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# Linked Learning Community Project

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## PSU Integrated Cluster (IC) Project Funding Process & Proposal Form

**Project Proposal Submittal Process:** All IC projects requesting funding will require the completion and submittal of three (3) forms:

- Project Proposal Form – project scope & outcomes** (*included in this document*)
- Project Guidelines Form – reflective document outlining desirable IC project attributes**
- Project Budget Form – Excel spreadsheet to facilitate budget planning**

### **Instructions for Submitting Project Proposals:**

- ✓ Download the 3 forms to your computer
- ✓ Complete the forms and save them; including the title of your project in the file name
- ✓ Forward the 3 files via email to the IC Project Manager, Ross Humer  
[rhumer@plymouth.edu](mailto:rhumer@plymouth.edu)
- ✓ Project Proposal will be logged & forwarded to the appropriate IC Guide Team

If not reviewed in advance of the submission, it is important to discuss the Project with the IC Guides to review, refine, and rework (if necessary) to obtain funding approval.

**Project Funding Review Process:** All proposed projects will be reviewed by the Cluster Guide team. Depending on the level of funding amounts being requested, the proposal request will follow the process outlined as follows:

- **Level 1:** Any project with a proposed budget of less than or equal to \$1,000 can be approved by the Cluster without additional review
- **Level 2:** Any project with a proposed budget of \$1,000 but less than \$5,000 can be approved by the IC Project Review Team, which is made up of representatives from each of the 7 Clusters (*see release time exception directly below*)
- **Level 3:** Any project with a proposed budget of \$5,000 or greater **or** requires faculty release time, must be first endorsed by the IC Project Review Team and submitted to the Academic Deans for review and approval

The project funding approvals are limited to one academic year; projects which require additional funding in subsequent years will need to be resubmitted annually for review and approval.

**Deliverables:** At the conclusion of the academic year, a deliverable to the Integrated Cluster Proposal Review Team and Academic Deans is required in order for the project director/coordinator, artist, or author and collaborator(s) to be eligible for future funding. This reporting requirement may be met by numerous means which will be identified as this process matures. It is anticipated that awardees will present their works before a wide public gathering to be scheduled during the upcoming Academic Year.

**Instructions for the PSU Integrated Cluster Project Proposal Form:** Please complete all of the elements of the following form in the spaces provided before saving and then submitting the document.

## **PSU Integrated Cluster Project Proposal Form**

**Title:** A Linked Learning Community investigation of Individual Experiences of the Holocaust.

**Project Leadership:** (Identify Project Director/Manager or Co-Manager/s):

Brandon Haas, Maria Sanders

**Project Description:** Students will travel to Boston for a daytrip in order to engage in an experiential study of the content and processes of their First Year Seminar/Thinking for Yourself Linked Learning Community Course. This trip will allow students to engage in conversation with a Holocaust Survivor through collaboration with Facing History and Ourselves, an educational non-profit in Brookline, MA. Students will engage in dialogue with the survivor as they further investigate the various factors of identity and choice as demonstrated by the Holocaust. Following this meeting, students will travel to the Pucker Gallery where the gallery owner will facilitate a discussion of the artwork of Samuel Bak, a survivor of the Holocaust and world renown artist. Students will then have the opportunity to view and analyze the Bak collection as they investigate the role of art and survivor testimony in the legacy of learning about the Holocaust. Participation in this project will be yield application of their learning experience in a class presentation focusing on individual experience of the Holocaust

### **Project Goals and Outcomes:**

**1. Project Goals – Briefly identify and describe the objectives of this project**

Through this project, students will have engage deeply with the content of the linked courses as they consider how the various elements of testimony and art contribute to the legacy of the Holocaust. This is part of an applied learning project in which students will give in-class presentations on how the research and study of individual experience during the Holocaust affected their learning.

**2. Student Learning Outcomes – Outline the expected student learning outcomes**

- Students will gain an understanding of the role of testimony as a medium in learning about the Holocaust
- Students will investigate the role of individual choice through a discussion with Schindler’s List survivor, Rena Finder.
- Students will analyze the role of art as a form of memoir in remembering the Holocaust

### **Rationale and Impact:**

Considering the questions below, please write your project rationale and impact statement.

Include how this project will further the Mission and Vision of PSU with respect to 1) fostering collaboration across disciplines; 2) addressing a relevant societal issue, and 3) establishing

relationships with community partners, external institutions, companies, non-profits, schools, government agencies, etc. and 4). Making an impact

How does this proposed project advance the Integrated Cluster mission and vision? How does this project facilitate high impact teaching and learning, cross disciplinary collaboration, student engagement and partnership involvement, and real world problem exploration? What are the anticipated impacts of this project? Is this project an extension of work already in progress, or an entirely new endeavor? Does it integrate with areas that team leaders are already teaching or is it an opportunity to delve into unfamiliar content or a bit of both?

**Project Rationale and Impact Statement:**

- 1) This project is part of an ongoing pilot of an interdisciplinary Linked Learning Community between the *First Year Seminar* and *Thinking for Yourself* directions course in the Philosophy department. Through this learning community, students have the opportunity to engage with the content of two courses in a deeper, more meaningful way as the courses are fully integrated. Assignments within the course provide opportunity for students to engage in real-world activities and critical thinking tasks designed to engage them in their community and in a deeper exploration of themselves, while learning the necessary skills to be successful during their academic careers at PSU.
- 2) This project aids in our First Year Seminar and Thinking for Yourself investigation of how choices influence our identity through a case study of the Holocaust. This project will assist students' research and reflection on the role of individual experience affects our study of the Holocaust through various mediums, including memoir, testimony and art. The larger question relates to how our choices influence our identity as we strive to play a role in a global community.
- 3) This project will allow PSU to collaborate with Facing History and Ourselves and the Pucker Gallery in Boston. Facing History and Ourselves is an educational non-profit with the mission "to engage students of diverse backgrounds in an examination of racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry. By studying the historical development of the Holocaust and other examples of genocide, students make the essential connection between history and the moral choices they confront in their own lives" (FacingHistory.org). The Pucker Gallery is an art gallery in downtown Boston that houses the works of various artists, including Samuel Bak. Bak is a survivor of the Holocaust whose work depicts his experience and memory, but leaves interpretation up to the viewer. Each of these organizations has the potential to influence our students' lives in positive ways through these experiences. Facing History is an international organization that provides future opportunity for our students to pursue careers and/or resources for the education students to use in their future classrooms. Recently, Facing History hired one of our alumni in their home office in Brookline, MA.
- 4) This project allows students to engage with Rena Finder, a Holocaust survivor who was on Schindler's List. Engaging in conversation with someone who has the life experience of Rena is shown to have lasting impact on individuals who get the opportunity. When I

have the opportunity to engage teachers in Professional Development with Rena, they often remark that it is a profound experience that will never leave them. This proposed project will personalize the learning for our students through an intimate session in which the conversation is driven by questions prepared by our students allowing for a transformative learning experience. Further, the use of testimony allows students to make a personal, human connection to a subject that can be difficult to grasp.

This project is an extension of the Linked Learning community pilot course that integrates the First Year Seminar with Thinking for Yourself, a Philosophy directions course. The team leaders are already teaching this content and this project will allow for deeper, more personal engagement of the students with the course curriculum. By making personal connections to the content, students are more likely to internalize their learning and apply it to various aspects of their life and education. It provides them a chance to engage with outside partners in a manner that demonstrates the real-world impact of this history, as well as the efforts to preserve, and learn from it.

## Project Team

**PSU Project Participants** (essential core team participants including faculty and staff)

Name	Position/ Title	Project Role	Discipline/ Specialty	Email
Brandon Haas	Asst. Professor of SSE	Professor	SSE	bjhaas@plymouth.edu
Maria Sanders	Assoc. Professor of Philosophy	Professor	Philosophy	Msanders1@plymouth.edu

**Non-PSU Project Participants** (stakeholders; partners; academic institution; etc.)

Name	Organization	Project Role	Discipline/ Specialty	Email

**Student Participant Profile** (Identify the student population/s to be engaged in the project.

Identify if this has been or is planned to be incorporated into curricula)

Class/ Student Organization/ Individuals	Role in Project	Academic Level (Undergraduate or Graduate)	Academic Discipline	Total Student Population
FYS 1111	Active participant	U	GEN ED/Philosophy	12
PYDI 1030	Active participant	U	Gen	12

			<b>ed/Philosophy</b>	
				<b>Note: Students are dual-enrolled in the courses, so the student total is 12.</b>

## **IRB (Institutional Review Board) Compliance**

IRB Compliance: <http://www.plymouth.edu/office/institutional-review-board/>

- This project DOES NOT require IRB compliance  
 This project DOES require IRB compliance (*complete below*)

IRB Approval Status: *Select an Option*

IRB Approval Date: *Click here to enter a date.*

Any funding approvals of IRB-required projects are contingent on obtaining IRB approval.

## **Project Management: Timeline and Milestones**

Identify the timeline for the project including start, completion, and major project milestones. A closing report will be required as a part of the project funding process.

**Project Start Date:** 10/24/2016

**Project Complete Date:** 10/24/2016

<b>Project Milestone</b>	<b>Milestone Description</b>	<b>Target Completion Date</b>
<b>Travel to Boston</b>	<b>Travel to Boston and engage in the activities listed above</b>	<b>10/28/2016</b>
<b>Student Presentations</b>	<b>Students will present on Individual experience of the Holocaust based on their work with memoirs, their visit with Rena, and visit to the Pucker Gallery</b>	<b>11/11/2016</b>

		Click here to enter a date.
		Click here to enter a date.
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Please identify any pre-project education or training for students, faculty, and staff that would be helpful for your project team to have in advance to begin work on a strong footing (e.g., skill training, concepts), and identify any training and education that you are willing to help provide during the preparatory period for the project team before team work formally begins.

Student Education/ Training Requirements:

Students will receive all education necessary through the linked learning community course prior to travel to Boston. Students will have learned the historical context of the Holocaust as well as about the individual experience of Rena Finder and Samuel Bak. Students will also have practice in working with survivor testimony and art as they pertain to the Holocaust.