



Course Title: Arts-Infused Project-Based Learning PRIMER: A Culture of Creative and Deeper Learning

Number of Credits: 3

Level: Graduate. Graduate students' work, academic vigor, and evaluation will be reflected in outline of final assignments.

Course Code:

Dates: Fridays 11/21, 1/16, 2/13, 3/13, 4/10

Format: In-person and online

Times: 9 a.m. to 4 p.m.

Remote Learning Technologies: Google Classroom & Zoom video conferencing

Location: CraftStudies, 87 Maple St, White River Junction, VT

Instructor of Record: Paul Gambill, M.M. paul@communityengagementlab.org, 802.595.0087

Sponsor: Community Engagement Lab

Course Cost to Student

\$1,850 for 3 graduate credits payable to Community Engagement Lab.

Participants

This course is open to all K-12 Educators with an earned bachelor's degree. Individual educators or teams from any content area or grade level can attend. Team members can be educators from different grades, or the same grade, and from the same school or different schools in your district.

Course Description

At the Project Design Lab educators will learn the fundamentals of arts-infused project-based learning to uses creative engagement—*making things we care about*—to strengthen their students' engagement with curriculum, deepen their learning, and improve their well-being.

Course Goals

- **EXPLORE** the fundamentals of project-based learning and design the framework of a creative project that strengthens students' creative capacities and their individual and classroom well-being, and aims for deeper and more joyful learning.
- **UNDERSTAND** common links between creative engagement, student engagement, deeper learning, and individual and collective well-being.
- **DEVELOP** a toolkit of skills that place creativity at the center of learning.
- **STRENGTHEN** skills at using performances and exhibitions as learning catalysts in pedagogy, assessment, and portfolio building.



Course Objectives

Participants will know...

- What is meant by "creative engagement" as an essential component of learning.

Participants will understand...

- How the work of a creative project informs and advances other crucial learning responsibilities in school and curriculum.
- The creative engagement process has potential to be a catalyst to build agency, inspire joyfulness, and strengthen individual and community well-being.
- How to assess the learning impact of a creative engagement project.

Participants will do...

- Create a project plan that integrates into your course curriculum using the PDL Project Planner.
- Reflect on growth by engaging in self-assessment and tracking their experiences and progress in a journal throughout the course.

Course Schedule

Day 1

- Introductions & charting goals for the course
- Creative Warm-up
- Workshops: introduction to creative engagement
- Daily Reflection & Assignment for next session

Days 2-4

- Creative Warm-up
- Reflect on classroom experimentations since last session
- Creative workshops: experimenting with creative engagement techniques
- Daily Reflection & Assignments

Day 5

- Finalize project plans
- Next steps for implementing your project

Asynchronous

- Experiment with the implementation of creative engagement activities in your classroom between sessions
- Journal reflections about your creative engagement activities and they impact they have on student learning and well-being, and your teaching practice.



Required Readings/Texts

Booth, Eric, and, Gambill, Paul. "[Growing the Ultimate Sustainable Crop: Creative Capacity in Vermont Students](https://www.communityengagementlab.org/creative-capacity-guide)". Community Engagement Lab, 2017, <https://www.communityengagementlab.org/creative-capacity-guide>.

Booth, Eric. "[A Recipe for Artful Learning](https://ascd.org/el/articles/a-recipe-for-artful-schooling)." ASCD, 1 Feb. 2013, ascd.org/el/articles/a-recipe-for-artful-schooling.

Golden, Tasha. "[From Absence to Presence: Arts and Culture Help Us Redefine "Health"](https://www.giarts.org/blog/tasha-golden/absence-presence-arts-and-culture-help-us-redefine-health)." Grantmakers in the Arts, 19 Jan. 2022, www.giarts.org/blog/tasha-golden/absence-presence-arts-and-culture-help-us-redefine-health.

"[What Is the CASEL Framework?](https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/)" CASEL, 2025, casel.org/fundamentals-of-sel/what-is-the-casel-framework/

Other Suggested Readings/Texts

Lucero, Jorge. "[Teacher As Artist-in-Residence: The Most Radical Form of Expression to Ever Exist](https://www.jorgelucero.com/teacher-as-artistinresidence)." Jorge Lucero, 2020, www.jorgelucero.com/teacher-as-artistinresidence.

Assignments

Classroom Experimentations

- Experiment with creative engagement techniques in your classroom that are developed during the course sessions.

Project Planner

- Build a project plan using the Project Design Lab Project Planner. Project planning will be scaffolded throughout the course so you leave with a framework of a project you can implement in your classroom.

Journal

- Journal reflections about your creative engagement activities and they impact they have on student learning and well-being, and your teaching practice.

Evaluation

Mastery of course material will be evaluated by examining how the Project Planner demonstrates the level of achievement of course goals and understanding of course objectives; the level to which the classroom experimentations demonstrate learning and the integration of a creative engagement to advance student learning and improve well-being; the level to which the journals track the impact on change in teacher's practice; and, the level to which the in-person reflections reflect growth and learning in project design and implementation.

Grading

- Participation: 15%
- Project Planner: 35%
- Journals: 50%



Vermont State University (VTSU) Policies

Grading Policy

Grades are indicated by letters with a designated “quality point” value assigned to each as follows:

A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3

A grade of **B- or better** must be achieved to count this course toward a graduate degree at VTSU. For questions on transfer pathways, please contact your contact within VTSU's Department of Education. Additional grading information can be found in the VTSU Graduate Catalog under Academic Policies, Credits & Grading: <https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119>

Expectation: Students enrolled in this course will complete a series of activities, readings, and reflections before, during and/or after any scheduled in-person sessions. This will assure that Carnegie expectations for a credited course, both new learning and hours of outside preparation, are sufficiently met. These course requirements can be met through a combination of Academic Engagement and Academic Preparation.

Academic Engagement is instructor-led instruction and may include but is not limited to: participating in synchronous class activities, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, participating in an interactive tutorial, conducting instructor-led laboratory experiments, contributing to an academic discussion (online, virtual, or in-person), submitting an academic assignment, initiating contact with an instructor to ask a question about the academic subject studied in the course, or similar academic activity.

Academic Preparation is independently conducted by the student and may include but is not limited to: research, reading, rehearsing, study time, and completing assignments and projects.

Academic Honesty Policy

Vermont State University upholds high standards of academic integrity from all community members. Academic integrity encompasses honesty, trust, fairness, respect, responsibility, and the courage to act on these fundamental values (International Center for Academic Integrity [ICAI], 2021; The Fundamental Values of Academic Integrity, 3rd ed.). A student who fails to uphold these values may experience academic consequences including a grade of F, indicating no credit, for assignments or courses, or dismissal from the University. Examples of failure to uphold academic integrity may include using unauthorized aids to complete or enhance academic work, copying another person's work on exams, quizzes, or assignments, or engaging in other forms of plagiarism. To plagiarize is to use someone else's words or ideas without full and proper citation and to present them as one's own. The sharing of VTSU password and login credentials to misrepresent oneself in online learning is a violation of academic integrity. Violations need not be intentional in nature. All members of the VTSU community are expected to investigate and understand their responsibility to act with integrity, and to seek



assistance when uncertain. For more information, please see the VTSU Graduate Catalog Academic Integrity Policy: <https://catalog.vermontstate.edu/content.php?catoid=8&navoid=119#academic-integrity>

Use and Ownership of Copyrighted Materials

For information and guidance, faculty and students are referred to the Vermont State Colleges Manual of Policy and Procedures annual disclosure regarding illegal file sharing and the Higher Education Opportunity Act, accessible online at the following address:

<https://www.vsc.edu/wp-content/uploads/2016/11/VSC-Annual-Notice.pdf>

Accommodations

VTSU is committed to providing reasonable accommodations to qualified students with disabilities so that no such student shall, by reason of a disability, be excluded from participating in, or be denied the benefits of, the services, programs or activities of VTSU. If you have questions about these services, please email disabilityservices@vermontstate.edu or request appointments through the Portal or on the [Disability Services web page](#).

Course Drop & Withdrawal Policies

Vermont State University (VTSU) Center for Schools offers courses to educators with the expectation that registrants will complete the course. However, the university realizes circumstances arise in one's personal life that may cause disruptions. Please review the course drop and withdrawal policies detailed below very carefully.

Drop Policy

For a course that is **8 weeks or less** in duration, a student can **drop** the course **within the first 7 days** for any reason. For a course that is **more than 8 weeks** in duration, a student can drop the course **within the first 14 days** for any reason. The course **will NOT appear on a transcript** and the student (or school/district) can expect a full refund for any tuition paid.

The student must email a drop notification to the instructor *and* submit a Center for Schools drop request form at this [link](#). **Once the applicable drop period detailed above has passed, drop requests will no longer be honored.**

Withdrawal Policy

After the initial drop period has passed, but **before 60%** of the course has taken place, a student can **withdraw** from a course. The course **will appear on the student transcript with a "W"** in the grading column and NO refund can be issued. The student must email a **withdrawal** request to the instructor and complete the withdrawal request form at this [link](#). **This form must be submitted before 60% of the course has taken place.**

After 60% of the course has been completed, withdrawals are NO longer permitted. At this point, a student has 3 options:

1. Complete the course as originally planned.
2. Request a formal extension from the instructor and the university, which, if granted, would allow up to an additional 7 weeks to complete the coursework.
3. Accept a final grade based on the work completed to date, even if it means a failing grade.



Those who withdraw without adhering to the policies described above may receive a failing grade on their transcript and/or be liable for associated course costs. Please direct any questions to your instructor and to cfs@vermontstate.edu

Transcript Request

www.vermontstate.edu/transcripts

Please direct transcript request questions to registrar@vermontstate.edu.