

Summer _____
EDC Universally-Designed Project-Based Learning
3 Credit Hours – Number of Contact Hours 36
June _____ - August _____

8 online modules

Instructors:

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Course Description

This course will investigate the implementation of project-based learning (PBL) as a means of providing universally designed learning (UDL) experiences for *all* students. Participants will work through the process of backwards designing a project-based unit that gives authentic, real-world learning experiences to students of all ages. This is where your content area comes to life!

It is recommended that participants have a beginning grasp of the UDL frameworks, though resources and support will be provided as needed. PBL is a great way to get your feet wet with UDL, and vice versa. By the end of the course, all participants will have a completed and well-designed project-based unit to take into the next school year. Project-based learning is for any teacher, student, and content area. This will be a hybrid online course, with optional drop-in sessions for extra support. All are welcome.

Course Objectives

- Educators will understand and be able to incorporate the fundamental concepts of Universal Design for Learning (UDL) and Project-Based Learning (PBL) in the design of standards-based lessons, units, and assessments that consistently engage students in learning experiences.
- Educators will learn how to implement and assess project-based learning.
- Educators will apply their understanding of the UDL and PBL guidelines through a well-designed project-based learning unit.

Communicate with Us!

Please don't wait until you're struggling or feeling overwhelmed--reach out when you need help developing a strategy either for a problem or for managing the course. Also, we will ask you throughout the course what is going well and what needs improvement! We look forward to your feedback to make this course accessible, engaging, and challenging for everyone.

Course Schedule

Online Module 1: Where do PBL and UDL Meet?; Due June 16, 2019

Objective: Educators will understand and be able to incorporate the fundamental concepts of Universal Design for Learning (UDL) and Project-Based Learning (PBL) in their practice.

Explore expert learning, variability, and introduction to the three principles of UDL (Guidelines and the Progression Rubric) and PBL.

Assignment: *Discussion about the question "How do UDL and PBL go hand in hand?"*

Online Module 2: Taking your Standards into the Real World; Due June 23, 2019

Objective: Educators will explore best practice in backward design and other curriculum planning work

Explore curriculum planning topics such as backward design, understanding by design, working with student misconceptions, etc.

Assignment: *Share initial thoughts on how to see the curriculum standards with new eyes as you share out first thoughts about the project you will build in the course.*

Online Module 3: Lean In; Due June 30, 2019

Objective: Educators will deepen their understanding of UDL and PBL as they move into the planning stages of the course.

Continue to explore resources on PBL, UDL, backward design, and other curriculum planning.

Assignment: *Participants will engage in a self-reflection and with share their current concerns, anticipated need for support, and areas of excitement as they transition to building student resources for the next Modules.*

(One week break for the holiday.)

Online Module 4: Assessment in PBL; Due July 14, 2019

Objective: Educators will explore best practices in a variety of assessment practices such as single-point rubrics, student self-assessment, etc.

Explore a variety of resources about different approaches to assessment

Assignment: *Develop the grading rubric you will use for this project (when grading the students); write a reflection discussing why you made the decisions you did--what format, what you hope to gain from the rubric you design, etc.*

Online Module 5: Resources and Scaffolding; Due July 21, 2019

Objective: Educators will gather and vet resources to share with students for their use in their project, including scaffolds and other supports for inclusive practice.

Explore, collect, and vet a *variety* of resources for student use in the project-based learning to increase student self-sufficiency in the project.

Assignment: *Develop student materials incorporating a variety of resources and approaches to the concept.*

Online Module 6: Putting it all Together; Due July 28, 2019

Objective: Educators will synthesize their learning experiences, research, and feedback from the course to create an integrated project-based learning experience for implementation in the coming school year

Finalize the project for the students, getting additional feedback, gathering additional resources, etc.

Assignment: *Pull together and synthesize experiences from your work so far in the course to create the final project for implementation with students in the coming school year*

Online Module 7: Assessment in PBL; Due August 4, 2019

Objective: Educators will learn about the power and importance of reflection

Explore a variety of resources about reflection, both as self-reflection and student reflection

Assignment: *Develop the reflection tool(s) you will use to gather feedback about the project. This can include a tool for the students for self-reflection and/or a way for students to share feedback with you about the project*

Online Module 8: Assessment in PBL; Due August 16, 2019

*****FINAL DAY TO TURN IN ALL WORK*****

Objective: Educators will put into practice about the power and importance of reflection

Celebrate the work of colleagues in this course by providing mastery-oriented feedback on the final project for the course

Assignment: *Give detailed feedback to participants in the course to provide mastery-oriented feedback about their PBL project for the course*