

## **MEASURING INTENTIONAL EQUITY IN THE CLASSROOM: COMPARISON OF A VISUAL AND TRADITIONAL SYLLABUS IN AN INTRODUCTORY BIOLOGY COURSE**

***Cathy Mossman*** Biological Sciences, UW-Parkside

A syllabus is typically dense because it covers the rules/layout of the course. The intentional addition of visual aids in a syllabus may benefit students with weak verbal skills or those with learning challenges. I compared comprehension of a traditional versus visual syllabus in an introductory biology course to determine if one syllabus gives a more positive course introduction. A survey was offered at the beginning of the course with one syllabus, after which both syllabi were available for students to use throughout the semester. A second survey was offered at the end of the course to determine syllabus usage and reactions. Preliminary data indicate no significant difference in comprehension ability between the two syllabi. End of semester data indicate a strong preference for the traditional syllabus. Students commented that they appreciated the simplicity of the traditional syllabus which contrasts other scholarship, but may be indicative of STEM students.

