



## **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.

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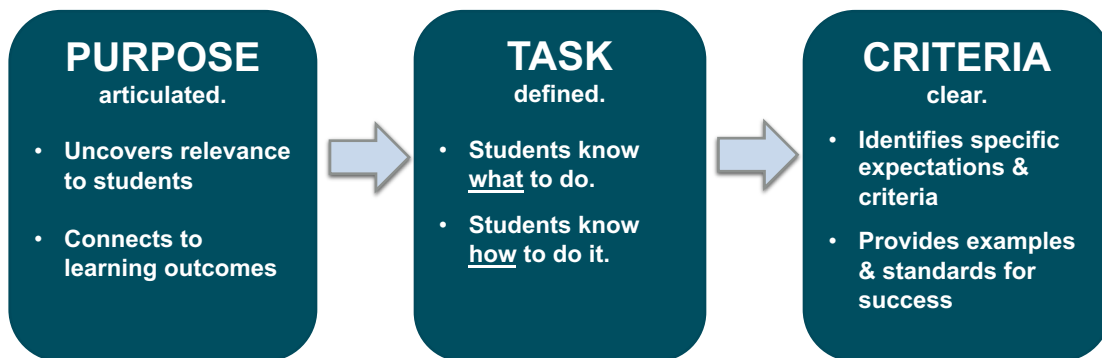
## TILting your teaching helps students to...



- 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).

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## What makes an assignment transparent?



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## Transparent assignment example



Underline the **purpose**

Circle the **task**

[Put brackets] around the **criteria**


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## Transparent assignment example



How might the more transparent assignment benefit students?

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**What the Research Says**

**Peer Review, 2016**

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.**

**RESULTS**

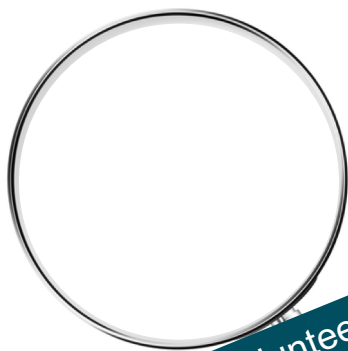
**Increases in**

- Academic **confidence**
- Sense of **belonging**
- **Skills** valued by employers

Longitudinal studies also show improvements in retention rates and GPA.

**Medium to large effect for underserved students!**

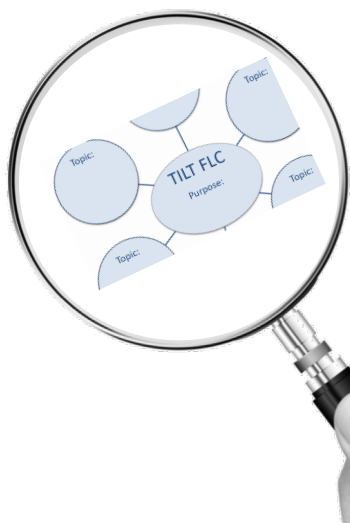
## Talk with a neighbor...



Brainstorm and discuss possibilities for TILT beyond assignment design

- How does TILT address student motivation?
- How can 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

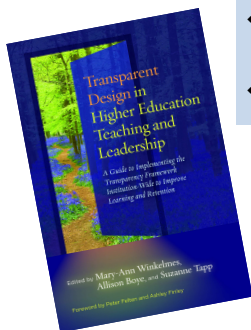
Fill out possible FLC meeting topics for semester:

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

(Talk with colleagues at the table!)

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## Key TILT Resources



❖ Winkelmes, M., Boye, A. & Tapp, A., eds. (2019). *Transparent Design in Higher Education Teaching and Leadership*. Stylus. ([intro. here](#))

❖ <https://tilthighered.com/>

- Gianoutsos, D. & Winkelmes, M. (2016). Navigating with transparency: Enhancing underserved student success through transparent learning and teaching in the classroom and beyond. In A. Siha & S. Harrill (Eds.), *Proceedings of the Pennsylvania Association of Developmental Educators*.
- Howard, T. O., Winkelmes, M., & Shegog, M. (2019). Transparency teaching in the virtual classroom: Assessing the opportunities and challenges of integrating transparency teaching methods with online learning. *Journal of Political Science Education*. doi:10.1080/15512169.2018.1550420
- Winkelmes, M. (2017b, May 8). *Transparency and problem-centered learning* [Video file]. Retrieved from <https://www.youtube.com/watch?v=xqUQhSKmD9U>
- Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review*, 18(1/2), 31–36. (<https://www.aacu.org/peerreview/2016/winter-spring/Winkelmes>)
- Winkelmes, M., Copeland, E. D., Jorgensen, E., Sloat, A., Smedley, A., Pizor, P., Johnson, K., & Jalene, S. (2015). Benefits (some unexpected) of transparently designed assignments. *The National Teaching and Learning Forum*, 24(4), 4–7.

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