Learning Outcomes for TILT Workshop:

1. Experience a simulation of feeling confused about how and why to do an assignment
2. Define Transparency in Learning and Teaching (TILT)
3. Differentiate between “purpose,” “task,” and “criteria for success”
4. Demonstrate how to TILT an assignment
5. Critique TILT with possibilities that go beyond assignment design
6. Create TILT FLC purpose and topics for six gatherings in semester
What is transparency?

Transparent teaching and learning explicitly focuses on how and why students are learning course content, concepts, and skills in a particular way, and how they will use that learning in their lives after college.
TILTing your teaching helps students to...

- Buy into the short- and long-term goals of their work;
- Efficiently focus their (cognitive) attention on their learning and performance targets;
- Be clear about expectations for success (and how to earn a specific grade).

What makes an assignment transparent?

**PURPOSE** articulated.
- Uncovers relevance to students
- Connects to learning outcomes

**TASK** defined.
- Students know what to do.
- Students know how to do it.

**CRITERIA** clear.
- Identifies specific expectations & criteria
- Provides examples & standards for success
Transparent assignment example

Underline the purpose
Circle the task
[Put brackets] around the criteria

How might the more transparent assignment benefit students?
AAC&U and TILT Higher Ed Collaboration with 7 minority-serving institutions, 1800 students, & 35 faculty:

- 425 first-generation students
- 402 non-white students
- 479 low-income students
- 297 multiracial students

Faculty made just TWO assgs. transparent.

**What the Research Says**

**Results**

- Longitudinal studies also show improvements in retention rates and GPA.

- Increases in:
  - Academic confidence
  - Sense of belonging
  - Skills valued by employers

Medium to large effect for underserved students!

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**Talk with a neighbor…**

Brainstorm and discuss possibilities for TILT beyond assignment design:

- How does TILT address student motivation?
- How might we TILT a syllabus? What else might educators TILT (within our courses and beyond)?
- How does TILT intersect with other CLS topics? (HIPS, Brain-based learning, SoTL, Inclusive Pedagogy, Small Teaching, etc.)
Map a possible FLC…

Create a purpose statement for a possible TILT FLC

Fill out possible FLC meeting topics for semester:

- Assignment design
- Purpose, task, criteria
- Student motivation
- SoTL on TILT
- TILTing HIPs
- Social equity and inclusion issues

(Talk with colleagues at the table!)

Key TILT Resources

- [https://tilthighered.com/](https://tilthighered.com/)


