

Learning Outcomes

- Apply the “Backward Design” framework and principles to create a course with clear learning goals, aligned assessments, and engaging activities.
- Explore equitable assessment strategies that foster deeper learning for students in order to develop an assessment plan for your course.
- Experience active learning techniques and create a sample lesson plan for one or more of your course activities.
- Utilize strategies to make your course syllabus more inclusive and welcoming to your students.
- Create a plan that will allow you to capture helpful and supportive feedback on your course from students and/or peers as you teach.

Description: The CEILS Scientific Teaching Institute is designed to introduce you to evidence-based strategies for teaching and course design. The experience is facilitated and you will receive feedback on daily assignments, culminating at the end of the week with a syllabus draft, assessment plan, sample lesson plan, and embedded feedback strategy. Tips, strategies, and resources for equity, accessibility, and remote/online design will be integrated into the workshops and course site resources.

Who should participate? Any instructor in the Life & Physical Sciences is welcome to participate. This will be particularly helpful for instructors who are new to UCLA, teaching a new course or revising an existing course, and those who have not participated in many CEILS events and are interested in learning about best practices and applying this information to your teaching. Teams of co-instructors teaching the same course or courses in a series are encouraged to attend together and can work together with the same facilitator.

Format: The institute will take place online over the course of one week. Each day there will be a 2 -hour workshop on Zoom from 10am -12 noon and a small group session from 2-3pm. This will be paired with asynchronous work time in the afternoon with assignments for you to complete. Resources will be available on the course site to support you in completing the assignments, and facilitators will be available to meet with you on Zoom throughout the week as needed. Daily assignments are due by 4pm so that your facilitator can review and give you feedback by the next workshop session. See the detailed schedule on the next page for more information.

CEILS Scientific Teaching Institute
 Foundations of Equitable Course Design & Inclusive Teaching
 July 7-14, 2021 [Online]

Schedule for the Week of July 7-14, 2021.

Note that independent work on the weekend is optional depending on your goals and availability. This time may be spent continuing to refine assignments or develop lesson plans for additional weeks if desired, but there is no expectation of work over this weekend.

	Wednesday 7/7	Thursday 7/8	Friday 7/9	Monday 7/12	Tuesday 7/13	Wednesday 7/14
9:00 – 10:00	Welcome Session: Introductions & Overview [Zoom]	Independent work- Review feedback from your facilitator on Assignment 1, update learning goals and course description.	Independent work- Review feedback from your facilitator on Assignment 2, continue to refine assignments.	Independent work- Review feedback from your facilitator on Assignment 3, update lesson plan(s).	Peer review work: Review and provide comments to 2 peers on their syllabus draft.	Review feedback from facilitator; View final syllabi from colleagues
10:00 – 12:00 <i>ALL ON ZOOM</i>	Workshop 1: Apply the “Backward Design” Framework to Course Planning	Workshop 2: Equitable Assessment Strategies for Deeper Learning	Workshop 3: Design Lesson Plans for Interaction with Active Learning	Workshop 4: Tips for an Inclusive and Welcoming Course Syllabus	Workshop 5: Planning for Feedback on Your Course Delivery	Closing Session: Wrap-Up and Debrief
12:00 – 2:00	Independent work and/or co-instructor working meetings. Supportive resources will be available in the Summer Institute course site to assist you in completing assignments.					<i>Facilitator Schedule: 9-10am Facilitator Meeting Daily; 2-3 office hours and 1:1 appointments as needed; 7/14 12-2pm debrief.</i>
2:00-3:00	Zoom Small Group Sessions: Check-in with your small group facilitator and peers on progress for the daily assignment.					
Due By 4pm	Assignment 1: Draft your learning goals and objectives; create a new learner-centered course description.	Assignment 2: Determine overall assessment strategy. Create an outline for your “high stakes” course assignments; draft plan for “low stakes” assignments.	Assignment 3: Create a lesson plan for 1-2 class activities; incorporating active learning. *Zoom Happy Hour 4-5	Assignment 4: Create a near final draft of your course syllabus. This will be reviewed by two colleagues and your facilitator.	Assignment 5: Planning for Feedback from Students and/or Peers; Post final syllabus	