



Learn more about TILT at UWG via the CTL's website: [westga.edu/ctl](http://westga.edu/ctl)

# Transparency in Learning and Teaching Project

## Transparent Methods

Transparent teaching methods help students understand *how* and *why* they are learning course content in particular ways. This list of options is adapted frequently as faculty participants identify further ways to provide explicit information to students about learning and teaching practices. **Faculty participants usually employ one option** from the list and students indicate the impact of this small change when they complete an online survey (taking about four to five minutes) at the end of the course. Please email [mary-ann.winkelmes@unlv.edu](mailto:mary-ann.winkelmes@unlv.edu) to add your suggestions to the list.

Discuss assignments' learning goals and design rationale before students begin each assignment

- Chart out the skills students will practice in each assignment [[See example](#) 📄.]
- Begin each assignment by defining the learning benefits to students (skills practiced, content knowledge gained, the tasks to be completed, the criteria for success)
  - See Transparent Assignment Templates: for [faculty](#) 📄, for [students](#) 📄
  - Examples of less transparent and more transparent assignments
    - [Example A: Sociology](#) 📄
    - [Example B: Science 101](#) 📄
    - [Example C: Psychology](#) 📄
    - [Example D: Communications](#) 📄
    - [Example E: Biology](#) 📄
    - [Example F: Library research assignment](#) 📄
    - [Example G: Criminal Justice In-Class activity](#) 📄
    - [Example H: Criminal Justice assignment](#) 📄
    - [Example I: Political Science Assignment](#) 📄
- Provide criteria for success in advance [[example 1 research paper Iowa State U](#); [example 2 lab report Iowa State U](#).]
- Offer examples of successful work, and annotate them to indicate how criteria apply [[See example: Plant Biology U of Illinois](#) 📄.]
- [Self-guided draft Checklist for Designing a Transparent Assignment](#) 📄

This information is from the TILT website



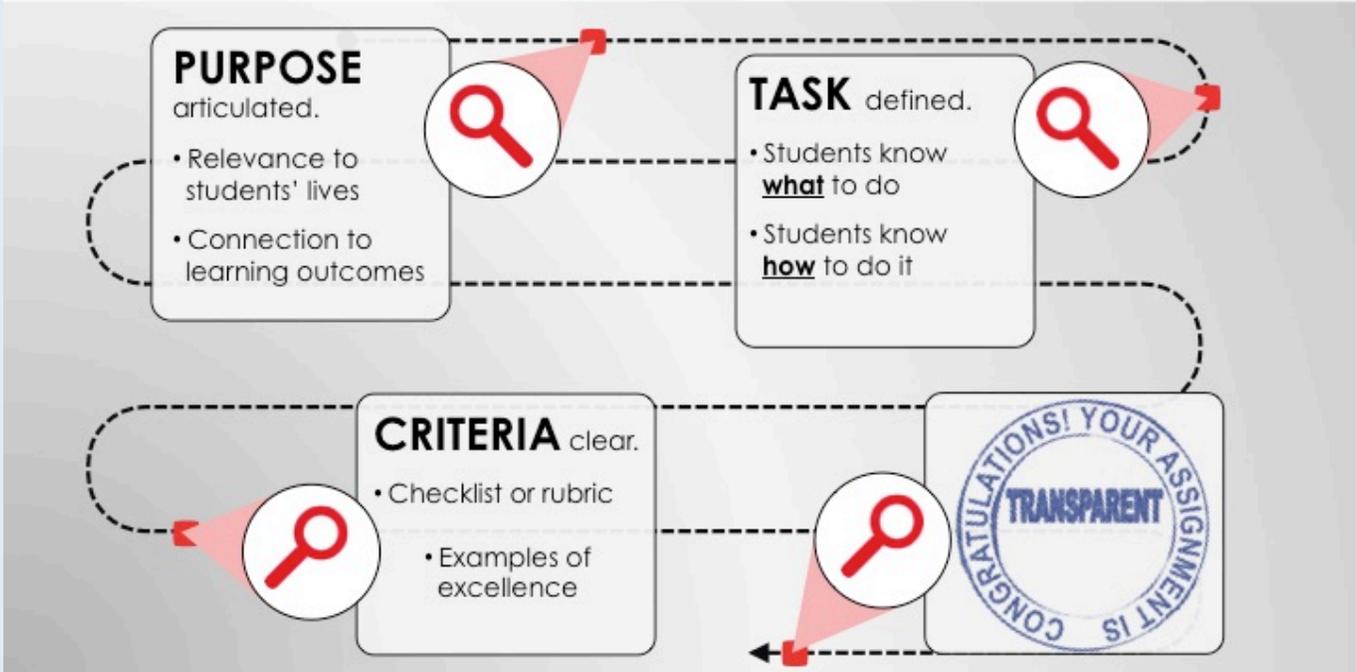
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For more information on the TILT Project, visit the website:

<https://www.unlv.edu/provost/transparency>

Presentation Slides  
(the important ones)

# What makes an assignment transparent?



## Giving credit where credit is due...

**TILT Higher Ed**  
Transparency in Learning and Teaching

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Transparency in Learning and Teaching

Office of the Executive Vice President and Provost

Transparency in Learning and Teaching in Higher Education

The Transparency in Learning and Teaching Higher Education project (TILT Higher Ed) is an award-winning national educational development and research project that helps faculty to implement a transparent learning framework for greater college student success. The project's activities include:

- Workshops to gain hands-on experience that promote student academic understanding of their own work.
- Online courses that help faculty to gather, share and integrate useful, forward-looking educational learning by coordinating their efforts across disciplines, institutions and countries.
- Collaborative teaching of course modules to faculty.
- Collaborative research on students' learning experiences.



What are the **benefits** of transparency?

**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** assignments transparent.

**RESULTS** Increases in

- Academic confidence
- Sense of belonging
- Skills valued by employers
- Student Retention

**Activity 1:** Have you given students an assignment that felt like an epic failure—or that just didn't work as planned? Describe it.

**Activity 2:** Depending on your group, focus on one of the following as you read the example assignment.

Underline the **purpose** – or – **Circle** the **task** – or – [Put brackets] around the **criteria**.

**Example Assignment: PSYCHOLOGY 101, David Copeland**

Your task is to explore a psychological topic in relation to your life, in a 3-- 4 page paper. Papers should be (a) double-- spaced, (b) 12 pt. Times New Roman font, (c) include your name in the header, and (d) a title at the top of the first page.

Papers will be graded on the following criteria:

(a)

addressing the question / topic, (b) writing quality, (c) integrating outside sources (at least one quality source; if you are not sure whether something is a good source, ask me), and (d) following instructions.

TOPIC:

One of my goals in this course is to introduce students to ideas that can potentially change the way that they view the world. This can relate to any topic in psychology (e.g., how people learn, disorders of the brain, how memory functions, intelligence, what happens when we sleep, personality, how people interact with others, etc.), because psychological research is applicable to so many aspects of human life. Pick something that you have learned in this course that has changed the way you view the world. For example, imagine if on the first day of class I had asked you something like “how does short-- term memory work?” and your answer then was very different than what you learned later in the semester from lecture/textbook. Think about the idea more deeply (especially in the context of your life), and apply it to your philosophy of life.

Once you have an idea, describe how you used to think about the topic, discuss the topic itself (i.e., what you learned about it), and then explain how your view has changed going forward. Please be as specific as possible when writing.

### Activity 3: How can you make the assignment more transparent?

Purpose
Task
Criteria

### Activity 4: Next steps...choose one of your assignments to make transparent.

What is the...

Purpose
Task
Criteria

#### Resources:

UNLV's TILT webpage: <https://www.unlv.edu/provost/teachingandlearning> OR <https://tilthighered.com/>

Examples of less and more transparent assignments in different disciplines: <https://www.unlv.edu/provost/transparency>

#### Research supporting TILT:

<http://www.aacu.org/peerreview/2016/winter-spring/Winkelmes>

<https://community.acue.org/blog/small-teaching-changes-big-learning-benefits/>