

Writing a (Mindful) Learner-Centred & Inclusive Syllabus

2022 Summer Institute

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Land Acknowledgement



- UBC Point Grey Campus is on traditional, ancestral, unceded Musqueam Territory
- Create your own land acknowledgements through UBC HR Course *Respect, Sincerity and Responsibility: Land Acknowledgements @ UBC*

Objectives

By the end of the session, you will be able to:

- Explain the purpose and benefits of a learner-centred and inclusive (LCI) syllabus, from both the student and instructor perspectives.
- Critically discuss elements of a LCI syllabus.
- Identify strategies to make your syllabus more learner-centred and inclusive.

Agenda

- Welcome & Introductions
- UBC-V syllabus template
- Characteristics, benefits and examples of a LCI syllabus
- Breakout rooms: discuss & share LCI syllabus practices
- Process of revising into a LCI syllabus
- Debrief & wrap up

Hello

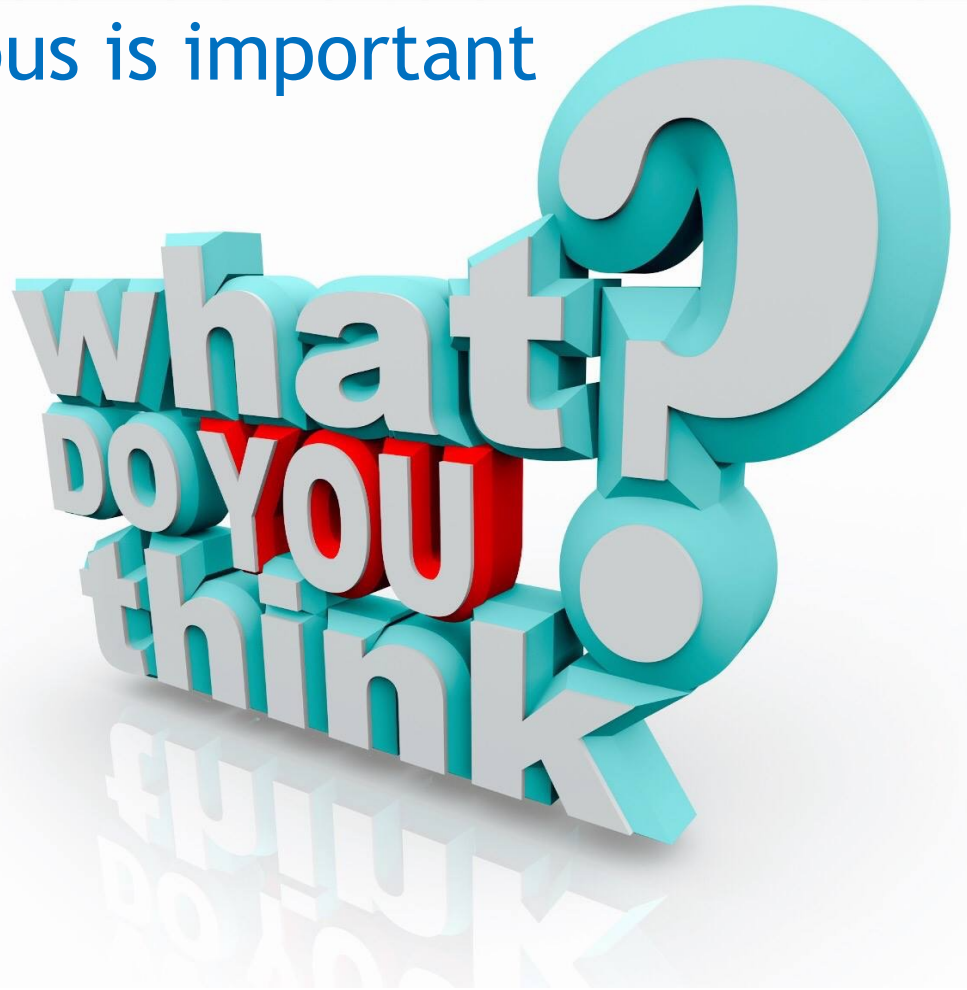
Getting to know
you...a few quick
polls.



Photo by [Gustavo Fung](#) from [Pexels](#)

Consider why the syllabus is important

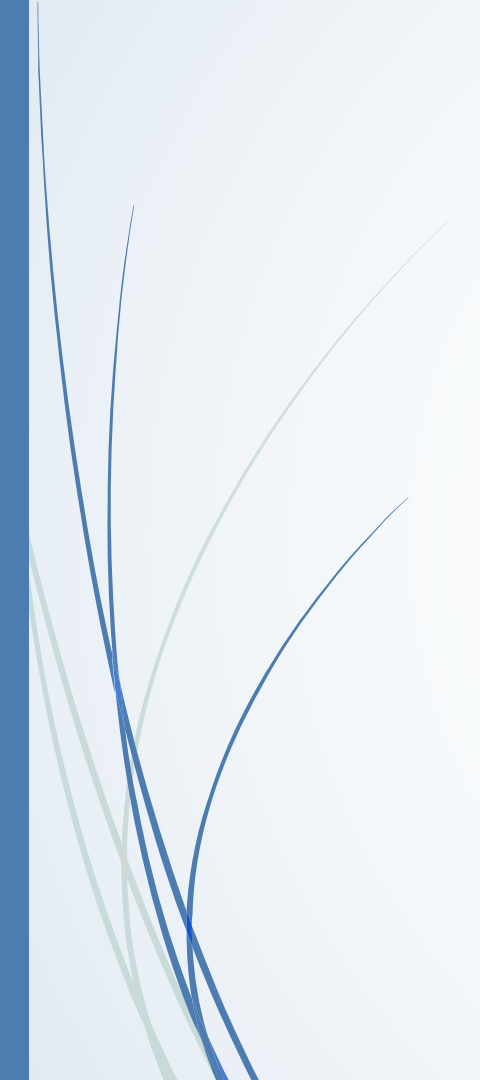
Share your thoughts in
the chat



UBC Guidance: Senate Policy V-130

Content & Distribution of Course Syllabi

- **When:** Effective August 2019
- **Why:** To ensure consistent practices of distribution & elements in syllabi
- **What:** Does not impose a template (but provides one); provides guidance on what to include – lots of flexibility in language & look
- **Where to access:**
 - <https://senate.ubc.ca/policies-resources-support-student-success>
 - <https://senate.ubc.ca/policy-20190207-v-130-syllabus/>



Characteristics & Benefits of a Learner-Centred and Inclusive Syllabus

Learner-Centred Syllabus

A **learner-centred syllabus** requires that you shift from what you, the instructor, are going to cover in your course, to a concern for what **information and tools** you can provide to your students **to promote learning and intellectual development.**

Diamond, R. M. (1997). "*Foreword*" in Grunert, J., *The Course Syllabus*, Bolton, MA: Anker Publishing Company, Inc.

Learner-Centred Syllabus

- Focuses on the **needs of the students** as they relate to the learning process
 - Emphasis shifts from “What are we going to cover?” to “How can the course promote learning and intellectual development in students?”
- **Views learning as a partnership** between instructor(s) and students
- Aims to foster a **reciprocal learning community** where students learn from instructors and instructors learn from students.
- **Encouraging**, not punishing tone

Reference: Bart, M. A learner-centered syllabus helps set the tone for learning. Retrieved from:
<http://www.facultyfocus.com/articles/effective-classroom-management/a-learner-centered-syllabus-helps-set-the-tone-for-learning/>

Facilitate academic success of students

Instructors include information such as:

- **Rationale** for course objectives and assignments
- **Strategies** for how to tackle certain projects, assignments
- Warning of **potential pitfalls**
- Shared and explicit **expectations** (students and instructor)
- Student **options** for deadlines and/or assignments

Characteristics of a LCI syllabus:

Establishes a connection with students.

About this Course



PURPOSE Each day we make over 200 food choices, yet many of us are unaware of how the nutrients in the foods we eat impact our health. The purpose of this introductory nutrition course is for you to learn about the basic science of nutrition and apply your knowledge to your personal food choices. By working through various nutrition-focused issues, you will be able to apply what you learn to your day-to-day food choices.

Characteristics of a LCI syllabus:

Sets the tone: creates a sense of belonging in the course.

Course Input & Feedback

If you have suggestions for changes to the class format that will help you to learn the course material more effectively, feel free to propose your ideas to any member of the teaching team at any time. At the start of the course, I will ask you for ways that help you learn. Approximately midway through the course, I will collect your input on how to best make the learning activities fit with your learning needs. Subsequent changes to the course activities will reflect your input.

Characteristics of a LCI syllabus:

Acquaints students with the structure of the course: we are partners working together.

Course Format

FNH 250 incorporates elements of **self-directed learning**. The format of FNH 250 will be a combination of:

- online class lectures,
- self-directed small group work,
- educational videos,
- small group or individual term project,
- large group discussions, and
- real-world case studies.

As **instructor**, I will be responsible for integrating instructional strategies that support collaborative and active learning and accommodate students' different learning styles, and as a **student** you will be responsible for developing new knowledge by engaging in critical dialogue and self-directed inquiry with your classmates: **together**, we will both be responsible for ensuring a respectful, engaging, inclusive, effective, and productive learning environment.

Characteristics of a LCI syllabus:

Describes students' responsibilities for success.

Course Conduct & Achieving Success

Your attendance at all classes is expected and will enhance your likelihood of success in completing the course. If you are unable to attend a class, it is your responsibility to be informed of the content discussed in class (e.g., in-class announcements, exam scheduling and content, other course content) by requesting this information in the Discussion area. Successful completion of the course requires a strong academic performance and your active participation in the learning activities. Throughout the course, appropriate conduct is expected of all students. Research has shown you are more likely to be successful if you conduct yourself in the following manner:

- *Read the class notes and textbook before class. Making flashcards can be effective for learning the course content.*
- *Arrive to class (even online!) on time and be prepared for active participation.*
- *Ask questions about any material you do not understand (during classes or post in Discussions thread).*
- *Contribute similar or different ideas on a topic being discussed.*
- *Be respectful of diverse opinions.*
- *Use considerate language in class and online.*
- *Employ good time management skills.*
- *Turn off electronic devices that you are not using for academic purposes.*
- *Do not disturb the concentration of your classmates.*



Inclusive Teaching

Inclusive teaching refers to intentional approaches to curriculum, course design, teaching practice, and assessment that create a learning environment where all students feel that their **differences are valued and respected**, have **equitable access to learning** and other educational opportunities, and are **supported to learn to their full potential...**

-<https://inclusiveteaching.ctlt.ubc.ca/>



Inclusive Syllabus

- Acknowledges and values diversity of experiences & identities that instructors and students bring to the classroom
- Supports student's sense of belonging in the course
 - Increased motivation & engagement
 - Supports student wellbeing
 - Increased student success & retention

-UBC Student Diversity Initiative

Equity and Diversity Statements

“It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students’ learning needs be addressed both in and out of the class, and that the diversity that students bring to this class be viewed as a resource, strength and benefit. It is my intent to present material and activities that are respectful of diversity, such as: **gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.** Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.”

-University of Iowa, College of Education

Wellness Statements

“Mental health concerns or stressful events (ex: a global pandemic) may lead to diminished academic performance or reduce your ability to participate in daily activities. Free, easily accessible, confidential mental health services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of mental health services available on campus at the Counseling & Psychological Services (CAPS) website at brown.edu/caps.”

- Harriet W. Sheridan Center for Teaching and Learning at Brown University

Land Acknowledgements

“Welcome to Chemistry 100: Foundations of Chemistry. The Point Grey Campus of UBC is on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land UBC-V is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site. This year, while we learn together with short or great distances between us, I will be on the traditional, ancestral, and unceded territories of the Musqueam, Tsleil-Waututh, and Squamish nations.”

-Dr. Jackie Stewart, Chemistry 100 Winter 2020

**Land acknowledgements should be personalized to you and your course.*

Indigenous Peoples: Language Guidelines (2021 version):

http://assets.brand.ubc.ca/downloads/ubc_indigenous_peoples_language_guide.pdf

Share, compare, borrow (15 mins)

In breakout rooms of 3-4 people, share ideas with one another on LCI characteristics and strategies:

- Share what you already do on your syllabus that aligns with learner-centred and inclusive characteristics.
- Describe any changes you are inspired to make on your syllabus.
- Discuss how you want the students to get to know you before they even meet you (time permitting)



DEBRIEF

BEFORE & AFTER: It's a Process!

FOOD, NUTRITION & HEALTH 250

NUTRITION Concepts & Controversies

Fall Term
September 9th – December 2nd, 2010

INSTRUCTOR: Gail Hammond, MSc, RD
OFFICE: FNH 214 (Main FNH office: FNH 230, phone 604.822.2502)
OFFICE HOURS: Tuesday mornings, 11:00am – 12:00pm
CONTACT: voice mail: 604.822.3934

e-mail: Gail.Hammond@ubc.ca or g.hammond@interchange.ubc.ca

Note: Please use one of these e-mail addresses to contact me – do not use the Vista mail system. I will not be available for responding to emails during evenings after 5:00pm or on weekends.

TEXT: Thompson J, Manore M and Sheeska J, 2nd ed. 2009. Nutrition: A Functional Approach. Canadian Edition, Pearson Education Canada, Toronto, ON.

SOFTWARE: MyDiet Analysis (online access to most recent version)

SUPPLEMENTAL TEXTS:

Whitney EN and Rolfes SR, 11th ed. 2007. Understanding Nutrition, West/Wadsworth Publishing Co., Belmont, CA.

Wardlaw GM, Hampl JS, Disilvestro RA, 7th ed. 2007. Perspectives in Nutrition. St. Louis, MO: McGraw-Hill Publishers.

Sizer Webb FS and Whitney EN, 10th ed. 2006. Nutrition: Concepts and Controversies. Wadsworth/Thomson Learning, Belmont, CA.

Insel P, Turner RE, Ross D, 3rd ed. 2007. Nutrition. Jones & Bartlett Publishers, Sudbury MA.

EVALUATION:

Midterm (October 21st) 25%
Assignment (due: 12:30pm, November 25th) 25%
Final exam (tbd) 50%

Note: Late assignments subject to -10% for each day late (12:30pm deadline each day)

COURSE OBJECTIVES:

- The primary objective of this course is to provide students with a basic understanding of the science of nutrition.
- Success of the primary objective will be achieved by understanding:
 - the physical characteristics of nutrients,
 - functional roles of nutrients in the body,
 - interrelationships between certain nutrients,
 - use of food composition tables to determine the nutrient content of foods,
 - recommendations for intake of foods and nutrients, and
 - how students can improve their own eating habits to reduce risk of inadequate or excessive nutrient intake.
- Acquisition of the basic tenets of nutrition will enable students to make knowledgeable decisions regarding nutrition information to which they are exposed.
- Exposure of the link between nutrition and certain disease states will be introduced.

COURSE OUTLINE

(tentative schedule only)

Classes are from 12:30pm – 2:00pm in McMillan 166.

DATE (2010)	TOPIC	CHAPTERS
September 7	Imagine UBC Day—no class	
September 9	Introduction, Diet Quality	1, 2
September 14	Diet Quality	2
September 16 & 21	Digestion, Absorption & Transport	3
September 23 & 28	Carbohydrates	4
Sept 30 & Oct 5	Lipids	5
October 7 & 12	Proteins	6
October 14 & 19	Healthy Body Weight, Energy Balance	11, 12
October 21	Midterm: 12:30 – 1:30pm	
October 26 & 28	Fluid & Electrolytes	7
November 2 & 4	Antioxidants	8
November 9	Bone Health	9
November 11	Remembrance Day—no class	
November 16	Bone Health	9
November 18 & 23	Energy Metabolism	10
November 25	Blood Health	10
November 25	Assignments are due in class by 12:30pm, and will be returned at the final exam.	
November 30	Blood Health	10

Late assignments subject to -10% for each day late, with a daily deadline 12:30pm. All late assignments must be submitted to staff in the FNH main office (room 230). You must ask staff to date and time stamp your assignment. Do not slip assignments under my office door.

FNH 250

Nutrition Concepts & Controversies



Summer 2020: Web-Oriented Course

Section 920

About this Course



PURPOSE Each day we make over 200 food choices, yet many of us are unaware of how the nutrients in the foods we eat impact our health. The purpose of this introductory nutrition course is for you to learn about the basic science of nutrition and apply your knowledge to your personal food choices. By working through various nutrition-focused issues, you will be able to apply what you learn to your day-to-day food choices.

Quick Facts: Where, When, Access



CLASSES Tuesdays and Thursdays, 1:00–4:00pm online through Collaborate Ultra in Canvas. We may also use Zoom. Your attendance is expected and is necessary for you to participate in the classroom activities. Follow the course schedule, read the material for each topic before class, and arrive on time.

COURSE WEBSITE All correspondence for the course will be posted on the FNH 250 Canvas course website (canvas.ubc.ca) use your CWL to login. You are responsible for attending classes on this website and regularly checking it (a minimum 3-4 times a week) to be aware of any updates or changes to the course content, schedule, or learning activities.

Your Instructor & Teaching Assistants



INSTRUCTOR: Dr. Gail Hammond, RD

Virtual Office: FNH 214

Office hours: Online through Collaborate Ultra, Tuesdays 11:00AM-12:00PM, after class, or by appointment

Emails: Use Canvas message system. See page 6 for my expectations on using email in FNH 250

TEACHING ASSISTANTS:



Tebby Leepile

Office hours for TAs are by appointment. Contact TAs through Canvas email.



Lily Ren



Inside this Syllabus

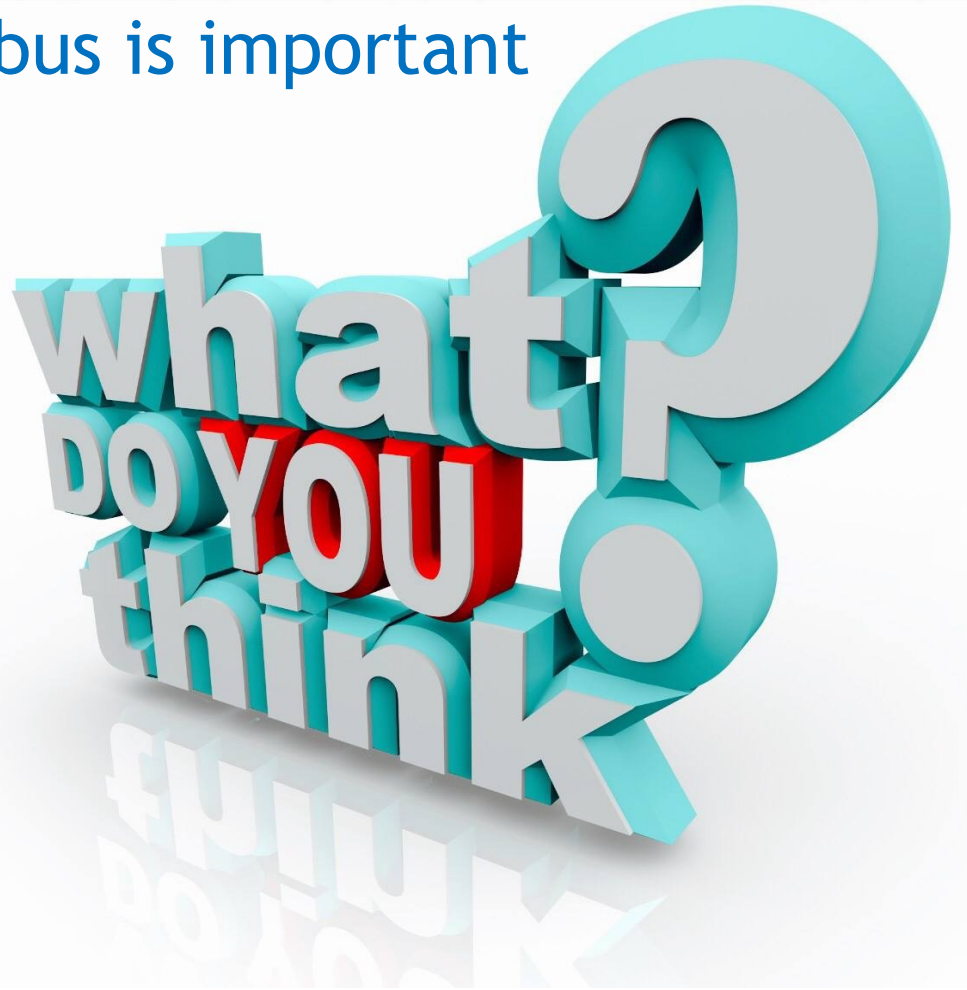
About this Course	1
Quick Facts	1
Your Instructor & TAs	1
Course Outcomes	2
Course Materials	2
Course Format	2
Course Rationale	2
Course Schedule	3
Evaluation	3
Dietary Assessment	4
Controversy/Media Small Group Project	4
Student Support	4
Accommodation & Disabilities	4
Exams & Late Assignments	5
Academic Integrity	5
Course Conduct	5
Managing Email	6
Course Input & Feedback	6
A Few Final Words	6

FNH 250 recognizes that UBC's Point Grey campus is located on the traditional, ancestral, and unceded territory of the **Musqueam** people.



Reconsider why the syllabus is important

Has anything changed for you about why a syllabus is important?



Enter 3 words that best describe a LCI syllabus to you

Go to...

www.menti.com

Enter the code:

9624 6983

Enter up to 3 words



A word cloud featuring various positive adjectives and phrases. The words are arranged in a roughly circular pattern, with 'informative' and 'flexible' being the largest. Other prominent words include 'personal', 'clear', 'approachable', 'encouraging', and 'compassionate'. The colors of the words vary, including shades of blue, green, red, yellow, and purple.

dynamic
feedback
thoughtful
concise
flexible
informative
personal
clear
approachable
accessible
adjustable
supportive
inspiring
flexibility
succinct
respectful
descriptive
strategy
team
diversity
responsive
diversity
compassionate
inclusive
living-document
professional
personable

Questions? Get in touch!



gail.hammond@ubc.ca



susan.hampton@ubc.ca

Resources

A Learner-Centered Syllabus Helps Set the Tone for Learning (Bart, 2015; Faculty Focus Article). A short article, with good examples, on the learner-centered syllabus:

<http://www.facultyfocus.com/articles/effective-classroom-management/a-learner-centered-syllabus-helps-set-the-tone-for-learning/>

Inclusive Teaching @ UBC. This website contains resources for faculty members on diversity and inclusion within the classroom: <https://inclusiveteaching.clt.ubc.ca/resources/resources-for-faculty/>

O'Brien, J.G., Mills, B.J. and Cohen, M.W. (1997). *The Course Syllabus: A learning-centred approach*. San Francisco, CA: Jossey-Bass.

Sheridan Centre for Teaching and Learning @ Brown University. This webpage includes some sample *Diversity & Inclusion syllabus statements*: <https://www.brown.edu/sheridan/teaching-learning-resources/inclusive-teaching/statements>

Syllabus Best Practices (IOWA State University)

Concise list of elements in a learner-centered syllabus:

<http://www.celt.iastate.edu/teaching/preparing-to-teach/how-to-create-an-effective-syllabus>

Resources

Tulane University's Accessible Syllabus: *The Accessible Syllabus* is an interesting project at Tulane University dedicated to "helping instructors build a syllabus that plans for diverse student abilities and promotes an atmosphere in which students feel comfortable discussing their unique abilities". The site provides advice on images, language and policies you might include in your syllabus. There are also some examples of redesigned syllabi: <https://www.accessiblesyllabus.com/>

UBC Indigenous Peoples: Language Guidelines, 2021:

http://assets.brand.ubc.ca/downloads/ubc_indigenous_peoples_language_guide.pdf

UBC Vancouver Senate Policy V-130: Content & Distribution of Course Syllabi:

- <https://senate.ubc.ca/Policy-20190207-V-130-Syllabus/>
- UBC Course Syllabus Template: <https://wiki.ubc.ca/File:Ubc-course-syllabus-template.docx>

UBC Wiki: How to make your syllabus more learner-centred (includes examples):

[https://wiki.ubc.ca/Documentation:Inclusive Teaching/Learner Centered Syllabus](https://wiki.ubc.ca/Documentation:Inclusive_Teaching/Learner_Centered_Syllabus)