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<http://bit.ly/2KPpfAC>

OVERVIEW OF TRANSPARENCY IN LEARNING & TEACHING (TILT)

“The design of assignments matters much for student learning.”

*Dr. Pat Hutchings, at WSU’s capstone assignment design workshop,
May 2016*

The National Institute for Learning Outcomes Assessment (NILOA) transparency project concluded that the most promising intervention that supports learning gains for all students, especially first-generation, low-income, and under-represented students is assignment design, including making the assignment’s purpose, tasks and criteria “transparent.”

What is Transparency in Learning and Teaching (TILT)?

Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.

How Does Transparency Benefit Students and Faculty?

- Promotes equitable learning opportunities for student success
- Transparent teaching/learning methods *particularly benefit students who are unfamiliar with college success strategies by explicating learning/teaching processes.*
- Greater benefits for underrepresented and first generation students
- Strengthens the curriculum and assessment, as students are able to do their best work.

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How Can Faculty Make Assignments More Transparent?

Incorporate 3 simple, but powerful, tweaks in 2 assignments: State the Purpose, Task and Criteria.

Purpose	<ul style="list-style-type: none">• Skills practiced• Knowledge gained• Relevance to students' major, lives, employment• Connection to learning outcomes
Task	<ul style="list-style-type: none">• What students will do• How to do it (steps to follow, things to avoid)
Criteria	<ul style="list-style-type: none">• Checklist or rubric in advance so students can self-evaluate what excellence looks like• Annotated examples where students/faculty apply those criteria

Scholarship of Teaching and Learning

This approach is built on considerable research in teaching and learning, including work from AAC&U, NILOA, Winkelmes, Mazur, Felder, Tanner, Light, Dweck, Fisk, Dweck, Yeager, and many others.

- Clement, M. (2016, July). Introduction to learning theories and implications for classroom design. In *2016 Joint Annual Meeting*. Asas.
- Winkelmes, M. A. (2013). Transparency in Teaching: Faculty Share Data and Improve Students' Learning. *Liberal Education*, 99(2), n2.
- Winkelmes, M. A. (2015, February). Equity of Access and Equity of Experience in Higher Education. In *The National Teaching & Learning Forum* (Vol. 24, No. 2, pp. 1-4).
- Winkelmes, M. A., 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.

Dr. Mary Anne Winkelmes, UNLV, and TILT Higher Ed founder, has researched transparency extensively and provides materials, examples, and information.

- TILT Higher Ed Recent Findings: <http://bit.ly/2wjaEbw>
- TILT Higher Ed Website: <http://bit.ly/2JXP1b>

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- Article published in the *Chronicle of Higher Education*: <http://bit.ly/2MrOw9P>
- YouTube presentation by Mary-Ann Winkelmes: <http://bit.ly/2BD6hOT>

Research on Learning and Implications for Transparently Designed Assignments

Research on Learning	Implications for Assignments
Elbow, Jaschik/Davidson, Mazur, Ambrose, Bergstahler Gregorc, Kolb	Varied / flexible formats are inclusive appeal equitably to student strengths Low stakes for greater creativity / risk
AAC&U HIPs, Bass, Bloom, Colomb, Felder, Perry	Build critical thinking skills in intentional sequence Provide a compass, set expectations Target feedback to phase, don't overwhelm
Doyle, Felder, Tanner, Winkelmes	Specify relevant knowledge/skills, criteria Encourage self-monitoring
Fiske/Light, Tanner	Provide annotated examples of successful work w/ criteria applied, before students begin work
Aronson, Dweck, Fisk, Light, Schnabel, Spitzer, Steele, Treisman Yeager/Walton, Vygotsky	Structure and require peer instruction, feedback; positive attribution activities
Finley/McNair, Winkelmes et al., Yeager, Walton	Explicate purpose, task, criteria before Explicate applicability, relevance; Engage students in applying shared criteria to increase belonging

*Note: This table was created by Mary-Ann Winkelmes of UNLV,
TILT Founder*

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