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Author(s): MELO 3D Project Team, 2011

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MELO3D HISTORY
AUGUST 19 2011

LO INFUSION

Frank Kelderman & Michelle Cassidy

1. ASSIGNMENT: COURSE WIKI

- A way to evaluate the type of work students have been doing over the semester:
  - Primary source analysis
  - Historical narrative
- Have students write contributions to an open textbook
  - Like the University of Michigan's Chemical Engineering Process Dynamics and Controls Open Textbook
- Build the Wiki off of the weekly course themes: perhaps focus on a particular time period (e.g. "The American West, 1780-1900")
- Probably use Pbworks
- Using sources from the LOC's "American Memory" collection
- What are the challenges of grading an Open Textbook?

2. SOME NOTES ON PEDAGOGY

- How to watch out for a pedagogy that doesn't allow students to map concepts neatly/concretely?
- How to make sure that besides that the course's pedagogy addresses both "deep learning" and "surface learning"?
- Distinguishing more between different kinds of activities:
  - Distinguishing secondary readings from primary readings: make a coursepack and keep the website as a separate activity
  - Distinguish, in class, between content-based learning activities and activities designed to train skills (in analysis, research)

3. CONCRETE STEPS TOWARDS FIRST DAY OF CLASS

- Wrapping the online resources
  - Study questions
  - General lesson plans
- Tailoring the graded assignments to the newly defined learning outcomes
  - Quizzes rather than "final exam"?
  - Keep primary source analysis and film analysis as graded assignments
- Set up a site for the Open Textbook
- Checking on all the copyright issues in online syllabus
- Checking on all the links in online syllabus & minimize potential frustration
- Fall semester: design a plan for evaluation