

Overview

The Big Idea

The purpose of this assignment is to help you better understand and support individuals with learning differences by utilizing your Just In Time (JIT) learning skills. This final project will require you to problem- solve, locate solutions, and apply research to practice—all building blocks in your growth as a professional.

The Components

Your work on this project will begin early in the course, and culminate at the end of the term with an online presentation. The components include:

- **The Project Proposal**, due at the end of Module 2 (25 points)
- **The Mid-term Update**, due at the end of Module 5 (25 points)
- **The Final Product** (including online presentation), due during Module 8 (200 points).

Project Selection

Based on your own interests and situation, you have the option of choosing from several potential projects. Some require multimedia products, some require written papers, and others allow for choice in presentation methods. However, please note that *all* will require a video presentation of your final product, and *all* will require APA-style citations and reference list.

1. **Practical Strategies Guide**—A multimedia presentation on 10+ specific evidence-based strategies or content enhancements that can be used in your classroom to support learner variability
2. **What is a Modern Educator?**—An examination of what it means to be a “modern educator,” based on both existing literature and your own original research (e.g., focus groups, surveys, interviews, and/or observations)
3. **Literature Review**—A traditional APA-style paper in which you summarize 8+ research articles in an area that will have practical applications in your classroom.
4. **Individual or Small-Group Intervention**—A project in which you use scholarly literature and direct observation data to develop, implement, and evaluate a specific intervention for an individual with a disability.
5. **Class-Wide UDL Implementation Project**—A project in which you use the UDL-IRN Instructional Planning Process to develop, implement, and evaluate an instructional unit for your students
6. **Explore and Build an Instructional Product of your Choosing**. A project where you build an original, creative instructional product, e.g. a multimedia book or a video game
7. **Virtual/Blended Instructional Unit #2**. An additional online/blended unit that follows the same format as the Module 4 project

More details and specific instructions for each project are attached.

The 3 Associated Assignments

Project Proposal

POINT VALUE: 25 points. **DUE:** Module 2

Submit a 1-2 paragraph project proposal in which you identify:

- Which project option and format you've chosen
- A timeline for implementation
- Any steps you anticipate you will take in order to carry it out

Your project may change as needed, however, the course instructor should approve major changes.

Midterm Update

POINT VALUE: 25 points. **DUE:** Module 5

Submit a 1-2 paragraph *or* 1–2 minute video/audio summary of the status of your project. This summary should highlight:

1. What you've done so far,
2. What still needs to be completed,
3. Any “aha moments” you've experienced (e.g., a sudden realization, inspiration, insight, etc.), and/or
4. Any unforeseen issues (including a new timeline or implementation steps, if necessary).

Final Product, Presentation, and Completed Rubric

POINT VALUE: 200 points. **DUE:** Module 8

You must submit your final projects by Week 8. All final projects should include:

1. Your final product(s), including the specific elements listed under the project description (attached), uploaded to Canvas.
2. An APA-style reference list (either uploaded to Canvas or, preferably, embedded in your product).
3. A 3-7 minute video presentation to your peers, providing:
 - a. An overview of your project;
 - b. How it was carried out; and
 - c. Any tools, resources, or key findings you feel are important to share.
4. Substantive comments posted to 2+ of your classmate's project presentations in the discussion post
5. A self-completed project rubric.

Tips for Final Projects

A Few General Tips

- Each project option has specific content requirements. Be sure to carefully follow the instructions for your chosen project.
- Check your work against the attached grading rubric as you go along, and once more before you submit it for grading.
- Don't try to put off this major project until the last minute! Whichever option you choose, it will be a time-consuming project, best completed over the course of several weeks.
- Communicate with your instructor throughout the term. If you are running into issues with your project, or you are not sure you understand something, seek out assistance (sooner rather than later!).

Grading Criteria

Students will be graded on content, creativity, presentation, professionalism, and use of sources. Your rubric can be found at the end of this document.

Citations/APA Style

In-text citations and an APA-formatted reference list are required for each final project. (Reference lists may be embedded in the product or, if necessary, submitted as a separate file.) Written papers must follow APA formatting standards.

For help with APA style or formatting, refer to the *Publication Manual of the American Psychological Association, Seventh Edition, 2019*, often referred to as the “APA Guide.” OR check out the popular Purdue Online Writing LAB (OWL) APA Style & Writing Guide at https://owl.purdue.edu/owl/purdue_owl.html.

Research/Writing Resources at KU

KU Library not only offers students online access to journal articles, data bases, and many books, but also provides lots of great info on how to use these resources. Start out at <https://lib.ku.edu/start> for “how to” tutorials and subject guides. Need a little more help? Library faculty and staff are available by email, phone, text, or chat to help you refine your research question and get started; develop search strategies to find relevant and reliable sources of information; manage your APA references and citations; and more. Go to <https://lib.ku.edu/services/research>.

The KU Writing Center offers free e-tutoring and writing consultations. Check out <https://writing.ku.edu/>

Options for Course Project

Option 1. A Practical Strategies Guide

Based on your personal area of interest, content area(s) or teaching licensure, develop a *multimedia rich* guide that explicitly details at least 10 specific strategies or content enhancements that can be used in your classroom for supporting learner variability (including those who have disabilities or are at-risk).

The finished product should be easy and practical for you or a colleague to use in a real-life classroom.

Steps to Follow

1. **Using scholarly, peer-reviewed journals**, research and choose at least **10 specific strategies** or content enhancements that would support learner variability in your classroom.
2. For **each strategy** provide the following:
 - **A general description of the strategy** including *what* is it, *when* to use it, *who* to use it with, and *how* progress monitoring data may be gathered
 - **At least 3 citations of empirical research** that validate the strategy (These citations should focus on scholarly research articles that you find, not on textbook references.)
 - **A multimedia-based representation** of how to actually implement the strategy. At minimum, that should include a step-by-step representation of the strategy with images/audio and text. Ideally, it would include a video of the strategy being implemented
3. **Compile an APA-style reference** list of all the research cited in your project.
4. **Compile and layout** your strategies guide in a single location/file (e.g., website, presentation file, or iBooks) and **upload to Canvas**.
5. **Create a 3-7 minute video** presentation to your peers, providing:
 - An overview of your project;
 - How it was carried out; and
 - Any tools, resources, or key findings you feel are important to share.

You may use text or audio to **explain** your final product or upload a file as necessary.

6. **Post substantive comments** on at least 2 of your peer's video presentations.
7. **Complete a project rubric**, grading your own efforts, and upload it to Canvas.

Option 2. What is a “Modern Educator”?

Based on both existing literature and your own original research, examine what it means to be a “modern educator.” Your project should answer the following questions:

- *What does it mean to be a modern educator?*
- *What strategies and tools do modern educators use to successfully engage all learners, including those learners who are low performers or have disabilities?*
- *How does a modern educator remain a modern educator over time?*
- *How is your overall answer convergent or divergent from what you originally thought it might be?*

Steps to Follow

1. **Think about the questions above**, and jot down your initial thoughts on them *before* you begin your research.
2. **Using multiple, scholarly data sources** (e.g., materials from this class and peer-reviewed journal articles), **gather information** that you would use to answer the above questions.
3. **Design and implement 2-3 additional methods of data collection** related to the subject. Options could include (but are not limited to) conducting observation(s), survey(s), and/or focus group(s).
 - a. One data source for this section *must* include parents/family members of students. Others may include (but are not limited to) teachers, education leaders, and/or policy developers.
4. **Analyze the data** you collected.
5. **Answer the 4 critical questions posed.**
 - a. Submissions must include:
 - Your initial thoughts going into the project (should documented at the beginning of the semester)
 - A description of your process and how you gathered your data
 - The results of your data collection
 - An analysis for how you arrived at your answer
 - At least 5 references from existing literature (in-text citations and an APA-style reference list)
 - b. Answers may be presented in one of four ways:
 - An 8–10 page double-spaced, APA formatted paper
 - A 6–10 minute documentary
 - A combination paper and documentary
 - An alternate, creative format, which must be approved by the instructor. (Note that an enhanced presentation file, such as PowerPoint or Keynote, probably *won't* be approved.)
8. **Upload your file(s) to Canvas.**
9. **Create a 3-7 minute video** presentation to your peers, providing:
 - a. An overview of your project;
 - b. How it was carried out; and
 - c. Any tools, resources, or key findings you feel are important to share.
10. **Post substantive comments** on at least 2 of your peer's video presentations.
11. **Complete a project rubric**, grading your own efforts, and upload it to Canvas.

Option 3: Literature Review

Develop a stand-alone literature review that is focused on methods of supporting students with disabilities (in general, or with a specific type of disability). This review should examine research that may have practical application in your classroom or field.

Steps to Follow

1. **Decide on the area/methods you want to research.** (You'll want to do a cursory check of the existing literature before you decide on how broad/narrow to make your topic.)
2. **Research and choose at least 12 scholarly sources** to cite, **including 8+ peer-reviewed research articles.** (Scholarly sources may include journal articles, books, government reports, dissertations, etc.)
3. **Write a 10-12 page, doubled spaced paper* in APA 7 format.** It should generally follow this outline:
 - a. **Introduction.** Identify the topic; specify some concerns/challenges individuals with disabilities may have in your content area; and describe the purpose of the paper.
 - b. **Methods.** Write a short description of your process for identifying the necessary literature. (For example, what database(s) did you search? What criteria did you use to choose/eliminate studies?)
 - c. **Review of the Literature.** This should be the bulk of your paper. Summarize the important information gleaned from each of the sources you are citing. (*Tip:* To make your review easier to write and follow, choose a criteria for organizing the materials you are citing. Do you want to address them chronologically? Or would it make more sense to group them, perhaps by subtopics addressed or by authors' conclusions?)
 - d. **Discussion.** Address how you plan to utilize what you learned in your classroom/learning environment
 - e. **Conclusion.** *Briefly* summarize the major contributions of the research you covered, as they pertain to the issues addressed in your introduction. Finally, conclude with some insight you garnered in the completion of this project.
 - f. **APA-style reference list.** (Not counted in the 10-12 page length requirement.)
4. **Upload your file to Canvas.**
5. **Create a 3-7 minute video** presentation to your peers, providing:
 - a. An overview of your project;
 - b. How it was carried out; and
 - c. Any tools, resources, or key findings you feel are important to share.
6. **Post substantive comments** on at least 2 of your peer's video presentations.
7. **Complete a project rubric**, grading your own efforts, and upload it to Canvas.

Some Resources for Writing a Literature Review

- <http://writing.ku.edu/writing-guides> (Click on the Literature Review dropdown menu)
- <http://writing.wisc.edu/Handbook/ReviewofLiterature.html>

*With instructor approval, the review may also be presented in another format, such as a digital book.

Option 4: Single Individual or Small-Group Intervention

The purpose of this project is to work within a school-based, community-based, or home-based setting to support the specific needs of an individual with a disability. Generally, this project should follow either a Design-Based Research (DBR) or Single-Subject Design protocol.

Steps to Follow

1. **Identify an individual with a disability who has a specific need** (e.g., learning X content, completing homework, understanding a content area textbook, completing a job application).
2. **Gather baseline/pre-intervention data**
3. **Gather observational data** that might help indicate the type of intervention would be effective – this can include behavior data, anecdotal notes, or academic data.
4. **Identify an appropriate-seeming support** by:
 - a. Reviewing scholarly literature (course materials + at least 3 peer-reviewed studies) AND
 - b. Brainstorming with other stakeholders.
5. **Develop an implementation plan.**
6. **Design a data collection plan** for gathering progress-monitoring data.
7. **Implement the intervention.**
8. **Gather formative/summative data** (e.g., progress monitoring) that indicates whether or not your intervention was successful.
9. **Create your final product**, which should tell the story of the process and outcomes associated with steps 1-8, above. You may choose from the following formats:
 - a. A 10-12 page, double-spaced, APA-formatted paper,
 - b. An 8-10 minute documentary, or
 - c. A combination paper and documentary.
10. **Upload your file(s) to Canvas.**
11. **Create a 3-7 minute video** presentation to your peers, providing:
 - a. An overview of your project;
 - b. How it was carried out; and
 - c. Any tools, resources, or key findings you feel are important to share.
12. **Post substantive comments** on at least 2 of your peer's video presentations.
13. **Complete a project rubric**, grading your own efforts, and upload it to Canvas.

Important! Make privacy a priority!

- Do not use actual names of students in your project. Either identify the individual as “student” or use a pseudonym. Keep all identifying information private.
- If you collect any video data, make sure to follow your district's consent procedures and have the consent form on file if requested by your instructor.

Option 5: Class-Wide UDL Implementation Project

The Universal Design for Learning (UDL) instructional framework is being highlighted as a foundation for the modern education system. In this project you are to develop, document, implement, and present the associated outcomes attributed to the use of UDL in your teaching.

Generally, this project should follow either a Design-Based Research (DBR) or Single-Subject Design protocol.

Steps to Follow

1. **Identify the content area and/or group of students** around which you plan to design your UDL unit.
2. **Gather baseline data** that might identify the learner variability present within the learning environment.
3. **Review scholarly literature** (e.g., course materials, peer-reviewed journal articles) related to your project.
4. **Use the UDL-IRN planning process** to develop your instructional unit and associated lessons
5. **Implement the UDL unit.**
6. **Collect outcome data.**
7. **Create your final product**, which describes the process and outcomes associated with steps 1-5. This product should include *at least 3 citations* from scholarly literature. You may choose from the following formats:
 - a. A 10-12 page (double-spaced) APA-formatted paper,
 - b. An 8-10 minute documentary, or
 - c. A combination paper and documentary.
8. **Compile an APA-style reference** list of all the research cited in your project
9. **Upload your file(s) to Canvas.**
10. **Create a 3-7 minute video** presentation to your peers, providing:
 - An overview of your project;
 - How it was carried out; and
 - Any tools, resources, or key findings you feel are important to share.
10. **Post substantive comments** on at least 2 of your peer's video presentations.
11. **Complete a project rubric**, grading your own efforts, and upload it to Canvas.

Resources

The Universal Design for Learning Implementation and Research Network (UDL-IRN) spells out its Instructional Planning Process in this document:

<https://www.learningdesigned.org/sites/default/files/UDL%20Instructional%20Planning%20Process.pdf>

Option 6: Explore and Build an Instructional Product of your Choosing

With a focus on your anticipated future teaching job, use the practices and strategies learned in this class to develop a sophisticated instructional product that would support your future students, including those students with disabilities and other diverse learning needs. For instance, you could build instructional units/objects supported by a multimodal/multimedia book (such as on iOS), or an Augmented Reality (AR) video game (such as <http://arisgames.org/>).

Steps to Follow

1. **Identify an idea** for development.
2. **Search the scholarly literature** (e.g., course materials, peer-reviewed articles) or research related to your idea.
3. **Meet with your instructor** to discuss this idea and to gain approval.
4. **Outline a product development plan.**
5. **Develop your product, documenting the process with video**
6. **Develop a product guide** that explains:
 - a. What you developed,
 - b. Its research basis (*at least 3 citations* of studies that support the design of your product),
 - c. How it would be used, and
 - d. How it could support learning for all students, especially those with disabilities.
7. **Compile an APA-style reference** list of all the research cited in your project.
8. **Upload your file(s) to Canvas.**
9. **Create a 3-7 minute video** presentation to your peers, providing:
 - a. An overview of your project;
 - b. How it was carried out; and
 - c. Any tools, resources, or key findings you feel are important to share.
10. **Post substantive comments** on at least 2 of your peer's video presentations.
11. **Complete a project rubric**, grading your own efforts, and upload it to Canvas.

NOTE: You are encouraged to seek input/assistance from outside individuals, especially experts in the field, but the primary design and work submitted must be your own.

Option 7: Virtual/Blended Instructional Unit #2

Following the same format as the Virtual/Blended Learning assignment from Module 4, you will develop another unit on your own.

Steps to Follow

1. **Develop an additional Virtual/Blended Learning Unit** following the same instructions/format as the Module 4 assignment.
2. **Compile an APA-style reference** list of all the research cited in your project.
3. **Upload your file(s) to Canvas.**
4. **Create a 3-7minute video** presentation to your peers, providing:
 - a. An overview of your project;
 - b. How it was carried out; and
 - c. Any tools, resources, or key findings you feel are important to share.
5. **Post substantive comments** on at least 2 of your peer's video presentations.
6. **Complete a project rubric**, grading your own efforts, and upload it to Canvas

Final Project Grading Rubric

Criteria	Approaches Expectations	Meets Expectations	Exceed Expectations
Content or Required Elements Including: • Project-specific requirements • APA citations/reference list, • Video presentation, • Self-graded rubric)	17 points The project was missing required elements.	34 points Based on the selected project, the required elements were visibly present.	50 points The project exceeded the required elements in multiple ways.
Creativity	4 points The final product and associated content lacked original thought, insight, or ideas. OR The ideas presented lacked value to the field of practice. AND/OR Past research was generally overlooked in supporting the development of the product and associated content/ideas.	8 points The final product and associated content demonstrated original thought, insight, or ideas that would be of value to the field of practice. These ideas were generally interlinked to research. Generally, the intended audience would find the product and content engaging and of some value.	10 points The final product and associated content exceeded expectations in original thought, insight, or ideas that would be of value to the field of practice. These ideas were directly interlinked with well-supported evidence. The intended audience would find the product and content engaging and of some value.
Presentation	4 points Final product was lacking in organization and/or creativity (including information and visual organization) needed to provide a professional presentation.	8 points Final product communicated information effectively and met criteria expected from an entry-level educator. Communicated clearly to audience.	10 points All areas of the product exceeded expectations in terms of how information was communicated and presented. It was designed to generally enhance the viewers'/grader's understanding.

Professionalism	7 points Non-professional language was used. Descriptions and Examples lacked understanding. Non-person-first language was used, contained multiple errors. Contained non- flowing or awkward sentence structure.	14 points Professional language was used throughout. Descriptions and examples were given that enhanced understanding. Contained no to only a few minor errors. Language usage was varied in sentence structure and used field- based terminology.	20 points Professional language was used throughout. <u>Descriptions, examples, and references</u> to previous professional/pre- professional teaching experience <u>and scholarly sources showed insight into subject matter and enhanced understanding.</u> Was essentially error-free. Sentence structure was varied. Used field-based terminology that enhanced understanding.
Use of Sources	4 points Sources of information were lacking and/or could have used more attention.	8 points Sources of information and data were appropriate for the project and as expected. Use of sources met the criteria of the assignment	10 points Sources of information and data exceeded expectations in at least two or more of the following ways: Number of sources, How sources were integrated into the project,

Project Presentation Rubric

Criteria	Ratings			Points
Quality of the Presentation	25 pts Full Marks Well organized, reads well or sounds logistical, very few errors in grammar and spelling, judicious use of quotations (as appropriate), coherence, clarity, depth, and quality.	13 pts Partial Marks Organization has a few weak points, reads or sounds satisfactorily, few errors in grammar and spelling, judicious use of quotations (as appropriate). Clarity, depth, and quality are satisfactory.	0 pts No Marks Organization has many weak points, errors, and ineffective use of quotations.	25 pts
Thoroughness of the initial submission	15 pts Full Marks Presentation provided a complete and clear perspective of the project purpose, product and resources.	8 pts Partial Marks Presentation lacked some areas of clarity in perspective of the project purpose, product and resources.	0 pts No Marks No directions for the prompt are followed and completed using the guidelines provided.	20 pts
Components of responses	15 pts Full Marks Responded to two classmates	8 pts Partial Marks Responded to only one classmate	0 pts No Marks No response was provided.	15 pts
Quality of responses	15 pts Full Marks Responses were at least two to three sentences in length and provided high quality specific feedback.	8 pts Partial Marks Responses were less than two sentences in length or did not provide high quality specific feedback.	0 pts No Marks Response reflected limited understanding and offered no opportunity for dialogue.	15 pts