

The background of the slide is composed of several interlocking puzzle pieces in various colors: dark grey, light grey, green, yellow, and teal. The pieces are arranged in a way that they form a larger rectangular shape with rounded corners. The text is centered within white rectangular boxes that have thin orange borders.

Syllabus Work Week

Increasing Equity and Transparency



Facilitator Team



Mascha N. Gemein

Associate Professor of
Practice

UCATT (Formerly OIA)

Office Hours: 2-3 PM



Treya Allen

DEI Instructional Support
Coordinator

Office of General
Education

Office Hours: 3-4 PM



Katie Southard

Director of Instructional
Support

Office of General
Education

Office Hours: 12-1 PM



Emily Jo Schwaller

Assistant Professor of
Practice

UCATT (Formerly OIA)

Office Hours: 1-2 PM



Honoring and
Acknowledging

The Intentional Syllabus Defined

Being intentional about syllabus composition means we:

- Provide a clear road map for learning with aligned goals, checkpoints, and conditions.
- Center the learner and learning experience.
- Clearly communicate expectations on individuals and groups (if given).
- Being descriptive and transparent about conditions and process of weekly student engagement and the assessment.
- Meet diverse learners where they are at rather than to make assumptions about preparedness or familiarity with conventions.
- Optimize and illustrate accessibility and inclusivity.



Syllabus Work Week



Webinars:

- **Monday:** Communicating Logic and Alignment
- **Tuesday:** Composing with the Learner in Mind
- **Wednesday:** Increasing Equity and Transparency
- **Thursday:** Making Policies Meaningful for Students
- **Friday:** Guided Peer Review Session

Daily office hours 12-4pm:

- Sign-up for a 30min consultation alone, with a buddy, or as small group
- Link: [Office Hour Sign-Up](#)



Recap and Review



While there are several means of communication- there are also multiple layers of communication. Levels of Communication are not always addressed or considered to the detriment of the original message.





Making The Hidden Visible

Hidden curriculum in learning environments asserts that there is an assumption that students will come in having an awareness or mastery of specific:

- Learning Environment and Expectations
- Skill sets
- Knowledge
- Social Processes

Guiding Question: What are the expectations, skillsets, knowledge, and social processes that I assume students will bring to the learning environment?

What instructors say...



Please study chapters 2 and 7.

What instructors mean:



Students will learn the material in chapters 2 and 7 so that they are able to apply the information to an assessment.

What most students hear...



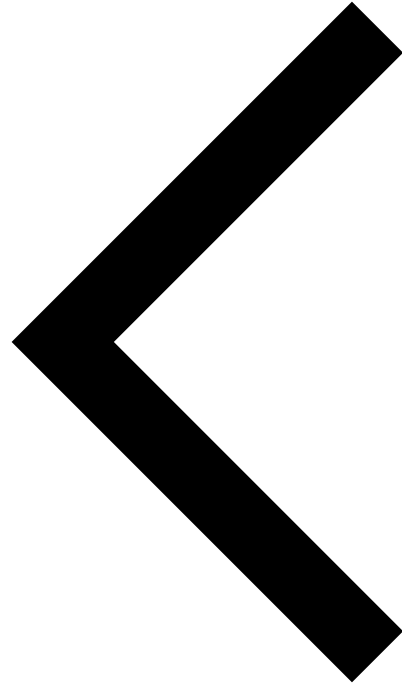
Read the information in chapters 2 and 7.

What students interpret:



I need to memorize the information in chapters 2 and 7 so that I can get a good grade on my next assessment.

intent



IMPACT



Tools For Making the Hidden Visible

Awareness

Observation

Interrogation

Transparency
of Practice

Equity of
Treatment



Transparency of Practice

Transparency- The condition of being easy to perceive or detect.

- Make clear all processes that are utilized in the syllabus
- Highlight everyone's roles and responsibilities (i.e. TAs)
- Provide purpose, nature, and process of every assessment.

Guiding Question: What is clear to me that may not be readily understood by students in my learning community?

From Theory to Practice (Examples)

- Examples from Dr. Orchard, Plant Sciences

Notes about the role of teaching assistants in course

The TAs will assist Dr. Orchard by grading all the Discussions and Module Writing Assignments, applying late penalties to Quizzes, and grading and providing feedback on the Literature Review papers for most of the students in the class (Dr. Orchard will also do some of them for Part I and Part II).

For questions about the course material, post your questions in the [Questions about the course](#) Discussion forum, or contact Dr. Orchard (orchard@arizona.edu).

Please contact Dr. Orchard (orchard@arizona.edu) for any questions about course logistics (due dates, absences, extensions, grade concerns, etc.).

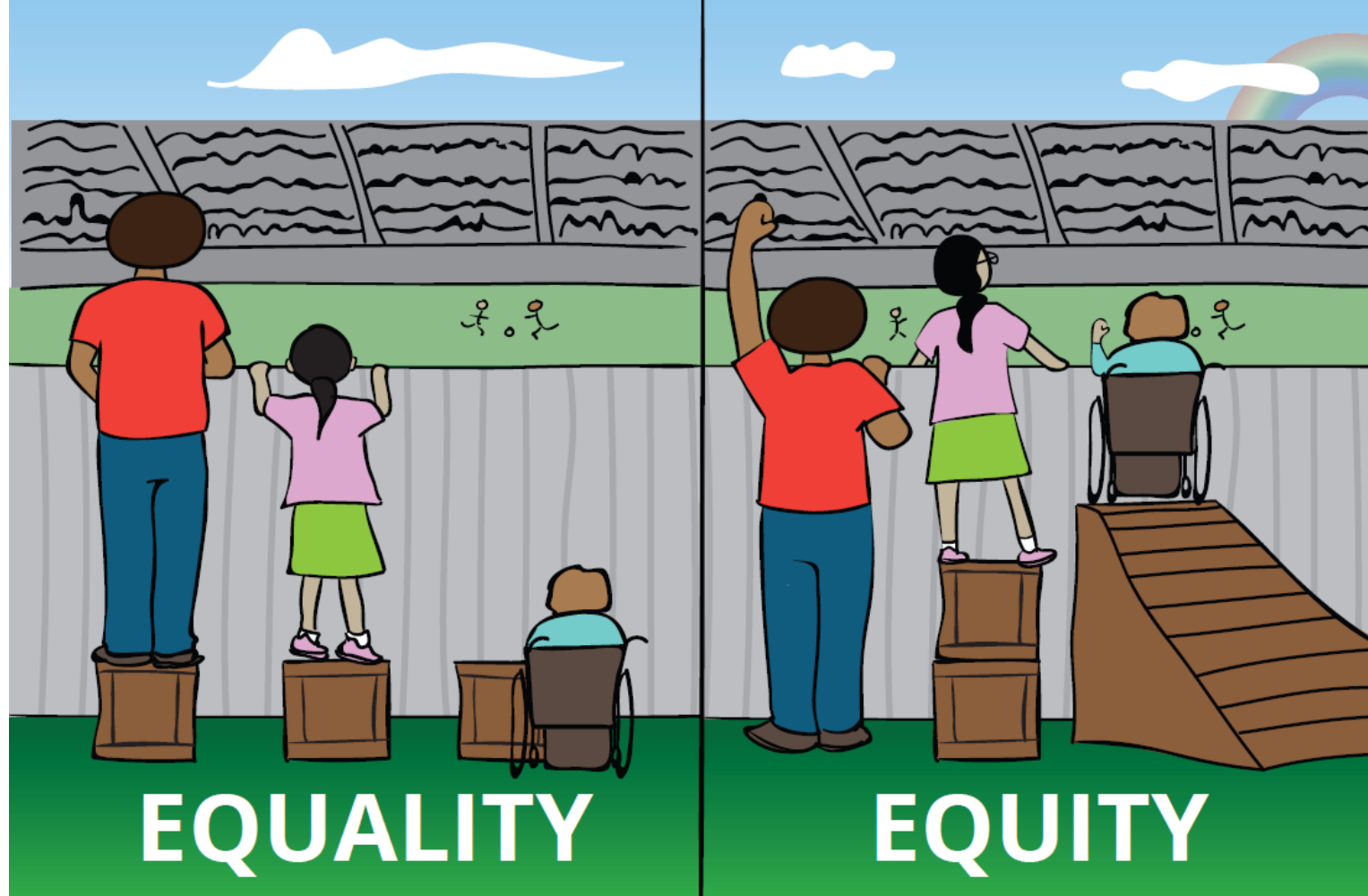
Dr. Orchard's open-office hours Mondays 2:15-3:30 pm

 Link

"Open-office hours" are times I set aside to meet with students in my courses without students needing to schedule an appointment with me. If the scheduled day/time does not work for you, please contact me at orchard@arizona.edu to schedule a private meeting with me on a day/time that is better for you.



Equitous Treatment over Equal Treatment





Equity in Learning Process and Practice

- We make no assumptions about where a student “should” be entering college.
- Think through language registers and levels.
- Human development is always a factor in education.
- Teaching social processes as well as content.
- Define, clarify, reinforce, repeat!

Guiding Question: Is my syllabus, policies, and practice based in equal treatment or equitable treatment of all students?

From Theory to Practice (Example)

Example from Dr. Orchard

Addressing assumption that students know what "literature" means for a literature review assignment

What is "literature"?

For the purposes of this assignment, literature is any printed or recorded material that has information on your chosen topic. You should use reputable sources of information but I generally discourage the use of technical papers written by scientists for scientists, because they are likely too technical/challenging for most students in this course. However, if you feel like you can understand those papers, you are free to use them. For more information, see the [Assignment](#) instructions for links to websites with more information on this style of paper and on choosing appropriate sources.

Providing resources with students, as well as an explanation for *why* these resources are important

Fight off Imposter Syndrome

Do you feel as though you're not really meant to be here? That you're not as smart as other students? Then you, like many people, might have Imposter Syndrome. Know this: if you are registered for this course, then you are meant to be here and you can succeed. Here are some tips to fight off feeling like an imposter:

- [10 steps you can use to overcome imposter syndrome](#)
- [How to overcome imposter syndrome](#) (includes TED talk link)



Reminders

- It is not a matter of *if* but **HOW**
- Hidden Curriculum is not as much *hidden* as it is **normative** in all social institutions
- Students are impacted differently
- All people can perpetuate a hidden curriculum even if it is not the intent.



From Theory to Practice



What are three concrete ways that you can implement what you have heard today in your syllabus/class?

1.

2.

3.

Next Up!

**Please join us for our next session:
Making Policies Meaningful for Students**

Daily office hours 12-4pm

Link: [Office Hour Sign-Up](#)

