

Transparency in Teaching and Learning (TILT)

SMALL CHANGES CAN MAKE A WORLD OF DIFFERENCE FOR OUR STUDENTS

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SESSION OVERVIEW

How do we
Develop
Assignments?

TILT Framework
– Purpose,
Tasks, Criteria

Where to go
from here?

WHEN I CREATE A NEW ASSIGNMENT I...

INDIVIDUALLY:


Using the paper provided, take 3 minutes to write down the instructions you provide to students for a high-stakes assignment (i.e. paper, group project, speech, math problem-set, lab, etc.).

Next, take 2 minutes to write down what steps you take when developing a new assignment.

IN PAIRS:

Speaker: Please take 3 minutes to share your assignment and the steps you take to create a new assignment.

Listener: Pay attention to how the assignment is presented and any questions you might have about it. Provide that feedback to your partner.



What Did Dr. Mary-Ann Winklemes at UNLV Want to Measure?

Amount of transparency students perceived in the course and students' self-ratings of three important predictors of success:

- **Academic confidence**
- **Sense of belonging**
- **Improved mastery of skills valued by employers**

Short-term retention rates.

How can Instructors Facilitate a Positive Academic Mindset and Build Community in their Classes?

01

Safe, comfortable,
equitable
environment

02

Tone of respect

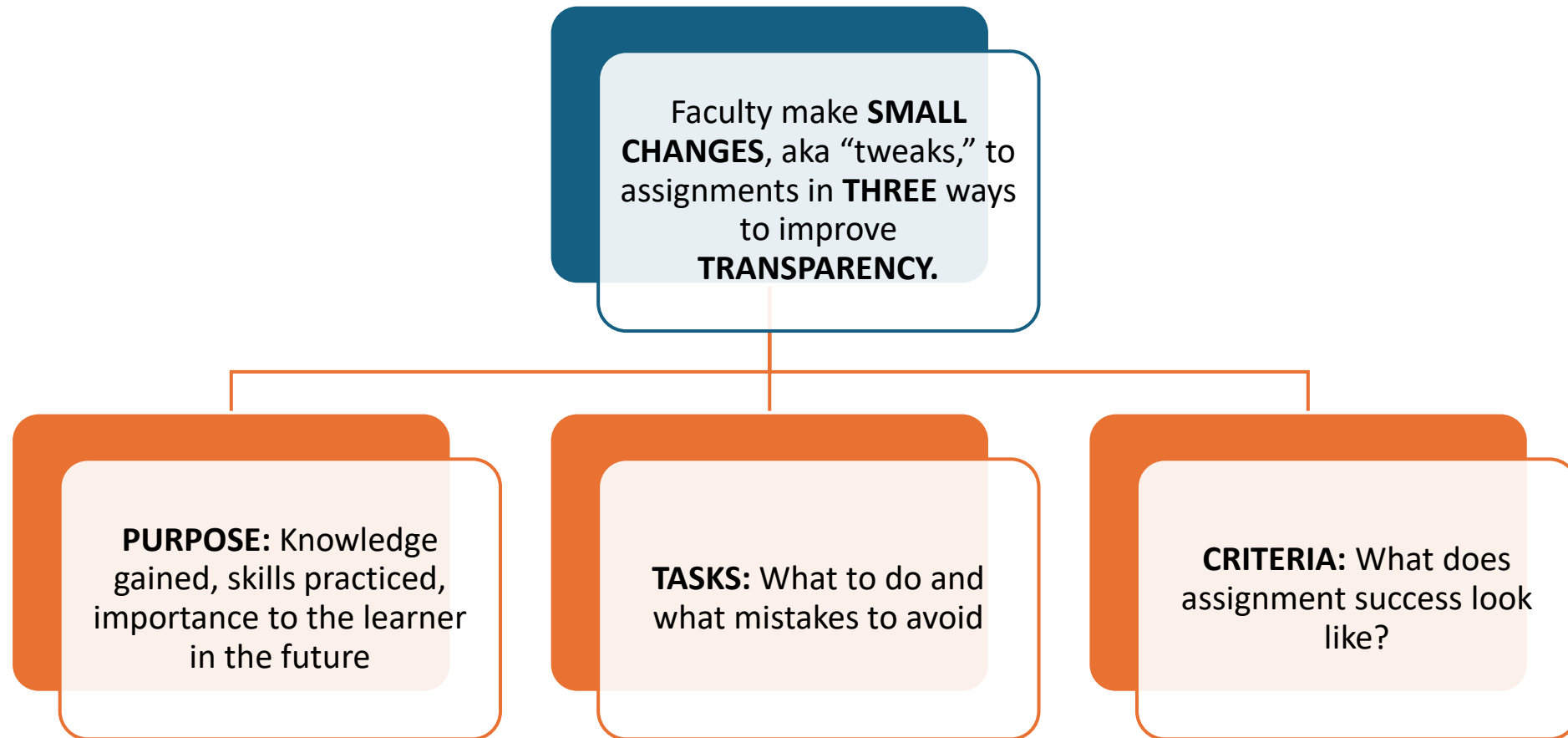
03


Transparency in
expectations and
communication...

04

TILTing
Assignments

What is the TILT Framework?





Why use the TILT Framework?

“TILT-ing” **TWO** high-stakes assignments in one course has significant results for ALL students:

- Qualitative: Statistically significant increases in **academic confidence**, sense of **belonging**, sense of perceived **transparency**, sense of gaining **employer-valued skills**.
- Quantitative: The students who received transparent instruction had **13% to 15% higher retention rates** not just 1 year later . . . but **2 years later**.



Increased Retention

90.2%

In a parallel study of UNLV undergraduates enrolled more transparent introductory-level courses, 90.2% students returned the subsequent academic year, in contrast to the average retention rate of 74.1% for first year full-time students.

Other Benefits for Instructors



FEWER QUESTIONS AND
EMAILS



EASIER TO GRADE

Testimonials from BC Instructors

I can really see how TILT is helpful. Students can understand more why they are doing something that they might not want to do by showing them the purpose and skills they will develop by doing the assignment. They can also see examples of how to succeed. Without these things, some assignments can seem very daunting.

- T. Wellman, English Language Institute

Students can be more motivated and become active learners when we provide the purpose of learning materials, explain why they do the particular assignments, and how they will be evaluated. I would dare say that the design of assignments matters much for student learning.

– S. Ku, Mathematics

HOW TO TILT AN ASSIGNMENT

PURPOSE | TASKS | CRITERIA

SECTION ONE: PURPOSE, KNOWLEDGE, AND SKILLS

Does your **purpose statement** indicate the **relevance** and/or usefulness of this knowledge to the students' lives:

Does your purpose statement specify content **knowledge** that students will gain from doing this assignment?

Does your purpose statement link that particular **knowledge** to the larger context of recent topics in class, the whole course, the major, etc.?

Does your purpose statement specify a **skill or skill set** that students will practice while doing the assignment?

SECTION TWO: TASKS

Does your task identify the very first thing students should do when they begin working on the assignment?



The very next thing they should do?



The next, etc.



Does your description of the task help students to avoid wasting their time on unnecessary steps, unproductive time expenditure?



Does your description help students to focus their time efficiently on producing the highest quality work possible in the time given?



SECTION THREE: CRITERIA

Can students use the criteria while they are working on the assignment to determine whether they are completing the assignment efficiently and effectively?

Do the criteria take the form of a checklist or rubric students can use to evaluate the quality of their efforts while they are working on the assignment?

Does the checklist or rubric specify characteristics of high-quality work for this assignment?

Did you provide examples of good work, annotated to identify exactly where and how this work satisfies your criteria?

EXAMPLE ASSIGNMENTS

PRE-TILT AND POST-TILT

Math Assignment – Pre-TILT (Liangmin Zhou)

Group Activity Instructions:

Please complete the worksheet with your group members and submit it by the end of the class. **The first problem is selected from previous two classes' lecture examples, suggested textbook questions or written homework with numbers changed. The second problem is selected from the current class's lecture examples with numbers changed.** Please show your supporting work. A correct answer without reasonable work will get 0 points.

Math Assignment – Post-TILT (Liangmin Zhou)

Group Activity Instructions:

Due: by the end of the current class

Purpose:

You will take a small, yet important step in preparing for your homework, quizzes, midterm exams, and final exam. By completing this assignment and receiving feedback from your group members and instructor, you will learn the skills to solve different problems effectively and efficiently.

Knowledge/Skills: After these assignments you should be able to:

1. Compose, and add, subtract, multiply, and divide functions represented as graphs, tables, and formulas.
2. Analyze and apply linear, quadratic, polynomial, rational, exponential, and logarithmic functions.
3. Setup, solve and analyze significant applied problems selected from systems of linear equations, finance mathematics, or linear programming.

Math Assignment – Post-TILT (Liangmin Zhou)

Tasks:

For this assignment, you will be given two problems. **The first problem is selected from the previous two classes' lecture examples, suggested textbook questions, or written homework with numbers changed. The second problem is selected from the current class's lecture examples with numbers changed.** Complete the following steps:

1. Write down your name on the worksheet.
2. Work on your problems by yourself first.
3. Discuss with your group members if you need some clue or want to check your answers.
4. Turn in your sheet by the end of the current class.

Criteria for Success:

1. The worksheet will be graded based on correctness. **It is worth 4 points in total.**
2. The points you get from the first question will be added to your most recent homework.
3. The points you get from the second question will be counted as extra credit to be added to your next midterm exam.
4. Completeness of both problems will give your full credit for participation.
5. You need to show reasonable work to support your final answer. A final answer without sufficient algebra work will get 0 points.

Intercultural Communication Assignment Pre- TILT) Jen Anderson

Throughout this quarter, you will be asked to examine your cultural values, as well as those in other cultures. Sometimes, it can be easier to identify values of groups that are more foreign rather than values that permeate our own lives.

This observational, field study is designed to give you some perspective on the values of any co-culture in your society by having you explore a neighborhood supermarket or grocery store.

Select a supermarket or grocery store that belongs to an ethnic group and is now a part of the dominant culture. Plan on spending 30-minutes making your observations. Take careful notes about the shoppers' demographics, the products available for purchase, and the layout of the store so that you can complete the assignment outlined as described on Canvas.

In your reflection, share the takeaways from your observation and connect them to our reading and investigation of cultural values. Your reflection should be 300-400 words and include concepts from our reading/lecture in bold font with page references.

Intercultural Communication – Post-TILT

Purpose:

- To see how cultural values are embedded in our everyday lives
- To provide perspective on the values of a co-culture different from your own by exploring a supermarket or grocery store
- To notice how you practice your culture all the time without even thinking about it
- To continue developing intercultural communication competence by examining other cultural practices and norms

Tasks:

Choose a supermarket or grocery store in your community that is different from where you would normally shop. Visit the store for 30-minutes, taking detailed notes on what you observe. **Notes can be typed or handwritten and should be submitted via Canvas.** Your notes should include:

- What store? Where? When did you visit?
- Shopper demographics (Age? Gender? Ethnicity? Language?)
- Do shoppers go in groups or individually? Do shoppers talk to each other or stay to themselves?
- What types of foods are available? What language is used in store descriptions?
- Describe the store layout as it relates to stores you shop in (i.e. height of shelves, how wide are aisles, etc.)
- Anything else that stands out to you?

Intercultural Communication – Post-TILT

Tasks (cont.):

Write a 300-400 word reflection on your experience doing your observation in the store, answering the following question:

- What did you learn from your observation that reflects on the quote “culture is invisible to those who inhabit it”?
 - Integrate examples from your notes to support your response
 - Include at least 2 concepts from our reading in bold font with page numbers.

Criteria:

- Field notes submitted with answers to all bullet points
- 300-400 word reflection responds to the culture is invisible statement
- Includes 2 concepts from our reading in bold font with page numbers.
- Discussion is proofread.

REVISIT YOUR STEPS TO CREATING AN ASSIGNMENT...

TILTING IN PROCESS

TILTING in Process: Purpose, Tasks, Criteria

PURPOSE: Practice using the TILT framework.

TASKS:

- Share the assignment you wrote down at the beginning on our session with a partner.
- Partners – listen, ask questions, and provide feedback on how the assignment could be even more transparent for students.

CRITERIA:

Using the Assignment Shared with your Partner...

Share what you could include in your **PURPOSE** statement:

- What **essential knowledge** will students retain from doing this assignment?
- What **skills will students be able to perform** from doing this assignment?
- How will this **knowledge** and why will these **skills** be **relevant** to their future?

Using the Assignment Shared with your Partner...

Share what you could include in your **TASKS list**:

- Does your task list identify the very first thing students should do when they begin the assignment? The next thing...?
- Does your description of the tasks help students avoid wasting their time on unnecessary steps, unproductive time expenditure?
 - **Please note:** sometimes the “struggle” to identify what to do is part of the assignment...if that is true for your assignment, let students know!

Using the Assignment Shared with your Partner...

Share what you could include in your
ASSIGNMENT CRITERIA:

- What are some defining characteristics of the finished product students can use to guide their efforts?
- Will this be graded? How will this factor into their overall grade?
- HOW will this be graded? Is there a rubric or checklist they can use while completing the assignment?
- Do you include examples of “excellent” work students can review?

QUICK REFLECTION

What did you learn about the transparency of your assignment through this activity?

What changes might you make to ensure your students understand the “why” and “how” behind your assignments?



SMALL CHANGES = BIG REWARDS

Make small changes to two assignments using the transparency framework.


Just **TWO** Assignments!

CHALLENGE...

I commit to making ONE change right away to an assignment to make it **more transparent**, and that change is . . .

Where do we go from here?

Continue to ponder how you can be more transparent in your classes – with your expectations, in your assignments, and in your communication.



Share what is working for you with your colleagues and use them as sounding boards – we all have many strategies and ideas to share.