

Title:

Making Media in UDL/PBL Design

Putting UDL and PBL into Practice with Media Making

Essential Question:

How might we use media making tools to put Universal Design for Learning and Project Based Learning into practice?

Course Description

Creating podcasts, video projects, and interactive ebooks provide opportunities to engage students, amplify their voice and empower them using multiple means of expression. This series will include three 5 week sessions that will help you create confidence with each of these tools. You'll learn how to create podcast episodes, fun videos with green screen, and interactive ebooks to offer students multiple modes of representation, expression, and engagement for your content area. You will also design learning experiences that invite students to create their own special effects with videos, produce their own podcast episodes, and author their own interactive e-books. Experience the tools, process, and workflows that provide practical ways to implement elements of Universal Design for Learning (UDL) and Project Based Learning (PBL) in your instructional design.

Course Learning Objectives

By the end of the course, participants will:

- Experience the tools, process, and workflows of creating podcasts, video projects, and interactive ebooks
- Understand how to use media making to engage and empower learners in any content area
- Design a learning experience that engages students through the creation of interactive media

- Identify strategies for creating instructional shifts using media making tools to design instruction that includes elements of universal design for learning (UDL) and project based learning (PBL)
- Create confidence with tools that engage your students in learning through creating and making

[Flyer](#)

[Registration](#)

[Syllabus](#)

Cancellations for VREC Professional Development Events must be **in writing** to VREC vrecprofdevelopment@gmail.com.

- Full Refunds or no penalty - cancellations made **7 days or more** prior to the event
- A fee of \$60 per day will be incurred for cancellations made **3 - 6 days** prior to the event
- The full cost of the event will be charged for cancellations made **2 days or less** before any even

[Instructor](#)

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[Pedagogy](#)

This course is designed to help learners experience and understand the power of educational technology to make learning visible and actionable. We will model the pedagogical practices of Project Based Learning and Universal Design for Learning and discuss how educational technology can be used to include elements of UDL and PBL in instructional design.

[Modality & Meeting Pattern](#)

The 3 credit graduate class includes completion of three 5 week sessions.

Session 1, 2, 3 Putting UDL and PBL Into Practice With Media Making

February 15 - May 24

The class is a hybrid class that runs 15 weeks.

A 3 hour online module is released each week.

Three of the online modules require a mandatory 2 hour synchronous class session on Feb 15, March 22, April 26 starting at 3:30 via Zoom. This session will kick off each of the three 5-week sessions.

Students may complete the remaining module asynchronously or they can attend a synchronous lab session that will be held each Wednesday at 3:30 to participate in synchronous instruction time and support over Zoom. Students will leave the 90 minute Zoom session with the skills and confidence to complete the rest of the module asynchronously.

Each session of this course will be offered online over 5 weeks with flexible asynchronous and some synchronous lab sessions via ZOOM video conferencing.

Weekly Topics for each Session

Session 1 Producing Podcast Episodes with students

Feb 15, 22, Mar 1, 8, 15

Session 2 Creating Video Projects with students

Mar 22, 29, Apr 5, 12, 19

Session 3 Authoring Interactive e-Books with students

April 26, May 3, 10, 17, 24

Week	Topics
Week 1	Building Community and Logistics Introduction to Technology Tools Introduction to Process and and Workflows
Week 2	Pre-Production Strategies and Workflows

	UDL and PBL Design Elements Creating Confidence with Project Technology Tools and Practices
Week 3	Experience the Creative Process Project Based Learning Strategies for Project Management and Scaffolding Success Project Production
Week 4	Feedback Designing a Learning Experience for Your Learners
Week 5	Revisions Sharing with Authentic Audience Reflection

Required course materials, technology, platforms and software

All text resources will be free digital resources provided by instructor as part of weekly assignments a

Access to the following technology tools

-- reliable Internet access

-- computer/laptop with a camera and microphone, headset or earbuds.

-- a phone with camera and ability to download free apps

--video chat platforms Zoom

--Google Chrome and Google Apps and Dropbox (free tools)

--free version of digital tools including Book Creator

-- access to one WEVIDEO EDU license for each participant to use during the course.

We will examine various creation tools including Book Creator, BandLab, WeVideo, Anchor and other creation platforms.

Readings include

[Sound Reporting: The NPR Guide to Audio Journalism and Production](#) by Jonathan Kern
[Out on the Wire: The Storytelling Secrets of the New Masters of Radio](#) by Jessica Abel.
[Starting Your Podcast: A Guide For Students](#) from NPR

[The Educators Guide to WeVideo](#)
[Videos in the Classroom - Ideas Hub - WeVideo](#)
[GREEN SCREEN TUTORIALS](#)
[UDL Chromebook Opportunities for Learning • TechNotes Blog](#)
[Using Book Creator for Differentiated Learning](#)

Edutopia Article
[Deeper Learning with Ron Berger](#)
[Austins Butterfly](#) and
[Snakes are Born this way \(Grade 2\)](#)
Ron Bergers' PBL Works [essay "Beautiful Works"](#)

Standards and Proficiencies

This course and workshop series will provide opportunities to develop proficiencies and demonstrates knowledge of topics, concepts, and skills essential to the effective integration of technology in the teaching and learning process, as delineated in current national professional standards (International Society for Technology in Education (ISTE) Standards)

Standards addressed include:

ISTE International Society for Technology in Education (ISTE) Standards for Educators

1 Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

2 Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

3 Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world.

4 Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

5 Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

6 Facilitator

Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.

Vermont Educational Technology Endorsement Standards:

1.1.2. Methods to address content standards and student technology standards through the integration of technology

1.1.4. Ways technology can be used to implement high-quality, standards-based curriculum, instruction, and assessment in all content areas, including instructional design principles that rely upon research-based learning theories to guide the use of computers and other technologies in education

1.1.5. Knowledge of current innovative, and effective educational technologies and pedagogies, including those that support online and blended learning, collaborative processes, and support the diverse needs and interests of students

1.1.6. Strategies and theories for supporting all students in the integration of technology including Assistive Technology and Universal Design for Learning

2.1.2.1. Collaborate with teachers and model the design and implementation of technology-enhanced learning experiences using a variety of research based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all student

2.1.2.2. Collaborate with teachers and model the effective use of technology tools and resources to continuously assess student learning and student ability to choose and use appropriate technology

2.1.3.1. Collaborate with teachers and model the use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as

expand opportunities and choices for online professional development for teachers, administrators, and staff

2.1.3.4. Troubleshoot basic technology problems common in digital learning environments

2.1.4.1. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment

2.1.5.1. Model and promote strategies for achieving equitable access and ethical use of digital tools and resources and technology-related best practices for all students and teachers

Grading Criteria/Policies:

Reflection Journal Entries	Participants will document growth and proficiencies using a reflective journaling process.	10%
Reading and Discussion and Lab Assignments	Participants will complete lab assignments and discussion prompts related to reading	30%
3 Media Projects - Documenting Process and Reflection/Feedback/Shared Project	Participants will submit evidence of 3 media projects to an authentic audience (to be determined as part of the project based learning design process) (1) podcast episode (2) video project with green screen or special effects (3) interactive ebook	30%

Instructional Design Modeling UDL or PBL Strategies using Media Making	Participant will complete an instructional design that implements strategies of Universal Design for Learning or Project Based Learning using Media Making	30%
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