

# Online Learning Objects:

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## 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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# Check it out

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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]

**Staff support**

Evaluation and Research

Open Education

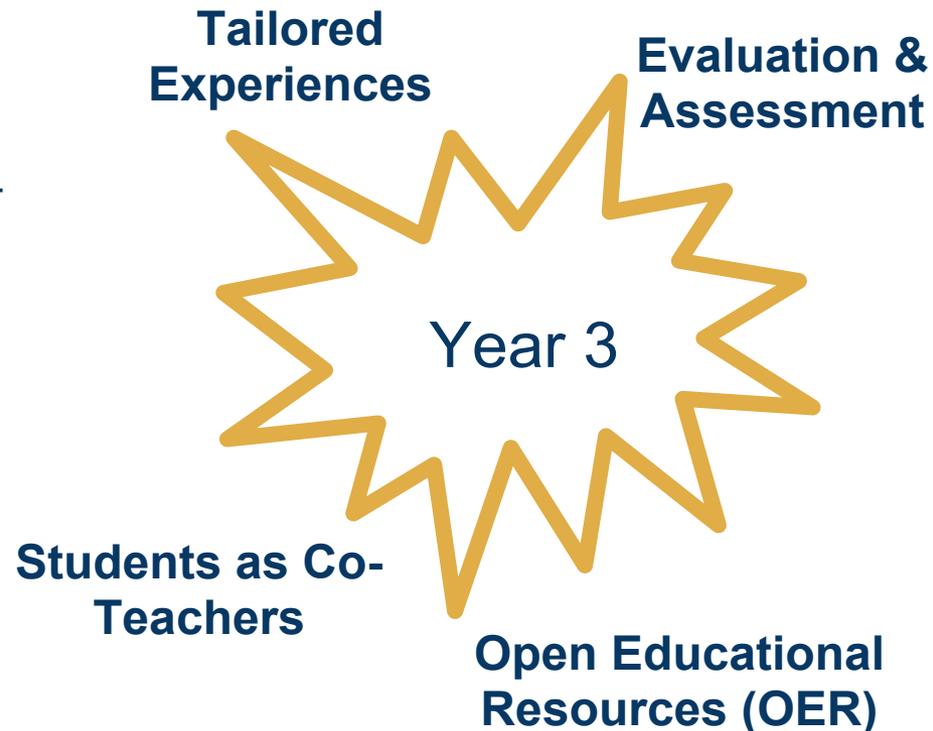
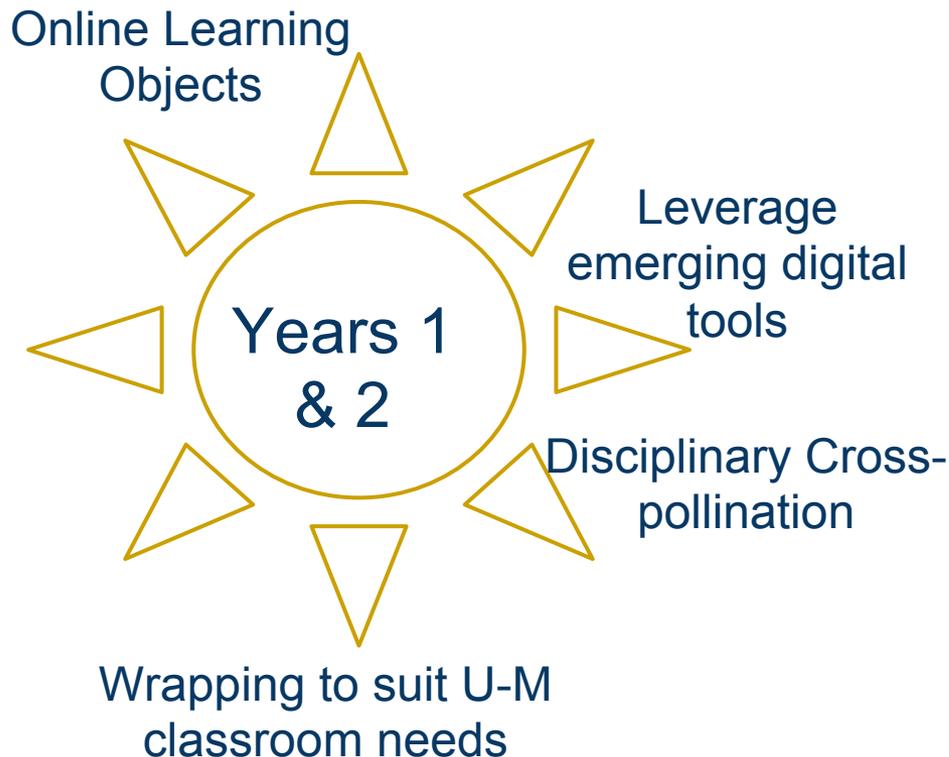
Instructional Support

MLibrary

*We can learn from colleagues across disparate disciplines to find appropriate solutions toward*

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**effective teaching practices.**



# Open from the Start

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## Need

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



## Solution

- Apply [CC: BY-SA](#) 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

home > find > literature, science and the arts > resources > michigan education through learning objects >

## Michigan Education through Learning Objects

Tweet (1) +1 (0)

Overview Materials Sessions

**Term:** [Download all materials](#) **Published:** June 13, 2012 **Revised:** July 2, 2012

The Michigan Education through Learning Objects (MELO) project is a cross-disciplinary collaborative effort that has worked over the past three years to facilitate the integration of curriculum-based sequences of online learning objects (LOs) that complement classroom pedagogy in large enrollment gateway courses. MELO's goal is to enhance student learning, engagement, and persistence in college through the use of these learning objects. The materials represented in this collection are from the third year (MELO 3D) of the project.

This award-winning project takes a unique approach to overcoming barriers to technology-enriched instruction by involving students (undergraduate and graduate) in addition to select faculty and staff from across different disciplines as key collaborators. By training select students and faculty to find, evaluate, adapt, create, and integrate LOs, the project facilitates the incorporation of high quality interdisciplinary and discipline-specific LOs into the curricula.

The Open.Michigan collection serves as a central repository for materials created in association with the Michigan Education through Learning Objects project. The Materials tab contains training materials from the start of the projects, learning objects, survey instruments and conference abstracts from the project.

Keywords: [conference abstracts](#) [cross-disciplinary](#) [learning objects](#) [learning repository](#) [MELO](#) [MELO 3D](#) [training materials](#)

About the Creators

What is a Learning Object?

Learning objects (LOs) are interactive web resources designed to support a learning objective and include such things as animations, simulations, tutorials, case studies and games. In this project, we work primarily with openly licensed and adaptable LOs, including those created by graduate students and instructors at UM as well as those freely available on the web and through MERLOT (Multimedia Educational Resource for Learning and Online Teaching, [www.merlot.org](http://www.merlot.org)). A distinctive aspect of MERLOT is that their LOs have been triaged and peer reviewed by a nationwide community of scholars committed to enhancing education through this method of curricula resource development.

Research into the efficacy of online learning objects has demonstrated that, by offering students a sense of control and ownership of the learning process, students' educational achievement improves, compared to a control group ([Windle, McCormick, Dandrea, & Wharrad, 2010](#)). Other research suggests that educational strategies that improve understanding and provide learning feedback have a positive impact on student retention ([Hershock & O'Neal, 2008](#); [O'Neal et al., 2007](#); [Seymour & Hewitt, 1997](#)).

MERLOT

OER Commons

OpenCourseWare  
Consortium  
collection

SlideShare

Flickr

YouTube

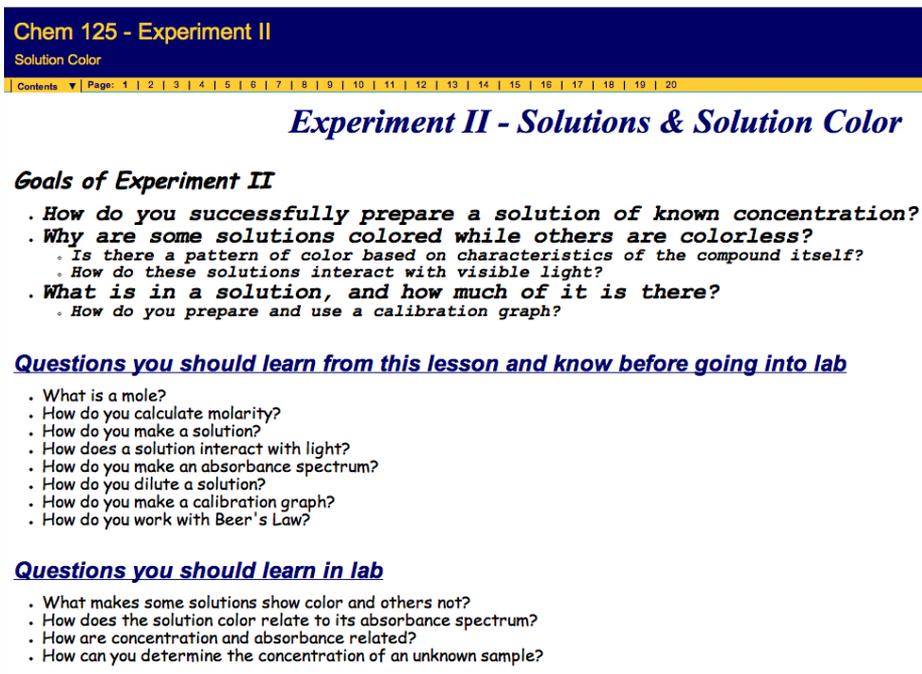
Internet Archive

<http://openmi.ch/melo3d>

# General Chemistry

"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



Chem 125 - Experiment II  
Solution Color

Contents Page: 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20

## Experiment II - Solutions & Solution Color

### Goals of Experiment II

- . How do you successfully prepare a solution of known concentration?
- . Why are some solutions colored while others are colorless?
  - . Is there a pattern of color based on characteristics of the compound itself?
  - . How do these solutions interact with visible light?
- . What is in a solution, and how much of it is there?
  - . How do you prepare and use a calibration graph?

### Questions you should learn from this lesson and know before going into lab

- . What is a mole?
- . How do you calculate molarity?
- . How do you make a solution?
- . How does a solution interact with light?
- . How do you make an absorbance spectrum?
- . How do you dilute a solution?
- . How do you make a calibration graph?
- . How do you work with Beer's Law?

### Questions you should learn in lab

- . What makes some solutions show color and others not?
- . How does the solution color relate to its absorbance spectrum?
- . How are concentration and absorbance related?
- . How can you determine the concentration of an unknown sample?

# Organic 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

The screenshot shows a VoiceThread interface for a discussion titled "Discussion 2; Final Week (2/3)". The main content area contains a text prompt: "Chose one of the compounds below and explain what you would expect it's H-NMR and C-NMR would look like. How many unique signals? What is the splitting in the H-NMR? Where would you expect the peaks to be in the spectrum? If someone has already commented on one structure, chose another. If they are all taken, look at the other analyses your peers have provided and determine whether you agree or disagree." Below the text are five chemical structures labeled A through E: A is terephthalonitrile, B is 1,3,5-trimethoxybenzene, C is 2-methyl-2-butanol, D is 1-phenylethanol, and E is 4-methoxyacetophenone. The interface includes a video feed of a student in the top left, a navigation bar at the bottom with "comment" and "sign in or register" buttons, and various icons for navigation and settings.

# Spanish

"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

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SEGMENTOS DE PELICULAS PARA IMPERFECTO Y PRETERITO

SPANISH 103 UNIVERSITY OF MICHIGAN

Contact Tatiana Calixto: [tcaxto@umich.edu](mailto:tcaxto@umich.edu)

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2011-2012  
Last revised March 03 2012

El imperfecto y el pretérito son las principales herramientas para contar historias. Mira el segmento de una de las cuatro películas. Imprime y completa la actividad correspondiente. Después, mira y escucha la narración y completa las respuestas. Esperamos que disfrutes la actividad!

frida

el laberinto del fauno

sin nombre

todo sobre mi madre

acerca de nosotros

créditos

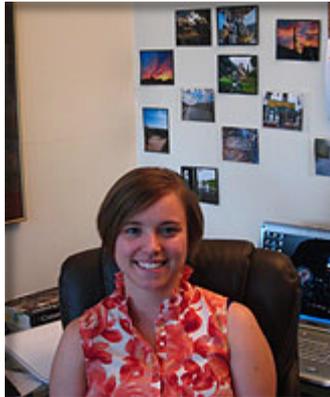
[www-personal.umich.edu/~tcaxto/segmentospeliculas/Inicio.html](http://www-personal.umich.edu/~tcaxto/segmentospeliculas/Inicio.html)

# The MELO3D **History** Team

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**Prof. Michael Witgen**  
**History**



**Michelle Cassidy**  
**History**



**Frank Kelderman**  
**American Culture**

# History 373: History of the American West

☆ Welcome to HISTORY 373: History of the American West



PD-EXP Source: [Internet Archive](#)

## 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

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(Professor Michael Witgen)

Online, interactive syllabus:

- Embedding and linking to primary sources
- Using digital archives for early American History: *Archive.org*, *American Memory*, *Wikimedia Commons*, *PBS*

Tools for "real-time" historical inquiry:

- Tutorials for practicing historical analysis and synthesis
- 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)



Correspondence between Noah Webster, esq. and the rev. Ezra Stiles, D. D. president of Yale college, respecting the fortifications in the western country.—P. 141.

LETTER III.

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

Reverend sir,

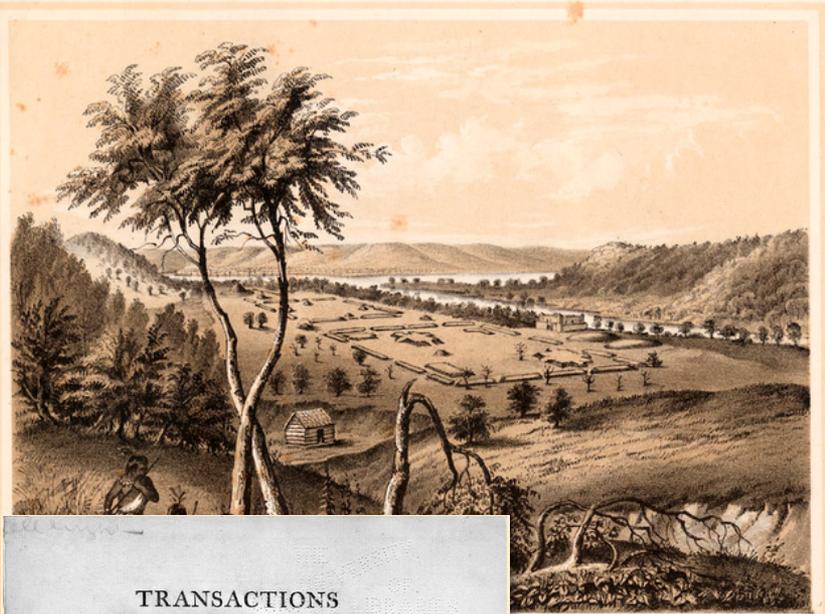
IN my letter of the 15th ult. I gave a particular account of the travels of Ferdinand de Soto into Florida, with the course of his marches, and his winter quarters. From the facts there stated, it appears probable that he threw up many of the breast-works or forts, which are still to be traced in

leading one hundred and twenty yards to the low grounds. This way is guarded on each side with walls, raised nearly 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 oblong mount, seventy-four by forty-four yards square, and six 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 fort is 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.

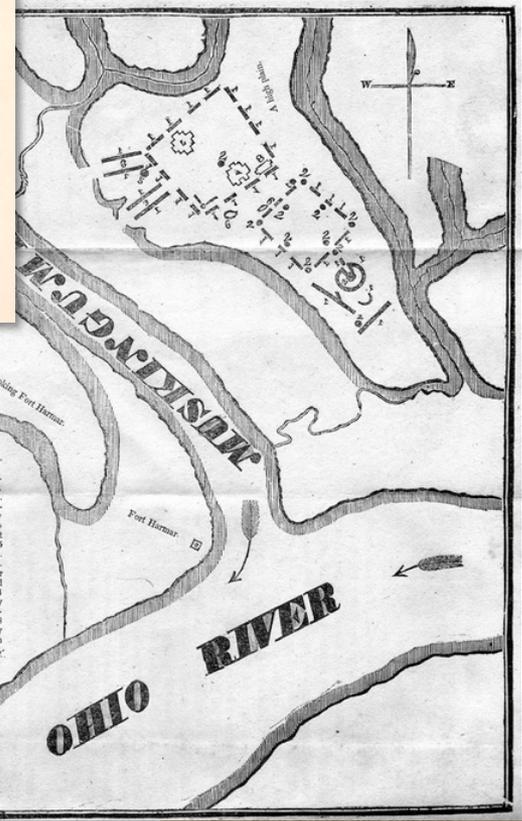
At a small distance from the latter fort, is a pyramid, or circular mount, a little oval, fifty feet high, three hundred and ninety in circumference, furrounded with a ditch, five feet deep and fifteen feet wide; a parapet outward, seven hundred and fifty-nine feet in circumference, with an opening in the parapet, towards the fort. Between the town and fortification are several large caves, 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 Muskingum at all, it was the second winter after his landing; and he was in quarters but little more than four months, viz. from the 18. of December to the 25. of April; or could such fortifications be necessary to secure his troops and horses? if not, we know of no motive which could induce him to bellow so much labour on his camp. These considerations make it very problematical, whether these works are to be ascribed to the Spaniards.

To assist in resolving this question, it must be mentioned, that Ferdinand had frequently several hundred Indians in his service. The Callique of Ocuta furnished him with four hundred of his subjects. Great numbers were furnished by other Calliques, who were upon good terms with Ferdinand, as he marched through their districts; and others, who felt some re-



OHIO.



**A VIEW**  
Of the ancient works on the Muskingum, near Marietta, Ohio.  
**EXPLANATION**—No. 1, everywhere, shows the remains of these works. No. 2 shows the conical mounds. No. 3, however, inclosed by a circle represents a very large mound surrounded by a wall and ditch. No. 4 shows the two covered ways leading from the large fort to the shore of the Muskingum. No. 5 shows the remains of an ancient wall. No. 6 shows two ponds, or excavations. No. 7 shows an elevated octagonal oblong square, 180 feet long 30 broad and 9 high level on the top. No. 8 shows a 24 octagonal square, 109 by an 120 feet, and 8 high, with a subterranean way leading to its top. No. 9 shows a 24 elevated square, 180 feet by 54, not so high as the others. From actual survey by S. De Witt May, 1822.

TRANSACTIONS  
OF THE  
AMERICAN  
PHILOSOPHICAL SOCIETY,  
HELD AT  
PHILADELPHIA,  
FOR PROMOTING  
USEFUL KNOWLEDGE.  
VOLUME IV.  
PHILADELPHIA:  
PRINTED AND SOLD BY THOMAS DOBSON, AT THE  
STONE-HOUSE, No 41, SOUTH SECOND STREET.  
1799.

*Correspondence between Noah Webster, Esq. and the rev. Ezra Stiles, D. D. president of Yale college, respecting the fortifications in the western country.—P. 141.*

LETTER III.

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 or forts, which are still to be traced in the Carolinas and Georgia, on the Ohio and Mississippi. Nor have I a doubt that those old forts, discovered by Mr. Carver, may be ascribed to the same expedition: as it is evident, Ferdinand was north of the Missouri, and remained forty days at Pacaha, which was probably on the Mississippi, or the river St. Pierre. Still it remains questionable, whether all the forts discovered in these western regions can be rationally ascribed to Ferdinand. To this opinion, the extent of the works at Muckingum is a forcible objection. I rely on captain Heart's description of these works, published in the Columbian magazine for May 1787; for it is taken from actual measurement. By this description, it appears that there are two forts nearly in the same form, at a distance from each other, but the area of one is much larger than the other. The largest is called, for distinction's sake, the town, which is surrounded with a line of walls of earth from six to ten feet high, and from twenty to forty feet thick; and 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

NOTE.

of them are supplied with by the English, but, instead of drawing nearer, to be in the way of trading for iron work, &c. are obliged to remove farther back, to avoid the Arapahaw Indians, as they make surprising slaughter among them every year, both winter and summer,

leading one hundred and twenty yards to the low grounds. This way is guarded on each side with walls, raised nearly 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 oblong mount, seventy-four by forty yards square, and six 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 fort is 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 mount, a little oval, fifty feet high, three hundred and ninety in circumference, surrounded with a ditch, five feet deep and fifteen feet wide; a parapet outward, seven hundred and fifty-nine feet in circumference, with an opening in the parapet, towards the fort. Between the town and fortification are several large caves, mounts, graves, &c.

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To assist in resolving this question, it must be mentioned, that Ferdinand had frequently several hundred Indians in his service. The Casique of Ocota furnished him with four hundred of his subjects. Great numbers were furnished by other Casiques, who were upon good terms with Ferdinand, as he marched through their districts; and others, who felt some re-

luctance in carrying the baggage for the Spaniards, were compelled to do it. Besides these attendants, Ferdinand, whenever he was opposed by arms, defeated the Indians, and took a number of prisoners, whom he retained as slaves. What number he had in his service at Chicaca, the supposed Muckingum, is not mentioned; but, on his arrival, it is expressly said, he sent for the Casique in a friendly manner, who came, and made him presents of mantles and skins. From these facts and circumstances, 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 availed himself of their friendship on his first arrival, 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 forts, may be easily accounted for, by considering he had several hundred horses, and a vast number of swine, to secure from the Indians, who soon had a taste of swine's flesh, and began to steal the pigs. One fort was probably reserved for these. Yet even these circumstances will hardly obviate the objection. It is almost incredible that so small a number of men should erect such vast fortifications, or that so much art and design should be necessary in guarding a temporary camp. That the natives of this country did sometimes throw up breast works of earth, is a fact. Mr. Smith, in his history of New Jersey, page 126, observes, "that different nations, were frequently at war with each other, of which husbandmen sometimes find remaining marks in their fields. A little below the falls of Delaware, on the Jersey side, and at Point-no-point in Pennsylvania, and several other places, were banks, that were formerly thrown up for intrenchments against incursions of the neighbouring Indians, who, in canoes, used sometimes to go in warlike bodies, from one province to another." Such remains are discovered in every part of America; but in none of them do we find such traces of immense labour, and proficiency in the

art of fortification, as in the works of Muckingum. Ferdinand frequently found tribes of Indians, fortified against his approaches; but he describes their works as mere lines of paliadoes; never once mentioning a wall of earth or stone, or an intrenchment. It is certain, however, that Ferdinand always, when it was practicable, chose for his camp an Indian settlement: for his troops depended for subsistence on their stores of maize and beans. He might find such a settlement on the banks of the Muckingum, 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 might not the natives fortify on the Muckingum, as well as on the Delaware?

But how shall we account for the mounts, caves, graves, &c. and for the contents, which evince the existence of the custom of burning the dead, or their bones? can these be ascribed to the Spaniards? I presume, Sir, you will be of opinion they cannot. Mr. Heart says these graves are small mounts of earth, from some of which human bones have been taken; in one were found bones in the natural position of a man, buried nearly east and west, and a quantity of flintknives 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 substance; others are partly rotten, and partly the remains of decayed bones; in most of the graves were found stones, evidently burnt, pieces of charcoal, Indian arrows, and pieces of earthen ware, which appeared to be a composition of shells and cement.

That these mounts and graves are the works of the native Indians, is very evident; for such small mounts are scattered over every part of North America. "It was customary with the Indians of the West Jersey," says Mr. Smith, page 137, "when they buried the dead, to put family utensils, bows and arrows, and sometimes wampum into the grave, as tokens of their affection. When a person of note died far from the place of his

# Outcomes

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## Focus on transferable skills as well as content

- Critical analysis & historical synthesis
- Not only on assignments, but also during weekly meetings and self-study

## Classroom dynamics: from lectures to interactive meetings

- Interactive mini-lectures
- On-the-spot group work
- Debriefing: teacher-instructor back-and-forth

## Assessment

- Increased classroom engagement; students' voices heard in lectures
- Rethinking student responsibilities and accountability

# ☆ Travel and Encounter in Native North America

last edited by Frank Kelderman 1 month ago

Page history



## General Information

- [Contact Information](#)
- [Course Description](#)
- [Required Texts](#)
- [Graded Components](#)
- [Course Policies](#)
- [Helpful Links](#)
- [Midterm Instructions](#)
- [Article Pages](#)
- [About Wikipedia Editing](#)
- [Final Project](#)
- [Instructions Final Project](#)

## Syllabus and Assigned Readings

- [May 2](#) Ten Theses about Native American History and Literature
- [May 7](#) What's New About New France? The Jesuits, Native America, and the Meaning of "Empire"
- [May 9](#) Making up Stuff about Indians: The Great Lakes and the Fictions of Ethnography
- [May 14](#) Sacagewea's Expecting: Rethinking the Lewis and Clark Expedition
- [May 16](#) Going to See the Great Father: Indian Delegations to Washington
- [May 21](#) Changing Identities: Captivity and Exchange
- [May 23](#) The Great Lakes, Test 2, and Wikipedia instructions
- [May 30](#) The Michigama Difference: European Travelers in the Great Lakes Region
- [June 8](#) Mapping Native North America/Ojibwe Travelers in Europe
- [June 11](#) A Vanquished Foe Travels East: Black Hawk's Autobiography
- [June 13](#) Native North America in Visual Culture
- [June 18](#) Presentations

American Culture 204.102  
Spring 2012, U of M

For questions or comments about the website, email me at [fpkeld@umich.edu](mailto:fpkeld@umich.edu).

# Impact of Openness

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

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

### Collaborative online final projects

- Synthesizing weekly readings to "translate" into publishable content
- Making students part of the creation of open educational resources



The beaver was an important feature of Algonquin life, especially for fur and pelt trade but also in the everyday lives of natives as a source of food and warm clothing. (New Voyages to North America, 1703)

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. [4] 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.

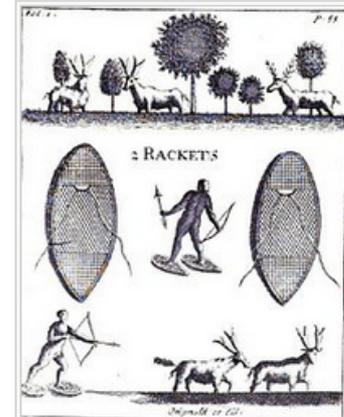
In May 1689, Lahontan is issued with orders to march from Fort Michilimackinac to the Great Lakes and explore the water ways during which time he has encounters with the Hurons at Fort St. Joseph. Lahontan continues his travels around the Great Lakes region describing the country around Michilimackinac, 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 1692. From Nantes, in 1693, Lahontan writes that he has been given Lieutenancy of the Newfoundland

as well as an independent company and in January 1694 he departs for Portugal. [5]

## 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.

[edit]



In the winter of 1689 Lahontan went elk hunting with a group of Algonquins. These snow shoes or "rackets" are what they wore when hunting. (New Voyages to North America, 1703)



This map drawn by Lahontan depicts the geographical area of New France he traveled most notably the Lake of the Hurons (Lake Huron) and the River St. Laurence (St. Lawrence River) (New Voyages to North America, 1703)

## 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 art, Coats of Arms, and hieroglyphics. [6] 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.

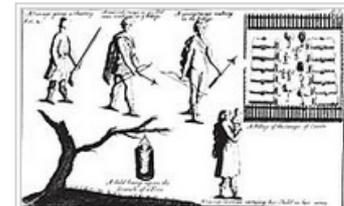
[edit]

## 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". [7] The two discuss the fundamental differences between themselves, Lahontan as a french man, and Adario as a Huron.

[edit]

- **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. [8] Adario then 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. [9] Lahontan refutes Adario's attacks on the documents of the Jesuit teachings by pointing out that it takes strength to



The discourse provides information that is easily visible in this drawing, information on child rearing tactics, native dress for various activities, and village plans. (New Voyages to North America, 1703)

**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.

[Presentation on Editing](#)

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

**06/18/2012** Publish your Wikipedia pages.

## Articles

[\[edit\]](#)

This table will list each the articles that the students will be working on. Please sign your username (3~) next to your topic. And create the link to the 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.

Topic	Current page	Sandbox	Students	Published page
Example: Test1	N/A	<a href="#">Sandbox for Test1</a>	<a href="#">ChemLibrarian (talk)</a>	<a href="#">Enter Name of Published Page</a>
New Voyages to North America	N/A	<a href="#">Sandbox for New Voyages to North America</a>	<a href="#">User:cpgrant</a>	<a href="#">[New Voyages to North America]</a>
"La Vie de B. Catherine Tekakwitha"	<a href="#">Kateri Tekakwitha</a>	<a href="#">Sandbox for La Vie de B. Catherine Tekakwitha</a>	<a href="#">User:Dlauer480</a>	<a href="#">Enter Name of Published Page</a>
Ouabi; Or the Virtues of Nature: An Indian Tale in Four Cantos	N/A	<a href="#">Sandbox for Ouabi; Or the Virtues of Nature: An Indian Tale in Four Cantos</a>	<a href="#">User:andrew.wehner</a>	<a href="#">[Ouabi; Or the Virtues of Nature: An Indian Tale in Four Cantos]</a>
Narrative of an Expedition to the St. Peter's River	N/A	<a href="#">/Sandbox_Narrative of an Expedition to the Source of the St. Peter's River</a>	<a href="#">User:Clairecramton</a>	<a href="#">[Narrative of an Expedition to the Source of the St. Peter's River]</a>
Sketches of a Tour to the Lakes	N/A	<a href="#">Sketches of a Tour to the Lakes</a>	<a href="#">User:Ajanny30</a>	<a href="#">[Sketches of a Tour to the Lakes]</a>
Traits of the Aborigines (Poem)	N/A	<a href="#">Traits of the Aborigines (Poem)</a>	<a href="#">User:Tjscott14</a>	<a href="#">[Traits of the Aborigines]</a>
Letters and Notes on the Customs and Manners of the North American Indians	N/A	<a href="#">Letters and Notes on the Customs and Manners of the North American Indians</a>	<a href="#">User:Mennucci</a>	<a href="#">[Letters and Notes on the Customs and Manners of the North American Indians]</a>
The Discovery, Purchase, and Settlement, of Kentucke	N/A	<a href="#">The Discovery, Purchase, and Settlement, of Kentucke</a>	<a href="#">User:Duskil</a>	<a href="#">[The Discovery, Purchase, and Settlement of Kentucke]</a>
Lydia Maria Child, "Hobomok"	N/A	<a href="#">Lydia Maria Child, "Hobomok"</a>	<a href="#">User:Matejohn</a>	<a href="#">Enter Name of Published Page</a>
Tour of the Prairies	N/A	<a href="#">Tour of the Praires</a>	<a href="#">User:Nne22</a>	<a href="#">[Tour of the Prairies]</a>
"Life, History, and Travels of Kah-Ge-Ga-Gah-Bow"	N/A	<a href="#">lifelifelettersspeechesKahgegagahbowh</a>	<a href="#">User: Jathiajjl</a>	<a href="#">Enter Name of Published Page</a>
Test	N/A	<a href="#">Test</a>	<a href="#">FrankPKelderman</a>	<a href="#">Enter Name of Published Page</a>
John Rollin Ridge, "The Life and Adventures of Joaquin Murrieta"	N/A	<a href="#">Sandbox for John Rollin Ridge, "The Life and Adventures of Joaquin Murrieta"</a>	<a href="#">User:Thegoldenbluej</a>	<a href="#">[John Rollin Ridge, "The Life and Adventures of Joaquin Murrieta"]</a>

# Impact of Openness

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

### Using Wikipedia for midterm assignment

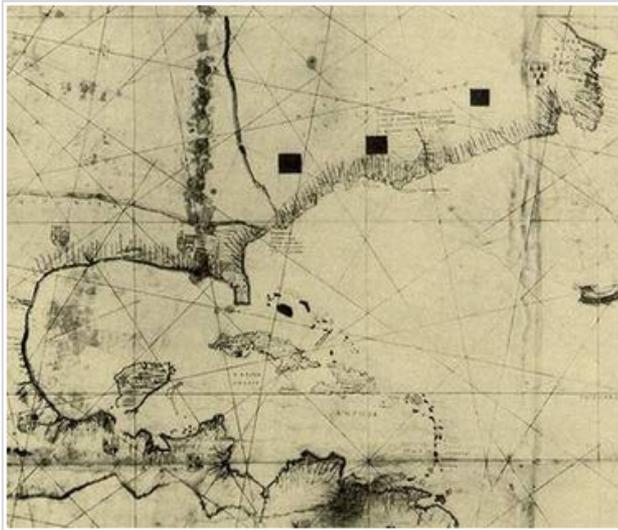
- Teaming up with campus Wikipedia reps
- Focus on knowledge creation and sharing in public domain



### Collaborative online final project

- Synthesizing weekly readings to "translate" into publishable content
- Making students part of the creation of open educational resources

## Early French Exploration



Section of Verrazano Map, 1529. Source: Vatican Photo Library

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" (DeVorse 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 (DeVorse 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 furs: and the two groups traded together. The savages

## Early French Claims to Native Land



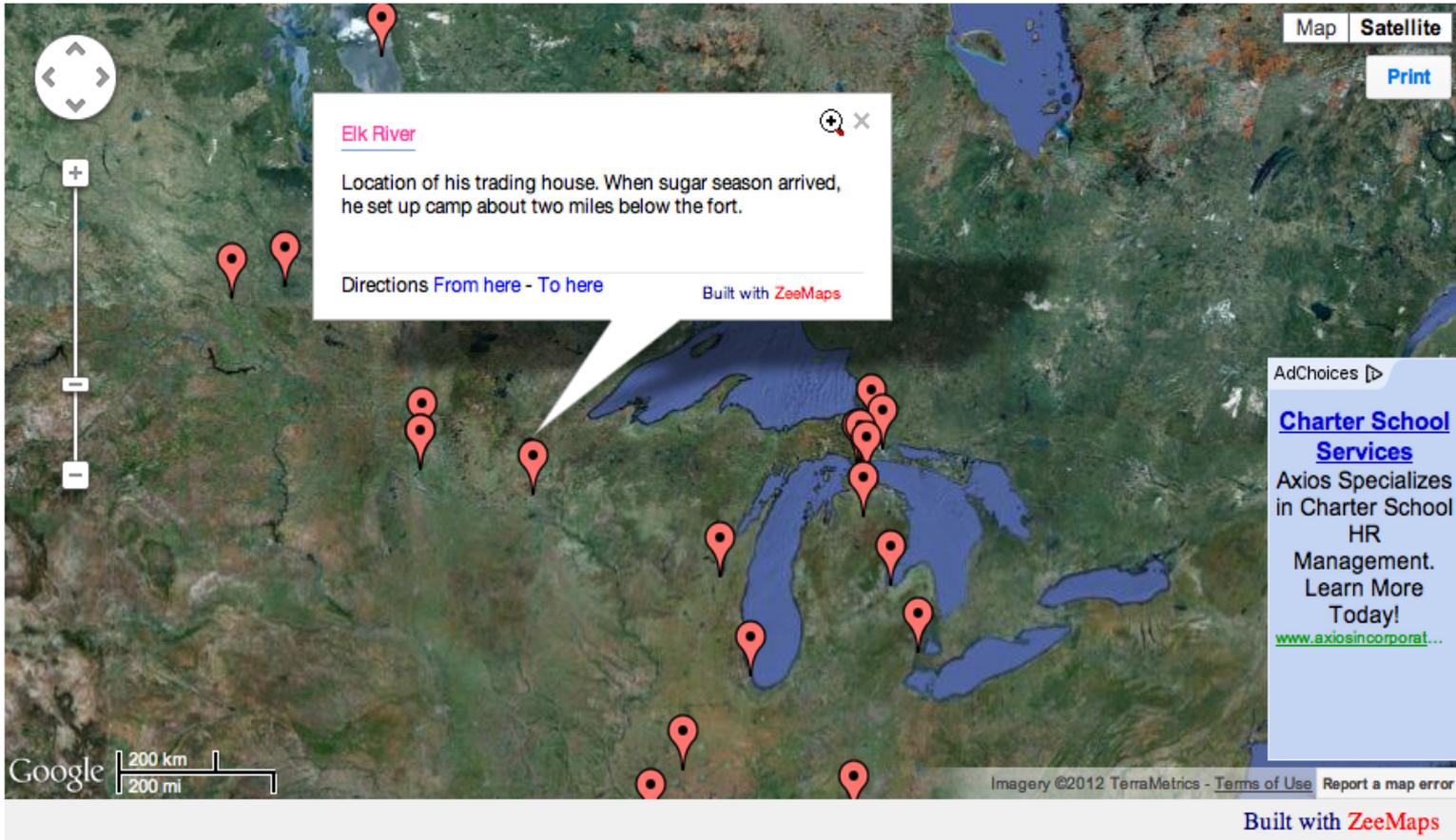
New France 1610-1791 Source: Wisconsin State Historical Society

On June 14th, 1671, Simon Francois Daumont Le Sieur de Saint Lussion 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 639-640).

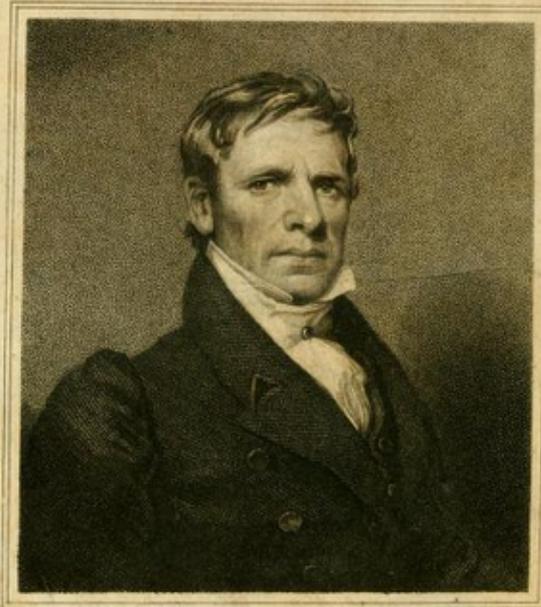
This claim to land, however, was simply that – a claim more so than control. The French in fact, had never reached the Pacific, and they only had scattered forts throughout the land (Witgen 640). The land during this time remained largely under control of the American Indians in the area – particularly 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

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 traveling that was done for Tanner and Ojibwes was a matter of survival in the 19th century.



*Portrait by A.A. Jones*

*Tanner*

*John Tanner*

SHAW-SHAW-WA-BE-NA-SH — *The Indian*

*New York Pub. by G. & C. & H. Carvill.*

1830

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.

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](#).

**Elk River**

Location of his trading house. When sugar season arrived, he set up camp about two miles below the fort.

Directions [From here](#) - [To here](#) Built with [ZeeMaps](#)

Map **Satellite** [Print](#)

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Axios Specializes in Charter School HR Management. Learn More Today!  
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200 mi Imagery ©2012 TerraMetrics - [Terms of Use](#) [Report a map error](#)

Built with [ZeeMaps](#)

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 traveling that was done for Tanner and Ojibwes was a matter of survival in the 19th century.

# Impact of Openness

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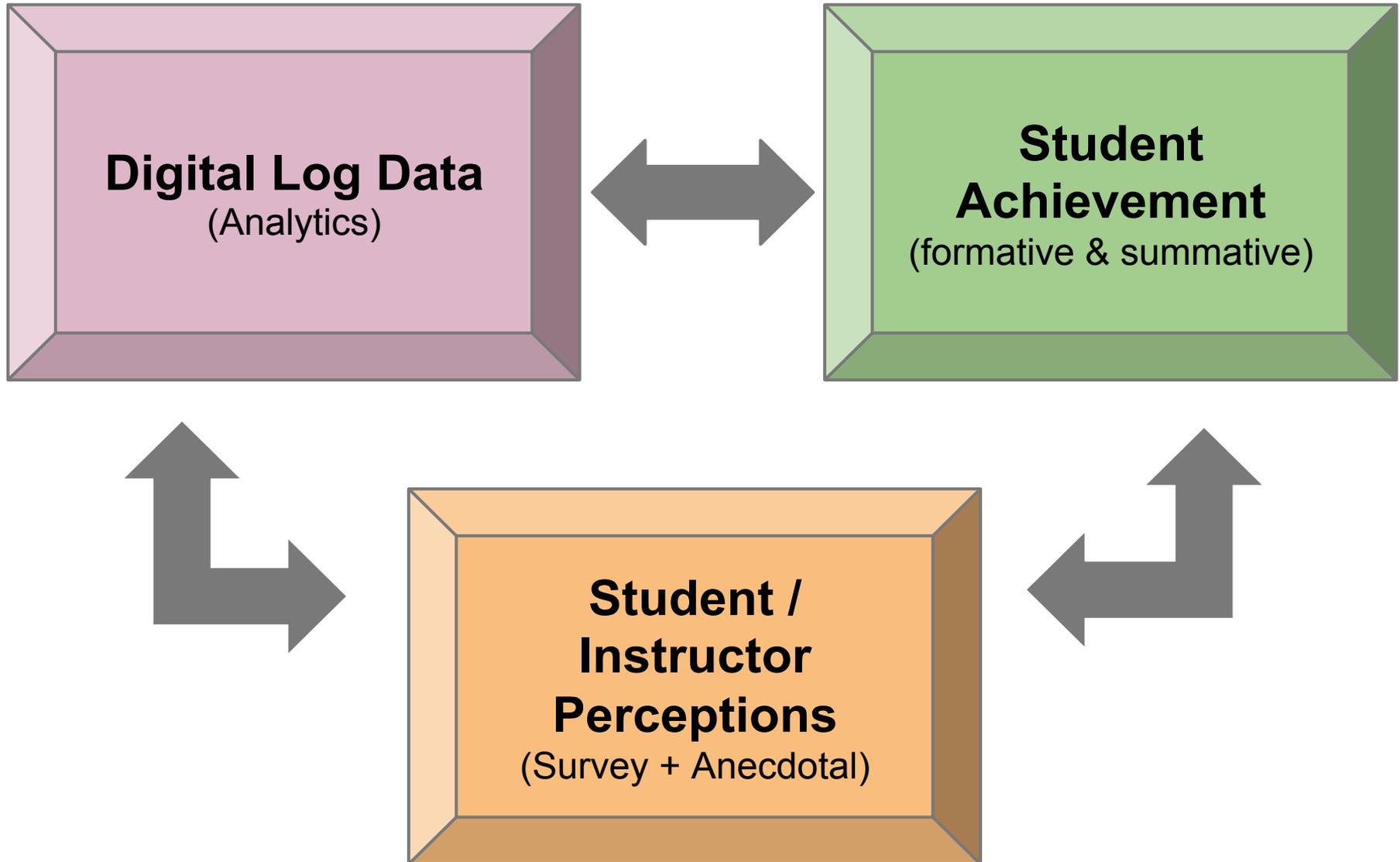
- Teaming up with Wikipedians group at U of M
- Focus on knowledge creation and sharing in public domain

### Collaborative online final projects

- Synthesizing weekly readings to "translate" into publishable content
- Making students part of the creation of open educational resources

# Measuring Impact

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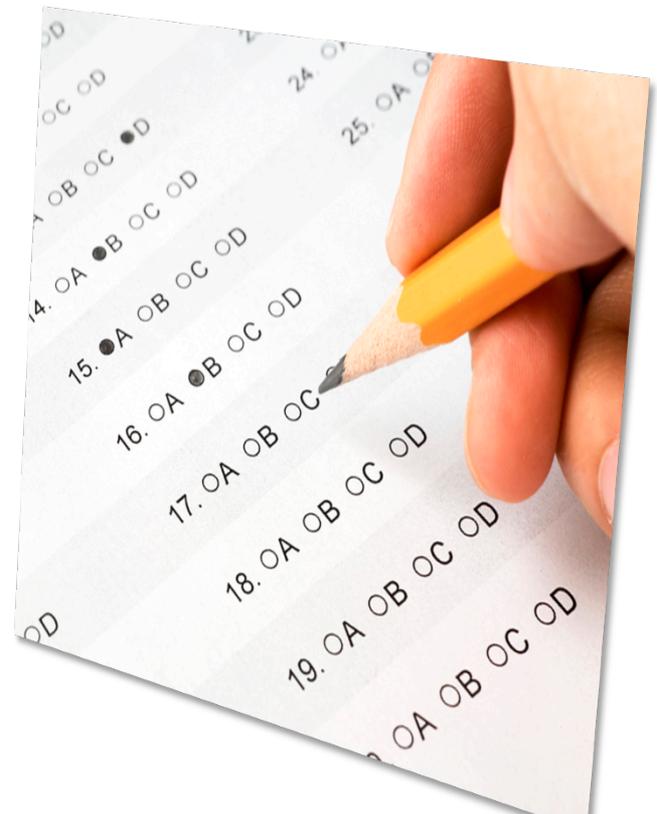


# Student Achievement

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## 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:
  - **Familiarity** with key course topics
  - Whether **used** course resources (textbook, LOs, others)
  - **Helpfulness** of used resources
  - Qualitative:
    - most helpful resource, improvement, new resources, addl. comments

# Digital Log Data

---

- From systems like Learning Management Systems, Student Response, etc.
- Who, what, and when
  - Doesn't answer why or necessarily how much (intent)
  - Problem: accidental clicking
- Really useful in *conjunction* with other data sources



Who  
needs  
help the  
most?



# Statistics

91% of students "used" the LO during their pre-labs.

## Impact? Negligible.

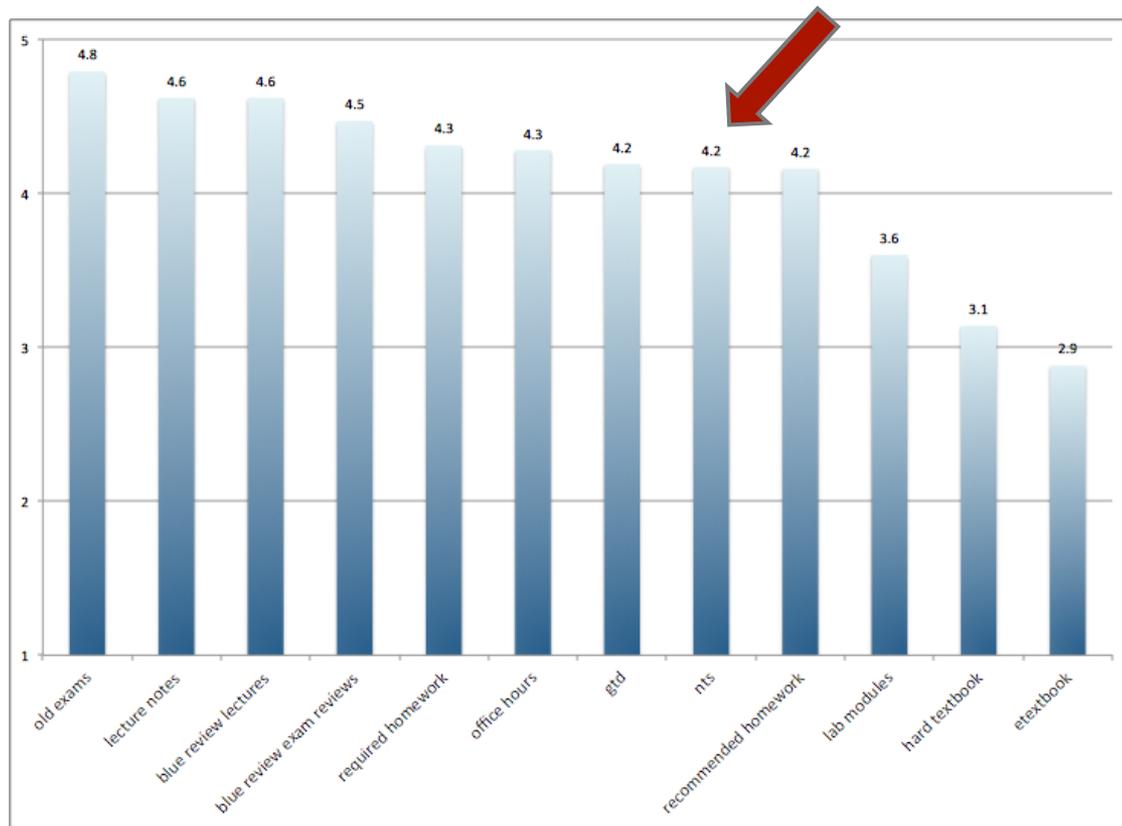
- No significant difference in final score for those who used NTS
- *Except* for *lowest* achieving students.
  - Those who scored in lowest quartile of 2nd midterm saw an *average 10-point boost* from using NTS on the final (24.3 to 34.9)

The screenshot shows the ctools.umich.edu interface for a "Name That Scenario" activity. The page title is "Name That Scenario" and the user is identified as "Brenda Gunderson". The navigation menu includes Home, Schedule, Announcements, Resources, Test Center, Gradebook, Name That Scenario (highlighted), Library Materials, Site Info, Textbooks, BlueReview, Evaluate This Class, i-clicker, and Help. The main content area displays "Question 2" with a score of 1. The question text reads: "Peter wants to buy a pet at the store and has narrowed down his choices to a dog, a cat, a rabbit or a snake. An employee at the pet store claims each of those pets will cost about the same in food and veterinarian care, but Peter believes the employee is only saying that to get him to buy a more exotic snake. Peter decides to test whether these pets really do cost the same, so he gets his data from asking 4 friends who own a rabbit, 3 who own a cat, 5 who own a dog, and 2 who own a snake." Below the question are two buttons: "RETURN TO START" and "NEXT QUESTION". A feedback box at the bottom shows "ANOVA is the correct answer!" with a green checkmark icon.

# 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](#)

YouTube

Formulas Lesson 2: Naming Binary Ionic Compounds

Papapodcasts Subscribe 567 videos

NAMING COMPOUNDS

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

0:00 / 5:48

Like Dislike Share

87,181 likes

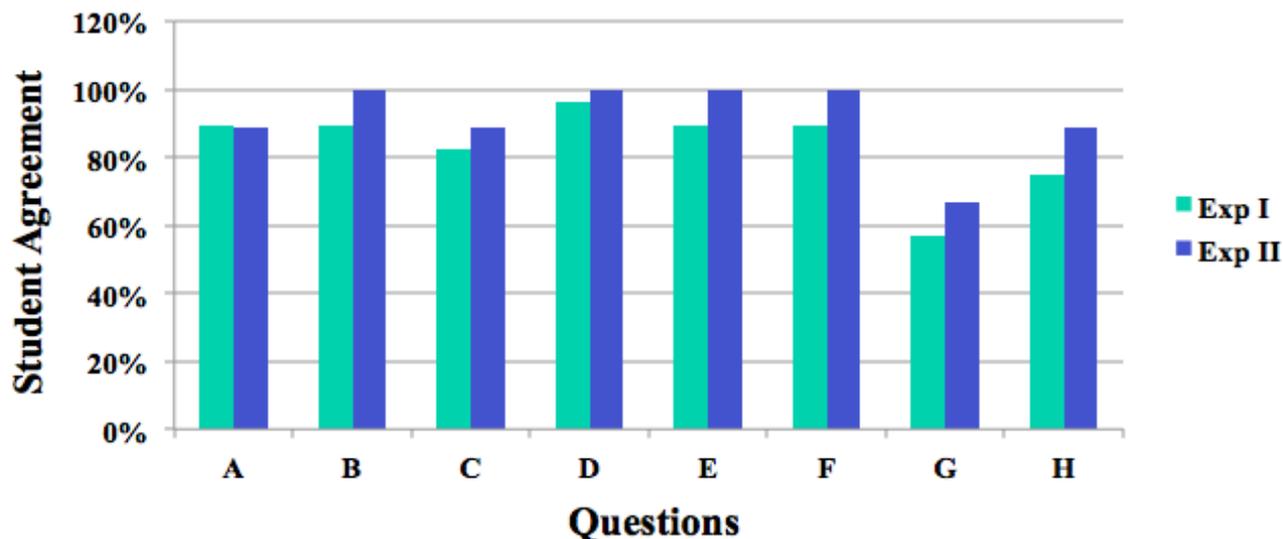
Uploaded by Papapodcasts on Oct 1, 2008

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261 likes, 7 dislikes

# Chemistry

## Chem125 SoftChalk Survey: Winter 2012



- 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



# Organic Chemistry

## Learning Objects + Voicethread

- Controlled Experiment

- Random selection
- One section; Treatment (n=267)
- Two sections; Control (n=520)

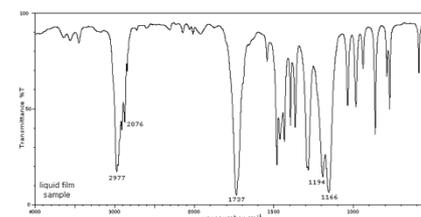
- Impact

- Treatment section performed better on Exam 1
  - 81 vs. 77
- Not significant on Exam 2
  - 74 vs. 72

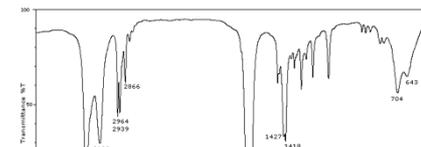
Experiment 3 Pre-Lab Questions (due Thursday, May 17 in lab). Write the answers in your laboratory notebook and clearly label as Pre-lab questions so that your GSI can find it easily. Explain in your own words how you arrived at your answer. Write as if you were explaining how to solve the problem to a classmate. Feel free to draw on or label the spectra.

Complete problems 1 and 2. Problem 3 is solved aloud for you as a GSI. Problem 4 is included as extra practice. It is not required for this prelab assignment, but helps address intricacies in IR spectroscopy so it serves as good practice. Infrared Spectroscopy is covered in Chapter 12 of Organic Chemistry (Ege).

Problem 1: Below is a spectrum of a pleasant-smelling liquid with a boiling point of 101 °C and a molecular formula of  $C_6H_{12}O_2$ . Interpret the spectrum below and identify the compound, matching the main peaks to the functionalities present in the compound. Using a chemical database determine if the compound you have identified is consistent with the physical data provided.



Problem 2: Below is a spectrum of a colorless solid melting at 103-105 °C with a molecular formula of  $C_5H_{11}NO$ . Interpret the spectrum below and identify the compound, matching the main peaks to the functionalities present in the compound. Using a chemical database determine if the compound you have identified is consistent with the physical data provided.



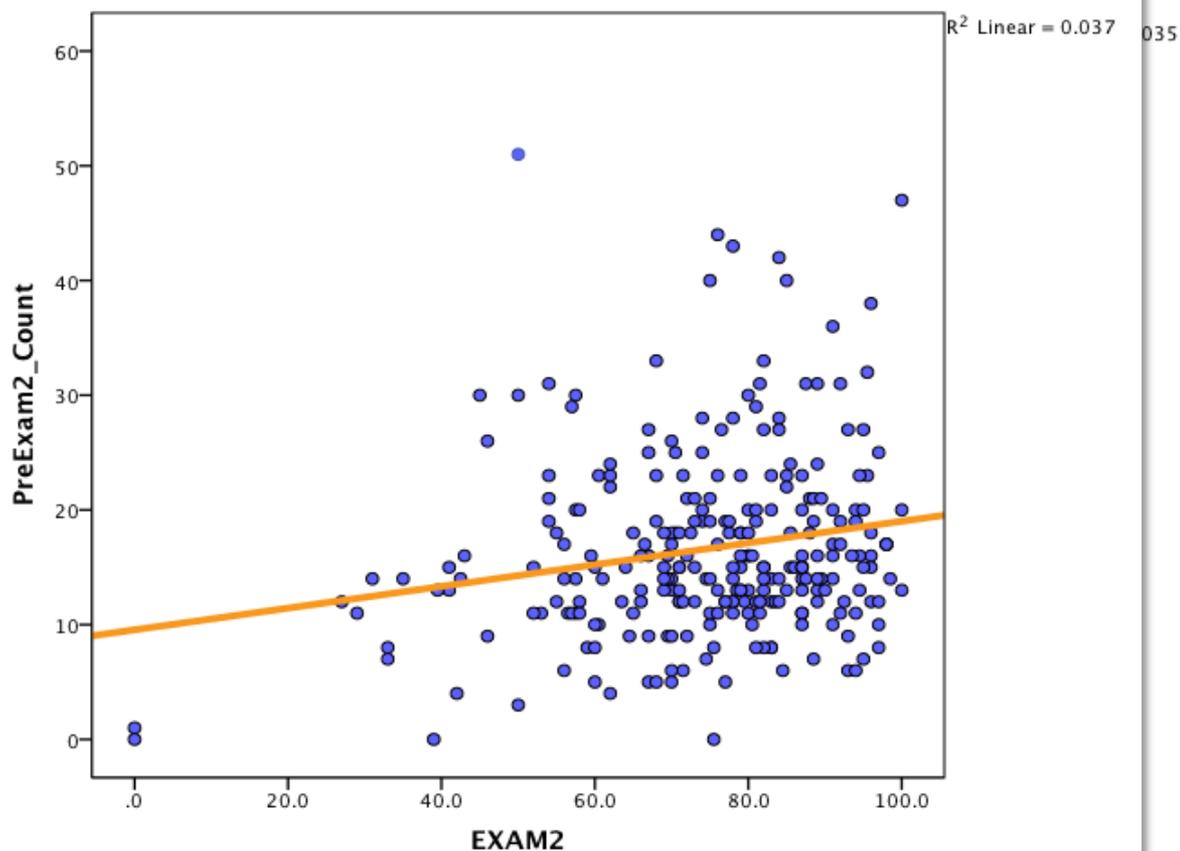
Section 315; Week 1 (1/3)

comment

# Organic Chemistry

Does more LO views = better grade?

Positive correlation for both exams





**When you view  
resources matters...**

# Spanish

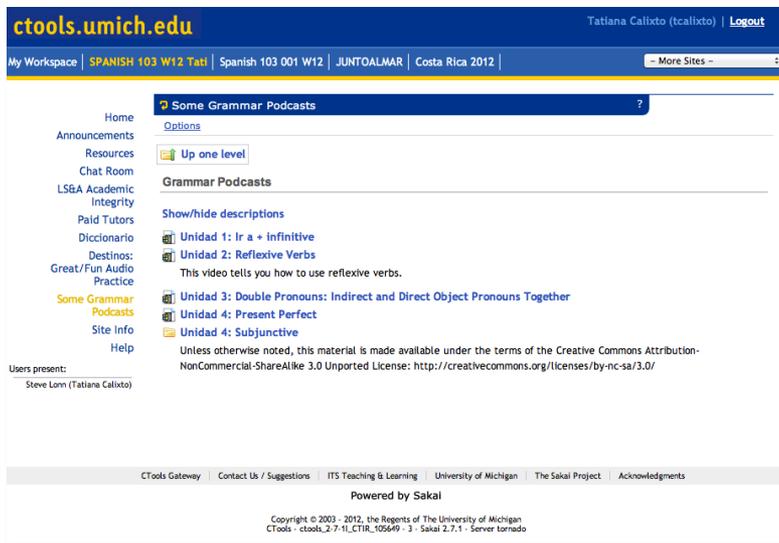
LOs designed as review materials

## Podcasts

53% of students viewed at least one podcast

## Movie Segments

some required, some not



The screenshot shows the ctools.umich.edu website interface. The top navigation bar includes the URL, user name (Tatiana Calixto), and a Logout button. Below the navigation bar, there are links for 'My Workspace', 'SPANISH 103 W12 Tati', 'Spanish 103 001 W12', 'JUNTOALMAR', and 'Costa Rica 2012'. The main content area is titled 'Some Grammar Podcasts' and features a list of podcast units:

- Unidad 1: Ir a + infinitive
- Unidad 2: Reflexive Verbs  
This video tells you how to use reflexive verbs.
- Unidad 3: Double Pronouns: Indirect and Direct Object Pronouns Together
- Unidad 4: Present Perfect
- Unidad 4: Subjunctive

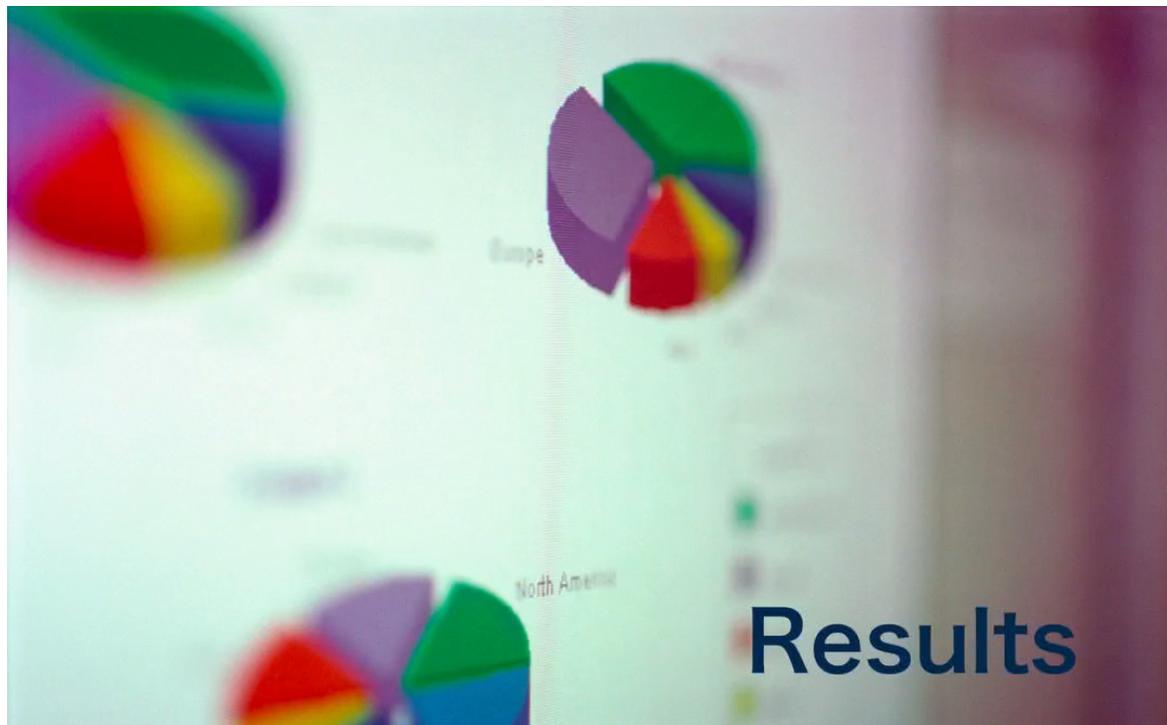
A disclaimer at the bottom of the content area states: 'Unless otherwise noted, this material is made available under the terms of the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License: http://creativecommons.org/licenses/by-nc-sa/3.0/'

The footer of the page includes links for 'CTools Gateway', 'Contact Us / Suggestions', 'ITS Teaching & Learning', 'University of Michigan', 'The Sakai Project', and 'Acknowledgments'. It also mentions 'Powered by Sakai' and copyright information for 2003-2012.

# Spanish

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*When* different types of students view the podcasts matters





# Let's Talk

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**And Thanks!**

**Contact Us**  
[epuckett@umich.edu](mailto:epuckett@umich.edu) | [slonn@umich.edu](mailto:slonn@umich.edu)

