

Transformative Tools to Make Teaching and Learning Better for You and Your Students

Arts ISIT Welcome Back Conference

Moderator:

Stefania Burk, **Associate Dean, Academic**



THE UNIVERSITY OF BRITISH COLUMBIA

Arts Instructional Support & Information Technology
Faculty of Arts



Panelists

Heather Robertson – Lecturer, Department of Anthropology

Antoine Coulombe – Assistant Professor of Teaching and BSW Program Chair,
School of Social Work

Clive Chapple – Associate Professor of Teaching, Vancouver School of Economics

Kathy Greaves – Lecturer, Department of Sociology

Simon Lolliot – Associate Professor of Teaching, Psychology

UDL on Inclusive Syllabus

Antoine Coulombe, Assistant Professor of
Teaching, School of Social Work



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UDL on Inclusive Syllabus

Antoine Coulombe, Assistant Professor of Teaching, School of Social Work
Universal Design for Learning Fellows Program, TLEF, 2023-2024

1. Universal Design for Learning
2. Our UDL Journey
3. UDL Syllabus
4. Lesson Learned



Universal Design for Learning

Accessible

Student-centered

Design-oriented

Identify and lower barriers

UDL Strategies

Providing key instructions in **multiple formats**, supports **access to and comprehension** of the information, helping students become **resourceful and knowledgeable**.



Providing **clear instructions** and **expectations** helps reduce uncertainty and anxiety, and keeps students **purposeful and motivated**.

Giving students **choice** and supporting students to **monitor** their learning process help them become **goal-oriented and strategic**.

Universal Design for Learning

Accessible

Student-centred

Design-oriented

Identify and lower barriers

UDL Pilot Project – SOWK335

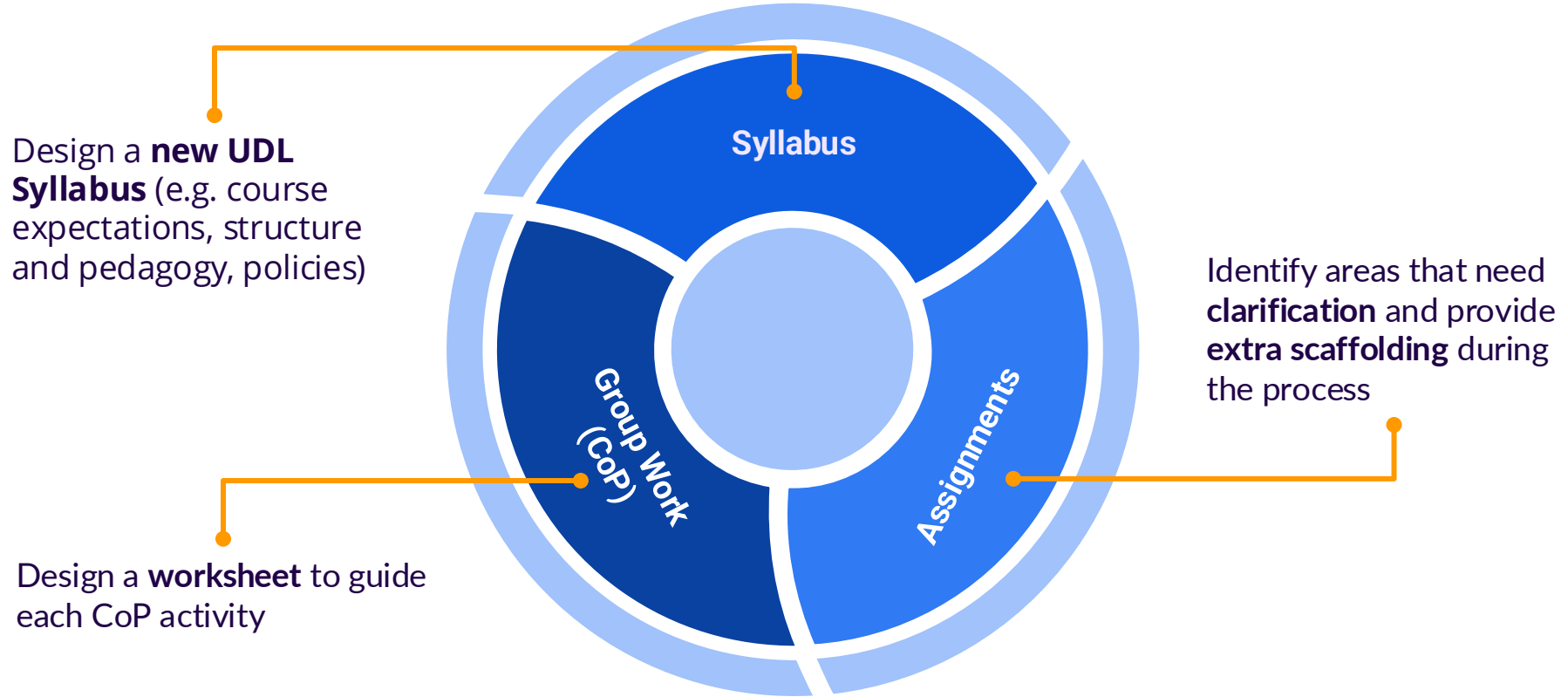
SOWK335 – Social Analysis for Social Work Practice - 50 students

This course will explore theories, key concepts and methods to support our ability to analyze and understand privilege, discrimination and oppression in the context of Social Work practice.

Barriers:

- **Complex topics:** Students may be overwhelmed by the topics, hindering their ability to engage fully.
- **Diverse group discussions:** Expectations of group discussions may not be clear to some students.
- **Elaborate assignments:** The steps to complete assignments may not be clear to some students.

Design & Development - Identified Priorities



Our UDL Journey



Planning

Explored challenges by:

- Reflecting on teaching experiences
- Reviewing student feedback on the course

Determined priorities

Design & Development

Discussed roles and responsibilities

- Instructor: content enhancement
- UDL consultant: tools design/development

Implementation & Evaluation

Implemented changes in SOWK335 and gathered student feedback via survey

With support from a UDL consultant (Bosung Kim) and an evaluation specialist (Natasha Pestonji-Dixon)

Syllabus

Enhanced the SOWK335 syllabus by

- Articulating my commitment to Accessibility
- Incorporating UDL strategies into **tone, language** and various elements in the syllabus (e.g. **expectations, course structure & pedagogy, policies**)
- Ensuring the document's accessibility and usability

Required textbook:
Mullaly, Rob and Lulama West (2018). *Challenging Oppression and Coexisting Privilege: A Critical Approach to Anti-Oppressive and Anti-Privilege Theory and Practice* (Third Edition). New Mills, ON: Oxford University Press.

UBC bookstore offers two options:
 • Paperback at \$122.70
 • eBook rental for 180 days at \$48.00

All other required readings and media based learning materials will be provided/linked on the course Canvas site.

Are you struggling with financial difficulties and unable to afford the required textbook?
 Don't worry, just let me know, and I'll help arrange access for you. I've already agreed with the publishing company to provide four copies of the book to social students in financial need. This can use the copy for the entire semester and return it by Feb. 5.

COURSE STRUCTURE:
 During each class, we will spend approximately two hours engaging in the essential topics of Social Work Analysis for Practice, discussing the main components of this course and exploring different topics with guest practice. The remaining class time will be spent in your Community of Practice.

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Individual Work: Complete assigned readings, materials and assignments. With Canvas weekly to keep current on coursework and contribute knowledge and ideas in class and in your CoP.

Community of Practice (CoP): CoPs are groups of people who share a passion for a common subject and come together to discuss, explore ideas and grow their understanding of theory and practice. The class will be divided into CoPs of about 18 students. You will build rapport, discuss topics relevant to the course, explore case studies, deepen your understanding of how theory can inform SW practice and collaborate on assignments.

Professionalism: should be evident in classroom conduct and assignments. Students should prepare all work with course grammar, spelling, formatting and in a manner that reflects professional standards. It is the student's responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

ONLINE LEARNING STRATEGY

Class Time: Each week, we will engage in live class time for about two hours. In these sessions, we will review the essential aspects of Social Work Analysis for Practice, discuss the main components of this course (CoP, assignments, etc.) and explore different topics with Guest Speakers. You are expected to attend these sessions live, which will allow us to address questions and build knowledge together. However, individuals can listen to recordings of each session if they are unable to participate in these sessions live due to extenuating circumstances.

Page 2 of 8

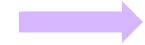
Community of Practice (CoP): Each week, you will meet online with your CoP for about one hour. In these group sessions, you will build rapport, discuss topics relevant to the course, analyze case studies and collaborate on completing assignments.

Individual Work: Each week, you will study assigned readings, materials on Canvas and complete individual assignments.

Canvas and D2L: Most of the material for this course will be accessible via Canvas. Each week you will visit Canvas to keep up to date with work to be done and contribute to the course by sharing knowledge and ideas on the course's main Canvas discussion page as well as within each CoP group's page.

LEARNING OUTCOMES

1. To examine the theoretical and practice contributions to structural approaches within a historical context.
2. To recognize how systems of colonialism, capitalism, patriarchy, racism and globalization reproduce structural inequalities around race, gender, class, sexuality, age and ability.
3. To examine the function of ideology in shaping ways that individual and social problems are constructed, perceived, defined and addressed through practice responses.
4. To gain the knowledge and skills to analyze critically the social forces and systems that maintain the oppression of individuals and social groups.
5. To become familiar with a methodology to define social problems within a historical and structural framework.
6. To critically examine ways of "defining" "social problems" from a structural perspective and making them central to social work.
7. To reflexively examine personal values and practices that are linked to the maintenance and perpetuation of oppression.
8. To develop a critical awareness of social location and power within any social work relationship and develop practice strategies that are based on professional ethics and social justice.
9. To develop a structural theoretical framework for social analysis and social work intervention with individuals, families and groups that integrates critical theory and practice.



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Diagram: A Venn diagram with three overlapping circles: 'Class Time' (top left), 'Assignment' (bottom), and 'Community of Practice' (top right). The intersections contain text: 'Class Time & Assignment: Readings, Research, Reflective Journaling', 'Assignment & Community of Practice: Case Study, Practice, Research, Discussion, Paper', and 'Class Time & Community of Practice: Readings, Research, Reflective Journaling, Discussion, Paper'. A quote from a CoP participant is included: "We're not only able to engage, but we're also growing and forming our group culture and developing our skills as social workers in a group context together; we're learning and making mistakes together, but that creates an environment where you don't feel being judged or criticised on the points of stand you're making and trying to learn skills necessary to that environment, a safe space environment." (comment from a CoP participant in SOWK335, 2021).

HOW THIS COURSE FITS IN YOUR DEGREE:
 Most of the SW courses in the first semester are about SW practice. This is optimal as SW is a practice profession. In SOWK335, we will explore how social workers must also rely on their ability to think critically and analyze complex situations. This deep understanding of people's situations and problems will ensure that our social work practice is relevant, ethical and effective.

SOWK335 - Courses SOWK335 and SOWK337 are designed to complement each other and be studied together. In SOWK337, you will delve deeper into topics related to Cultural Diversity, Migration, and Racism. Meanwhile, in SOWK335, we will cover a broader range of topics related to oppression and discrimination. These two courses will give you a solid understanding of social diversity and related issues.

SOWK336: In SOWK335, you will engage in a Community of Practice where you can practice some of the skills you learned in SOWK336. You will all take turns facilitating discussions and role playing. You will also engage in participants in this group process. As you prepare to facilitate a discussion, reviewing some of the knowledge explored in SOWK336 is a good idea.

Are you considering Withdrawing? This is a very demanding course, no matter what year, term, or format in which you take it. If you cannot handle this course now, I encourage you to talk to me and/or [Christina Bratton](#), our program advisor. Check [How to Drop or Withdraw](#) withdrawing will affect your transcripting.

COURSE PREREQUISITE:



Syllabus

All UDL ideas were integrated into Canvas before the start of SOWK335 in T2 2023.

In week 8, students completed a survey, and the instructor made observations throughout the semester.

- Most students either agreed or strongly agreed with the UDL syllabus, its tone, and its design.
- Students found the section on pedagogy, equity, and accessibility, as well as personal situations and concessions, especially useful.



UBC SOCIAL WORK COURSE SYLLABUS TEMPLATE

Instructions for using this Syllabus Template

- Use of this template is optional. However, the sections in the template that are not marked “optional” reflect the requirements of all course syllabi as set out in **Senate policy V-130** or the program.
- The syllabus is broken into discrete sections, which can be rearranged or modified to best fit your course and teaching style and any template that your academic unit already uses.
- The syllabus includes references to, and instructions for accessing, the various tools included that are *commonly used by instructors*.

Adjust descriptions of activities and outcomes to fit your course

- The information in brackets [Note: ...] is designed to explain the kind of information that is expected but not all the possible details you might include. *Be sure to delete these notes before finalizing your syllabus.*
- This template includes **fillable text fields**, highlighted in yellow. The fillable text fields will disappear once you start editing the content in these fields.
- Some sections include suggested sample wordings. Please edit them or create one that suits your course.
- Be sure to remove references to tools, activities, or outcomes that you do not plan to use in your course.
- The syllabus includes a paragraph summarizing key University policies aimed to support student success with a link to a web page wherein the policies and resources are identified individually. **The text is required in each syllabus.** You may wish to draw the attention of your students to particular items as they relate to your course and teaching practices.
- You are also free to add other information: the syllabus is one means you have to “invite” students into your topic and discipline.

Make your syllabus accessible

Using this syllabus template is your first step toward creating an accessible syllabus. If you need assistance in using this template, contact Bosung Kim (bosung.kim@ubc.ca), learning design consultant at the Centre for Teaching, Learning and Technology.

Distribute to students

After completing the syllabus and removing comment text, date the document, save it as an [accessible PDF document](#) and distribute it to your students. If you are using Canvas, you may wish to upload the content into the syllabus tool. If a student requests it, provide a paper copy.

The syllabus must be provided to registered students within the first week of class unless you’ll create the syllabus in consultation with the students, in which case the syllabus must be finalized prior to the last date by which students are permitted to drop the course without receiving a “W” on their transcript.

Delete this first page from your finished syllabus before distribution.

[Publish Date]

Page 1 of 17

UDL Syllabus School of SW Template

Launched Summer 2024

Lessons Learned

When engaging in UDL, we suggest:

- Identify priorities and start small
- Get support (e.g. CTLT)
- Discuss your course
- Try new things
- Invest time in your course design
- Seek student feedback
- Understand that it is an iterative and unfinished process

In this project, we observed that UDL:

- Increases students' autonomy and engagement
- Decreases the number of questions and support needed
- Reduces obstacles and stress
- It makes the classroom more accessible and inclusive

Thank you





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