Online Learning Objects:

Affecting Change through Cross-Disciplinary Practices & Open Technologies

Michigan Education through Learning Objects (MELO)
University of Michigan
Emerging Technologies for Online Learning
July 26, 2012

Emily Puckett Rodgers, Steve Lonn, Frank Kelderman
with Akiko Kochi, James Henderson, Martin Vega

funded by a New Infrastructure/New Initiative grant

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The traditional format of the large, introductory course within research universities has consistently resisted change.

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

Our Process
Graduate student education to access, evaluate, design quality, course-specific LOs, disseminate collections and integrate into classrooms.

MELO 3D disciplines
Psychology Spanish History Writing Statistics
Chemistry [General & Organic]
We can learn from colleagues across disparate disciplines to find appropriate solutions toward effective teaching practices.

- **Years 1 & 2**
  - Online Learning Objects
  - Wrapping to suit U-M classroom needs
  - Leverage emerging digital tools
  - Disciplinary Cross-pollination

- **Year 3**
  - Open Educational Resources (OER)
  - Evaluation & Assessment
  - Tailored Experiences
  - Students as Co-Teachers
Open from the Start

Need
- Flexible LOs
- Adaptable Resources
- Visibility, organization persistence
- Show growth of project

Solution
- Apply [CC: BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) to MELO 3D materials
- Find and use OERs
- Employ Open Educational Practices
- Publish and store on the public web: [open.umich.edu](http://open.umich.edu)
Open from the Start

Collect  Review  Package  Disseminate
training, reflections, summaries, assessment
instruments, course materials, LOs

Personal Websites
Hard drives
CTools (LMS)
Blogs
Wikis

http://openmi.ch/melo3d
"The availability of OER made it possible to address goals difficult to focus on in the live lecture--arouse the interest of better-prepared students in the field of chemistry by providing additional self-learning challenges and exposure to real world chemistry applications that are now available as OER."

- Nancy Kerner, General Chemistry
"By inviting students to use VoiceThread to provide an explanation to a problem, [we] took a huge step toward reducing barriers to participation and active learning in [this] large introductory course. They offered this as an “opportunity” to make the videos, fostering an opportunity to engage in a more comfortable setting for students."

- Grace Winschel, Organic Chemistry
"Also the process of licensing our learning objects and releasing these materials to the public has taught us a lot about proper use of audio visual resources taken from the internet, we find ourselves putting these new lessons learned into practice when we create material for daily instruction."

- Tatiana Calixto, Spanish
The MELO3D History Team

Prof. Michael Witgen
History

Michelle Cassidy
History

Frank Kelderman
American Culture
Welcome to HISTORY 373: History of the American West

Go to

Course Information
Graded Assignments
Fall 2011 Student Projects

Weekly Syllabus

Week 1  The First American West
Week 2  A New Nation Moves West
Week 3  The Native New World – Western Transformations
Week 4  Empires Enter the West
Week 5  Nation Building in the West
Week 6  Overland Migration
Week 7  Gold Rushes
Week 8  Manifest Destiny – Expansion and Conflict
History 373: History of the American West

(Professor Michael Witgen)

Online, interactive syllabus:
  o Embedding and linking to primary sources
  o Using digital archives for early American History: Archive.org, American Memory, Wikimedia Commons, PBS

Tools for "real-time" historical inquiry:
  o Tutorials for practicing historical analysis and synthesis
  o Tutorials for primary research: using database; reading political cartoons; effective keyword searches
September 15: Encountering the American Indian Past – A Case Study

Readings
- Stephen Aron, "Pigs and Hunters: 'Rights of the Woods' on the Trans–Appalachian Frontier" (Ctools/Coursepack)
- Noah Webster, Letter to Ezra Stiles I, Letter to Ezra Stiles II in the American Museum
- Winthrop Sargent, A Letter from Winthrop Sargent in the Transactions of the American Philosophical Society
- Images: Map and Lithograph of the "ancient works" near Marietta, Ohio, from "Ancient Monuments of the Mississippi Valley (1848)"
TRANSACTIONS
OF THE
AMERICAN
PHILOSOPHICAL SOCIETY,
Held at
PHILADELPHIA,
FOR PROMOTING
USEFUL KNOWLEDGE.
VOLUME IV.

PHILADELPHIA:
Printed and sold by Thomas Dobson, at the Repository of Knowledge and School Books.
1795.

Letter respecting the fortifications in the western country. [Sept.]

From Noah Webster, Esq., to the Rev. Ezra Stiles, D. D.
Reverend Sir,

In my letter of the 15th ult., I gave a particular account of the travels of Ferdinand de Soto into Florida, with the course of his marches, and his winter quarters. From the facts there stated, it appears probable that he threw up many of the breast-works of forts, which are still to be traced in leading one hundred and twenty yards to the low grounds. This way is guarded on each side with walls, raised near to a plane with the walls of the town, and consequently thirty feet high at their termination in the low grounds. At the north west corner of the town, there is an oval mount, seventy-four by forty-four yards square, and fixed feet high. Near the south wall is another mount, fifty by forty yards, besides others of less consideration in other quarters of the fort. The other forts are about half the size of the foregoing, with openings in the center of the opposite walls, and at the angles, some of which are guarded by circular mounts, ten feet high.

At a small distance from the latter fort, is a pyramid, or circular mound, a little oval, fifty feet high, three hundred and ninety-nine in circumference, surrounding with a ditch, five feet deep and fifteen feet wide; a parapet outward, fifty feet and fifty-nine feet in circumference, with an opening in the parapet, towards the fort. Between the town and fortification are several large coves, mounts, graves, &c.

These are the outlines of Mr. Heart's description. Now the question arises, could these extensive works be raised by Ferdinand's army, which consisted of little more than twelve hundred men; and that in the short space of four months? If Ferdinand was at Mulkingum at all, it was the second winter after his landing; and he was in his quarters, but little more than four months, viz. from the 18th of December to the 15th of April; or could such fortifications be necessary to secure his troops and horifies? If not, we know of no motive which could induce him to labor so much labour on his camp. These considerations make it very problematical, whether these works are to be ascribed to the Spaniards.

To add to resolving this question, it must be mentioned, that Ferdinand had frequently several hundred Indians in his service. The Calique of Occula furnished him with four hundred of his subjects. Great numbers were furnished by other Caliques, who were upon good terms with Ferdinand, as he marched through their districts; and others, who felt some res...
Correspondence between Noah Webster, esq., and the rev. Ezra Stiles, D. D. president of Yale college, relative to the fortifications in the western country. - Sept. 14th.

From Noah Webster, esq., to the rev. Ezra Stiles, D. D.

Resected.

In my letter of the 13th ult. I gave a particular account of the travels of Ferdinand de Soto into Florida, with the course of his marches, and his important operations, as they appeared from the information which I had gained from the histories of the Carolinas and Georgia, on the Ohio and Mississippi. Nor have I doubted that these old forts, discovered by Mr. Caver, may be referred to the expedition of Soto, as it is evident, Ferdinand was north of the Mississippi, and remained forty days in that region, which was probably on the Mississippi, or the river St. Pierre. Still it remains possible, that certain works discovered in these western regions can be rationally attributed to Ferdinand. To the extent of the works at Munkingan is a forcible objection. I rely on Captain Hart's description of these works, published in the Columbian magazine for May 1787; for it is taken from actual observation. By this description, it appears that there are two forts near the same place, at a distance from each other, but the area of one is much larger than that of the other. The largest is called, by description, the town, which is surrounded with a wall of decayed bones, from fifteen to four feet high, and from twenty to thirty feet thick; this line of walls is about a quarter of a mile square. From an opening on the west side, there is a covered way one hundred and twenty feet wide, and four

of them are supplied with by the English, but instead of being near, it is to be in the way of trading for iron. And Mr. Webster, as you have heard, move farther back to avoid the Araupeco Indians, as they make sufficient slaughter among them every year from winter and turkeys.

The Indian country is extending in carrying the baggage for soldiers; but, was compelled to do it. Besides these attendants, Ferdinand, whenever he was opposed by a large body of the Indians, and took a number of prisoners, whom he retained as slaves. After his conquest of the Siouan, thecons of Munkingan, is not mentioned; but, on his arrival, it is expressly mentioned for the Carolina, in a friendly manner, who came, and made him present of medicines and flour. From the banks of the Munkingan, it appears that Ferdinand was in a country well peopled by Indians, which made it necessary for him to secure his troops from a sudden attack in their quarters, and he doubtless regarded himself as friend on his first arrival. It is to procure their assistance in fortifying his camp. He might have five hundred or a thousand Indians to employ with his own troops in constructing these works.

The division of his camp into two fortifications of the same kind, is a forcible objection. The natives of the Northern parts of New York, who had never been seen by the Indians, found a table of the lake's thet, and began to feel the pike. One fort was probably erected by the Jesuits; yet even that circumstance will hardly obviate the objection. It is almost incredible to think how many men, without the use of such a fortification, or so much art and design, should be necessary to construct a temporary camp. That the natives of this country did sometimes throw up a brek; works of earth, is a fact. Mr. Smith, in his New Jersey, 136. observes, "that different nations, were frequently at war with each other, and that the Indians were sometimes kept in their fields. A little below the falls of the Spoodles, on the Jersey side, and at Point-no-point in Pennsylvania, and several other places, were the work of the most powerful of the neighboring Indians, who, in colonies, and who went to ground, were said to be re-Heavenly, either from one province to another. Such remains are discovered in every part of America; but in none of them are found such traces of immense labour, and prosperity in the art of fortification, as in the works of Munkingan. Ferdinand frequently found tribes of Indians, fortified against his approach; but he did not fight his Indians in these fortresses as mere lines of palisades; never once mentioning a wall of earth or stone, or an entrenchment. It is certain, however, that Ferdinand always, when it was practicable, chose for his camp an Indian fort or a pueblo. From the banks of the Munkingan, surrounded with some kind of rude wall, which he might improve into a regular fortification. That he was in a populous country, is certain; and why not the natives fortify on the Munkingan, as well as on the Delaware?

But how shall we account for the mounds, caves, graves, &c., for the contents, which evince the existence of the custom of burning the dead, or their bones? Can these be accounted for by the inhabitants of this country? I presume you will be of opinion they cannot. Mr. Heath says these graves are large mounds, and that the bones of which human bones have been taken; in one were found bones in the natural position of a man, buried nearly upright, well, and a quantity of fragments on his breast; in the other graves, the bones were irregular, some calcined by fire, others burnt only to a certain degree, so as to render them more durable; in others the mouldered bones retain their shape, without any calcine; others are partly rotten, and partly the remains of their shape; in most of the graves were found bones, evidently burnt, pieces of charcoal, Indian arrow points, and pieces of earthen ware, which appeared to be a composition of them. And that these mounds and graves are the works of the native Indians, is very evident; for such large mounds are scattered over every part of North America. It was customary with the Indians of the Well Jersey, says Mr. Smith, 1397. "when they killed the dead, to put family utensils, bows and arrows, and sometimes womens into the grave, as tokens of their affection. When a person of note died far from the place of his death, his body was conveyed to the nearest public burying ground, and then his property was placed in the mound.
Outcomes

Focus on transferable skills as well as content
  o Critical analysis & historical synthesis
  o Not only on assignments, but also during weekly meetings and self-study
Classroom dynamics: from lectures to interactive meetings
  o Interactive mini-lectures
  o On-the-spot group work
  o Debriefing: teacher-instructor back-and-forth
Assessment
  o Increased classroom engagement; students' voices heard in lectures
  o Rethinking student responsibilities and accountability
## General Information

**Contact Information**

**Course Description**

**Required Texts**

**Course Policies**

**Helpful Links**

**Midterm Instructions**

**Article Pages**

**About Wikipedia Editing**

**Final Project**

**Instructions Final Project**

American Culture 204.102
Spring 2012, U of M

## Syllabus and Assigned Readings

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<td>Ten Theses about Native American History and Literature</td>
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<td>May 7</td>
<td>What's New About New France? The Jesuits, Native America, and the Meaning of &quot;Empire&quot;</td>
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<td>May 9</td>
<td>Making up Stuff about Indians: The Great Lakes and the Fictions of Ethnography</td>
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<td>May 14</td>
<td>Sacagewea's Expecting: Rethinking the Lewis and Clark Expedition</td>
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<td>Going to See the Great Father: Indian Delegations to Washington</td>
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<td>May 21</td>
<td>Changing Identities: Captivity and Exchange</td>
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For questions or comments about the website, email me at fpkeld@umich.edu.
Impact of Openness

American Culture 204: "Travel and Encounter in Native North America" (Frank Kelderman)

Using Wikipedia for midterm assignment
  o Teaming up with Wikipedians group at U of M
  o Focus on knowledge creation and sharing in public domain

Collaborative online final projects
  o Synthesizing weekly readings to "translate" into publishable content
  o Making students part of the creation of open educational resources
The waterways of Canada are essential for this trade to function because the native peoples main source of transportation were canoes which could carry their furs for trade and allowed for them to navigate the St. Lawrence River. Lahontan notes that the natives are incredibly agile at navigating the waters. He spends a winter hunting with the Algonquin “in order to develop a more perfect knowledge of their language” while the city of Montreal is fortified to be protected against attacks. Lahontan writes that the way the Indians fought was comical, with their “bows and arrows and stark nakedness.” Montreal was the city of merchants, some traveling only once a year there to sell their goods such as wine. The governors spent their winters there as well, hence the need for fortifications. During the winter Lahontan is introduced to the native way of hunting elk, the use of “rackets” (or snow shoes) which he finds to be useful. He observes that hunting is a huge part of native culture for survival, unlike in France where hunting is a sport for the wealthy.

In May 1689, Lahontan is issued with orders to march from For Michilimackinac to the Great Lakes and explore the water ways during which time he has encounters with the Hurons at Fort St. Joseph. Lahontan continues his travels around the Great Lakes region describing the country around Michilimackinac, specifically detailing his trip down the Long River with various descriptions of beavers and his own personal creation of maps of the region. After a final altercation with a group of Iroquois that ended in their deaths by burning Lahontan heads back to France in October 1689. From Nantes, in 1693, Lahontan writes that he has been given Lieutenant of the Newfound Land as well as an independent company and in January 1694 he departs for Portugal.

Memoirs

The memoirs are an expansion on the descriptions presented in the letters. Lahontan expands further on the geography of New France. He describes his journeys down into Lake Superior and then further south into Lake Huron and Lake Erie. While geographically situating these bodies of water he discusses what can be found on the shores of the lakes, citing the native peoples that live there as well as the animals that are present. He continues on with specific descriptions of the wildlife, fish in particular as well as the environment. He also provides vocabulary lists of native terminology.

Volume II

Lahontan's second volume contains discourses on various topics of native life including: habits, temperament, customs, beliefs, love and marriage, diseases and remedies, hunting, military arts, Coats of Arms, and hieroglyphics. The second half of volume II is a dialogue between the author and Adario, a fictional native Lahontan created, and lastly an appendix giving details about Lahontan's other voyages to Portugal and Denmark as well as maps and pictures.

Dialogue Between Lahontan and Adario

The dialogue is a conversation between Lahontan and a Huron, whom he describes as "a noted man among the savages". The two discuss the fundamental differences between themselves, Lahontan as a French man, and Adario as a Huron.

- First Meeting: They begin by discussing their differences who the greater god is. Lahontan a fierce defender of the Jesuit teachings and God, while Adario speaks of the Great Spirit and the tyrannical nature of God for creating a man who seems to live in misery. Adario than comments on how the English and French each have their own god it seems and each believes that their own is the best he continues by speaking negatively on the Christians use of scripture for reason. He does this by going through the commandments Christians say they believe in an finding a negative example for each. He notes that the French trade on the Holy Days, they do not offer their most valuable goods as sacrifice to God, lying and slandering friends, speaking or "taking snuff" during mass, all of which in his opinion suggest the French to be infidels to their faith. Lahontan refutes Adario's attacks on the documents of the Jesuit teachings by pointing out that it takes strength to
05/02/2012—05/23/2012 Write your three- to four-page analysis of one of the primary texts we have discussed in class.

05/23/2012 Wikipedia Campus Ambassador will introduce how to create and edit a Wikipedia page in the class. Please bring your computer so you can follow along.

06/01/2012 Each student will turn in the “sandbox” version of their article.

06/18/2012 Publish your Wikipedia pages.

**Articles**

This table will list each of the articles that the students will be working on. Please sign your username (3-) next to your topic. Add any comments you would like. Create the link to Sandbox to draft your article in the Sandbox section. If a page already exist in Wikipedia on the topic you are working on, please post a link in the Current page column. Otherwise, write N/A there.

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Early French Exploration

In 1524, Giovanni da Verrazano was sent by the French king, Francis I, to the New World in search of a route to the Pacific Ocean. When he arrived in North America, he traveled up the coast and provided a detailed description of the land and its native inhabitants, whom he said “were going from one side to the other, carrying an infinite number of people coming from different parts to see us” (DeVorsey 47).

The next French explorer sent to the Americas in 1534 was Jacques Cartier, whose mission was to discover a route to Asia and various riches in the new land. Upon his arrival to the eastern coast, he came into contact with a large number of Indians who showed interest in trading with his crew (DeVorsey 48). The following is Cartier’s account of the trade between him and the tribesmen, from Sixteenth Century North America:

“We likewise made signs to them that we wished them no harm and sent two men ashore to give them some knives and other iron goods and a red cap to give to their chief. Seeing this they sent to the shore a party with some of their fire; and the two groups traded together. The savages

Early French Claims to Native Land

On June 14th, 1671, Simon François Daumont Le Sieur de Saint Lusson claimed all of the land in the interior of North America as belonging to the King of France. He traveled west from Quebec to Sault Sainte Marie and gathered all the people of the land to witness the official inauguration of the land to French Territory. The result was a congregation of French traders, Indians of the land, and Jesuit missionaries who were all witnessing the French claim to land from “territories lying between the East and West, from Montreal as far as the South Sea.” The main underlying goal of the French under this claim of land was to control what was believed to be a Northwest Passage – an inland waterway that connected the Americas to Asia – as well as dominate the rich fur-trade network that spread throughout the country’s interior (Witgen 638-640).

This claim to land, however, was simply that – a claim more so than control. The French in fact, had never reached the Pacific, and they only had scattered forts throughout the land (Witgen 640). The land during this time remained largely under control of the American Indians in the area – particularly Algonquian-speaking peoples and the Iroquois. The Iroquoian-speaking tribes of the area included the Five Iroquois Nations and the Huron, all who resided mainly in the Great Lakes area and the

Student-authored Open Educational Resource
This map below is a good indication of the significance of each one of his travels. The map makes clear that Tanner and Ojibwes traveled to join war-parties (North Dakota region), locate trading houses (Michigan upper peninsula), and find places to hunt and fish (Great Lakes).

Click on the markers on the map to find out about the different places Tanner mentions in his Narrative.

In this map, it is noticeable that John Tanner had to travel all around North America for the survival of his family and to partake in Ojibwe war parties against enemy tribes. Ojibwes were very active in moving around North America, and Tanner's map indicates this. This map and Tanner's narrative say a lot about how Ojibwes had to frequently move because of either starvation, fur-trading, weather, enemy war-parties, and sickness. All the travelling that was done for Tanner and Ojibwes was a matter of survival in the 19th century.
A NARRATIVE
OF
THE CAPTIVITY AND ADVENTURES
OF
JOHN TANNER,
(U. S. INTERPRETER AT THE SAUT DE STE. MARIE.)
DURING
THIRTY YEARS RESIDENCE AMONG THE INDIANS
IN THE
INTERIOR OF NORTH AMERICA.

PREPARED FOR THE PRESS
BY EDWIN JAMES, M. D.
Editor of an Account of Major Long's Expedition from Pittsburgh
to the Rocky Mountains.

NEW-YORK:
G. & C. & H. CARVILL, 108 BROADWAY.

1830.
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Measuring Impact

Digital Log Data
(Analytics)

Student Achievement
(formative & summative)

Student / Instructor Perceptions
(Survey + Anecdotal)
Formative AND Summative Assessment

- Formative assessment closer to learning objectives in LOs
- Summative assessment often clouded with other factors, assignments, curves, etc.
Student / Instructor Perceptions

• If they can't use it, probably won't learn from it
• Iterative development
• Allows for comparisons across disciplines if using similar instrument

• Ours:
  o Familiarity with key course topics
  o Whether used course resources (textbook, LOs, others)
  o Helpfulness of used resources
  o Qualitative:
    ▪ most helpful resource, improvement, new resources, addl. comments

Instruments: http://openmi.ch/melo3d
Digital Log Data

• From systems like Learning Management Systems, Student Response, etc.
• Who, what, and when
  o Doesn't answer why or necessarily how much (intent)
  o Problem: accidental clicking
• Really useful in conjunction with other data sources
Who needs help the most?
91% of students "used" the LO during their pre-labs.

  - No significant difference in final score for those who used NTS
  - *Except* for *lowest* achieving students.
    - Those who scored in lowest quartile of 2nd midterm saw an *average 10-point boost* from using NTS on the final (24.3 to 34.9)
Statistics

NTS in comparison with other course resources

___ was helpful in understanding course material (1=SD, 5=SA)
Perceptions need to account for the target resource in relation to the entire set of resources
Chemistry

More Resources

Click here if you need additional clarification on the basics of formula writing.

Here are extra helpful sources:

- Learn: how to come up with the correct formulas for ionic compounds

- Learn: how to name ionic compounds that are formed when two ions come together

NAMING COMPOUNDS

- Naming compounds from their chemical symbol is similar to what you’ve already done - just opposite
Chemistry


Student Agreement

Questions

a) Valuable addition to lecture
b) Helped me to feel more prepared for the lab experiment
c) Helped me to successfully complete the lab experiment
d) Enhanced my understanding by introducing me to needed terminology
e) Enhanced my understanding by introducing me to needed skills
f) Were a valuable addition to lecture
g) Could replace the classroom lecture
h) Were easy to navigate
Does the Learning Object help make sense of difficult concepts?
Organic Chemistry

Learning Objects + Voicethread

• Controlled Experiment
  o Random selection
  o One section; Treatment (n=267)
  o Two sections; Control (n=520)

• Impact
  o Treatment section performed better on Exam 1
    ▪ 81 vs. 77
  o Not significant on Exam 2
    ▪ 74 vs. 72
Organic Chemistry

Does more LO views = better grade?

Positive correlation for both exams
When you view resources matters...
Spanish

LOs designed as review materials

Podcasts
53% of students viewed at least one podcast

Movie Segments
some required, some not
When different types of students view the podcasts matters

http://www-personal.umich.edu/~tcalixto/grammarpodcasts/Inicio.html
Majority of students in classes use optional LOs when made available and advertised.

Overall Trends

- Majority of students in classes use optional LOs when made available and advertised.
Let's Talk

And Thanks!

Contact Us
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