



HISTORY

in the Heartland

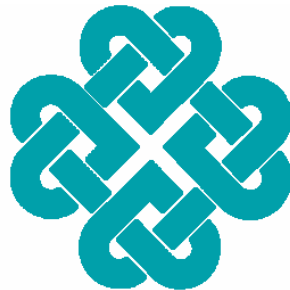
EXPLORE HISTORY

Summary Evaluation Report for the 2008 Explore History Summer Institute

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Introduction

Thirty-four teachers participated in the June 23rd – 26th Explore History Summer Institute. Institute activities included presentations by content area experts, fieldtrips to Ohio sites that were directly linked to the Institute’s theme of “Transportation in American History”, primary source activities, and group work on presentations that were given on the last day of the Institute.

Presenters included:

- Dr. Ted Dahlstrand—“Transportation as Revolution in American History” and “Counting the Cars on the New Jersey Turnpike: the Automobile and the Urbanization of the United States
- Dr. Andrew Cayton—“O Pioneers: Western Migration and the Settlement of a Continent”
- Dr. Bill Childs—“Once I Built a Railroad and Made it Run: Trains, Transportation, and American Industrialization”
- Master teachers Keith Wayne and Beth MacLehose—“Teaching with Webzines, Podcasts, and Other Technologies”

Fieldtrips included:

- A tour of the Ohio Historical Society’s collection facility and museum
- Tours of the Wright Brothers Aviation sites in Dayton
- A tour of the Miami and Erie Canal in Piqua

1. Perceived Success of Institute in Meeting Learning Objectives

Participants were asked to rate how successful the Summer Institute was in meeting the following three learning objectives. The percentage and number of responses for each response category are bulleted below each objective.

Objective 1 – How successful was the Summer Institute in helping to understand the transformative effect of transportation improvements on American culture as well as the economy and demographics?

- 53% (18) said very successful
- 44% (15) said fairly successful
- 3% (1) said not very successful

Objective 2 – How successful was the Summer Institute in helping to understand the close relationship between transportation improvements and the development of American society?’

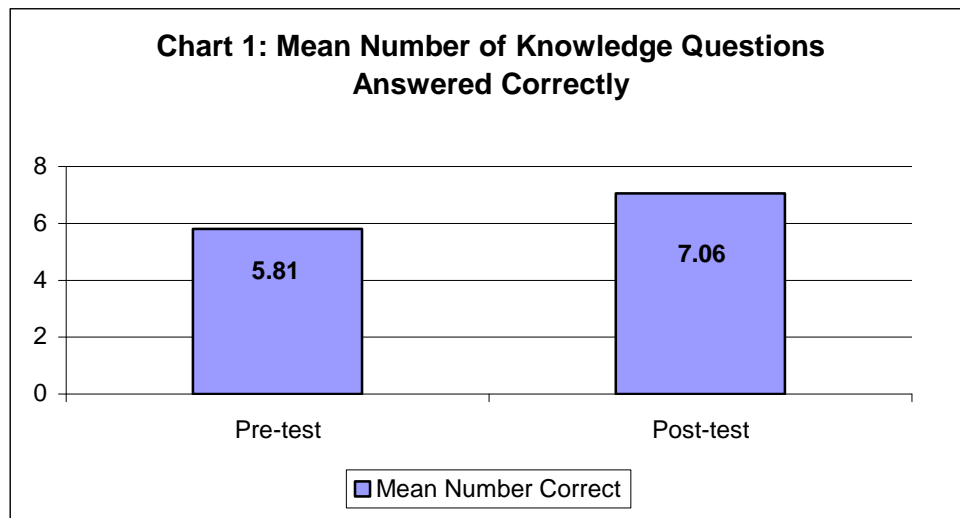
- 65% (22) said very successful
- 32% (11) said fairly successful
- 3% (1) said not very successful

Objective 3 – How successful was the Summer Institute in helping to be able to recognize examples from Ohio history and local history of major transportation innovations and their effects?

- 71% (24) said very successful
- 29% (10) said fairly successful

2. Change in Content Knowledge

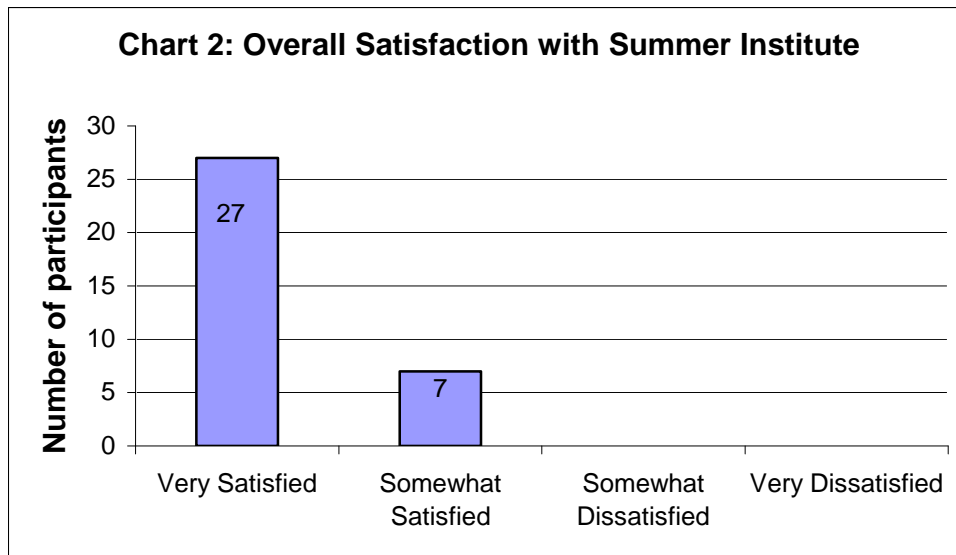
Participants were asked twelve knowledge questions at pre- and post-test that were developed by Drs. Hobbs, Dahlstrand, Cayton, and Childs. These questions were designed to measure short-term change in participants' content knowledge due to the institute presentation and readings. Chart 1 on the next page shows these data in graphical form. The specific test items and the numbers of each item answered right, wrong, or missing at pre- and post-test are included on pages 8-11.



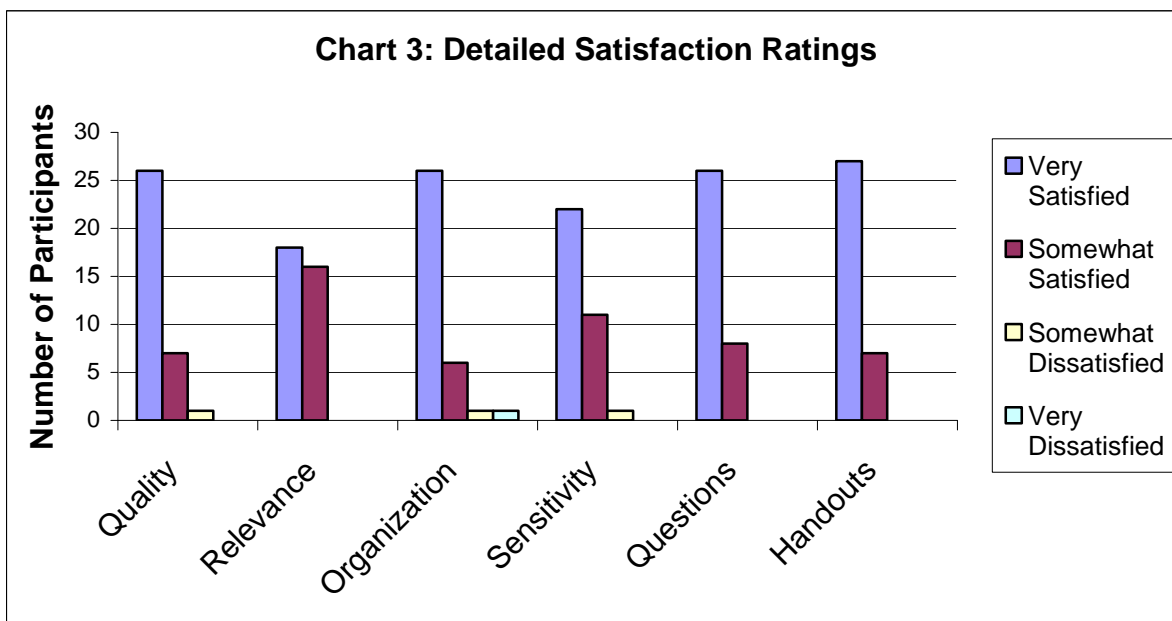
At pre-test, the institute participants answered an average of 5.81 of the 12 knowledge questions correctly. At post-test, the average number of correct answers in response to the same knowledge questions increased to 7.06. A paired-sample t-test showed that this increase in content knowledge was statistically significant ($t = -4.516$, $sig = .000$ (two-tailed), $df = 31$). From this, one can conclude, at least in the short term, the change in knowledge was likely not due to chance.

3. Participant Satisfaction Ratings

Participating teachers were asked to rate their overall satisfaction with the Institute. Of the 34 teachers who responded to this item, 79% indicated that they were “very satisfied” with the institute, while 21% indicated that they were “somewhat satisfied.” Chart 2 (next page) presents this data in graphical format.



The institute participants also were asked to provide detailed satisfaction ratings for the following aspects of the Summer Institute. Chart 3 presents participants' ratings for each of these aspects of the Institute.



- Quality of information:** 77% of the participants reported that they were “very satisfied” with the quality of the information presented in the Institute and 21% of the participants reported that they were “somewhat satisfied” in this area. One participant reported being “somewhat dissatisfied” with the quality of the information presented in the institute and no participants reported being “very dissatisfied” in this area. *One participant said, “The last session with Dr. Childs was the only one that I felt lacked enough content. Other sessions were great!”*
- Relevance of information to participants’ work:** 53% of the participants reported that they were “very satisfied” with the relevance of the information to their work and 47% reported that they were “somewhat satisfied” in this area. No participants reported being “somewhat dissatisfied” or being “very dissatisfied” with the relevance of the information presented in the Institute. *One participant said, “Only because U.S. history is not part of my*

curriculum—do this program for ancient history!” Another participant said, “The children I teach are too young for much of the subject matter.”

- **Organization of the Institute:** 77% of the participants reported that they were “very satisfied” with the organization of the Institute and 18% reported that they were “somewhat satisfied” with the organization of the Institute. One participant reported being “somewhat dissatisfied” and reported being “very dissatisfied” with the organization of the Institute. *One participant said, “Earlier lunch, more presentation time. Stick to schedule!” Another participant said, “Time was an issue the last day.”*
- **Sensitivity of instructor to participants:** 65% of the participants reported that they were “very satisfied” with the sensitivity of presenters to them and their needs and 32% reported that they were “somewhat satisfied” in this area. One participant reported being “somewhat dissatisfied” with the sensitivity of the presenters to them and their needs and no participants reported being “very dissatisfied” in this area. *Listed below are comments that several teachers made in this area:*
 - *I felt Mr. Childs was quite insensitive at times and rude to elementary teachers.*
 - *Mr. Childs did not relate well to teachers.*
 - *Some, like Cayton were great. Others NOT so much*
 - *The transportation presenters on the whole were too arcane. I don’t feel I got much from the speakers because it didn’t pertain to what I teach and a couple were poor speakers.*
- **Opportunity to ask questions:** 76.5% of the participants reported that they were “very satisfied” with the opportunity they had to ask questions and 23.5% of participants reported that they were “somewhat satisfied” in this area. No participants reported being “somewhat dissatisfied” or being “very dissatisfied” with the opportunity they had to ask questions.
- **Institute materials:** 79% of the participants reported that they were “very satisfied” with the materials they received and 21% of the participants reported that they were “somewhat satisfied” in this area. No respondents reported being “somewhat dissatisfied” or “very dissatisfied” in this area.

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

The Summer Institute participants were asked to list the most helpful features of the June 23rd – 26th Institute. Table 1 on the next page summarizes the teachers’ comments for this question. The actual comments of participants are listed under each of the categories below. It should be noted that some 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 Summer Institute

<i>Fieldtrip (14)</i>
• General comment naming “field trip” as most helpful feature (10)
• “hands on” features of the field trips (2)
• Field trip to Dayton and Piqua
• I loved the “field trips” thank you for a great learning experience.
<i>Speaker/Lecture (7)</i>
• General comment naming “speaker” or “lecture” as most helpful feature
• Most of the speakers were top notch.
• The final presentations. Many presenters were great.
• The chance to hear a variety of speakers on Ohio/American topics.
• Quality of speakers; the speakers were great—I learned a great deal.

Table continues...

Table 1 continued: Most Helpful Features of the Summer Institute

<i>Primary Source (7)</i>
<ul style="list-style-type: none"> I learned so much about primary sources that I have and will use in the future (5)
<ul style="list-style-type: none"> I now understand how to use primary sources and where to get them.
<ul style="list-style-type: none"> Organization of Stuart and Betsy planned activities- combination of hands on learning and lecture.
<i>Miscellaneous (6)</i>
<ul style="list-style-type: none"> Enjoyed the whole thing.
<ul style="list-style-type: none"> The whole program was very helpful. I will use a lot of this.
<ul style="list-style-type: none"> Loved it!
<ul style="list-style-type: none"> The information given and all questions answered.
<ul style="list-style-type: none"> Meeting and talking with other teachers, collaboration
<ul style="list-style-type: none"> The networking and expanding my own knowledge base.
<i>Computer Session (5)</i>
<ul style="list-style-type: none"> Blogging/Podcasts (4)
<ul style="list-style-type: none"> I loved the hands on opportunity to create a blog. I would like to try a podcast and blogging with my students.
<i>Resources/Materials (3)</i>
<ul style="list-style-type: none"> Great materials were given here.
<ul style="list-style-type: none"> I love the CD's from Betsy and children's books.
<ul style="list-style-type: none"> The materials and handouts for use in the classroom

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

Summer Institute participants were asked to rate the least helpful features of the 2008 Summer Institute. Table 2 (below) summarizes teachers' comments for this question.

Table 2: Least Helpful Features of the Summer Institute

<i>Speaker/Lecture (6)</i>
<ul style="list-style-type: none"> General comment naming "speaker" or "lecture" as least helpful feature (2)
<ul style="list-style-type: none"> The speaker on railroads
<ul style="list-style-type: none"> 2 really bad lectures
<ul style="list-style-type: none"> Some presenters on transportation were a little dry.
<ul style="list-style-type: none"> Repetitive presentations (some of the museums)
<i>Logistics (4)</i>
<ul style="list-style-type: none"> Evaluations at the end- could of moved up.
<ul style="list-style-type: none"> Not enough time, at the field trip spots.
<ul style="list-style-type: none"> More time needed! ☺ Everything was great. I hope to take a course with you again.
<ul style="list-style-type: none"> I wish that the close relationships developed in Columbus could've come earlier. What a wonderful opportunity!
<i>Miscellaneous (4)</i>
<ul style="list-style-type: none"> The bus ride from Piqua (2)
<ul style="list-style-type: none"> A lot of walking
<ul style="list-style-type: none"> Reading
<i>Group Work (3)</i>
<ul style="list-style-type: none"> Felt as if the last two groups presenting were rushed, but early group could go 20+ minutes. Needed to set aside more time for this.
<ul style="list-style-type: none"> The group presentations- not enough time was allowed for this.
<ul style="list-style-type: none"> Group work time.

Table continues...

Table 2 continued: Least Helpful Features of the Summer Institute

<i>Grade Appropriate (2)</i>
<ul style="list-style-type: none"> • Some of the info did not directly relate to my grade level, but I can make it work. • I don't feel like a lot of the subjects were appropriate for lower elementary, but I do think the overarching theme of primary sources will help me teach.

5. How could this institute be improved?

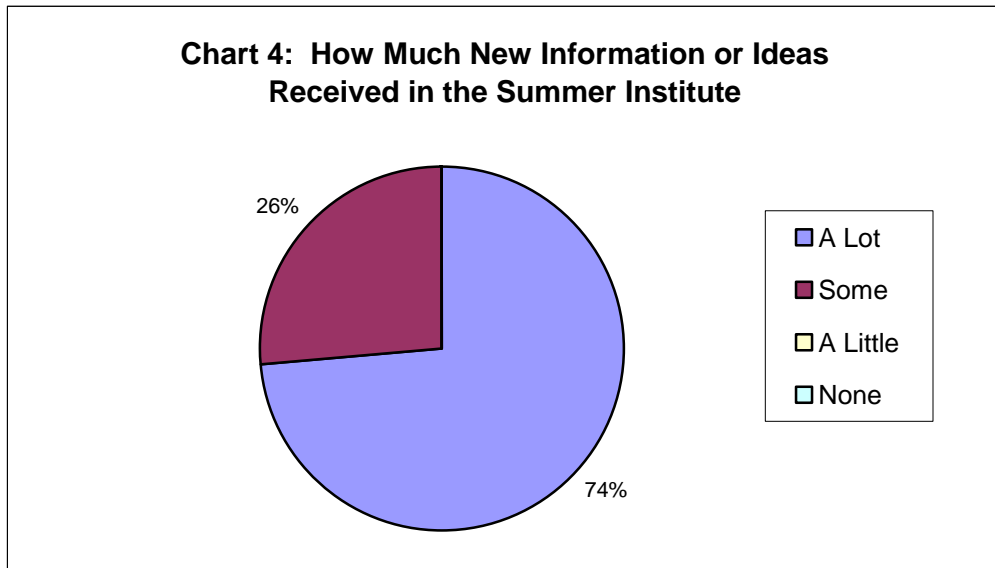
Summer Institute participants were asked to identify ways that the Institute could be improved. Table 3 summarizes participants' comments for this question.

Table 3: Participant Suggestions to Improve Future Explore History Summer Institutes

<i>Miscellaneous (8)</i>
<ul style="list-style-type: none"> • Air condition too cold. Change the banquet to a luncheon. • Shorter lunches—shorter day • I ate too much, but the food card was great! • Cut off one day • Had a good time! Maybe combine into 3 days. • Dorm rooms were <u>very</u> dirty. Next time (if ever) I believe that I would skip the stay. • Early in the year have an overnigher to get to know others better—early in the program and then have summer institute just be like 3 days—not 4. • I loved it all!
<i>Field Trips (5)</i>
<ul style="list-style-type: none"> • Maybe 1 field trip per day rather than all on one day (2) • Shorter field trips • More time at field trip sites. • More field trips
<i>Group Work (5)</i>
<ul style="list-style-type: none"> • More group work time (2) • Possibly break into K-4 and 5-12 groups for primary source activities. • More time for projects. We felt rushed. • Group projects should go first—cut out morning activities if necessary.
<i>Speaker/Lecture (2)</i>
<ul style="list-style-type: none"> • Do not bring back Mr. Childs, unless he better understands his topic. • More dynamic speakers.

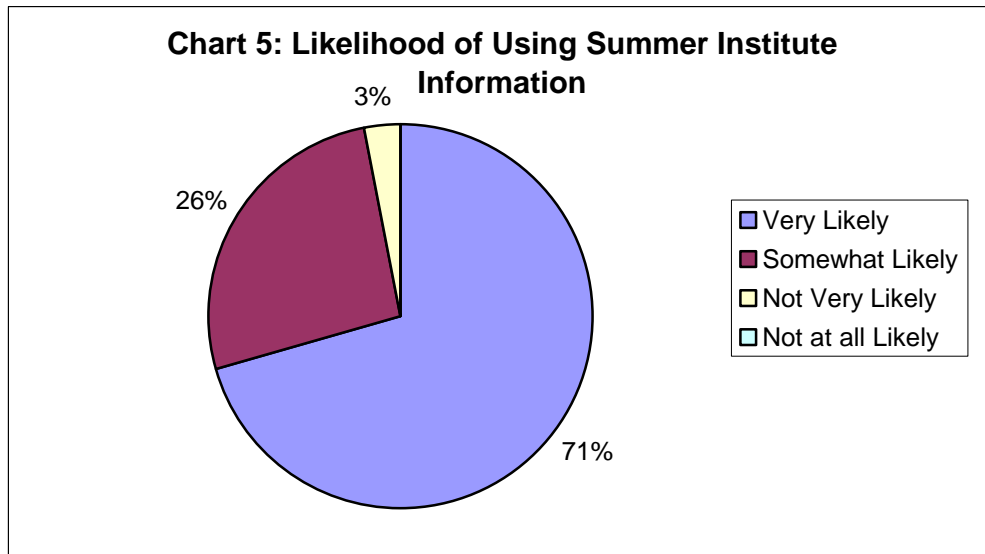
6. How much new information or ideas did you receive in the workshop?

The institute participants were asked to rate the amount of new information or ideas that they received in the Institute. The results are presented in Chart 4.



7. How likely are you to use the information or ideas that you received at the Summer Institute?

Institute participants also were asked to rate the likelihood that they would use the information or ideas that they received in the Institute. The results are presented in Chart 5 (below).



8. Additional comments and suggestions.

Finally, participants were asked to list any additional comments or suggestions they had related to the Summer Institute. 17 of the 34 participants provided general comments and those comments follow below in Table 4.

Table 4: Additional comments and suggestions.

<i>Positive (11)</i>
<ul style="list-style-type: none">• Thank you! (4)
<ul style="list-style-type: none">• Stuart & Betsy were great organizers—thank you for all your hard work!
<ul style="list-style-type: none">• Great job! Thanks Betsy, Stuart and Master Teachers!
<ul style="list-style-type: none">• Everything is very organized with good material. The OSE—Historical Society link is beneficial.
<ul style="list-style-type: none">• Very well run, organized. Fun, adventurous.
<ul style="list-style-type: none">• Great job of presenting information and organization of events!
<ul style="list-style-type: none">• Keep up the great work!!
<ul style="list-style-type: none">• Great! Great!
<i>Miscellaneous (4)</i>
<ul style="list-style-type: none">• Every time we took a quiz there was a <u>lot</u> of talking. I had difficulty concentrating and putting forth my best effort.
<ul style="list-style-type: none">• I learned several new ideas!
<ul style="list-style-type: none">• I loved our Summer Institute field trips and wisher I could've spent more time there.
<ul style="list-style-type: none">• Enjoyed the program! 😊
<i>Time (2)</i>
<ul style="list-style-type: none">• We were rushed through our 5-10 minute project presentation—the first groups that took over 20 minutes were allowed to talk—emphasis should be placed on time limits if you are going to cut groups short.
<ul style="list-style-type: none">• I believe all presenting groups were not treated fairly. If the last group were going to be cut short under 5 minutes then the 1st group should not have been allowed the 20 minutes they had 😞.

Appendix A: Pre and Post Test Knowledge Questions, Right, Wrong, and Missing

Table 5: Pre- and Post-test Knowledge

Question	Pre-Test			Post-Test			Change Score
	Right	Wrong	Missing	Right	Wrong	Missing	
1. During the 1850s, a highpoint of railroad fever, 140 railroads were planned for Ohio but only 25 were ever built. Why?	23	9	2	32	2	0	+9
2. By 1916, the 15,580 miles of interurban track in Ohio meant that the state was first in the nation in miles of interurban service, with second place Indiana having almost 1,000 miles less track. Why was this so?	6	26	2	14	20	0	+8
3. The central theme of Gordon Wood's chapter on the "Loosening Bonds of Society" is that?	13	19	2	21	13	0	+8
4. The railroads were a revolution in Ohio because of all the following EXCEPT?	11	21	2	17	17	0	+6
5. Which of the following was not an example of a problem associated with railroads in Ohio in the 19th and early 20th centuries?	15	17	2	21	13	0	+6
6. Geographical mobility created a more democratic, egalitarian society because?	28	4	2	28	6	0	+0
7. The above quotation best supports which of the following ideas of James Fink?	8	24	2	13	21	0	+5
8. Asa Whitney petitioned the central government for help in building the railroad because?	7	25	2	9	25	0	+2
9. According to Asa Whitney, the transcontinental railroad would have revolutionary effects in all of the following ways, except?	22	10	2	14	20	0	-8
10. James Fink uses quotations such as this to justify his thesis that?	26	6	2	30	4	0	+4
11. Which of the following were unintended consequences of the interurban system?	8	24	2	13	21	0	+5
12. Transportation as it developed in the United States, had a revolutionary effect on American values because it?	19	13	2	25	9	0	+6

Pre/Post Test Items

1. **During the 1850s, a highpoint of railroad fever, 140 railroads were planned for Ohio but only 25 were ever built. Why?**
 - State regulators, wishing to preserve the state supported canals, made it difficult for railroad promoters to implement their plans.
 - Railroading requires a large investment of money upfront to pay for construction and rights-of-way and promoters could not always raise the needed capital.
 - Because of westward migration, workers to lay track were in short supply and labor costs were high.
 - While boosters were excited by railroads, most Ohioans looked upon the new invention with “the Contempt and Derision befitting a Gentleman.”

2. **By 1916, the 15,580 miles of interurban track in Ohio meant that the state was first in the nation in miles of interurban service, with second place Indiana having almost 1,000 miles less track. Why was this so?**
 - The terrain of most of the state was flat or gently rolling and waterways generally easily crossed.
 - Ohio entrepreneurs were more eager to embrace the technology than people in other places.
 - The population of the state was spread out among cities and distant small towns.
 - The nation’s major steam railroad companies all crossed Ohio and were major investors in interurbans.

3. **The *central* theme of Gordon Wood’s chapter on the “Loosening Bonds of Society” is that:**
 - The growth and movement of people strained and broke apart households, churches, and neighborhoods, but also allowed for the diffusion of European notions of social hierarchy across colonial North America.
 - The growth and movement of people, especially to the frontier, created a society that would remain unorganized and created a people worthy of “the Contempt and Derision befitting a Gentleman.”
 - The growth and movement of people in Colonial America was not noticeable at the time and only gradually did historians come to see it as process that diffused a fusion of traditional European social practices with an American frontier ethos.
 - The growth and movement of people strained and broke apart households, churches, and neighborhoods, shattering the traditional society inherited from Europe and replacing it with an America culture more equal in wealth and democratic in politics.

4. **The railroads were a revolution in Ohio because of all the following EXCEPT:**
 - They linked countryside to city, encouraging young people to dream of life off the farm and giving them the mobility to make the dream possible.
 - They caused an economic boom by creating jobs for Ohioans working on the railroads, building railroad equipment, and supplying steel for rails.
 - They turned the attention of Ohio farmers and manufactures to markets to the south and west.
 - They provided fast transport that was available at all times of the year to take Ohio agricultural and manufactured products to markets and bring other products into Ohio.

5. Which of the following was not an example of a problem associated with railroads in Ohio in the 19th and early 20th centuries?

- Lack of concern for customer comfort.
- Unfair rate policies that included rate-setting pools and secret rebates to favored shippers.
- Bribing state legislators with free passes and even cash.
- A poor safety record that included the deaths of hundreds and injury of thousands in 1899 alone.

6. Geographical mobility created a more democratic, egalitarian society because:

- More people spread over a wider area created more opportunities for trade, increasing average wealth.
- Settlers carved new communities out of the wilderness in which all were generally of the same social standing.
- Trade over large distances became based on impersonal factors, such as paper money, rather than personal connections with patrons and other social elites.
- All of the above.

Question #7 refers to the quotation below.

“Imagine a healthier race of workingmen, toiling in cheerful and sanitary factories... who... glide away in their comfortable vehicles to their little farms or houses in the country or by the sea twenty or thirty miles distant. They will be healthier, happier, more intelligent and self-respecting citizens because of the chance to live among the meadows and flowers of the country instead of in crowded city streets.” *Independent* (1904)

7. The above quotation best supports which of the following ideas of James Fink:

- “While the automobile remained an adjunct of social status in Europe, automobility quickly became a mass movement in the United States.”
- “Viewed as a solution to... major social problems, the general adoption of the automobile was the most important reform of the pre-World War I era.”
- “The increasing prosperity of farmers, combined with the appearance of rugged, moderately priced cars such as the Ford Model N and Model T, led to the rapid development of a rural market for automobiles.”

8. Asa Whitney petitioned the central government for help in building the railroad because:

- He was a socialist who believed key parts of the transportation infrastructure should be government owned.
- The potential for economic success was so great, he did not think a single private railroad company should control the transcontinental line, lest its monopoly make it too powerful.
- The costs of building the transcontinental railroad were great and the potential profits, while great, were too far in the future to attract private investors to build the line.
- It was the only way to prevent European funded railroad companies from building the road and taking the profit out of the United States.
- Most Eastern bankers looked on the idea of a transcontinental railroad with “the Contempt and Derision befitting a Gentleman.”

9. According to Asa Whitney, the transcontinental railroad would have revolutionary effects in all of the following ways, except:

- It would enable the transportation of manufactured goods from the east coast to the China market in thirty days, creating prosperity for the nation.
- It would make possible the easy movement of immigrants out of crowded eastern cities to cheap western land, thus heading off social and political unrest by impoverished newcomers.
- It would slow the development of Oregon and thus prevent its breaking away to form a separate nation.
- It would make communication between the War Department in Washington, DC, and a Pacific coast naval base quick and efficient, enabling a small fleet to control the Pacific Ocean.

10. In 1903 a journalist wrote that “fanatical opposition to the automobile is on the whole very rare in this country. The metropolitan dailies occasionally print strong editorials denouncing speed excesses... but the whole press is practically unanimous in recognizing the automobile as a legitimate pleasure vehicle and as destined to a great future in the commercial world.” James Fink uses quotations such as this to justify his thesis that:

- Americans were not sure what to make of the new horseless carriages and were uncertain about their future.
- Even at the time automobiles were still luxury vehicles, Americans recognized that they would eventually be available to most people.
- Bad driving created ill-will towards cars and greatly inhibited the success of the new technology.
- The automobile was widely rejected in its early days.

11. Which of the following were unintended consequences of the interurban system?

- Some small town stores went out of business because customers took the interurban to the city to shop.
- Dairy farmers prospered using the interurbans to take milk to market.
- Recreational hunters took the electric trains to their hunting grounds and carried bags of small game shot during the day back home with them on the interurbans.
- None of the above.
- All of the above.

12. Transportation as it developed in the United States, had a revolutionary effect on American values because it:

- Created a greenhouse gas problem that is not easily solved.
- Encouraged social and economic individualism.
- Enabled the North to defeat the South in the Civil War.
- Created numerous jobs in the railroad and, later, the automobile industries.