

PROJECT INFORMATION

Project Title: Stepping into America's Past-What would you do? A Problem-Based LC

Total Funding Request: 750.00

Reason for Applying (400 Words Max):

I've completed a series of studies on problem-based learning in a first-year learning community (LC) context over the last 6 years. The LCs in which I conducted these studies were titled, "Stepping into America's Past-What would you do?," and combined HIST 2112-America since 1877 with KSU 1101-First-Year Seminar. Results from these studies indicated our PBL model's effectiveness regarding cognitive growth (postformal thinking skills), level of engagement, and perceptions of content relevance among first-year LC students. Theodore Bullard and I have teamed to teach four sections of our problem-based LC and will be presenting how we collaborate to develop integrative assignments based on PBL. Our interactive session at the 2019 National Learning Communities Conference in Indianapolis, Indiana (November 14-16) includes the following: 1) a participatory illustration of our PBL model with a brief theoretical overview and summary of research results that indicate the model's effectiveness; 2) sharing our topical outline from both courses to illustrate how past problems/issues in U.S. history and current controversial issues guide the integration of activities and assignments in both LC courses; 3) sharing end-of-LC student feedback/comments; and 4) a final segment in which participants will be guided to develop a framework for developing PBL-based integrative assignments for their LCs. LC programs and instructors are consistently searching for ways to engage their students in meaningful and relevant assignments that integrate their courses. Our presentation explicitly addresses this challenge.

CETL Teaching Conference Travel Funds Program Cover Sheet

INSTRUCTIONS: Type in your responses below, print the completed form, and sign the printed form. Create a single PDF that includes (a) this cover sheet, (b) proof of acceptance (letter or email) if delivering a presentation or invited to participate, and (c) a letter of support from your immediate supervisor (Chair, Director, or Dean).

NOTE: Only one faculty member of a multi-authored presentation or only one member of a team attending the same conference may apply for funding.

First Name Charles Last Name Wynn
 College Humanities/Social Sciences Department History/Philosophy
 KSU Phone 470-578-6360 Email cwynn6@kennesaw.edu

Name of Conference: National Learning Communities Conference
 Location: Indianapolis, Indiana Travel Dates: Nov. 14-16, 2019
 Purpose of Travel: Conference Presentation

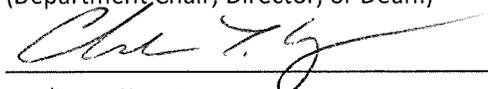
Presentation Title (if presenting): Stepping into America's Past-What would you do? A Problem-Based LC

Name(s) of KSU co-author(s) (if any): Theodore Bullard

I have informed all KSU co-authors that I have applied for funding, and they are aware that I will be the only author eligible to receive funding to deliver this presentation.

Travel Budget/Projected Expenses (NOTE: CETL will fund a maximum of \$1000 for Travel Award recipients)	
Expense (e.g., air fare, miles if driving, ground transportation, accommodations, meals, etc.)	Total Cost
Hotel	\$ 350.00
Air Fare	\$ 400.00
Total Expenses Requested from CETL (maximum of \$1000):	\$ 750.00

I understand that I must create and upload a single PDF that will contain this cover sheet, proof of acceptance (letter or email) if delivering a presentation or invited to participate, and a letter of support from my immediate supervisor (Department Chair, Director, or Dean.)


 Applicant Signature

08/14/2019
 Date (mm/dd/yyyy)

2019 NLCC Conference Presentation Abstract

Presentation Date/Time: November 15, 2019, 8:30-9:30 am

Session: Stepping into America's Past-What would you do? A problem-Based LC

This interactive session includes an overview of how HIST 2112 (America since 1877) and KSU 1101 (First-Year Seminar) integrate to create the problem-based (PBL) learning community (LC), "Stepping into America's Past: What would you do?" The PBL instructional model will be shared, along with a brief theoretical overview and research results that indicate the model's effectiveness regarding cognitive growth, level of engagement, and perceptions of content relevance among LC students. The topical outline from both courses will be shared to illustrate how past problems/issues in U.S. history and current controversial issues guide the integration of activities and assignments in both LC courses. A sampling of end-of-LC student feedback will be shared. Participants will be guided to develop a framework for integrating PBL assignments for their LCs.

From: Powell, Amy Anne <powellaa@iupui.edu>
Sent: Sunday, June 2, 2019 5:31:15 PM
To: Charles Wynn
Subject: National Learning Communities Conference session

Dear Charles,

We are pleased to accept the following proposal as a presentation at the National Learning Communities Conference, November 14-16, 2019 in Indianapolis, Indiana.

Title of Presentation: Stepping into America's Past-What would you do? A Problem-Based LC

Session Type: 60 minute Interactive

Abstract: This interactive session includes an overview of how HIST 2112 (America since 1877) and KSU 1101 (First-Year Seminar) integrate to create the problem-based (PBL) learning community (LC), "Stepping into America's Past: What would you do?" The PBL instructional model will be shared, along with a brief theoretical overview and research results that indicate the model's effectiveness regarding cognitive growth, level of engagement, and perceptions of content relevance among LC students. The topical outline from both courses will be shared to illustrate how past problems/issues in U.S. history and current controversial issues guide the integration of activities and assignments in both LC courses. A sampling of end-of-LC student feedback will be shared. Participants will be guided to develop a framework for integrating PBL assignments for their LCs.

Additional Presenters (if any): Theodore Bullard

Conference registration opens on Monday, June 3, please [register](#) by October 14, 2019 to receive the early bird rate. **At least one presenter must be registered by August 15, 2019 in order to confirm your attendance and inclusion of the session in the program.**

The conference will be held at the Sheraton Indianapolis Hotel at Keystone Crossing with a conference rate of \$149/night. The conference rate is available until October 14th and can be reserved online – [conference rate reservations](#).

If you are not going to be able to join us, please contact us before September 1, 2019 so we can cancel your presentation.

We are delighted to welcome you to the 2019 National Learning Communities Conference. Should you have any requests, questions, or concerns about the conference schedule or your session, please don't hesitate to contact the planning committee at nlcc@indiana.edu.

Warmest regards,

Amy Powell
Director, Learning Communities
Indiana University-Purdue University Indianapolis (IUPUI)
2019 Chair, National Learning Communities Conference planning committee



College of Humanities
and Social Sciences

Department of History
and Philosophy

Faculty Development and Awards Committee
Center for Excellence in Teaching and Learning
CAMPUS

14 August 2019

To whom it may concern:

I write in support of Travel Grant funding for the conference presentation of Dr. Chuck Wynn's "Stepping into America's Past-What would you do? A Problem Based LC." Dr. Wynn's proposal to present at the National Learning Communities Conference in November 2019 has been accepted. In this interactive workshop, Dr. Wynn will share pedagogical methods that his research has shown contributes to student engagement and improved perception of the relevance of historical thinking in a First Year Learning Community. The conference presentation analyzes cognitive development and student learning among students in their first year of university study using topics appropriate to the US History survey.

NLCC is sponsored by a consortium of six universities that includes Kennesaw State University. Presentation at national conferences supports university and college goals of increasing peer reviewed scholarship. Dr. Wynn has a proven record of bringing his research to fruition in the form of published peer reviewed papers. I am confident that he will develop this project into a publication in an appropriate venue. Because of its focus on freshmen, the study offers proven methods for improving undergraduate student success thereby supporting the goals of our R2 Roadmap. It deserves our full support.

Sincerely,

A handwritten signature in blue ink that reads "Alice K. Pate".

Alice K. Pate
Chair and Professor, History and Philosophy