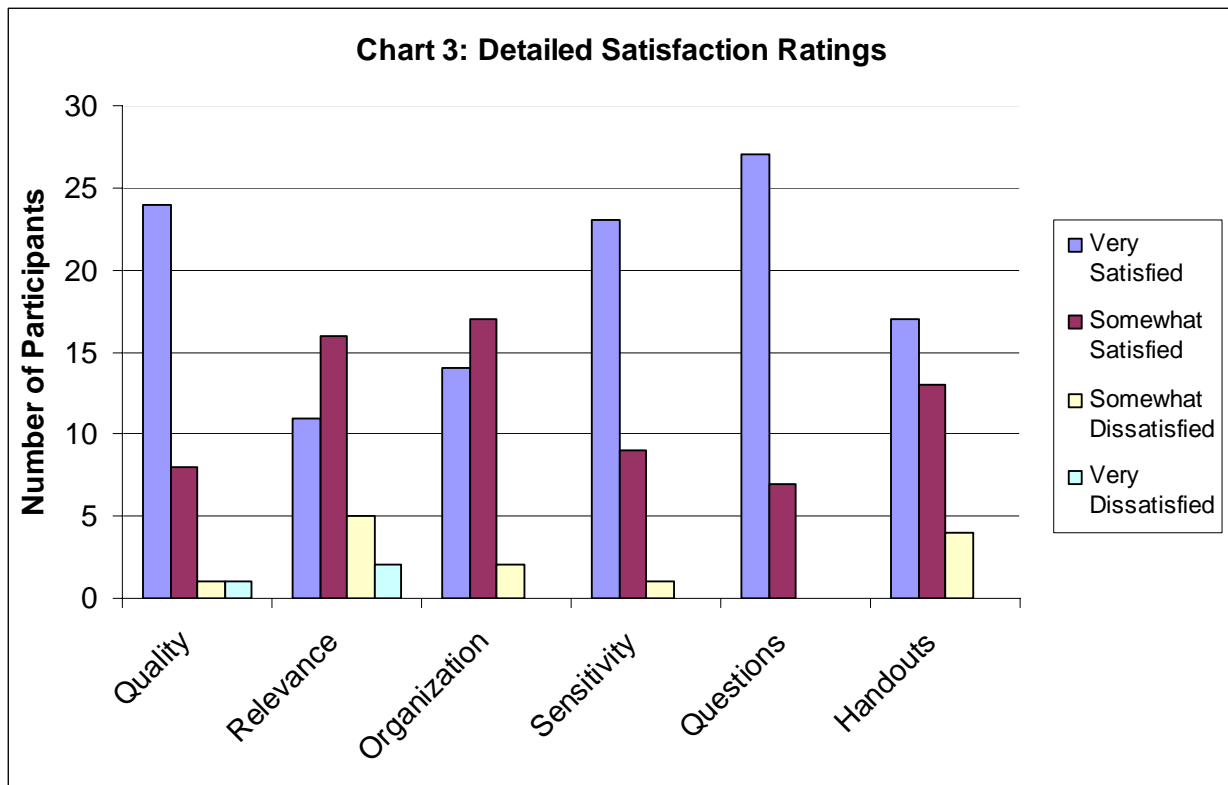
Participants were asked to rate their overall satisfaction with the seminar. Of the 33 participants who responded on this item, 19 (or 57.6%) indicated that they were “very satisfied” with the seminar, while 12 (36.4%) indicated that they were “somewhat satisfied”. Two participants (6.1%) indicated that they were somewhat dissatisfied with the seminar. Chart 2 (below) presents this data in graphical format.



The 34 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.



- **Quality of information:** 71% of participants reported that they were “very satisfied” with the quality of the information presented in the seminar. 23% of participants reported that they were “somewhat satisfied” with the quality of information presented in the seminar. One respondent (3%) reported being “somewhat dissatisfied” and one respondent (3%) reported being “very dissatisfied” with the quality of the information provided at the seminar.
- **Relevance of information to participants' work:** 32% of participants reported that they were “very satisfied” with the relevance of the information to their work, and 47% percent reported that they were “somewhat satisfied” with the relevance of the information to their work. 15% (representing five participants) reported being “somewhat dissatisfied” with the relevance of the seminar information to their work. Two participants (6%) reported that they were “very dissatisfied.”

- **Organization of the seminar:** 42% of participants reported that they were “very satisfied” with the organization of the seminar, 52% reported that they were “somewhat satisfied” with the organization of the seminar, and 6% reported that they were “somewhat dissatisfied” with the organization of the seminar.
- **Sensitivity of instructor and project archivist to participants:** 70% of participants reported that they were “very satisfied” with the sensitivity of the instructor and project archivist to them and their needs, 27% reported being “somewhat satisfied”, and 3% reported being ‘somewhat dissatisfied.’
- **Opportunity to ask questions:** 79% of participants reported that they were “very satisfied” with the opportunity they had to ask questions, and 21% of participants reported that they were “somewhat satisfied” in this area.
- **Seminar materials:** 50% of participants reported that they were “very satisfied” with the materials they received, 38% of participants reported that they were “somewhat satisfied” with the seminar materials, and 12% reported that they were “somewhat dissatisfied” 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 January 22 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 and as a result there are more than 34 comments included in Table 1. 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 Dominion of War” Seminar

<i>Opportunity for Collaboration and Discussion:</i>
• Discussion in grade-level groups
• Discussion of primary sources with other educators (3)
• Time to talk with presenter and other teachers (2)
• The sharing of primary source ideas and the same activity with personal letters (2)
• I liked the ability to apply knowledge of what we would do in our classrooms
• I really appreciated the opportunity to ask questions
<i>Lecture and Presenter:</i>
• General comment noting that presenter or lecture was the most helpful feature of seminar (14)
• A wonderful lecture that helped me reframe my understanding of wa
• It is great having the actual author of the book we read here to give the presentation!
• Cayton knew his stuff...
• Listening to Cayton present his knowledge, view, etc., gave me many practical ideas.
• The presentation by Dr. Cayton was most helpful

Table continues...

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

<i>Master Teachers</i>
<ul style="list-style-type: none"> • I found the master teacher and presentation helpful in thinking about classroom application.
<ul style="list-style-type: none"> • How the master teacher helped connect this information to teaching and learning.
<ul style="list-style-type: none"> • Liked input from the master teacher as how to use primary sources and put them into effect in the classroom.
<i>Information, Readings, and Primary Source Materials:</i>
<ul style="list-style-type: none"> • Reading was important as a base for the lecture
<ul style="list-style-type: none"> • CD with primary sources
<i>Room/Facility/Acoustics:</i>
<ul style="list-style-type: none"> • Museum time invaluable
<ul style="list-style-type: none"> • Facility acoustics were wonderful

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 January 22 seminar. Table 2 (below) summarizes participants’ comments for this question. The actual comments of participants are listed under each of the categories below. It is important to note that one of the participants indicated that s/he could not think of anything in response to this question.

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

<i>Facility and lighting</i>
<ul style="list-style-type: none"> • Facility, seating arrangement, and/or lighting not suited to seminar activity (15)
<i>Readings</i>
<ul style="list-style-type: none"> • The reading assignments
<ul style="list-style-type: none"> • Don’t know if I needed all the reading. I did it as a pre-course to the lecture. Some, certainly.
<i>Museum:</i>
<ul style="list-style-type: none"> • Tour of the museum
<ul style="list-style-type: none"> • The actual museum
<ul style="list-style-type: none"> • Tour of museum enjoyable but not as useful with topic or in classroom.
<i>Other Comments:</i>
<ul style="list-style-type: none"> • Breakfast and lunch was not that good.
<ul style="list-style-type: none"> • The evaluation was the least helpful part of the seminar
<ul style="list-style-type: none"> • The computer lesson/scrapbook
<ul style="list-style-type: none"> • Please have some organization when dividing us into groups. Telling us to go form a group is difficult.
<ul style="list-style-type: none"> • Relevance to my content standards
<ul style="list-style-type: none"> • The topic does not really apply to the students I teach.

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.

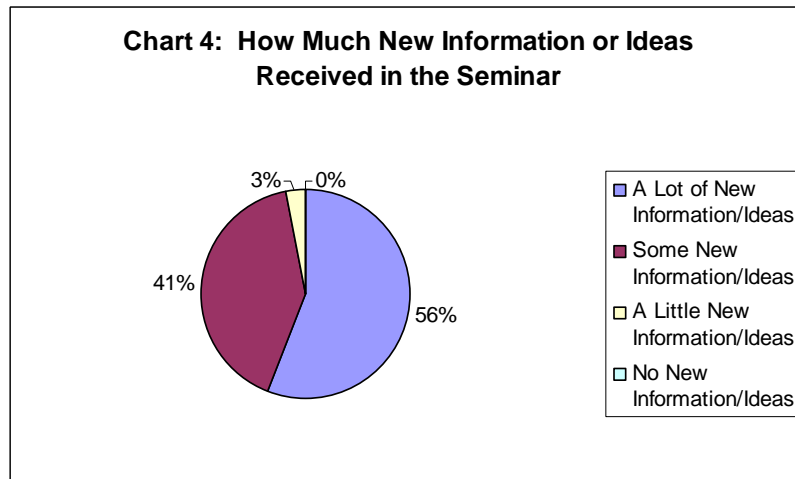
Table 3: Participant Suggestions to Improve Future Explore History Seminars

<i>Assignments :</i>
<ul style="list-style-type: none"> • Additional semester credit hours for the amount of work required (2)
<ul style="list-style-type: none"> • I would like to be able to turn in our reading questions after the seminar. I have a hard time understanding the readings until after listening to the speaker. I think my papers would improve greatly (2)
<ul style="list-style-type: none"> • Make paper not a requirement or paper is only reflection
<ul style="list-style-type: none"> • More modeling of our assignments using PowerPoint or...let us get in a computer lab together and guide us.
<i>Linkage to Standards:</i>
<ul style="list-style-type: none"> • Topics should be more relevant to elementary teachers
<ul style="list-style-type: none"> • Make it more relevant to 1-5 grade benchmark
<i>Readings and Seminar Materials:</i>
<ul style="list-style-type: none"> • Hand out multiple copies of letters so that we could look at them as each group presented on them
<ul style="list-style-type: none"> • I enjoy the speakers but am struggling with the reading. I love to read and love history but both texts have been difficult to read, digest, and apply.
<ul style="list-style-type: none"> • Instead of reading college texts, I am including an age-appropriate book list. Also, any books by Russell Freedman or McPhereson would be wonderful
<ul style="list-style-type: none"> • Age-appropriate readings
<ul style="list-style-type: none"> • Readings directly related to Mexican-American War. I did not read about this for the assignment—I chose other chapters.
<ul style="list-style-type: none"> • It would have been beneficial to have read the part of the book the presenter was lecturing on so that I had more background knowledge. Perhaps make the assignment so that it includes the chapter and give one choice chapter.
<i>Other Suggestions:</i>
<ul style="list-style-type: none"> • Improve room and lighting (12)
<ul style="list-style-type: none"> • Improve the food quality (2)
<ul style="list-style-type: none"> • Use the microphone/sound system
<ul style="list-style-type: none"> • More hands-on activities; less sitting; more variety
<ul style="list-style-type: none"> • More time for grade-level meetings amongst teachers to discuss activities they are using in the classroom.
<ul style="list-style-type: none"> • More classroom ideas
<ul style="list-style-type: none"> • Set up tables to work at (2)

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

The 34 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.

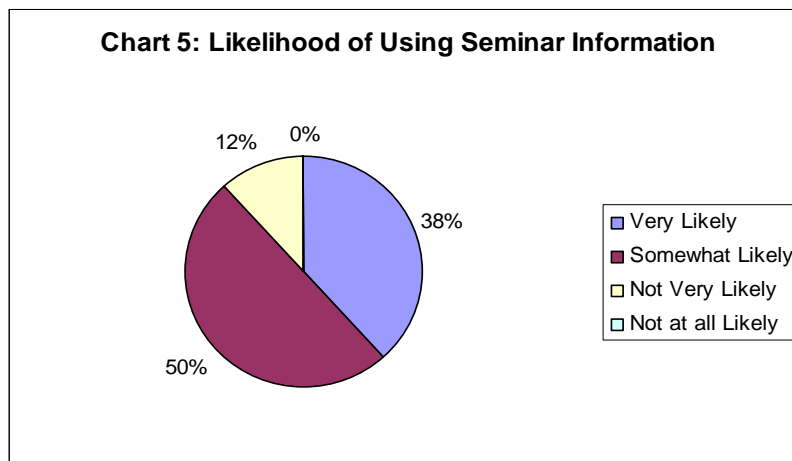
- 56% of participants (19 respondents) concluded that “a lot of new information/ideas” were received in the seminar, while 41% (14 of 34) said “some new information/ideas” were received. One respondent (3%) said “a little new information/ideas” was received. No respondents said that “no new information/ideas” 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.

- 38% of participants (19 respondents) concluded that they would be “very likely” to use the information that they received in the seminar.
- 50% of participants (17 of 34) concluded that they would be “somewhat likely” to use the information that they received in the seminar.
- 12% of participants (4 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 “Dominion of War” seminar. Fifteen of the 34 participants provided general comments and those comments follow below.

<u>General</u>
<ul style="list-style-type: none"> • Another excellent seminar
<ul style="list-style-type: none"> • Thank you for the museum tour and lunch. You have done a wonderful job with this class.
<ul style="list-style-type: none"> • The readings left me a little confused about contingency, imperialism, and republicanism. The lecture really helps clear up the confusion and clarify ideas. It makes me want to go back and rewrite my reading response.
<ul style="list-style-type: none"> • Very interesting but not easily connected to the 4th grade curriculum.
<ul style="list-style-type: none"> • I enjoyed the seminar because I enjoy history. It would be difficult to use the actual topic in a 2nd grade classroom but some of the ideas could be adapted.
<ul style="list-style-type: none"> • See if you could get an astronaut to speak
<ul style="list-style-type: none"> • Please provide a better lunch or let us leave for nearby restaurants.
<ul style="list-style-type: none"> • On assignment: Would have rather written a reaction paper to Cayton with questions as pre-knowledge or background.
<u>Workload</u>
<ul style="list-style-type: none"> • I took this course just to get more historical information. I did not take it for credit. If I had taken it for credit the one semester hour for all the work would not have made want to take this program. I enjoyed what Mr. Cayton had to say. I enjoyed working with the other grade-level teachers.
<ul style="list-style-type: none"> • Lots of required work.
<ul style="list-style-type: none"> • Please reconsider the number of semester hours or work required for this course. Overwhelming.
<u>Materials</u>
<ul style="list-style-type: none"> • Have materials available at this seminar for the next seminar. Save the \$ it will take to mail the materials to everyone.
<ul style="list-style-type: none"> • However each time I listen to the author I take away great things. Could the books be more classroom useful? Or/and could the paper be due after the lecture?
<ul style="list-style-type: none"> • I'm not looking for ready-made materials for my particular classrooms. I appreciate the broad audience that OHE is serving and hearing the experiences of a wide range of teaching levels. I'm a professional and I have the confidence and ability to adjust the materials and concepts to the learning level of students I teach. Keep the challenge and expectation high.
<ul style="list-style-type: none"> • I would like to be given or contribute to a list of primary sources that my students could actually see. If I had a list of books to share with my students it would be great.
<u>Site</u>
<ul style="list-style-type: none"> • The seating arrangements were not comfortable or ideal.
<ul style="list-style-type: none"> • Room was not conducive to activities.
<ul style="list-style-type: none"> • I enjoy visiting the sites but could never take my students there (no field trips allowed).
<ul style="list-style-type: none"> • I like being at the Space Museum but the planetarium is a little inconvenient.