

UC **SANTA BARBARA**

Center for Innovative Teaching, Research, and Learning

Community of Practice: Course Design for Equity Overview

Meeting 1: Introductions

- Setting goals and group norms
- Equity frameworks for teaching and learning: D-L Stewart's equity and justice framework, Universal Design for Learning, bell hooks' Teaching Community, Laura Pipe's and Jennifer Stephens' Learning Spirit, etc.

Before meeting 2:

- *Identify a course topic - either one you have taught, will teach, or one you would like to teach. Make sure to have enough of an idea so that you can workshop some course goals, activities, and assignments in meeting 2.*
- *Watch video on research into backward design and TILT.*

Meeting 2: Unhiding the curriculum - backward design and TILT

- What do we really want our students to learn?
- How do we communicate what we want them to learn?
- Begin workshoping your course design

Before meeting 3:

- *Complete a draft of your syllabus. This should include a course description and outcomes, overview of activities and assignments, and at least one example of materials-activities-assessment/feedback.*
- *Meet up with a partner to provide and receive feedback on syllabi.*
- *Identify one resource on asset-based approaches and come prepared to share what you learned.*

Meeting 3: Asset-based assignments

- Examples of asset-based courses, assignments, and approaches
- Begin workshoping one asset-based assignment or course element

Before meeting 4:

- *Complete a draft of one asset-based course element.*
- *Identify a writing assignment topic. Make sure to have enough of an idea so that you can workshop the assignment and assessment in meeting 4.*
- *Identify one resource on equitable writing instruction and come prepared to share what you learned.*

Meeting 4: Epistemological equity and writing

- Different ways of knowing - and writing
- Troublesome knowledge
- Standardized academic English
- Begin workshopping one writing assignment and assessment/feedback/rubric

Before meeting 5:

- *Complete a draft of a writing assignment and assessment/feedback strategy.*
- *Identify one example, of your own teaching or that of others, that effectively "disrupted" the conventional hierarchies or boundaries of a classroom.*
- *Identify one resource on collaborative approaches and come prepared to share what you learned.*

Meeting 5: Collaboration and co-creation

- Examples of/models for co-creating knowledge with students
- Examples of/models for disrupting hierarchies
- Group discussion: how can we co-create and collaborate in the classroom

Before meeting 6:

- *Draft either a DEI statement or a teaching statement.*
- *Collect and, if needed, polish your teaching materials so you are ready to receive feedback on them.*

Meeting 6: Bringing it all together - sharing our learning and work

- Peer feedback and discussion on teaching materials
- Planning ahead: how can we cultivate our community going forward