

**Author(s):** Brenda Gunderson, Nancy Kerner

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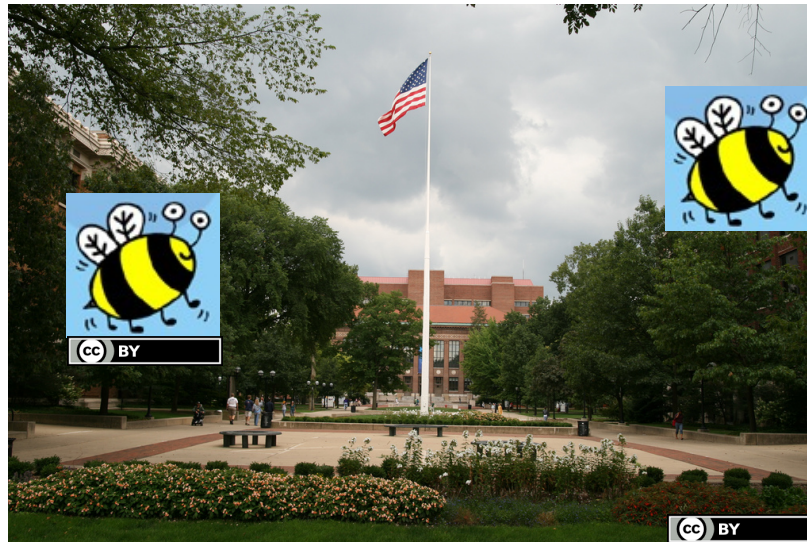


5th ANNUAL INTERNATIONAL SYMPOSIUM  
Emerging Technologies for Online Learning

JULY 25-27, 2012 • THE VENETIAN AND PALAZZO RESORT, LAS VEGAS, NV

A JOINT SYMPOSIUM OF THE SLOAN CONSORTIUM AND MERLOT

# Integration of Technology Into Undergraduate Education via Cross-Disciplinary Pollination



**Nancy Kerner, Brenda Gunderson and Emily Bonem,  
Adena Rottenstein, Gracie Winschel and Others,  
University of Michigan at Ann Arbor**



# Project Goal

**To improve education by integrating quality cross-discipline and course-specific Learning Objects (LOs) into undergraduate courses**

## **Learning Resources**

Any web-based teaching tool (tutorial, collection, ....)

## **Learning Objects (LOs)**

Interactive web resources that lead students to learning goals via informed pedagogy





U-M Priority

Project Priority

(CC) BY

Academic Gateway Courses

**M** UNIVERSITY OF MICHIGAN

# Initial Perceived Barriers to using technology in teaching or learning

Low Barrier ← High Barrier

Don't know how to implement

Extra work, little connection

Takes too much time

I spend too much time on it

Students don't know how to use it

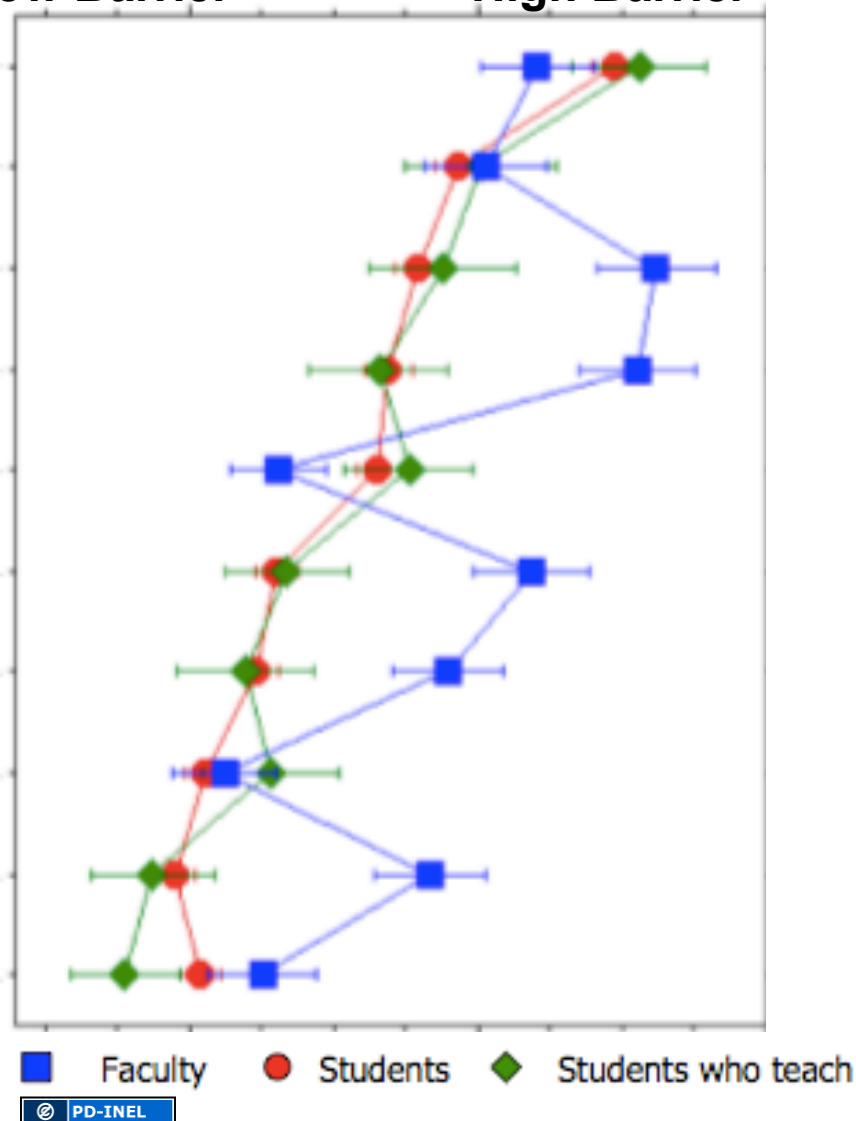
Don't have tech support

Too complicated

Too expensive

I don't have the skills

Doesn't work on my computer



# The Proposed Solution

## Train (Graduate) Students



- **Educate (graduate) students** across disciplines to access, evaluate, design LOs; and to create quality course-specific and cross-discipline LO collections.
- **(Graduate) students disseminate LOs** to relevant faculty for integration into undergraduate courses



**The trainee becomes the trainer**

See “Bottom Up Faculty Development” at  
[conference.merlot.org/2009/Sat\\_Program.html](http://conference.merlot.org/2009/Sat_Program.html)

# The Proposed Solution

## Unique Collaborative Approach

### Project Faculty Mentors

- Coordinators/instructors of large gateway courses.
- Guidance on best practices to enhance teaching/learning

### Other Faculty

- Provide schedule of topics and concepts
- Provide insight on muddy points and desirable LOs

### Graduate Student Instructors

- Interest in tech + pedagogy
- Train to find, evaluate, package, author online LOs

### Staff

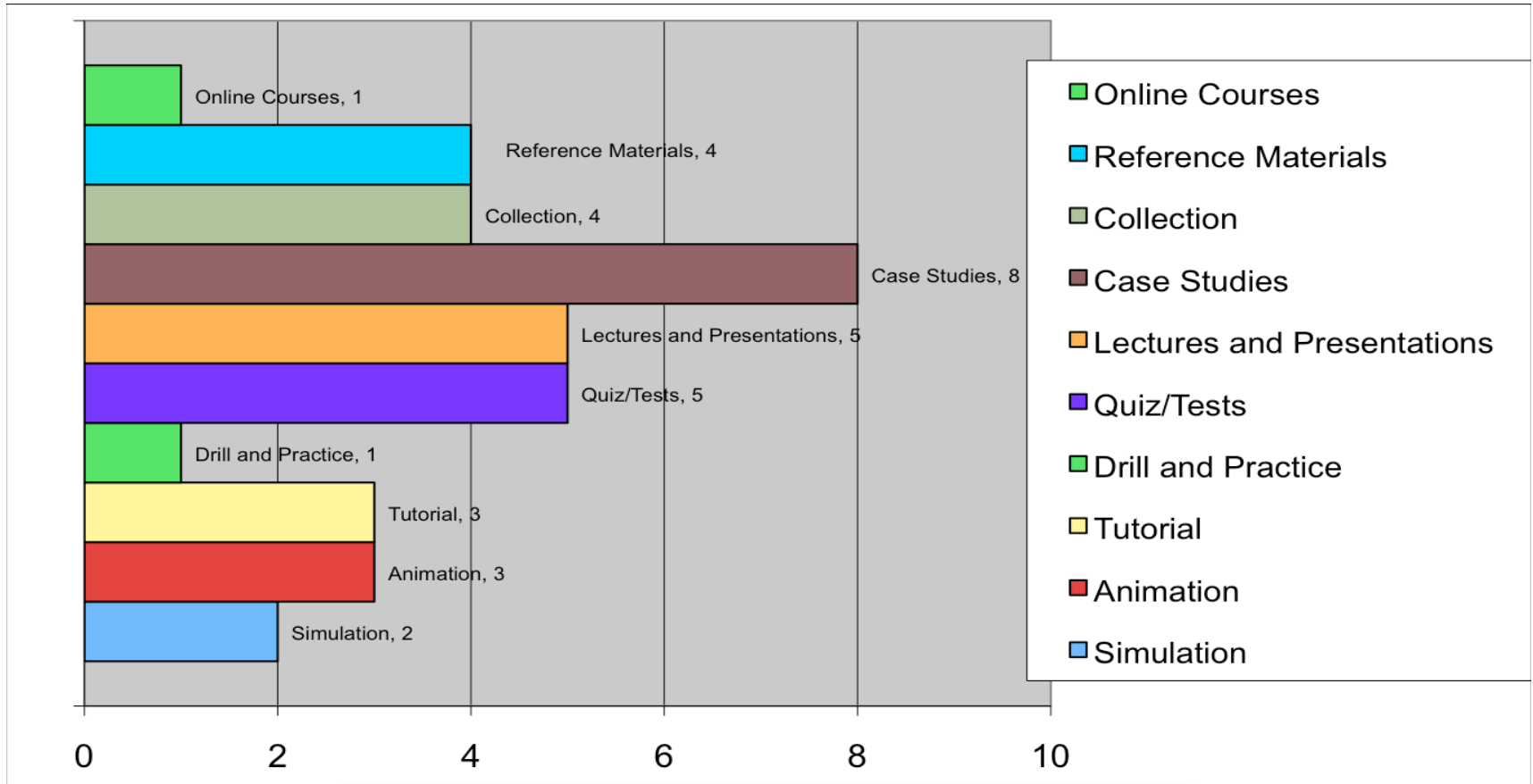
- Provide basic grant support
- Some technology support



**Initial year** = General Chemistry, Psychology, Statistics with promise to add additional disciplines.

# The Proposed Solution

## Determine Faculty Needs/Preferences



- What are the difficult concepts?
- Syllabus topics?
- Type of LO preferences?





# The Funded Project!

- Enhancing Undergraduate Education Through the Deployment of Quality Learning Objects (2008-2010)
- ↓
- Infusing Curricula with Adaptable Learning Objects to Improve Student Engagement and Learning (2011-2013)



**MELOs**

**Funding**

**NINI** Grant (New Initiatives/New Infrastructure)  
from UM LSA-ITC (Instructional Tech Committee)



# MELO3Ds

## Michigan Education Through Learning Objects

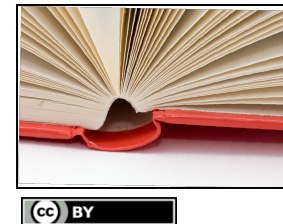
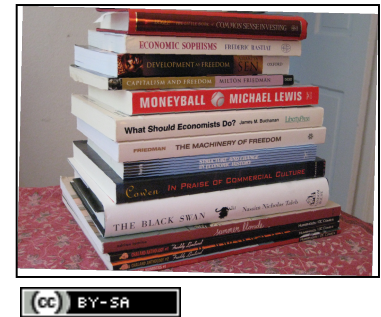


General Chemistry, Psychology, Statistics, Physics,  
Physical Chemistry, Math, Writing, Spanish,  
Organic Chemistry, History (Disciplines Years 1-3)



# Initial Outcomes

- **LO course collection**
  - Selection based on course needs and goals
  - Located in MERLOT as Personal Collection
  - Provided within syllabus or on website
- **LOs tagged for course integration**
  - Choice based on **needs vs type** of LO
  - Choice focused on LOs that address **difficult concepts or skills**



# Example Initial Outcome

## Integration of LOs into Pre-labs (Chem)

### Periodic Table Scavenger Hunt

TEAM #: \_\_\_\_\_ NAMES: \_\_\_\_\_

#### I. Electronic Structure of Elements

##### Procedure

You are to use the Internet Web site <http://www.dayah.com/periodic/> to determine structural properties of elements. At this site, you will find an interactive Periodic Table that will be helpful as you answer the following questions. You may have to click on various tabs to locate the correct information. Explore the site a bit before starting.

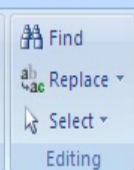
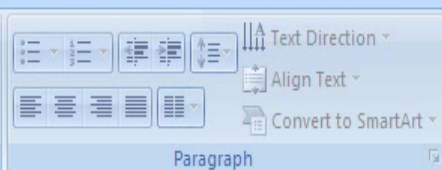
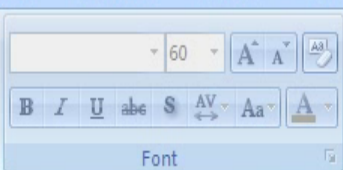
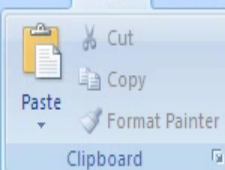
##### Periodic Table Information

- *Family* = column of elements
- *Period* = row of elements

1. Record the symbol of the element with an electron configuration of  $1s^2 2s^2 2p^1$ ? \_\_\_\_\_  
What is the symbol of the element that has one additional valence electron in the outer electron energy level? \_\_\_\_\_
2. What is the family number with elements having a full valence s subshell and only 1 electron in the p subshell? \_\_\_\_\_  
The symbol and electron configuration for the element in Period 2 of this family = \_\_\_\_\_
3. Circle the energy level ( 1      2      3      4 ) that elements in Period 2 are adding valence electrons to.
4. K, Ca, Ga, and Br are members of the same ( family      period ) = number \_\_\_\_\_ where electrons are being added to energy level ( 1      2      3      4 ).
5. F, Cl, Br, and I are members of the same ( family      period ) = number \_\_\_\_\_ where each element has ( 1      2 ) electrons in the ( s      p ) shell



Home Insert Design Animations Slide Show Review View



# Psych MELO Summary

Kira



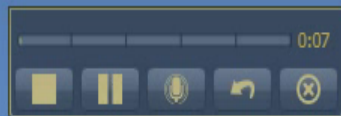
Alicia



Adena



Jay





# NEW Initial Outcome

## Unique LO Collection Building (Psychology)

Students in a single section recommend many quality LOs  
**previously overlooked or undiscovered**

### Examples

***Pavlov's Dog-*** A classical conditioning simulation  
Cataloged in: [Science&Technology/Biology/Zoology](#)



***Mouse Party-*** A simulation for examining the effect of common illicit drugs at the synaptic level  
Cataloged in:  
[Science&Technology/Chemistry/Biochemistry](#)



# Initial Cross-Disciplinary Pollination

Psychology

Show  
and Tell



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# Pollination Outcome

## Innovative LO Collection Building in Large Course

 UNIVERSITY OF MICHIGAN

### Chem 125 Learning Object Hunt!

[Home](#)

[MERLOT](#)

[Learning Object Hunt Information](#)

[Learning Object Submission Form](#)

[General Resource Links](#)

[Submitted Websites](#)

SUBMIT COMPLETED FORMS TO: [chem125hunt@gmail.com](mailto:chem125hunt@gmail.com)

Hello everyone!

This is a site dedicated to Learning Objects relating to the Chemistry 125/126 course at the University of Michigan, specifically online learning objects. An Online Learning Object is a web based digital resource that can be used repeatedly to enhance learning and support teaching of a given subject matter. There is a link to the MERLOT website which has an ever increasing collection of links to submitted learning objects dealing with material from nearly every subject. Currently we are looking to involve the Winter 2010 class in a learning object scavenger hunt, where students can search the internet to find QUALITY learning objects. Once a learning object is submitted, it will be posted to this website, and will no longer be able to be submitted. There are also current learning objects on this site which can help you with the content of the course.

To submit a website, please review the "Learning Object Hunt Information" and then fill out the "Learning Object Submission Form" found to your left, and submit it to [chem125hunt@gmail.com](mailto:chem125hunt@gmail.com). Everyone that submits a website can earn up to 3 additional GSI points, and be in the running to receive 10 additional points for the best site (as chosen by you!) You will have until the April 9th to submit a website. Keep in mind that it can deal with any of the





## Chem 125 Learning Object Hunt!

**Home**

**MERLOT**

**Learning Object Hunt  
Information**

**Learning Object Submission  
Form**

**General Resource Links**

**Submitted Websites**

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# Cross-Disciplinary Idea Pollination

## New Model For Technology Integration?



Move from a model where students are not only learners but also co-teachers?



# Perceived Barriers Alter!

to using technology in teaching or learning



Quality online learning  
objects that **address**  
**key course concepts**  
**do NOT exist!**



# Example Outcome

## Authored LO (Statistics)

### Name That Scenario

This site gives you a chance to practice recognizing the appropriate situations in which to apply various statistical procedures. You will be presented with a series of ten real world statistics scenarios. Your task is to select the most appropriate statistical procedure for each scenario.

#### DIRECTIONS

1. Select at least two of the following Procedures.
2. Choose "First Scenario" to begin.

---

One Proportion

Two Proportions

One Mean

Paired

Independent T-test

ANOVA

Regression

Chi-sq Goodness of Fit

Chi-sq Homogeneity

Chi-sq Independence

---

First Scenario

Clear selection

# Example Outcome

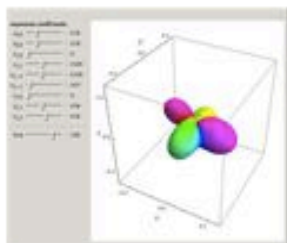
## Authored LOs (Physical Chemistry)

*Porscha McRobbie*

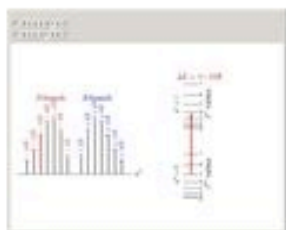
DEMONSTRATIONS

Demonstrations 1 - 20 of 25

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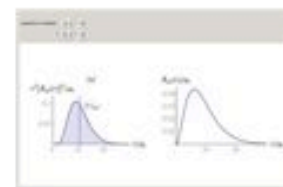
**Time-Dependent Superposition of Rigid Rotor Eigenstates**



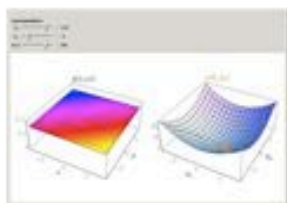
**Rotational-Vibrational Spectrum of a Diatomic Molecule**



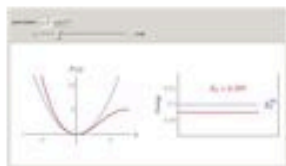
**Temperature-Dependent Rotational Energy Spectrum**



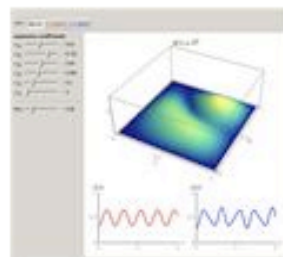
**Hydrogen Atom Radial Functions**



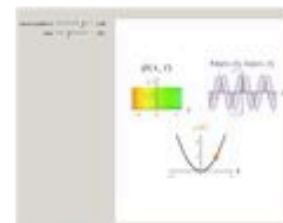
**Time Evolution of a Quantum Free Particle in 2D**



**Perturbation Theory Applied to the Quantum Harmonic Oscillator**



**Time-Dependent Superposition of 2D Particle-in-a-Box Eigenstates**



**Time Evolution of a Quantum Free Particle in 1D**

$k_B T / hc \bar{B}$

$J_i$

**Interact Now!**  
Get free Wolfram CDF Player »



This Demonstration studies the pure rotational spectrum of the quantum rigid rotor problem (neglecting centrifugal distortion), described by the Hamiltonian  $\hat{H} = \frac{\hat{J}^2}{2I}$ , where  $\hat{J}$  is the angular momentum operator and  $I$  is the moment of inertia. The energy levels are given by  $E_J = J(J+1)\bar{B}$ , where  $\bar{B} = \frac{h^2}{8\pi^2 I}$  is the rotational constant and the transitions are labeled by the quantum number  $J$ .



# Example Outcome

## Authored LO (Psychology)

- Demonstrates the Frustration-Aggression Hypothesis
- Adena Rottenstein (graduate student) authored with an undergraduate student
- Winner of the Cengage Psychology 'Get Psyched' Video Contest



Hosted at: <http://youtu.be/oe8PJ8rVV0M>

# Initial Perceived Barriers Alter!

to using technology in teaching or learning

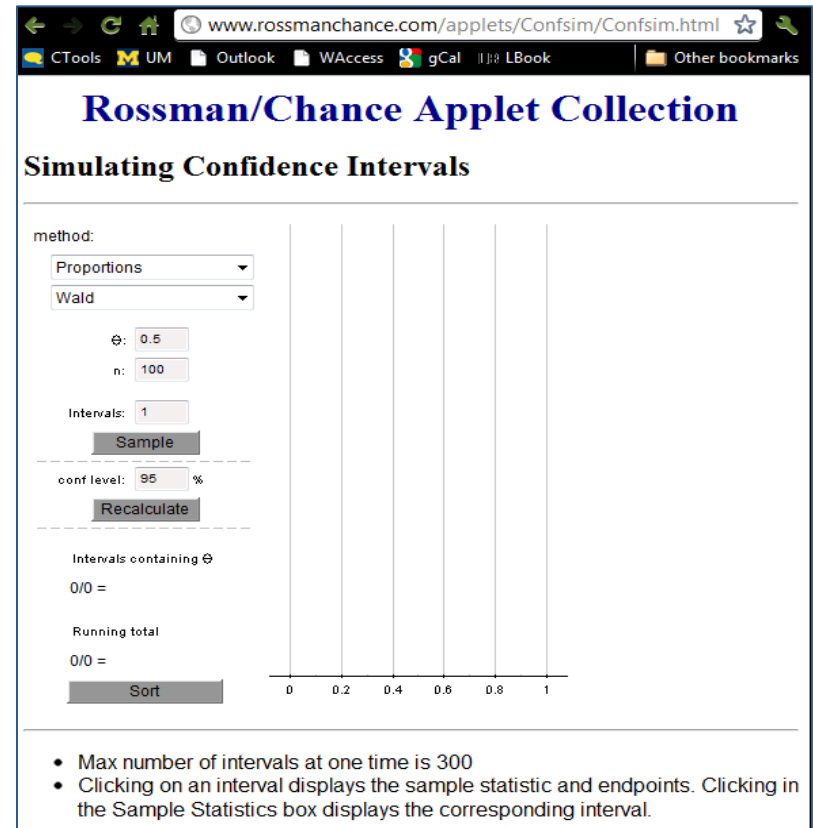


- Many useful online learning resources exist, **but most must be adapted** to become a useful match to a given course/curricula!

# Example Barrier

## Imperfect LO!

- Simulating Confidence Intervals
- Authors: Beth Chance, Allan Rossman (CP)



 **FAIR USE** <http://www.rossmanchance.com/applets/Confsim/Confsim.html>

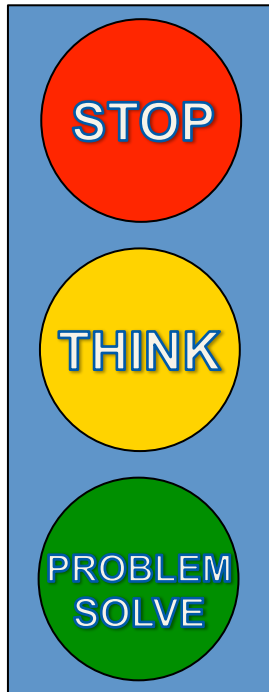
## Disadvantages of LO?

- Learning Objectives?
- Directions?
- Terminology/Notation unknown to our students

## Advantages of LO?

- Addresses fundamental concept.
- Provides excellent visual demonstration.
- User can adjust controls.

# Initial Perceived Barriers Alter to using technology in teaching or learning



**and calm down.**

**of a plan.**

**wisely.**

## MERLOT International Conference 2008







# The Outcome

## LO Video Capture

### Video Capture the LO to:

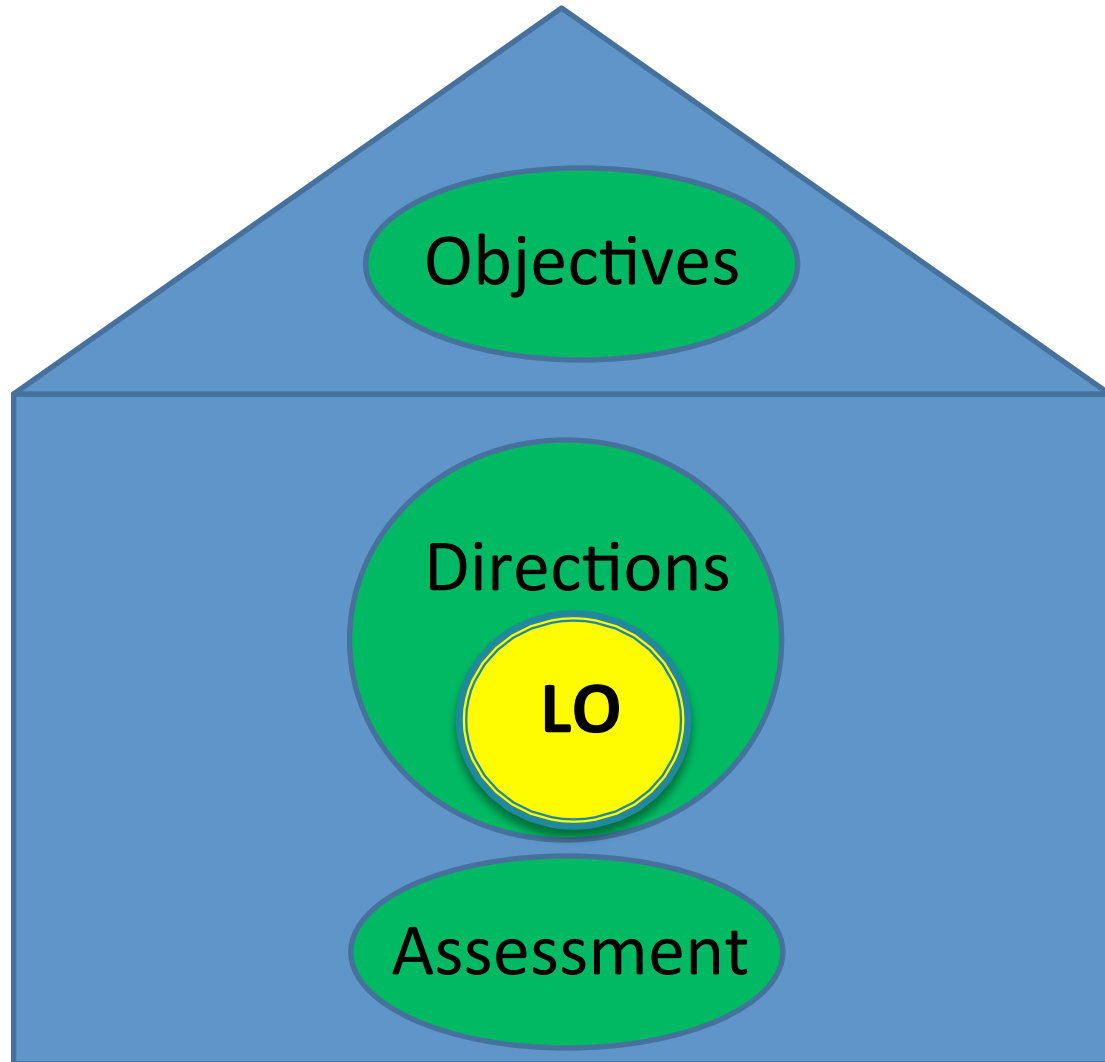
- Introduce the LO *and/or*
- State or clarify learning objectives *and/or*
- Explain inconsistency in notation, *and/or*
- Shows how it works



# Instead of:



# Students will see:





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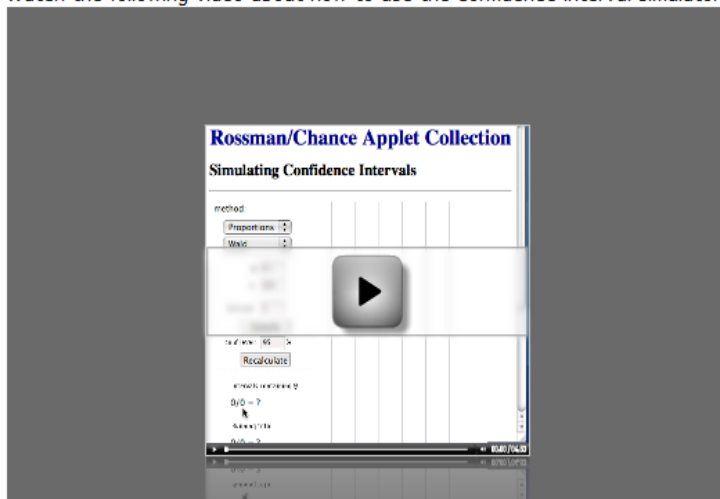
# The Fully Wrapped LO PreLab 03

## Lesson03:

In this lesson, you will generate confidence intervals for estimating a population proportion. You will be able to set the value of the (usually unknown) population proportion, the sample size, and the confidence level. You also are able to decide how many samples will be generated and a confidence interval based on each sample will be computed and displayed. The applet graphs the intervals and those which did contain the true proportion are shown in green, while the intervals that did not contain the true proportion are in red. The true proportion is shown by a blue line on the graph. Trying different settings will allow you to make comparisons and draw some important conclusions about how confidence intervals work.

## Lesson:

Watch the following video about how to use the confidence interval simulator.



## Simulation Link:

The simulation may be found [here](#).

## Assignment:

Check Ctools for due date and submission details.

For each of the questions below, use the applet to help you address the question. **Submit your 1-2 sentence summary for each question directly inline to your GSI Ctools site Assignment for prelab3 (or as instructed on your class Ctools site).**

- 1 - Set the confidence level to 99% and the sample size to 100.  
(a) What is the long run proportion of confidence intervals that contain the population proportion?  
(b) Does this long run proportion depend on the sample size  $n$ ? (Try some other sample sizes keeping the confidence level at 99%)
- 2 - What happens to the length of the confidence intervals as the confidence level increases? Compare some intervals at the 90%, the 95%, the 99% confidence levels (keeping the population proportion and the sample size  $n$  the same).
- 3 - What happens to the length of the confidence intervals as the sample size increases? Compare some intervals made using samples sizes of  $n = 30$ ,  $n = 50$ , and  $n = 100$  (keeping the population proportion and the confidence level the same).

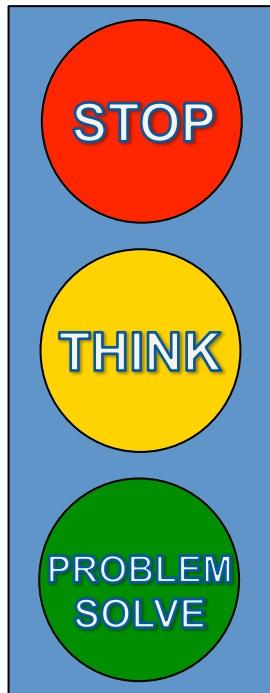
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# Collect Quality Learning Objects



# Perceived Barriers Alter!

to using technology in teaching or learning



and calm down.

of a plan.

wisely.

Many useful online learning objects exist **but ...**

**Which LOs may be freely adapted for course infusion - i.e. which are OER?**

# Proposed Solution Changes

## Project Faculty Mentors

- Coordinators/instructors of large gateway courses.
- Guidance on best practices to enhance teaching/learning

## Other Faculty

- Provide schedule of topics and concepts
- Provide insight on muddy points and desirable LOs

## Graduate Student Instructors

- Interest in tech + pedagogy
- Train to find, evaluate, package, author online LOs



## Add Staff

- Provide basic grant support
- Some technology support
- OER support



# Initial Cross-Disciplinary Pollination

Statistics

**Show  
and Tell**



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# Example Tool Pollination

## Video tutorials (Chemistry)

**Handbook of CHEMISTRY and PHYSICS**  
89th Edition, 2008 - 2009

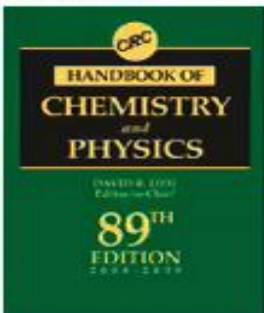
[Table of Contents](#) [Help Contents](#)

☐ **Section 4: Properties of the Elements and Inorganic Compounds**

- [The Elements](#)
- [Physical Constants of Inorganic Compounds](#)
- [Interactive Table](#)
- [Physical Properties of the Rare Earth Metals](#)
- [Melting, Boiling, Triple, and Critical Point Temperatures of the Elements](#)
- [Interactive Table](#)
- [Heat Capacity of the Elements at 25°C](#)
- [Interactive Table](#)
- [Vapor Pressure of the Metallic Elements - Equations](#)
- [Interactive Table](#)
- [Vapor Pressure of the Metallic Elements - Data](#)
- [Interactive Table](#)
- [Density of Molten Elements and](#)

### Welcome to the Handbook of Chemistry & Physics Online!

The content of the 89<sup>th</sup> Edition, 2008-2009, of the CRC Handbook of Chemistry and Physics may be read online. Use the Table of Contents on left to explore different sections of the handbook.



**\*New Feature - Structure searching!**  
Now you can search the handbook by chemical structure. Simply download the intuitive Marvin Sketch Java Applet from ChemAxon and then draw your structure query. Search over 10,000 compounds! [Try Structure Searching Now >](#)

### New Tables!

- Energy Content of Fuels
- Global Warming Potential of Greenhouse Gases
- Weather-Related Scales
- Index of Refraction of Gases
- Molecular Internal Rotation
- Atomic Radii of Elements
- Composition and Properties of Various Natural Oils and Fats
- Melting Curve of Mercury

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How do I look up properties of compounds in the CRC Handbook?



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# Example Tool Pollination

## Personalized Video Feedback (Writing)

### African American Foodways

Anne Yentsch's essay, "Excavating the South's African American Food History", is essentially a great piece of academic writing because of the **structure and organization** she uses to portray her purpose. Yentsch sets up a very scholarly **compare and contrast** essay that shines light on the issue of "Foodways during Slavery" and "Foodways after Emancipation". **The way that the essay is organized** reinforces her argument into a very compelling and effective article that brings realizations to a subject that has never really been questioned. Through Yentsch's article the reader can see a distinct culture shift by African American's in the South during these two time periods. The reader may argue that her argument is so lucid because of **how the essay is organized**. Yentsch moves in **chronological order** from the struggle of slaves obtaining food to what food was available, and how they cooked it. She then moves on to talk about recipes that were created by slaves, the food that defined them and their exodus from slavery into the real world. Because of the **evidence-based academic article** that Yentsch is putting forth, strong **first person narratives**, along with **comparison between to time periods**, is crucial to effectively attest that slave foodways progressed from pre to post- civil war).

In the introduction of the essay, Yentsch talks about her professional training as an archaeologist and the **order** in which they relay information. She points out several interesting concepts in the second and third paragraph on the second page that appear to foreshadow her preceding essay. First, "what is critical is the connection between present and past, between

Christine Mo..., 11/24/09 8:22 PM  
**Comment:** It seems like you have a lot going on in this first paragraph. Her compare/contrast strategy is plenty of material for an analysis paper like this one, but this introduction suggests that you'll also be analyzing the chronological order of the essay, and her use of evidence. If all of these ideas "fit" into compare/contrast, their relationship to that larger idea needs to be made clear. If they don't fit, they probably need to be eliminated from the essay, so you can keep your focus.

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- **Video captured feedback**
  - personalized feedback on student papers.
- **Screen captured tutorials**
  - e.g., how to construct a concept map for writing

<http://www.screencast.com/users/cmodey/folders/Jing/media/8bd96754-d693-4b5e-ba59-952afb2f2e4d>





# Example Tool Pollination

## Grammar Videos/Podcasts(Spanish)



- What is the difference between imperfect and preterit?
- What is...?

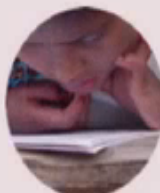
# Grammar Podcasts for Spanish 103

Tejedora en Chinchero, Cusco, Perú. Fotografía:  
Tatiana Calixto

This site contains  
podcasts with grammar  
explanations for  
Spanish 103  
Intensive Review.  
Enjoy!



Unidad 1



Unidad 2



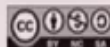
Unidad 3



Unidad 4

Grammar  
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USA | Fax: (734) 764-8163  
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# Perceived Barriers Alter!

to using technology in teaching or learning

- Quality online learning objects exist, **but some do not use an appropriate or best pedagogical approach/technology tool** to enhance learning and teaching

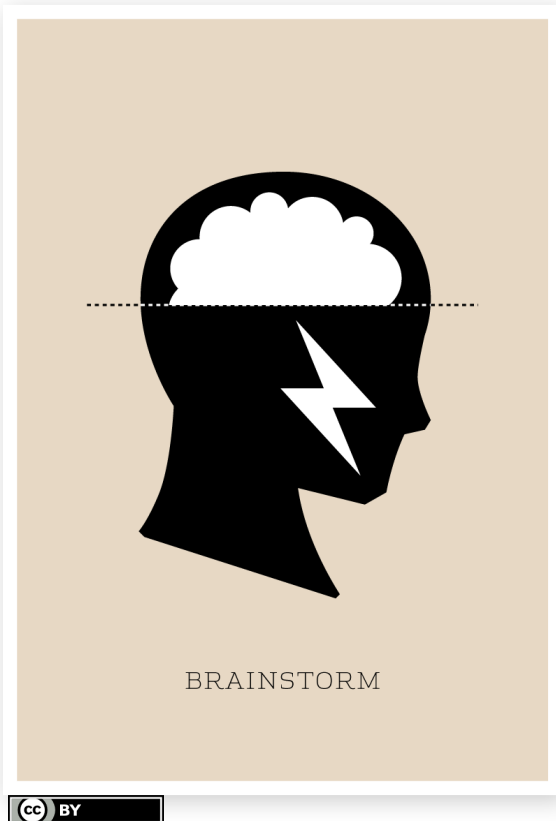




# Cross-Disciplinary Outcome

## Social Media Tech

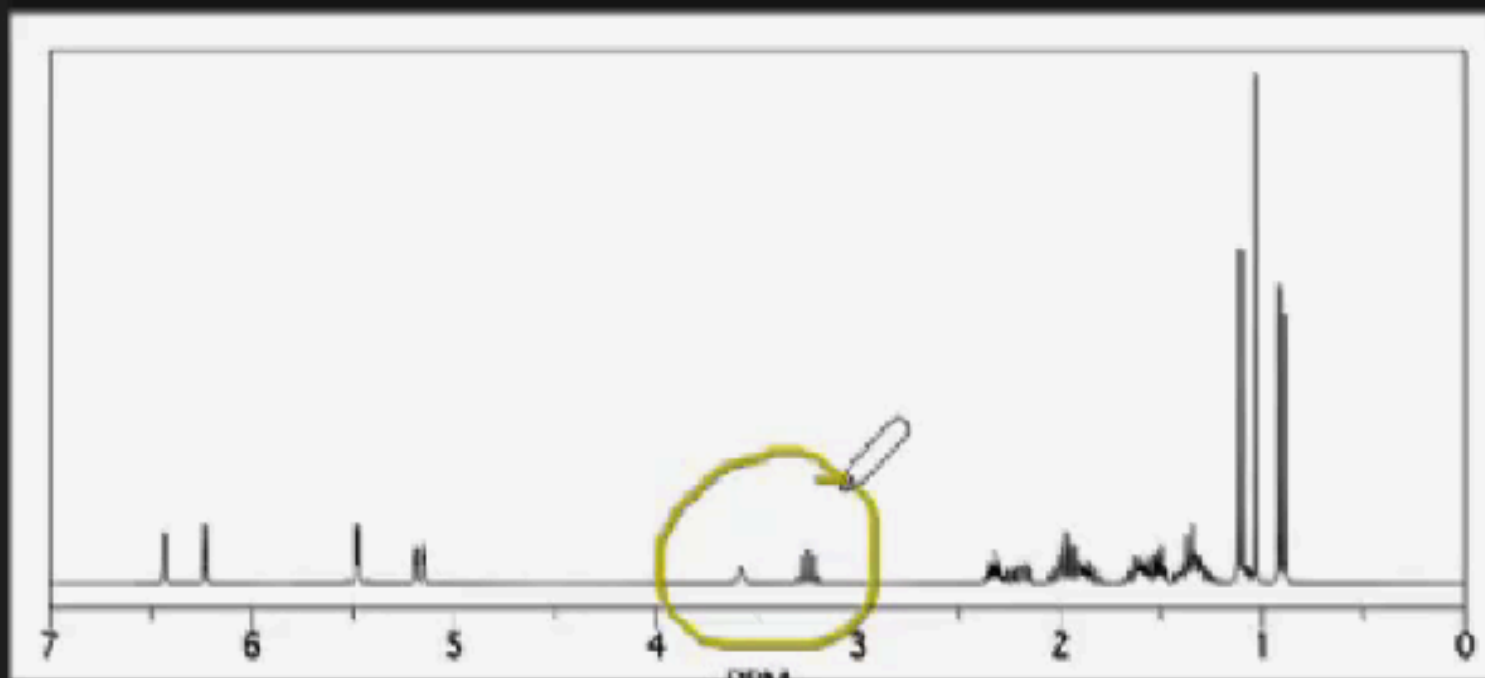
### Students as co-teachers



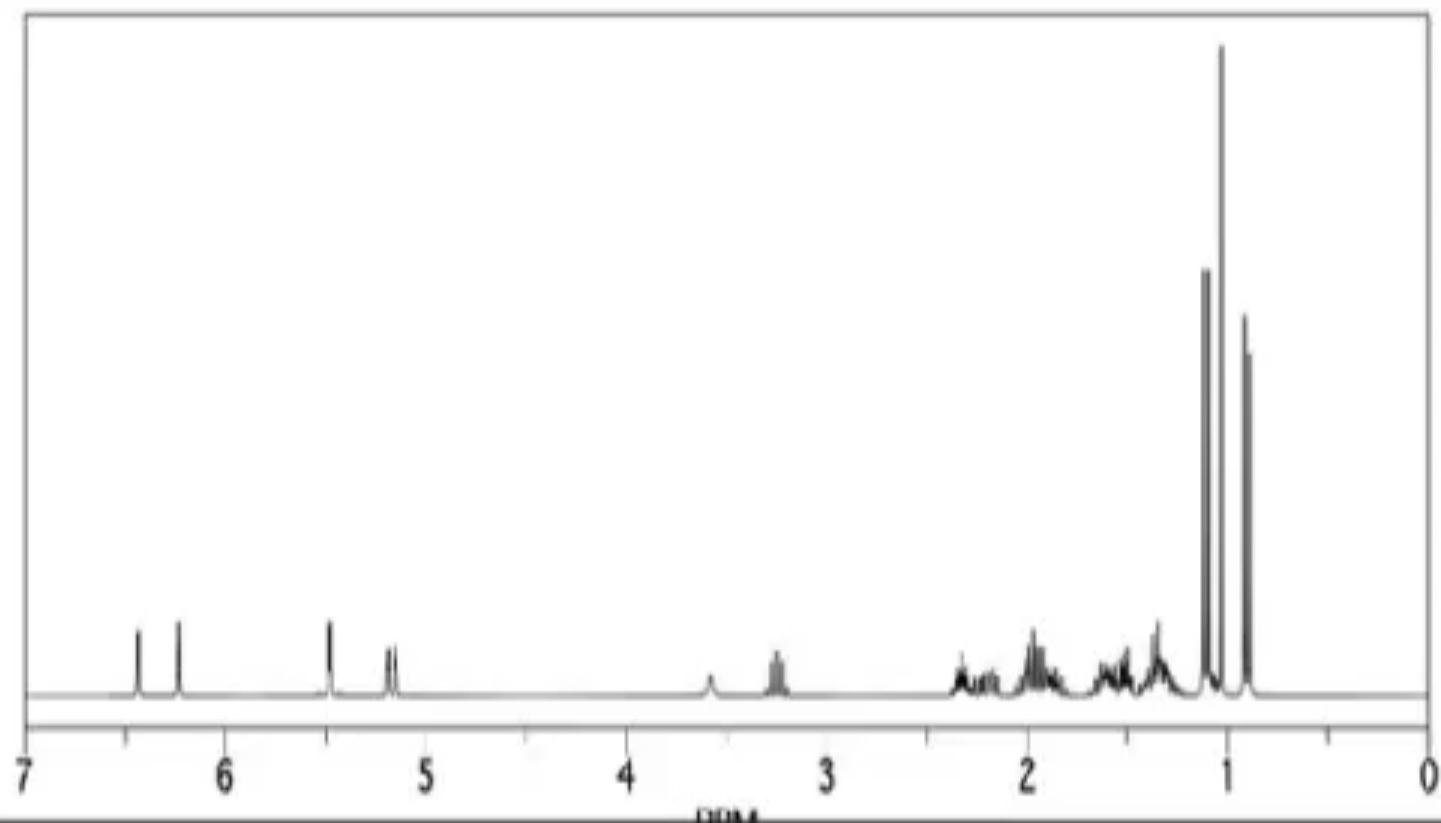
Move from a model  
where students are  
not only learners  
but also  
co-teachers

# Example Outcome

## Online LO Pre-Labs with VoiceThread (Org chem)







record

A type



# Example Outcome

## Facebook as a Discussion Board (Psychology)

Students use Facebook in a variety of ways for discussion:

- Post links to videos, news articles
- Comment on each others posts

Adena Rottenstein



# Example Outcome

## Reflective Writing Video Collection (Writing)

### Melo3D Revision Mock-Up Site

Home

How Should I  
Manage My Time?

How Should I Use  
Feedback?

What are the  
Benefits of  
Revision?

What are the  
Steps to Revision?

What's the Big  
Takeaway?

What's the  
Hardest Part of  
Revision?

Sitemap

[Home](#) >

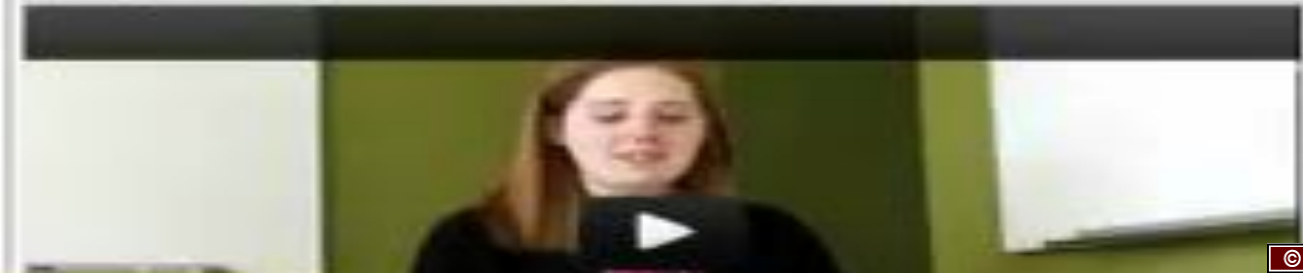
## What's the Big Takeaway?

### OBJECTIVES:

- students will take away that revision is time-consuming but worth it
- students will take away that they should approach others, get another perspective
- being self-critical, self-aware, able to adopt an outsider perspective

These students discuss the most important lessons they have learned about revision experiences.

Meaghan: "I Spend a lot of Time Doing Revision"



# Melo3D Revision Mock-Up Site

 Search this site

## Home

How Should I  
Manage My Time?

How Should I Use  
Feedback?

What are the  
Benefits of  
Revision?

What are the  
Steps to Revision?

What's the Big  
Takeaway?

What's the  
Hardest Part of  
Revision?

## Sitemap

## Home

Welcome to our site, "Exploring Revision." We have designed this site to help you think about your own revision process, consider new ways to approach and think about revision, and to ease your fears about revision. Revision is often the most frustrating part of the writing process, and we hope that listening to students like yourself talk about how they approach and think about revision, you will find new ways to make the revision process productive and rewarding.

Click on the links below to view videos and answer questions on the following topics:

### Alternative text:

*Great pieces of college writing are made in the process of revision.*

One true thing about revision is this: it's an awful lot of work. In fact, it's so much work that many writers, especially new writers, often avoid it.

Revision requires the ability to look at your own work objectively, to assess its strengths and weaknesses, to shrewdly identify where the piece has gone wrong and what you must do to fix it, to consider and incorporate the feedback of others without allowing it to overwhelm your own sense of purpose.

Above all, effective revision requires taking ownership of your writing and rewriting it, not so much to fit a rubric or to please a teacher but to fulfill your own vision for the essay.

This series of videos will help you to see the process of revision in all of its challenge, excitement, frustration, and satisfaction through the eyes of undergraduates at the University of Michigan. These clips address some of the most frequently asked questions about the revision process, including

- How do I make a revision plan?
- How can I best manage my time in the revision process?
- How do I incorporate feedback from others?
- How do I deal with frustration in the revision process?



# New Outcomes (Gen Chem)

## Shift of lecture class format



**Transforming A Large Lecture To An Interactive Personalized Online Format**



# Transforming Lecture

## Stepping Stones to the Multimedia Online Format

### ► Online Learning Resources



### ► Video Capture of demonstrations



### ► Podcasts



### ► Software

[http://www.umich.edu/~chem125/softchalk/Exp2\\_Final](http://www.umich.edu/~chem125/softchalk/Exp2_Final)



# Preparing a solution of known concentration

## What is a mole?

The first thing you will need to understand when making a solution is the concept of a mole. A mole is a number  $6.02 \times 10^{23}$  to be exact. All chemistry calculations are calculated in moles. The concept of a mole is just like the concept of a dozen. There are 12 objects in a dozen, just like there are  $6.02 \times 10^{23}$  objects in a mole. When working with different elements, they all have different **atomic weights**.

The atomic weight is how many grams of that element will make up one mole (or  $6.02 \times 10^{23}$  atoms) When this is applied to a ionic or molecular compound, the **molecular or formula weight** of the compound is determined by combining the atomic weight of all the atoms in the compound. The atomic weights for each atom can be found on any periodic table.

Where are moles represented on the periodic table?

1 H 1.008	2 He 4.003																	18 Ar 39.948	19 K 39.098	20 Ca 40.078	21 Sc 44.956	22 Ti 47.88	23 V 50.942	24 Cr 52.00	25 Mn 54.938	26 Fe 55.845	27 Co 58.933	28 Ni 58.69	29 Cu 63.546	30 Zn 65.38	31 Ga 69.723	32 Ge 72.64	33 As 74.922	34 Se 78.96	35 Br 79.904	36 Kr 83.80
3 Li 6.941	4 Be 9.012																	13 Al 26.982	14 Si 28.086	15 P 30.974	16 S 32.06	17 Cl 35.453	18 Ar 39.948													
11 Na 22.990	12 Mg 24.305																	37 Rb 85.468	38 Sr 87.62	39 Y 88.906	40 Zr 91.224	41 Nb 92.906	42 Mo 95.94	43 Tc 98.906	44 Ru 101.07	45 Rh 102.91	46 Pd 106.42	47 Ag 107.87	48 Cd 112.41	49 In 114.82	50 Sn 118.71	51 Sb 121.76	52 Te 127.6	53 I 126.91	54 Xe 131.29	
55 Cs 132.91	56 Ba 137.33	57 La 138.91	58 Ce 140.12	59 Pr 140.91	60 Nd 144.24	61 Pm 144.91	62 Sm 150.36	63 Eu 151.96	64 Gd 157.25	65 Tb 158.93	66 Dy 162.50	67 Ho 164.93	68 Er 167.26	69 Tm 168.93	70 Yb 173.05	71 Lu 174.97																				
87 Fr (223)	88 Ra (226)	89 Ac (227)	90 Th (232)	91 Pa (231)	92 U (238)	93 Np (237)	94 Pu (244)	95 Am (243)	96 Cm (247)	97 Bk (247)	98 Cf (251)	99 Es (252)	100 Fm (257)	101 Md (258)	102 No (259)	103 Lr (262)																				

58 Ce 140.12	59 Pr 140.91	60 Nd 144.24	61 Pm 144.91	62 Sm 150.36	63 Eu 151.96	64 Gd 157.25	65 Tb 158.93	66 Dy 162.50	67 Ho 164.93	68 Er 167.26	69 Tm 168.93	70 Yb 173.05	71 Lu 174.97
90 Th 232.04	91 Pa 231.04	92 U 238.03	93 Np 237.05	94 Pu 244.06	95 Am 243.06	96 Cm 247.07	97 Bk 247.07	98 Cf 251.08	99 Es 252.08	100 Fm 257.10	101 Md 258.10	102 No 259.10	103 Lr 262.10



# New Outcomes

## Shift lecture class format

### **History of the American West: History 373**

- Transition from lecture to interactive meetings
- Interactive syllabus
- Technology tools for “real – time historical inquiries
- Move from content-based pedagogy to integrating transferable skills such as analysis of primary resources

<https://amwest.pbworks.com/w/page/43768438/Syllabus>

# Week One: The First American West

## September 6: Course Introduction


No required reading for today.

## September 8: The Ohio Territory and Indian Country

### Readings

- \* Andrew Cayton, "Noble Actors Upon the Theatre of Honour: Power and Civility in the Treaty of Greenville" (Ctools)
- \* [Treaty of Greenville](#) (1795)
- \* [Declaration of Independence](#)
- \* [Letter to Governor William H. Harrison](#), February 27, 1803

From [The Philadelphia Aurora](#) (A Philadelphia Newspaper):

- \* "[The Savage Tomahawk](#)," November 24, 1812 (reprinted in *The Columbian*)
- \* "[The Savage Allies of England](#)," August 3, 1812 (reprinted in *The Independent Chronicle*)
- \* "[The War](#)," September 19, 1812 (reprinted in *The American Mercury*)
- \* David Thompson,  [History of the Late War Between Great Britain and the United States](#) (1832)

Note: to scroll to the bottom of the newspaper articles, click and scroll at the same time.

### Study Questions

- Describe the civilizing mission of the United States and explain how this concept related to Thomas Jefferson's Indian Policy.
- How did Americans in the early 19th century understand their relationship to Native peoples? Was there a place in the republic for Indian peoples? Base your answers on public policy and popular discourse in the early republic.



# Overall “IDEAS” Outcome

Move from a model where students are not only engaged learners but also co-teachers

Technology Integration via cross-disciplinary pollination is a successful model



Next Exit  
New Ideas

# Current Goals

**Shift in focus** from technology development and integration of online learning objects to:

- Assessment of technology infusion impact on learning
- Web accessibility concerns

Go to the MELO presentation:

**“Online learning Objects: Affecting Change through Cross-Disciplinary Practices and Open Technologies”**

Emily Puckett Rodgers, Steve Lonn and others

Thursday July 26, 10:10 am, Marco Polo 706-707

**THANK YOU**

**GRACIAS**

**ARIGATO**

**SHUKURIA**

**GOZAIMASHITA**

**EFCHARISTO**

**JUSPAXAR**

**DANKSCHEEN**

**TASHAKKUR ATU**

**YAQHANYELAY**

**SUKSAMA**

**EKHMET**

**GRAZIE**

**MEHRBANI**

**PALDIES**

**BOLZİN**

**MERCI**

**BiYAN**

**SHUKRIA**

**TINGKI**

**SPASSIBO**

**SNACHALHUYA**

**NUHUN**

**CHALTU**

**WADEEJA**

**MAITEKA**

**HUI**

**YUSPAGARATAM**

**UNALCHEESH**

**HATUR GUI**

**EKOJU**

**SIKOMO**

**MAKETAI**

**MINMONCHAR**

**ATTO**

**ANISHA**

**DHANYADAAD**

**WABEEJA**

**MAITEKA**

**SPASIBO**

**DENKAUJA**

**HENACHALHYA**

**UNALCHEESH**

**MAAKE**

**LAH**

**KOMAPSUMNIDA**

**SAWCO**

**MERASTAWHY**

**GAEJTHO**

**AGUYJE**

**FAKAAUE**

**TAVTAPUCH**

**MEDAWAGSE**

**BAIKA**





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