

## 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 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 inclusive teaching and course design. The experience is facilitated by CEILS staff and other UCLA faculty; and you will receive feedback on your 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 anyone else 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 **in person** over the course of one week (excluding the weekend). Each day, there will be a 2-hour workshop from 10am -12 noon, followed by group work time in the afternoon for you to work on assignments (e.g. revising your syllabus or assessments). Resources will be available on the course site to support you in completing the assignments, and facilitators will be available to meet with you daily. **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 17 - 24, 2024

Schedule for the Week of July 17 - 24, 2024

	Wednesday	Thursday	Friday	Monday	Tuesday	Wednesday
9:00-9:30	Welcome Session: Introductions &	Breakfast, group community building	Breakfast, group community building	Breakfast, group community building	Breakfast, group community building	Breakfast, group community building
9:30 – 10:00	Overview	Review facilitator feedback and make updates.	Review facilitator feedback and make updates.	Review facilitator feedback and make updates.	Review facilitator feedback and make updates.	Review and provide comments to 2 peers on their syllabus draft.
10:00 – 12:00	<b>Workshop 1: Apply the “Backward Design” Framework to Course Planning</b>	<b>Workshop 2: Equitable Assessment Strategies for Deeper Learning</b>	<b>Workshop 3: Design Lesson Plans for Interaction and Feedback</b>	<b>Workshop 4: Tips for an Inclusive and Welcoming Course Syllabus</b>	<b>Workshop 5: Embedding Feedback in Your Course Delivery</b>	<b>Closing Session: Wrap-Up and Debrief</b>
12:00 – 1:00	LUNCH BREAK					<b>Celebratory lunch and social time 12-2!</b>
1:00-3:30	Let’s get it done! Work in your small groups to complete the assignment for each day. Each participant/team will meet with their group facilitator 1:1 during this time to get support on the day’s assignment. Supportive resources will be available in the Bruin Learn course site to assist you in completing assignments. Group activities or additional workshop presentations depending on day. Submit assignments by 4pm to allow facilitators to provide you feedback by 9am following day.					
3:30 – 4:00	Group Debrief	Group Debrief	<b>Happy Hour 3:30 – 5pm</b>	Group Debrief	Group Debrief	
<i>Due By 4pm</i>	Assignment 1: Draft your learning goals and objectives; create a more 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: Determine overall instructional strategy. Create a lesson plan for 1-2 class activities; incorporating active learning.	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	