

The Flipped Classroom in World History

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THE FLIPPED CLASSROOM is one in which lectures are presented as homework outside of class in online videos so that class time is reserved for engaging directly with the materials. The first time I employed this pedagogical tool was at Colorado State University-Pueblo (CSU-Pueblo), a regional public university¹ with a high percentage of first-generation college students and a high percentage of students who find college-level work unexpectedly challenging. First-year survey courses in the History Department are capped at 40 students. During the Spring semester of 2013, when I first implemented the flipped classroom, enrollments were unusually low. In the two sections of World History to 1100, one had 14 students and the other had 22. In the History Department at CSU-Pueblo, we have the enviable position of teaching World History in three semesters rather than two. The divisions are to 1100 C.E., 1100 to 1800, and 1800 to present. I am responsible for the first of these, HIST 101: World Civilization to 1100 C.E.² We do not share a standard text or curriculum for the World History Sequence. I employ Strayer's *World History with Sources* and begin with evolution (thanks to a few skulls from a colleague in anthropology) and the Paleolithic age. This is a standard face-to-face course enhanced by Blackboard, where I provide links to online videos and additional primary sources that are not available in the textbook or that I want the students to read at greater length. Blackboard is also used for posting assignments, links to maps, links for optional further reading, and for the students to submit written assignments. Now that I am employing

the flipped classroom, links to videos I have created are also available through Blackboard.

The Reasons

In the Spring of 2011, I attended a teaching workshop at Colorado State University in Fort Collins, where I first learned about the flipped classroom. My first response to the idea was resistance. After all, many of us historians already teach a flipped classroom in the sense that we assign reading to be done at home so we can explore the significance of the reading in the classroom. Would videos just cater to and encourage what sometimes seems like an increasingly illiterate student body? Furthermore, would creating videos of lectures just be hand-feeding the students at a time when they should be learning to engage with materials on their own? Would video lectures somehow diminish or deny the value of what I was already doing? I did not want to sacrifice intellectual rigor for a technological whim. I not only worried about the direct effect on the students, but also about the effect on my teaching. I was worried that videos would cause me to stagnate. Rather than adapting my lectures when I got new information or when I wanted to refine a particular argument, would I be reluctant because it would require remaking a complete video?

In contrast, I kept thinking about how nice it would be to have more time in the class to discuss the primary sources. So the bee that had been placed in my bonnet kept buzzing. I kept thinking about how doing lectures outside of class time might enhance the classroom experience. I also had a few additional motivations. Not the least of these was that my favorite part of the job of professor is interacting with students. If the flipped classroom would give me more opportunities for such interaction, then it might well be something to be embraced. That and a few additional factors are what made me decide to attempt the flipped classroom.

One of these factors was the course itself. The first part of the World History sequence is one of the most difficult to teach because of its great breadth and because there is little that ties all of the pieces together. In the past when I had taught this course, students had a hard time keeping track of which documents and ideas belonged to which civilizations. I thought the flipped classroom might help with that task and, as it would turn out, one student would comment on the helpfulness of the videos in this regard: “The most helpful was background on geographical [*sic*] areas that we were discussing, often time’s [*sic*] I did not know where the location was, or had never heard of it, and watching the video’s [*sic*] helped a great deal.”³ Anything that could help in the process of binding

all the disparate pieces together could only strengthen the students' learning experience. Since the topic of the course is so broad and the textbook covers so much material, if I had a way of directing the students' attention to the material we would be working with in class, then that would potentially facilitate classroom instruction.

Furthermore, the university at which I was teaching provided added pedagogical motivation. Spring semester of 2013 was only my second semester teaching at CSU-Pueblo, though I had already been a professor for more than a decade. The student body, as with most universities, is diverse in its skill set. Complicating the normal student diversity is our status as a regional university. A significant percentage of the students enrolled in HIST 101 have not been properly prepared to do college work. Even the notion that they need to do the reading and think about it if they expect to pass the course is a revelation for some of them. Reading comprehension is also a skill with which many of the students need assistance. If I could use the online videos to prepare the students not only with the context for the primary sources, but also with questions that would help them engage with the sources, it might strengthen their ability to read and understand the sources. In previous semesters, I introduced those questions when students entered the classroom; at CSU-Pueblo, the students benefit from a little more time to ponder the questions. Again, this would be observed by students in the survey I asked them to fill out at the end of the semester: "Also, there were questions [*sic*] on the videos that we discussed in length in class, so I already knew the questions from watching the video and was more prepared to participate in the discussion."⁴

Finally, it was thinking and reading about pedagogy specifically connected with history that triggered the actual creation of my flipped classroom. Over Winter break of 2012-2013, I read the work of Joel Sipress and David Voelker, "From Learning History to Doing History: Beyond the Coverage Model." In this piece, they remind us that "'To do History' is, at its more fundamental level, to enter into an evidence-based argumentative discourse about the human past."⁵ They encourage history teachers not simply to teach students facts or even arguments, but to get them to engage the material as historians. I decided that, rather than making discussion a part of the larger classroom experience, I would make it a full-time classroom experience. With the help of the flipped classroom, each day, my students could be doing some of the work of historians: exploring primary sources and interpreting their meaning. This, too, proved correct, as indicated by a survey question at the end of the semester that asked the students if they learned the work of a historian—92% said that they did.⁶

The Technology

The technical part was not challenging mostly because I had complete assistance from the Instructional Technology (IT) office on campus and I did not try to do anything complicated. I sent an e-mail to IT saying that I wanted to create a video for the flipped classroom. They set me up with a computer that was equipped with Camtasia.⁷ They converted my PowerPoint to a PDF file and then put the PDF on the screen, made sure that the borders of the Camtasia screen capture were around the PDF image, and then checked the microphone to make sure the sound was working. They showed me how to use the record, pause, and stop buttons (all rather self-evident) and they left the room. I took out my script that went along with the PowerPoint and simply recorded the lecture. Then I pushed stop and was able to play the lecture and hear that it went o.k. I told my IT contact, Ryan Higley, that I was done and he came and saved it in the proper format, and within 24 hours, he had posted my video to YouTube. This was my experience the first time I created a video. It was quite painless. Gradually, after watching the IT experts work, I was able to figure out how to set up all equipment, produce the video, and save it—though I never did attempt the stage of adding it to YouTube (mostly because someone else was willing to do it). Ultimately, Ryan also created a YouTube page for all the videos in my course.⁸

There were a few things I learned in the process. First, I used the pause button frequently to try to avoid the “ums” and “ahs” that often make their way into my in-person lectures. This was especially important because I did not want to go through all the trouble of editing the videos once they were produced, so I tried to make as few errors as possible the first time around. The other part that I realized over time was that this program was a screen capture program. That meant that I could put something else on the screen in addition to my PowerPoint lecture converted to a PDF. So, for example, if I wanted to illustrate how to find a document or show an interactive online tool, I could do so. I also could point to images on the screen to emphasize or clarify my points as I would in an in-class lecture. Finally, I would recommend that anyone choosing to do this have a completely written out script. When my scripts were written out completely, I took less time to say what I wanted to say because I was more organized saying it. One can, of course, go through a more complicated process, including editing the videos, but there is no need to create extra labor.

Legalities

As all of us do when we write lectures, I absorb material from a variety of sources, and the longer I have been teaching, the greater the variety

of material. This means that some of the content that I put online might seem like plagiarism, although, when I have images and when I can find their source, I credit the source on that particular slide. When I have arguments derived from one specific scholar, I credit that scholar, but some images have been in my possession for so long that I do not have their provenance. Intellectual property law has not yet caught up with the technological revolution and I do not know what the consequences might be should it catch up. I simply make a good-faith effort to credit sources where possible.

The Pedagogy and the Videos

In order to mitigate the difficulty of breadth, I have for the past several years organized my course along broad thematic lines: government, society, religion, and the interaction between and among these three. In the Fall of 2012, I organized the themes even further into distinct units. So, the course is divided into five units: Hominids and Prehistory; Agriculture to Empire; Government and the Articulation of Political Power; Religions and Belief Systems; and Society, Politics, and Religion. The first two units are short (one week and one-and-a-half weeks, respectively) to introduce the process of history and the major themes. I already felt that this creation of distinct units helped to emphasize the themes of the course and to give students more control of the material.

Over the course of the Spring semester of 2013, for the flipped classroom, I created a short introductory video and nine content-based videos. In the introductory video, I introduce some practical information like the introduction of the terms B.C.E. and C.E.; I tell them the themes of the course and I mention how remembering the themes of the course will help to give focus to the readings; and I give them directions for asking historical questions. I also provide the quote from Sipress and Voelker, quoted at greater length above, that History is “evidence-based argumentative discourse.” In the Fall semester of 2013, I began to assign a written task after this first video that has two parts and three purposes. The first part is to write the themes of the course; the second part is to paraphrase the quote. The purpose for this assignment is, first, that I want the students to be comfortable posting assignments using the assignments tool on Blackboard. I also want them to show that they know the themes of the course and I want to see if they understand the quote. In most paraphrases of the quote, students mention evidence; in few do they mention argument. This gives me a chance to discuss the purpose of argument in the classroom, in the field of history, and in a representative democracy.

The purpose of the content-based videos is to provide students with enough information so that they can engage intelligently with the primary sources, so I set up the videos to provide content in addition to what the textbook provides—in particular, content directed toward providing specific context for the primary sources with which we will be dealing in class. The video “Unit III: Government and the Articulation of Political Power” will serve as an example of what content is included. Since this is the beginning of a new unit, I start the video with the overall theme of the unit and how to ask questions: “Our concern over the next month is how various rulers in various places articulated their power and what that can tell us about those civilizations and their attitudes toward rule.”⁹ Even though our focus in this section is on government, I also remind them to pay attention for clues to the other themes of the course. Then I provide context for the assigned primary source. The first source in this unit is the Behistun Inscription written by (or at least on the orders of) the Achaemenid Persian emperor, Darius.¹⁰ Our textbook already provides some context for the Achaemenid Persians. In particular, it mentions Cyrus and Darius, Ahura Mazda, the absolute powers of kings, taxes, the imperial court, and the administrative system.¹¹ I duplicate the textbook a little bit, but mostly add to the textbook’s discussion by talking, for example, about Darius as a usurper and what that might mean with the constant reference to “truth” in the inscription. Before I start talking about the inscription, I recommend that the students pause the video and get a copy of the inscription to work with. I also give them specific instructions about where to find the inscription—which is online—and how to print the entire inscription, since there is more than one online page.¹² I end the video with this list of questions about the inscription itself:

1. On what does Darius base his claims to legitimacy? There are several answers to this; how important is each?
2. Which of Darius’ activities are commemorated on this inscription?
3. Who gets credit for Darius’ victories? Who seems to be uncredited?
4. What is the importance of lies?
5. How long of a time period does the inscription cover?
6. How important is it to Darius to have the edict published?
7. Starting in line 60, Darius uses “you”—to whom do you think he is referring?
8. What is the location of the inscription? In what language(s) was it written?

These are the questions we will be discussing during the class session. The video is further enhanced by maps and images of the inscription, which should help with question eight.

After watching the video, students are prepared to begin a discussion of the primary sources and their implications for world history. I use a variety of in-class activities and discussion methods. Since Darius' Behistun Inscription is the first primary source of a new unit, I generally start the class by asking what unit of the course we are entering. Most of the students who watched the video know the answer. The students who did not watch the video—and some of those who did—do not know the answer, so this is a good opportunity to remind them of what our purpose is in reading this particular inscription. The pedagogical motive for the reminder is to facilitate students' engagement with the material and remind them what the big questions should be when they are engaging with the primary sources. Two primary benefits result if I can get them to think about the primary source not just as a single document or artifact, but also as part of a larger picture. One of these is that they should be able to retain the information if they have context for it and a reason for it. The other is that they may consider questions about power and its articulation not simply in the classroom, but in their lives.

For discussion of the Behistun Inscription, I post the questions that they have read on the video on the screen in the classroom. Then, I break the class into smaller groups and ask them to formulate answers to the questions. Then, we come back together as a whole group to talk about our conclusions and why we drew the conclusions that we drew. In the process, the students do careful reading of the primary source because I always ask them to make clear why they have come to the conclusion they have and I tell them they must cite their sources. The small groups of about five students are internally organized with a recorder, a reporter, and a facilitator. The recorder writes down the group's ideas. Sometimes the writing is a specific answer to a particular question and sometimes it is simply notes of the group. The reporter's task is to report the conclusions of the group back to the entire class. The facilitator's task is to make sure everyone in the group has a chance to talk.¹³ I usually request that the most talkative person in each group be the facilitator in the belief that this choice will be the best for ensuring everyone's participation.

The small group organization is one of many pedagogical methods employed in the classroom. We frequently have conversations in the class as a whole. Methods for facilitating discussion in class vary. Sometimes, I have ideas planned out. So, for example, I will provoke discussion by taking a poll on a particular question—usually, I try to find a provocative

question. For instance, to talk about gender in ancient Israel, I project the following PowerPoint slide:

According to Genesis 3, the exile from Eden is

- A. mostly the Serpent's fault
- B. mostly Eve's fault
- C. mostly Adam's fault
- D. the fault of all three equally
- E. the god's fault
- F. Sorry, but it's not clear whose fault it is.

Then, I have the students vote. After they vote, I ask them why they voted the way that they did and then I ask them to show me the specific passage(s) in the text that helps them prove their argument. So, the conversation is an exercise in doing history: interpreting primary sources by careful reading and drawing conclusions from that careful reading. Frequently, the method for facilitating discussion depends on the characteristics of the classroom on a particular day. If the students are reticent to speak, I have them speak with each other first. To encourage them to begin, I usually say something like, "Quick—if you ask first, then your colleague has to answer first." I often hear, then, at least one student saying, "What do you think?" to another. After a few minutes, I say, "See, you do have things to say," because they almost always do have ideas about the readings, even if they are scared to say them to the class as a whole.

In addition to straightforward discussion, I also employ some interactive activities. For example, with myself as Emperor of China, I have the students try to persuade me to accept a particular governing philosophy among Daoism, Legalism, and Confucianism (sometimes, I throw in Buddhism as well). They work in groups and have a few days to prepare their arguments based on readings from the textbook, online, and in a handout that my colleague who teaches China prepared and has graciously allowed me to use. Another group activity is based on readings from the Qur'an, the Hadith, the Sharia, and Rumi's poetry. In order to get the students to think about different articulations of Islamic belief, I cut out excerpts from the primary sources that they have read and have them work in small groups to put the excerpts with the proper primary source. Then, we talk about these different expressions of Muslim belief.

The online lectures have provided time in the classroom for a proliferation of discussion-based activities that I would not otherwise have been able to do. The result is that the students frequently engage in the act of doing history rather than hearing the results of historical work that

others have done. The transition to the flipped classroom not only teaches them the work of the historian, but it also makes them critical readers and thinkers and teaches them to trust in their own ability to interpret texts and images and draw their own conclusions.

Student Responses

To help determine the success of the course, I created a ten-question survey for the students to complete at the end of the semester. The value of the survey is limited by a number of factors. The pool of respondents is relatively small: 69.5% of the enrolled students completed the survey. The survey is only from one semester. No survey asking similar questions was created for earlier versions of the course, so I do not know what amount of change occurred from the non-flipped classroom to the flipped classroom. Nonetheless, the overall result of the survey reflects a positive learning experience on the part of the majority of the students.

The survey results are available in their entirety in the appendix at the end of this article. Each student reported having watched at least some of the videos. I asked them to explain why they did or did not watch the videos. Those students who self-reported that they watched most or all of the videos (about 75% of the students) found them useful. Most of those who did not watch them gave length as a reason for not watching them. The length of the videos was mentioned by several students in the survey as problematic. I think part of this is because they do not realize how much work they should be putting into the course. Nevertheless, I do intend to shorten the videos to encourage more watching and to make them more succinct. I would like to get them all to no more than fifteen minutes each. Currently, of the nine content videos, eight of them last between seventeen and twenty-nine minutes and one lasts forty minutes. Almost no one watched the forty-minute video and, for Fall 2013, I have eliminated that video from the requirements. This video followed a different format from the others. It was the presentation of a complex argument about the evolution of Judaism derived from D. Brendan Nagle's *The Ancient World*.¹⁴ The argument was long and complicated, and I thought it would work better outside of the classroom. For Fall 2013, I have decided to give the students the original reading that I used to construct the online argument and remove the lengthy video that no one was willing to watch. I may still add a video to accompany the reading, in particular with maps and chronology and links to primary source readings to accompany the section of the chapter.

When asked if watching the videos helped the students prepare for class discussion, 44% replied "all of the time" and 28% replied "most of the time." Since this was the main goal of the flipped classroom, I am

pleased with the results of the survey, especially because when students were asked to explain their answers, some complained of boredom and length, but nearly all of them said that they were better prepared for class than they would have been without the video. One student wrote, "It was nice to come into class with a knowledge of what the professor thought was the most important aspect of the lesson."¹⁵ I was delighted to read this since that was a major motivating factor in flipping the classroom in the first place. On the other hand, my presentation of specific questions that we would consider in class might also have limited their imaginative approach to the material, which is an unfortunate consequence that might be worth sacrificing in favor of clarity about some big historical questions in the history of the world.

I asked two multiple-choice questions concerning what the students learned about doing the work of a historian and what they learned about the world before 1100. For both questions, 80% of the students said that they learned "a huge amount" or "a great deal." One of the things that interested me about this was that those who said "a huge amount" for one answer were not necessarily the same as those who said "a huge amount" for the other. In other words, some felt they learned more content and some felt that they learned more skills.

Finally, when asked what facilitated their learning the most, the majority of the students said the in-class discussion. Yay!! This is a greater percentage than has been the case in the past when I have asked students to talk about which part of the course was most fruitful for them. I believe this is because they had enough tools before they entered the classroom so that when they arrived, they already had ideas and interpretations.

At this point, I would like to be able to say that all the students aced the exam and wrote brilliant papers, but there is only so much that a flipped classroom can do. I did seem to see a better handling of primary sources within the papers than in previous semesters, but this is a vague perception rather than a specific statistical example, and there were still some students who did not earn passing grades. Since the survey was anonymous, I do not know whether the students who failed the course were the students who did not watch the videos. Similarly, the exams were not as successful as I had hoped. I believe there is a disconnect between how my students interpret primary sources and the degree to which they believe they can do it, and that hinders success on the exams.

Teacher Response

I simply love the flipped classroom. I get to spend my time doing what I love best as a scholar, a historian, and a teacher. As a scholar, I get to

engage in intellectual debates with active and prepared participants. As a historian, I get to dig deeper into the meaning of primary sources and find more connections all the time. And, like Parker J. Palmer, “My gift as a teacher is my ability to ‘dance’ with my students, to teach and learn with them through dialogue and interaction. When my students are willing to dance with me, the result can be a thing of beauty.”¹⁶ And sometimes, now, it is a thing of beauty. I am always engaged in classroom activities, as are most of my students. Attendance in class is strong and participation is based on critical interpretation of the primary sources. While teacher satisfaction is not a complete reason for a pedagogical approach, it does serve the pedagogical goals because an engaged teacher is a strong teacher. Another advantage to the in-class work being entirely dedicated to discussion is that I get to know my students better and I get to know them sooner in the semester. This enhances the classroom experience for everyone.

Adapting

After the successful employment of the flipped classroom, I have been considering how to improve the experience even more. I have noticed that the majority of students do not take notes on the video-lectures. When I revise the online lectures to make them shorter, I intend to tell the students to take notes as they would (theoretically) in the classroom. This should be easier than note-taking in the classroom because when they want the professor to slow down, they can simply use the pause button.

Changing videos is not that hard, and this is a good thing because the remaking of videos is not optional under certain conditions. For example, in my videos, I periodically refer to pages in the textbook that help with the material we are discussing. Since I created the videos for Spring 2013, the textbook company has come out with a new edition of the text I employ. As a result, I will need to update videos to reflect the revised textbook. I said above that one of the reasons that I was resistant to the flipped classroom was because I feared that after all the effort of making the original video, I would not want to create new ones when new information arose. As it turned out, making the videos was not hard, so although it is a slight inconvenience to have to remake videos, it is not particularly onerous. It remains to be seen whether I will say the same thing the fifth time I remake a video (should that occur).

One of the pitfalls of the online video is that students might not watch them. Although I can frequently tell if they have by the nature of their contributions to discussion, I cannot always be sure. One way to ensure that the students absorb the content of the videos is to test them. Although I do not plan on giving tests to make adults do their assigned work in

a college-level class, I am considering taking up a classroom response system—like iClicker¹⁷—again. This would assist not only in making sure the students do the work, but also in making sure that they are all engaged with the conversation. In the class sizes of Spring semester (14 and 22 students), engaging everyone in conversation was easier. In the class sizes of Fall 2013 (25 and 35 students) this is more of a challenge, though I do my best to encourage everyone to participate. The response system will make a useful addition to the pedagogy of the flipped classroom because it will be easier to get feedback from all of the students and not simply those who tend to be more vocal. Indeed, this would be one way to transfer the flipped classroom to a large lecture hall. I employed iClickers when I taught at Colorado State University in Fort Collins, where the World History courses had 123 students in them. Sometimes, I used the clickers to explore factual questions. More often, I used them for surveys that dealt with the interpretation of primary sources. They are a quick way to find out how students are reading the primary sources and what they are thinking about them. Since the in-class activities are now almost wholly dedicated to the interpretation of primary sources, a response system will be useful.

Conclusions

Overall, the flipped classroom was a success. The students engage with the primary source material more regularly than before the flipped classroom. Coming to class is always a pleasant experience for me because the majority of my students contribute to discussion with enthusiasm and knowledge.

Notes

1. Carnegie Classification for CSU-Pueblo is available at <http://classifications.carnegiefoundation.org/lookup_listings/view_institution.php?unit_id=128106>. In 2011, half of CSU-Pueblo students were from Pueblo county itself and 93% of the students were from Colorado: *Colorado State University-Pueblo 2012 Fact Book*, pages 28-29 at <<http://www.colostate-pueblo.edu/IR/factbook/Documents/2012FactBook.pdf>>.
2. HIST 102 is 1100 to 1800, and HIST 103 is 1800 to the present. I teach only the first segment of the three-course sequence.
3. See appendix, survey answers to question 4.
4. Ibid.
5. Joel M. Sipress and David J. Voelker, “From Learning History to Doing History: Beyond the Coverage Model,” in *Exploring Signature Pedagogies: Approaches to Teaching*

Disciplinary Habits of Mind, ed. Regan A. R. Gurung, Nancy L. Chick, and Aeron Haynie (Sterling, VA: Stylus, 2008), 21.

6. See appendix, survey answers to question 5.

7. I will write here about how I used Camtasia, but just a couple of caveats—I am not qualified to select one specific screen capture video tool over any other. I was perfectly happy with Camtasia, but I did not try to do anything complicated. I suspect that I could have been just as happy with another screen capture tool, but it is possible that Camtasia was the best—I simply do not know. Other screen recording software options are listed at <http://www.hongkiat.com/blog/win-screen-recording-softwares/>.

8. The videos are available on YouTube at https://www.youtube.com/playlist?list=PLL3JeQTke_QF7WqpH2KcLE7vL8yh_CUPm&feature=view_all.

9. Video available at YouTube at <https://www.youtube.com/watch?v=3OwNBiAOuQs&feature=youtu.be>.

10. I intentionally do not discuss that fact that there was more than one emperor named Darius.

11. Robert W. Strayer, *Ways of the World: A Brief Global History with Sources, Volume I: Through the Fifteenth Century*, second ed. (New York: Bedford/St. Martin's, 2013), 120-122.

12. Livius.org offers the inscription at <http://www.livius.org/be-bm/behistun/behistun03.html>.

13. The idea for this organization of small groups comes from John C. Bean, *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking, and Active Learning in the Classroom* (San Francisco, CA: Jossey-Bass, 1996), 159-163.

14. D. Brendan Nagle, *The Ancient World: A Social and Cultural History*, fourth ed. (Upper Saddle River, NJ: Simon and Schuster, 1999), 65-71.

15. See appendix, survey answers to question 4.

16. Parker J. Palmer, *Let Your Life Speak: Listening for the Voice of Vocation* (San Francisco, CA: Wiley, 1999), 52.

17. I mention iClickers because they are the brand I have used in the past. There are many systems available, including those that employ devices that might already be owned by students.

Appendix

The Survey

Note: I have preserved the original wording of the student answers to the survey, including any structural errors in the responses.

Question 1: Multiple Choice	
Did you watch the videos Professor Gaughan prepared for the class?	
Answers	Percent Answered
Yes, all of them.	24%
Yes, most of them.	48%
Some of them.	28%
Few of them.	0%
None of them.	0%
<i>[Unanswered]</i>	0%

Question 2: Essay
Explain the reason you did or did not watch the videos as frequently as you answered in question #1. Make your explanation as honest as possible. Remember, these are anonymous and will not be read until grades are submitted.
Answers
Unanswered Responses:
<i>[No unanswered responses]</i>
Given Answers:
When enrolling in this course, I was a little leary from day one. The videos we were required to watch were often extremely time consuming, and in the midst of my busy busy schedule, I often did not have time to watch the videos in depth. Sometimes I had to skim the videos and look for key points. Other times I was able to watch the entire video. One video in particular was extremely difficult to watch because it was explained as possibly being blasphemous before hand. When I began to watch it, I had a predetermined attitude and did not give it a chance. I later realized that small parts of the topic I may agree with to a certain extent.
I watched all of the videos. Although I admit I watched a few of them after they were assigned. Some of the longer videos were difficult to get through due to the monotony and the limited number of slides to my hold interest. In my opinion, your voice and inflection is similar to Terry Gross of Fresh Air, but Terry limits her serene voice/tone to recapping.

<p>I was able to watch the video's at the school and public libraries and that was it because I do not have internet at home. This did not help when I needed to watch the videos and I only had a certain amount of time in which to watch them, and sometimes I was not able to find time to watch the whole video, or the video at all. The one's I was able to watch I greatly enjoyed, and I tried to watch snippets from the one's I was not able to watch.</p>
<p>I tried to watch as many videos as possible but there was a lot of work for a 101 class. I didn't mind the workload, but I know my peers did.</p>
<p>I felt the videos were helpful for knowledge and I liked not having a standard lecture (Professor talks students listen) and being able to just use the whole class period for discussion was a great tool for learning the material</p>
<p>They were part of the course, so I felt they should be viewed. I also thought that it helped me understand the material better.</p>
<p>I did not like the fact of how monotone they were, but they were really well put together and they explained whatever we went over in class. That was the only reason I didn't watch some of them.</p>
<p>I did not get the chance to watch all of the videos, although, I wish that I had. I wish that I had because the videos would have helped me immensely with understanding the information we discussed in class. We mostly discussed what our homework talked about in class so often times I didn't understand completely what we were discussing due to the fact that I did not watch all of the videos. I did not watch all of the videos because I often focused more on my other classes and put the videos on the back burner to watch when I had time.</p>
<p>I had a lot of homework of other challenging classes and the videos were long. They were very basic and not very interesting.</p>
<p>I was up to date with almost all videos. I found it easier to sit and listen to the lectures online then come to class for discussions. Watching the videos helped a lot and it was easy to take notes along the way.</p>
<p>watch the prepared video help me to catch what will be taught in the class.</p>
<p>I procrastinated and didn't really check blackboard that often. By the time I knew we were supposed to watch something, it was too late, and after we talked about it, I didn't feel it really mattered at that point if I watched them or not.</p>
<p>I did not have the time to watch a long video along with the other homework I had but I did try to watch as much as I could for as long as I could</p>
<p>The reason for watching the videos I watched was because the length of them was not too long and easy to follow. The videos I didn't watch it was because they were really long and somewhat hard to follow.</p>
<p>Honestly, there were times that I just forgot to go on Blackboard and look to see if there was anything we were supposed to do. Sometimes I would click on the link to the video and see how long it was and not watch it.</p>
<p>A lot of the time when I did not watch the movies it was because I didn't have time or I would turn them on when I got in bed and then would eventually fall asleep.</p>
<p>I watched them all because it was a requirement for the class, and there was information in the videos that we needed to know.</p>

The one video I managed to miss was due to the mountain of homework i had in other classes.
The reason I didnt watch all the videos was because it took a long time to watch the videos and tsking notes was also hard because you hit a lot of diff points. I did like the the concept though.
I did watch these videos posted because of the fact that they went into more detail than the book. The only downside to them was some of the lengths of the videos.
Dry. it was lecture outside of class I dont spend my outside time doing things i will be doing in class.
I watched the videos in class simply because I wanted to particiapte in class discussions and be able to follow along. I also wanted to be able to back up my opinions if need be, and to also be prepared for the final exam.
there were alot of videos and i had alot of other homework for other class.
I enjoyed them, some got long and those would be the ones that I ended time restrictions brought on by other courses

Question 3: Multiple Choice	
Answer this question only if you watched any of the videos. Did watching the videos help to prepare you for class discussion?	
Answers	Percent Answered
All of the time.	44%
Most of the time.	28%
Some of the time.	20%
Little of the time.	8%
None of the time.	0%
<i>[Unanswered]</i>	0%

Question 4: Essay
Please explain how or why the videos helped. You might also mention which were the most (and/or least) helpful if there was variation.
Answers
Unanswered Responses:
<i>[No unanswered responses]</i>
Given Answers:
The videos challenged my thinking and encouraged me to expand my knowledge base in order to formulate arguments to support my ideology.

The videos were well put together and whatever we were going to go over in class they were a direct representation of whatever was going on. So if you watched them you were golden that day and any other day you watched them.
The videos helped by letting me know what we were going to discuss in class the next day, the only issue is the videos are easily forgotten.
The have good information..
The videos helped with the information that we discussed during class times. I wish that I could have watched all of them to learn more and to be able discuss more in class.
Gave background information into what we were going to discuss in class. the videos were easier to obtain than reading the text.
Yes, the videos i did watch had helpful information on them. Some were not very helpful though.
They were just basic lectures. They helped me understand the material because it was being explained to me. Some of the videos dragged on a little bit, and seemed longer than they had to be.
the question on the last page slideshow let me know what I will be ask in the class, and then I can look for the book or website for finding answer.
There were facts in the video that were put in a way that was easier to understand than reading it out of the textbook. Also, there were quesitons on the videos that we discussed in length in class, so I already knew the questions from watching the video and was more prepared to participate in the discussion.
Alot of the time we were to take what we heard and draw other conclusions and im not to good at that sort of thing
They talked about what would be talked about in class.
I was confused a lot of the time watching the videos. Yes it helped in that the words were a little familiar but understanding was the part that troubled me.
Sometimes there was just so much information, I had trouble keeping up, I had to rewatch some of the videos so I got all the information
Yes, every time. They taught us alot
The videos were good knowledge to have to understand the primary sources better!!
it provided some insight on the topic.
they were a pre lecture to the actua lecutre. although i could have shown up without watching the video and be still prepared for discussion.
There was alot more information and detail provided in teh videos, and sometimes the content in the videos was not in the book
The video's helped because when we discussed the video's or other primary document's I knew what was going on, and there was background information that was useful in knowing what the topic was. The most helpful was background on geographcial areas that we were discussing, often time's I did not know where the location was, or had never heard of it, and watching the video's helped a great deal.

it made me aware of the topics we would be covering and helped to better prepare for the discussion
I think the video series is an excellent idea. Providing time in the classroom for discussion is key to a more invested comprehension of the primary sources. The videos however, could be a little more captivating. I found this interesting youtube video on the Bhagavad Gita. http://www.youtube.com/watch?v=qTZFolAfels This video was easy to watch and informative and the animated aspect is extremely accessible. Possibly incorporating something similar would increase viewership?
It was very easy to come to class the next day and be prepared for discussion. The videos were helpful and the discussions helped me understand the videos a lot better.
It was nice to come into class with a knowledge of what the professor thought was the most important aspects of the lesson.
The videos helped but they were very difficult to stay focused on because they were long and boring. I would prefer having a quiz in between or something that is more interactive to encourage me to focus more.

Question 5: Multiple Choice	
How much would you say you learned about doing the work of a Historian in this class?	
Answers	Percent Answered
A huge amount.	40%
A great deal.	40%
Some.	12%
Very little.	0%
Nothing at all.	4%
<i>[Unanswered]</i>	4%

Question 6: Multiple Choice	
How much would you say you learned about the World before 1100?	
Answers	Percent Answered
A huge amount.	44%
A great deal.	36%
Some.	12%
Very little.	8%
Nothing at all.	0%
<i>[Unanswered]</i>	0%

Question 7: Essay
In thinking about questions 5 & 6, what facilitated your learning the most? What was the least helpful?
Answers
Unanswered Responses:
<i>[No unanswered responses]</i>
Given Answers:
The classroom discussions and required attendance/participation.
The class discussions really helped me learn more. I was able to figure out things that I couldn't understand on my own. At times, some documents and readings were confusing to me and all the topics we covered seemed overwhelming, but looking back, the discussions made my learning easier.
I liked doing the debates but I felt like if everyone didnt know what we were discussing, then it just confused people further
The discussions in class helped greatly with learning the material, I was able to memorize more and also link together the different empires/cultures.
critically examining the primary sources and having in depth discussion
I think the videos were probably some of the most helpful. I also think that most of the primary sources that we had to read were to long and we didnt focus on enough parts of them to really understand what was the point in reading them.
The most helpful were the sources, especially the primary sources. The least helpful would have to be the group work, in most cases I work better by myself.
Learning about the great Empires that rose and fell
I think the primary sources helped the most..
The lectures helped out a lot because it set prespective of how things were in ancient civilizations.
Having had more time to dedicate to the study of the World before 1100 would have assisted in my learning. I was not prepared for the work/reading load necessary for this class. I am pleasantly surprised I learned as much as I did and I am even more excited about my newly discovered fascination with history.
All this material helped me learn. I literally knew nothing about any of this history before this class. I would say thta writing the papers was most useful because i had to do exstensive research in order to write my papers. The papers really made me do the research.
When I watched the videos, they were helpful in learning the material. Reading the primary sources helped me also. The in class debates didn't really help me learn.
The discussions in class helped the most. The least helpful were the videos, as I did not watch them and when I did, if I had questions I couldn't get them answered right away. The reading was also helpful, but not nearly as productive as the discussions. Some of the primary sources were a nuisance to interpret.

<p>What facilitated my learning the most was all of the primary sources we had to read for the class. They were really interesting and I enjoyed reading them and getting an insight on how people lived a long time ago. Writing the papers for the class also facilitated my learning a great deal. Rsearching is valuable to extending knowledge and it definitely expanded my knowledge over the course of the semester. I really liked hearing people's thoughts and opinions about what we read over the course of the semester.</p>
<p>The discussions were actually the most helpful for me, because there were so many possible ideas that were being thrown around it helped open up my own mind into what could have happened. The primary documents helped a great deal too, it taught me about what the people believed, and the way they saw their own world, which helped me form ideas for the discussions, and for the papers.</p>
<p>The class structure. homework was designed to keep you up to speed. the primary sources helped picture and relate lecture material to the history of the world prior to 1100.</p>
<p>the videos and class discussion helped me the most. the least that helped me were the essays.</p>
<p>I get a world map about World before 1100 in this class, I knew basic what happen before 1100 World. the discuss are useful for my study. I like the mode primary sources reading+ discuss. This is better than just teaching class. I get a lot of idea.</p>
<p>Even though the workload was heavy, it made me learn more than I would have in a different class.</p>
<p>having had many history classes here at CSU Pueblo. this class was disappointing to say the least. the material for one is a factor but the focus of class wasnt on the history it was on the paper which is not unheard of but the papers were lightly graded on content and treated like an ENG 099 or 100 class papers. i was not learning to write like a historian i can say that because other teachers that i have had did teught me how to do that, this class i did not.</p>
<p>Most of the class decision and acting out of the stuff.</p>
<p>The lecture style faccilitated my learning the best. I enjoyed that we were encouraged to voice our opinions. Though at times I may have come off strong, the open forum has provided me a humbling experience as well as a greater knowledge to make my arguments more credible.</p>
<p>What facilitated my learning the most is when we went over a topic in class, not when we were to read it on our own and discussing it in class</p>
<p>Having a discussion lecture was the most helpful to learn the information, the least helpful was just taking notes on the primary sources because I didn't feel that it helped me understand the primary source as well</p>

Question 8: Essay
What should the professor do to improve your learning experience?
Answers
Unanswered Responses:
2
Given Answers:
focus on the time of the material. lecture in class. no one is going to watch the movies. give weekly quizzes and base the midterm and final on those quizzes. the content of the papers are the most important.
Distribute homework a little more evenly. sometimes the homework seemed really short and easy and other times it piled up.
Make the papers less hard and help prepare more for the midterm and final.
Posting mor evideos would help, especially for the students that do not like or have problems with reading so much material.
Continue doing discussion lectures!
less papers.
I think the class is fine as it is. I enjoyed the class discussions and the interaction between students and professor.
Although I really liked the class discussions, I would have like to have at least one class a week be a lecture so that there is class lead discussion as well as professor lead disucssion. Doing this would have helped me to take better notes in class.
I thought you did a good job with the class. There were days that seemed like I wasn't going to get through but with the explanations and discussions, it helped me. So I think if you continue to do so, everyone's learning experience will be just as good.
One problem i had with this course is the fact that it jumped from one place to another very fast, which made it confusing at times. I think if it was slowed down and you gave more of a conection linking all of these events in history then it would have be easier to understand. Sometimes we would jump from one civilization later in history then immediately talk about people thousands of years before, making the gap between them too vast.
Personally I like taking a test after every section. It helps me remember and learn better.
Less work at home and more explanation in class.
The last five minutes are the conclusion time for the teacher,I think this time is important. but some of students in that time just want to go, how to control that time and give students more useful conclusion to help them studying is the point professor need to improve.
Not so many damn videos.
I felt like their wasnt enough lecturing about the material

The only thing I wish is from the beginning and throughout the course, more frequent and clearer references to how some events and places would be shown to overlap through economics, political structures and religion. I feel as though I was kind of missing the big picture for the first half of the course.
have more work to turn in. less discussion. not everyone is comfortable with speaking and aggressive people tend to take over.
Shorten the length on videos
spend less class time teaching student how to grade papers and more time on examining the material from the text book. Also, on the topic of Islam, should probably spend some more time examining the origins.
Possible implementing more notes into the discussion so that there is more solid facts to study off of besides the book.
Help us understand the deeper meaning of the things that we read about.
Less talking and more group activities.
I enjoyed the class the way it was. Change nothing.

Question 9: Essay
What could you do to improve your learning experience?
Answers
Unanswered Responses:
<i>[No unanswered responses]</i>
Given Answers:
Watch all the videos and remember them, write notes on the videos,
make sure to watch all the videos posted and to take advantage of the sources provided by the instructor
I need to stop focusing on the grade, and start focusing on the learning.
Really read the assigned readings and watch all the videos. Ask more questions.
Spend more time with my assigned readings.
I could take more time on writing and linking facts for the research papers.
I could have made more time to read all the primary sources
watch all the videos
Talking more in class probably would have produced more point for me in this class but most of the time it was hard to talk.
Ask if I don't understand instead of just going along without understanding.
Not procrastinate.
I think I could have worked with the text book a bit more, I was more interested in the sources and videos.

The work load for this class is a bit extreme. It was very stressful trying to keep up with this class because of the amount of pre-class work that was required. I feel that a 101 class should not be this intense.
make sure to do all the readings of primary sources
Take the homework assignments more serious. take time to analyze the documents thoroughly.
Read more of the sources. and ask questions
I could invest in the internet at home so I could sit down at watch all the movies, take proper notes on those lectures, and highlight the primary documents more, as well as taking more notes on them.
Watch the videos, read the primary sources, and take better detailed notes.
Attendance matters, and with this class and all the class discussions, it's important to be in class to understand what's going on.
give myself more time in this class to look more careful for the primary sources, thinking more about that.
I could improve my learning experience by doing all of the homework readings. I would have been able to discuss more in class and voice my opinions.
i thnk section test.. lol
Watch the Videos and ot Procrastinate
I could definitely study more. i di not put in as much studying as I wanted to due to lack of time. I literally ran out of time to study. I would spend atleast an hour a night studying, and if I could I would have put in more.
Thoroughly read the primary sources to get a better knowledge of them

Question 10: Essay
If there are any additional helpful comments you would like to make, please make them here.
Answers
Unanswered Responses:
10
Given Answers:
I really enjoyed this class. I loved reading the primary sources because it brought the past to real life. I really learned a great deal!
fun class
Lecture slide shows could help further students and the amount of reading was too much to handle sometimes
no additional comments.

<p>Decrease work load Make essays more fun/opinion based Provide chapter onlines Study guide for the midterm Very aggressive when it came to students opinion and them being “wrong” Lecture the videos in class Organization of folders Class is based off writing skills-seems unfair to those whose writing skills are weak Your intimidating</p>
<p>I would just like to thank you for your time this semester. I have found that in college, professors are only there to faciliate, nd not to teach. This has often been a struggle for me, but with an engaging classroom, I feel I am growing more as an individual. I learn better through interaction.</p>
<p>overall, it was a good class, maybe go into more detail when discussing religions to clarify any present day misrepresentations or false accusations.</p>
<p>Section Test..</p>
<p>Other than the fact that once this class got the ball rolling, in really enjoyed this class and will miss it</p>
<p>Very interesting class!</p>
<p>The structure of the class worked pretty well for me. Even though it was a lot of information to take in, the way you taught us and helped us really helped me.</p>
<p>sometimes I couldn't understand what the other students said because from his or her speaking I can find he or she may not reading the primary sources or video before the class, this discuss will waste the time.</p>
<p>I think you need a fine linen toga.</p>
<p>N/A</p>
<p>I liked the debates we had in class, I felt they were very constructive to helping us gain a deeper understanding of the material we were learning.</p>