



PROJECT DESIGN LAB

June 23-27, 2025 / University of Vermont, Burlington



Vermont State
University

Center for Schools

Course Title: Project Design Lab

Number of Credits: 3

Level: Graduate

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

Course Code: EDX 5710 S88

Dates: June 23, 2025 – May 31, 2026

Project Design Lab at UVM takes place 9am-4pm, June 23-26, and 9am-3pm, June 27, 2025. Plus online, in-school, and independent work concluding before May 31, 2026.

Format: In-person and online

Times: see above

Remote Learning Technologies: Google Classroom & Zoom video conferencing

Location: Project Design Lab: UVM, Burlington, VT

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

Sponsor: Community Engagement Lab

Course Cost to Student

\$2,000 for 3 graduate credits due and payable to Community Engagement Lab. Tuition includes a private air-conditioned dorm room (optional) at the University of Vermont on June 23-26 with centrally located individual bath, breakfast and lunch. Everyone is on their own for dinner in Burlington.

Participants

The Project Design Lab 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 the Project Design Lab. 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 design a project that uses creative engagement—*making things we care about*—to strengthen their students' engagement with curriculum or a school initiative, deepen their learning and intrinsic motivation to learn, and improve their well-being.



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2025 Learning Strands

When you register for the Project Design Lab you will select one of the following learning strands:

- **A Culture of Creative and Deeper Learning:** Arts-Infused Project-Based Learning
- **The Art of Installations:** Celebrating Student Creativity in Your School & Community
- **Theatre Tools for the Inspired Classroom:** Animating Questions & Bringing Answers to Life
- **Circus For Everyone!:** What Kid Doesn't Want to Run Away to the Circus?
- **Nurturing Artists & Innovators in the Music Ensemble:** Where Does Re-creation End and Creation Begin?
- **Activating the Art in Language Arts** with River Gallery School
- **From Field to Classroom:** Poetry, Illustration, and Deep Observation – How Can Studying the Natural World Spark Poetry That Cultivates Care, Wonder, and Action?
- **Weaving the Fabric of Belonging:** How can everyday creative practices foster a thriving classroom of healthy relationships, high engagement, and deeper learning?
- **Creativity, Circuits, and Stories:** Bringing Stories to Life With Creativity, Circuits, and Code

Course Goals

At the Project Design Lab you will:

- **DESIGN** 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.
- **UNDERSTAND** how to invigorate teaching by placing 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 collective agency, inspire joyfulness, and reflect individual well-being.
- How to assess the learning impact of a creative engagement project.

Participants will do...

- Create a project that integrates into your course curriculum using the PDL Project Planner.
- Design an evaluation plan to track the impact of your creative project on student engagement and learning.
- Reflect on growth by engaging in self-assessment.



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Course Schedule

Week 1 at UVM: June 23-27

Readings throughout the week from the list below.

Day 1

- Introductions & charting goals for the week
- Creative Warm-up
- Learning Strand Workshops: introduction
- Daily Reflection & Tomorrow's Plan

Days 2-4

- Creative Warm-up
- Learning Strand Workshops: scaffolded and sequenced to design your creative project using the PDL Project Planner
- Daily Reflection & Tomorrow's Plan

Day 5

- Finalize projects
- Gallery Walk: Sharing Your Project
- Next steps

Asynchronous following the Project Design Lab and before May 31, 2026.

- Finalize Project Planner (if not completed at the PDL) and submit for review/approval.
- Implement project in your classroom.
- Culminating Event: engage your students in planning and presenting a culminating event that celebrates their learning and creativity.
- Complete project impact assessment and project plan/implementation evaluation.

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://www.ascd.org/el/articles/a-recipe-for-artful-schooling)." ASCD, 1 Feb. 2013, [ascd.org/el/articles/a-recipe-for-artful-schooling](https://www.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/



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Other Suggested Readings/Texts

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

Assignments

- **Project Planner**

Build a project plan using the PDL Project Planner or Launch Pad which will be introduced during the Project Design Lab. Project planning will be guided by the Essential Question(s) that you or your team chooses and the Enduring Understandings you will develop. A completed Project Planner detailing your project launch, guided activities, project timeline, and the culminating event is due one month before the beginning of your project. Projects may take place at anytime during the school year and before May 31, 2026.

- **Culminating Event**

Engage your students in planning and presenting a culminating event that celebrates their learning and creativity. You will detail the process of documenting the culminating event, which is a key component of your project evaluation, in your project planner.

Projects/Exams

Project Culminating Event: You will lead your students in planning and presenting a culminating event (exhibition of learning) that celebrates their learning and creativity developed during the project.

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 culminating event demonstrates student learning and the integration of a creative project to advance learning and improve well-being; the level to which the project evaluation plan tracks the project's impact on student authentic engagement, ceative capacities, and deeper learning; and, the level to which the project evaluation reflects growth and learning in project design and implementation.

Grading

- Participation at the Project Design Lab: 15%
- Project Planner: 50%
- Culminating Event Documentation: 10%
- Project Impact Assessment and Project Plan Evaluation: 25%

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



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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 face-to-face or synchronous 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



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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.