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## Title: Student Syllabus Re-Design

### **What?**

The Syllabus. i.e. the cornerstone of any college course, a guidebook for instructors and students, an agreement of sorts. Professors often feel ownership over the syllabus and with much reason, but one way to really push yourself as an instructor is to have your students redesign the syllabus that you labored over so much.

### **When?**

While you could do a version of this at the beginning of the semester, to me it makes most sense to do it at the end, as a way for students to feel connected to a future class cohort and impactful during your between-semester redesign.

### **Why?**

To show students that you are not the only expert in the room. You are an instructor, so naturally the syllabus (content, policies, etc) are written from an instructor standpoint, and yet, the syllabus is arguably “for” students at least as much if not more than for the instructor. Why not cede some power to the main audience? You will likely foster a stronger sense of community and be able to demonstrate your value on student perspectives and specifically the cohort of students in the particular class. You’ll also undoubtedly learn something you did not consider before.

### **How?**

The emphasis could be on decolonizing the syllabus by way of asking students to review the assigned readings and/or case studies, looking for opportunities for increased representation among authors, places of focus, etc. Or you could ask students to seriously evaluate the way that required assignment structures and/or points are more or less accommodating to students with distinct learning circumstances or styles of learning. You could also use this exercise as a way to experiment with Artificial Intelligence in your class and ask students to use AI to pull together common topics covered at other universities in a similar course and compare/contrast.