

Writing a Learner-Centered & Inclusive Syllabus

CTLT Summer Institute

August 22, 2019

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Session Objectives

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

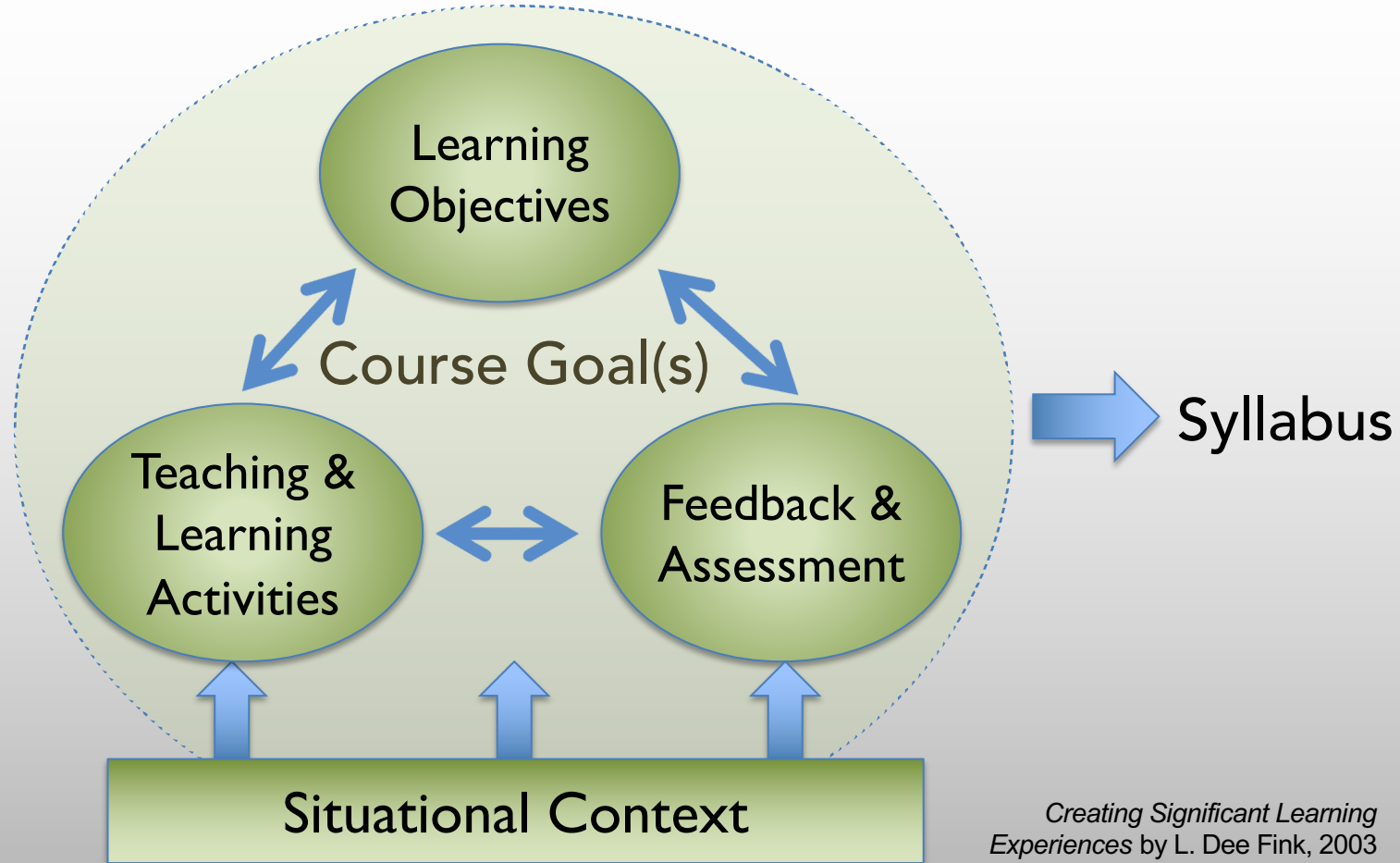
- Explain the purposes and benefits of a learner-centered & inclusive syllabus, from students' and instructors' perspectives.
- Identify strategies for consideration when developing a learner-centered & inclusive syllabus.
- Critically appraise to what extent a syllabus is learner-centered & inclusive.
- Examine your own syllabus for integrating learner-centered and inclusive considerations.

Agenda

- Introductions & syllabi in your teaching context
 - UBC syllabus template
- Learner-centered & inclusive syllabus
 - Characteristics and Benefits
- Table activity: examine syllabus examples
- Reflections on syllabus iterations
- Individual activity: working on a learner-centered syllabus
- Debrief & wrap up

Course Design Integrated into LC&I Syllabus

Theory



Why is it Important for Students to Read the Syllabus?

CRWR 201: Introduction to Writing Poetry

CRWR 201 002 2019W
HENN 200 TH 3:30 – 5:00
Prof: Sheryda Warrener
Office Hour: TH 5:00 – 6:00 pm (HENN 301)

FNH 250
Nutrition Concepts & Controversies

Summer 2019

Section 920



Sociocultural Perspectives on
Education and Identity

EDUC 856, Summer 2019, Educational Leadership

Twitter #psyc102ubc
INTRODUCTORY PSYCHOLOGY (PART II)

Psyc 102 Section 004
Winter 2014/2015 Term 2
Version 3: 12 January 2015



University of British Columbia
Department of Chemical and Biological Engineering

CHBE 241: Material and Energy Balances –Winter 2018 Term 1– 3 credits

Your context/experience

- Your experiences preparing syllabi
 - how many, how often, etc.
- Does your department/faculty have a standard template (or not)? If not, how do you prepare?

UBC SENATE POLICY V-130: SYLLABI CONTENT & DISTRIBUTION OF COURSE SYLLABI

- **When:** effective August 2019
- **Why:** to ensure consistent practices of distribution & content in syllabi
- **What:** does not impose a template (but provides one); provides guidance on what to include
- **Where to access:**
 - <https://senate.ubc.ca/policiesresources-support-student-success>
 - <https://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/policy-20190207-v-130-syllabus.pdf>

Learner-Centered Syllabus

- Focuses on the **needs of the students** as they relate to their learning process
- Instructors include information that will **facilitate the academic success** of students (e.g., brief rationale)
- **Views learning as a partnership** between instructor(s) and students

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/>

A learner-centered 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.

Inclusive Syllabus

- Emphasizes the importance of **acknowledging and valuing diversity of experiences & identities** that instructors and students bring to the classroom
- Creates learning experiences to benefit all students in the classroom, including those who come from **groups that have been historically underrepresented or marginalized** in higher education
- Supports **student's sense of belonging** in the course (& program)
 - Increased motivation & engagement
 - Supports student wellbeing
 - Increased student success & retention

Characteristics & benefits of a learner-centered & inclusive syllabus

1. Establishes a connection with students.
2. Acquaints students with structure of the course.
3. Sets the tone.
4. Defines students' responsibilities for success.
5. Helps students determine their readiness for the course.
6. Creates a sense of belonging in the course.

Characteristics of a learner-centered 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 learner-centered syllabus:

Acquaints students with structure of the course.

Course Format

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

- class lectures,
- self-directed small group work,
- educational videos,
- large group discussions, and
- real-world scenarios.

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 learner-centered syllabus:

Sets the tone.

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 learner-centered syllabus: Defines 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 ahead of time. Making flashcards can be effective for learning the course content.

Arrive to class on time and prepared for active participation.

Ask questions about any material you do not understand (in-class or post in Discussion area).

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.

Characteristics of a learner-centered syllabus:

Helps students determine their readiness for the course.

Course Rationale

You will likely arrive at this class with your own thoughts, opinions, and practices around nutrition and making healthy food choices. Your dietary beliefs are important contributions to helping us work through a number of nutritional issues and controversies. In this introductory nutrition course, you will learn about the science of nutrition and be able to put what you learn into practice. Through both in- and out-of-class activities, in FNH 250 you will *learn* about (a) the 6 classes of nutrients, (b) rich food sources of nutrients, (c) major roles for nutrients in the body, and (d) how deficiencies, excesses and key interrelationships of nutrients impact health. You will *apply* your learning of the science of nutrition in a detailed analysis of your own diet or by researching a controversial topic in nutrition (details for the term assignments are available on the course website).

Characteristics of a LC & inclusive syllabus: Creates a sense of belonging in the course.

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



Comparing traditional & learner-centered syllabi

Traditional	Learner-Centered	
Technical info	Technical info	
Students' responsibilities	Students' roles & responsibilities	Partnership
—	Instructor roles & responsibilities	
Learning outcomes	Learning outcomes + rationale	
Learning activities	Learning activities + rationale	
Evaluation standards	Evaluation standards + rationale	
Summative feedback	Formative input & feedback	

Examine a Syllabus: How learner-centered is it?

Table Group Activity:

- Each table is provided a (different) syllabus to examine
- In what ways is it different than a “traditional” syllabus?
- Consider yourself as a student learner:
 - What is the tone of this syllabus? What first impression would this syllabus give to you?
 - Does the syllabus view learning as a partnership between students and the instructor? Why or why not?
 - What does the syllabus communicate about the instructor’s role and responsibilities? What about the students?
 - To what extent does the syllabus anticipate students’ questions?

BEFORE & AFTER

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 2019

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 in FNH 60. 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 show respect for your classmates and instructor by arriving on time.

COURSE WEBSITE Important 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 checking this website regularly (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

Office: FNH 214

Office hours: Tuesdays 11:00am–12:00pm, after class, or by appointment

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



TEACHING ASSISTANTS:



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



Creating a Sense of Belonging

Land Acknowledgements

UBC's Point Grey campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy'əm (Musqueam) people. The land it 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.

Equity & Diversity Statements

I intend for students from diverse backgrounds and perspectives to be well-served by this course –diversity is viewed as a resource, strength and benefit in the class. It is my intent to present materials and activities that are respectful of diversity, including various educational contexts. Your suggestions are encouraged and appreciated.

Individual Activity :

Preparing to write a LC & inclusive syllabus!

- What changes are you inspired to make? What would make the course more inviting/welcoming for students from diverse backgrounds? How can you craft the syllabus to reflect who you are as an instructor?
 - Course description
 - Tone of the syllabus
 - Rationale for the course & its components
 - Student support & resources
 - Diversity statements

Consult the [UBC syllabus template](http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_h_syllabus_template_example.pdf) for ideas on what to include.

http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_h_syllabus_template_example.pdf

Questions? Get in touch!



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susan.hampton@ubc.ca

Thank you for your engagement & participation!

Please take a moment to **complete the session feedback form**, bearing in mind that the facilitator's practice and future programming of CTLT institutes will benefit from your thoughtfulness.

Other sessions you may be interested in:

- **Developing classroom guidelines: thoughtful and critical approaches**
August 22, 2019; 11:30 - 1:30
- **Working with TAs to support inclusive teaching**
August 22, 2019; 2:00 - 4:00
- **"Never have I ever": the pedagogy edition with CTLT Faculty Associates**
September 6; 11:30 - 1:30
- **Creating inclusive science classrooms: student voices**
September 6; 2:00 - 4:00



Please consult the summer institute schedule for the full program.

Should you like to evaluate your students' learning and/or the impact of your teaching practice, feel free to reach out to the **Institute for the Scholarship of Teaching and Learning**:

<https://isotl.ctlt.ubc.ca/about/contact/> | CTLT.ISOTL@UBC.CA