

Writing a (Mindful) Learner-Centered & Inclusive Syllabus

CTLT Online Teaching Program

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Land Acknowledgement



UBC's Point Grey campus is located on the traditional, ancestral, and uncaded territory of the xwməθkwəyəm (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.

Objectives

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

- Explain the purposes and benefits of a learner-centered and inclusive (LCI) syllabus, from both student and instructor perspectives.
- Critically discuss elements of a LCI syllabus.
- Identify considerations when developing a LCI syllabus, particularly for the online environment.

Agenda

- Welcome & Introductions
- UBC syllabus template
- Characteristics & benefits of a LCI syllabus
- Breakout rooms: considerations for the online environment to include in your LCI syllabus
- Debrief & wrap up

Hello

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



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

Why should students read the syllabus?

Consider reasons why it is important for students to read the syllabus

- Retain for later reference



UBC Guidance: Senate Policy V-130

Content & Distribution of Course Syllabi

- **When:** Effective August 2019
- **Why:** To ensure consistent practices of distribution & framing in syllabi
- **What:** Does not impose a template (but provides one); provides guidance on what to include – lots of flexibility
- **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>



Characteristics & Benefits of a Learner-Centered and Inclusive Syllabus

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.*

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

Learner-Centered Syllabus

- Focuses on the **needs of the students** as they relate to their learning process
 - Emphasis shifts from “What are we going to cover?” to “How can the course promote learning and intellectual development in students?”
 - Language (tone) aims to foster a more engaging learning environment

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/>

Learner-Centered Syllabus

- Instructors include information that will facilitate the academic success of students (e.g., brief rationale)
 - Rationale for course objectives and assignments
 - Recommendations for how to tackle certain projects, assignments
 - Warning of potential pitfalls
 - Shared and explicit expectations (students and instructor)
 - Student choice around deadlines and/or assignments

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/>

Learner-Centered Syllabus

- Views learning as a partnership between instructor(s) and students
- Aims to foster a learning community

Resource & Examples:

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

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/>

Inclusive Syllabus

- Emphasizes the importance of **acknowledging and valuing diversity of experiences & identities** that instructors and students bring to the classroom
- Specific attention drawn to **diversity** by including:
 - Land Acknowledgements
 - Equity & Diversity Statements
- Supports **student's sense of belonging** in the course
 - Increased motivation & engagement
 - Supports student wellbeing
 - Increased student success & retention

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 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.

Considerations for the Online Environment

- When and how are you available to your students?
- How does the time zone of the course affect deadlines and other communications?
- How will the course progress throughout the semester?
- What learning support and resources are available for students? <https://keeplearning.ubc.ca/>

Breakout Groups

Share, Compare & Borrow:

- Your chance to share ideas with one another on these online considerations
 - What decisions have you made?
 - What do you still need to consider?
 - How have you communicated these?
- Breakout groups of 3-4 people (15 minutes)
 - Use the “ask for help” button if you have questions, need assistance.



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

TEACHING ASSISTANTS:



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



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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 people.



Why should students read the syllabus?

Has anything changed for you about why it is important for students to read the syllabus?



Enter 3 words that best
describe a LCI syllabus to you

Go to www.menti.com
and use the code:

12 47 61

Enter up to 3 words...



Questions? Get in touch!



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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.cltl.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*, 2018:

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/sites/senate.ubc.ca/files/downloads/Policy-20190207-V-130-Syllabus.pdf>

- UBC Course Syllabus Template and Example:
http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_H_Syllabus_Template_Example.pdf
- Instructions for using the Course Syllabus Template: <https://wiki.ubc.ca/images/a/af/Ubc-course-syllabus-template.docx>