

Chancellor's Learning Scholar Program

**Transparency in Learning and Teaching
(TiLT)**

Faculty Learning Community

Spring 2020

Summary

Submitted by:

Dr. Jennifer Goldsberry

School of Nursing

Georgia College & State University

TiLT Faculty Learning Community
 End-of-Semester Report (Spring 2020)
 May 6, 2020

Participating FLC Members:

#	Name	Discipline
1	Jennifer Goldsberry	Nursing
2	Catherine Fowler	Nursing
3	Susan Steele	Nursing
4	Gail Godwin	Nursing
5	Katie Whipple	Creative Arts Therapy
6	Holly Croft	Library/English
7	Wathsala Medawala	Chemistry, Physics, and Astronomy
8	Leeann Kelly	Biological and Environmental Sciences

End of Semester Summary:

Participants: This FLC was made up of 8 multidisciplinary faculty across campus (4 Nursing, 1 Creative Arts Therapy, 1 Library/English, 1 Chemistry, Physics and Astronomy, and 1 Biological and Environmental Sciences). These participants were recruited through an email sent by the Chancellors Learning Scholar (CLS) Faculty Learning Community (FLC) facilitator.

Meetings: We met once a month face-to-face beginning in November, 2019 and lasting until March 2020 with a total of 3 scheduled meetings. Due to COVID 19, we were unable to meet in April of 2020. Meetings were held in the Arts and Sciences Building at a time determined by the FLC facilitator after obtaining availability of all participants through a need to meet scheduler. At the last meeting in March, a variety of snack items such as cheese straws, cupcakes and cookies were provided using the CLS funds allocated.

MEETING	DATE
1. Kick Off Meeting	November 13, 2019
2. TiLT Review	January 30, 2020
3. Escape Room	March 5, 2020

Attendance: Attendance average at meetings was 4 members per meeting (see Attendance Roster). Members who were unable to attend always had an excused absence prior to the meeting.

Meeting Format: Each meeting format was different depending on the objectives of the meeting. At the kickoff meeting, the FLC facilitator introduced the TiLT topic by giving each member a piece of paper and poor verbal instructions on how to build a paper airplane. At the end of the activity, all members were able to understand how frustrating unclear instructions could be for students. The FLC then led a discussion of how to TiLT assignments and the

members decided to bring an assignment to the next meeting for other members to critique. The FLC facilitator also led a discussion of what the members would like to focus on for the FLC and it was unanimously decided that each member would choose a topic of interest and order a book related to that topic to present at a future meeting.

At the second meeting, the members each brought one assignment and the FLC facilitator divided the members into groups of 2 to review each assignment. The members were provided a TiLT rubric to critique their assigned assignment. At the completion of the critique, the members came back together as a group and discussed each assignment and ways to improve the instructions using TiLT. Each member left the meeting with a written critique of their assignment.

At the third meeting, the FLC facilitator shared an Escape Room activity she developed and each member discussed ways to use the activity in their classroom. At the time of this third meeting, the FLC facilitator did not know this would be the final meeting for the semester. However, less than two weeks later, the campus was closed due to COVID-19.

FLC MEMBER REFLECTIONS

Jennifer Goldsberry -Nursing

Transparency in Teaching and Learning (TiLT) and Interactive Teaching Strategies

This year, as a Chancellor's Learning Scholar, I learned about several pedagogies to improve my teaching and enhance my students' learning experiences. Attending the CLS kickoff event in the Fall of 2019 exposed me to multiple teaching pedagogies I had previously been unaware of. The first of which was how to TiLT an assignment. I was intrigued by Dr. Frank Williams' interactive activity of giving poor instructions on how to build a paper airplane and then realizing how frustrating it must be for students to receive poorly written instructions for an assignment. Furthermore, TiLTing assignments make it easier for grading by the instructor as well.

I decided to TiLT an assignment for my NRSG 3440 Adult Health Nursing course. The assignment I chose was a pathophysiology paper in which the students choose a disease process covered in the course to discuss pathophysiology, pertinent subjective and objective data, nursing diagnoses list, interventions and expected outcomes. At our second FLC meeting, I took the assignment as TiLTed and allowed other members of the FLC to critique it using a rubric. The feedback encouraged me to include the following items in the TiLTed instructions: include skills the students will develop and give more clear explanation of how the assignment ties to learning outcomes. These suggestions will be incorporated into the assignment instructions for Fall 2020.

Catherine Fowler – Nursing

Transparency in Teaching and Learning

- A brief description of the original assignment, activity, or course material:
The topic chosen by Dr. Goldsberry was Transparency in Teaching and Learning (TILT). The group met twice during the Spring 2020 semester with Dr. Goldsberry and once during the Fall semester 2019.
- The purpose of the assignment, activity, or course material:
One critical assignment involved formulating instructions for students that related to a course assignment. We reviewed the course assignment instructions provided by the team members in teams of 2. We were able to critique the instructions for clarity of design and ease to follow the written instructions, from the learner's point of view
- A description of the change or innovation you have made to the assignment, activity, or course material:
Based on the feedback from the FLC members, I was able to rewrite sections of my instructions for this course written assignment, in order to provide simplicity, a one-page format, and clarity of instructions
- What you hoped to accomplish with this change or innovation (i.e. your goal):
By modifying this assignment and the instructions, my goal was to ensure that students had a clear expectation of the requirements for the written assignment, in addition to a grading rubric for this assignment
- Did this change or innovation meet your expectations?
Yes, feedback from students was positive and the process of our FLC review was very helpful
- What was the outcome for your students?
Feedback from students on the instruction was positive overall. I received a small number of questions asking for clarity concerning their written assignment
- What will you do differently next time?
Closely examine all instructions for assignments to ensure simplicity and clarity. Ask a faculty peer to review said instructions
- What effect did your participation in this FLC have on your teaching?
The participation in FLC has made me acutely aware of the learners' needs for clear direction. In addition, I have honed my teaching and course content to ensure clear instruction. I have incorporated additional active teaching strategy, such as think-pair-share and case studies. We also explored Dr. Goldsberry's experience using escape room learning strategy. I plan to explore escape room for use in my course in Fall 2020.

Katie Whipple – Creative Arts Therapy

Transparency in Teaching and Learning

My goal for participation in this FLC was to learn about more innovative and integrative pedagogies that I could incorporate within my own teaching practices. I chose to focus on one specific course I teach, The Psychology of Music, and one specific assignment within the course, a major literature review.

The original literature review assignment did not have exact guidelines, except for what was outlined on the grading rubric. However, the assignment had been broken down into smaller, more manageable components that allowed me to give students feedback along the way. This literature review assignment accounts for 25% of their final, yet the guidelines outlining specific criteria had to be assumed by students from the grading rubric.

My goal for students in completing this assignment was for them to develop an independent and in-depth understanding of an area related to music psychology and/or music therapy research. The assignment was designed to prepare students to perform literature reviews over pertinent research topics in music therapy and/or music psychology, by providing opportunities for both analysis and synthesis of scholarly research and theories. Students had the flexibility to choose a topic of their choice within music psychology and/or music therapy. This allowed them to connect better with the material as they typically choose topics they are interested in or are related to their major degree area.

The improvement that was made to this assignment was to apply a transparent framework by “TILTING” the assignment. Prior to this FLC with Dr. Goldsberry I had not been exposed to the TILT framework. Our first FLC meeting comprised of experiential learning where we each attempted to make a paper airplane with really, poor directions. We each ended up with a different paper airplane and none that flew. We worked separately and then together to TILT directions to a paper airplane assignment that allowed for a clearer understanding of the purpose, task, and criteria. While I already knew and understood the importance of transparency in teaching, being introduced to the TILT framework gave me the structure I needed to think about and assess my current assignments, assessments, and curriculum. As a group, we offered each other feedback on a specific assignment in one of the courses we teach and that we wanted to “TILT”. After submitting my first attempt to TILT the literature review assignment I received excellent feedback from other FLC participants. As a result, I was able to develop clear guidelines for the literature review assignment that outlined the purpose, task, and criteria of the assignment.

My goal in “TILTING” the literature review assignment was to provide clear expectations and guidelines for the students, without them having to necessarily read the entire rubric. My hope was that I would receive improved literature reviews. In the task section I was able to make it very clear to the students what they needed to strive for, especially regarding the types of sources, how many sources, formatting, citations, as well as suggestions and resources for analyzing and synthesizing research literature (reminding them where in our course material we covered these topics).

The change met my expectations. This year the class average on the literature review was 92.65 compared to last year's class average of 88. I had many more submissions this year by students whom I recommended they tutor other students in their writing and research. The outcome for my students were two-fold: an increase in their grades (at least by class average) and a clearer understanding of the expectations of the assignment including the purpose, tasks, and grading criteria. Next year I plan to update the grading rubric. As I graded each of the literature reviews this year, I noticed consistent issues in writing and citations that I would like to address by including in an updated rubric.

I received numerous benefits from participating in this FLC. First, I appreciated the opportunity to meet other faculty from other areas. Dr. Goldsberry was specific about wanting to create a group of faculty from many different areas within our university. Our unique backgrounds brought different perspectives to the group. Second, I benefited from having peer support and feedback related to the course assignment. I typically do not get the opportunity to receive feedback from peers. Third, I really appreciated taking time out of my schedule to just focus on my teaching (and my learners) with such intentionality. I aspire to be a better teacher and I want my students to have meaningful and significant learning experiences they can still remember tens of years into their own careers.

Susan Steele – Nursing

Transparency in Teaching and Learning

I had been using the TILT for major and minor assignments in my courses for several years before we discussed this in our Faculty Learning Community (FLC). I had implemented this method after attending a small workshop on campus. I wanted to make it easier for students to be successful in completing written assignments. My independent efforts had made a difference in the quality of work for graduate students, but something was still lacking with undergraduate students.

In our meeting, the facilitator gave us an updated version of the TILT template and it included some key items that my original workshop handouts did not include. We brought an assignment to the next meeting, and I brought one that I had just revised for a course I was teaching. We worked in pairs and exchanged assignment direction, then gave each other feedback and suggestions for improvement. It was very helpful to see peer assignments and to receive the feedback. I plan to continue using this method of creating assignments and editing them each semester based on student performance in completion.

Gail Godwin – Nursing

Transparency in Teaching and Learning

Every spring, the Psychiatric Mental Health Nursing course at Georgia College participates in a Family and Friends Day hosted by NAMI and GC nursing students. Because the activity was cancelled this year due to COVID 19, a virtual assignment was needed. I used the TILT criteria to rewrite a former make-up assignment for this activity into a new virtual assignment.

Related Course Outcomes:

1. Incorporate life-long learning, ethical principles, health policy, and professional standards into socially responsible care for individuals, communities, and populations.
2. Demonstrate effective communication through writing, speaking, listening, and using technology necessary for collaboration and quality nursing care.
3. Advocate for improved population health initiatives and systems of healthcare delivery locally, nationally, and globally.

The students were instructed to visit the NAMI website to learn about NAMI and what the organization had to offer. Students were to gather information about healthy mental practices especially during difficult times to share with their family and friends via phone or internet. They were also instructed to create or find a graphic and complete 2 postings to social media platforms. Deliverables included a brief summary of their activity, a reflection of how this activity assisted them to meet the course outcomes, and screen shots of their social media postings.

I was surprised by how much the students enjoyed this activity. While they were disappointed to not be able to complete the activity in person, they reflected on how this activity helped them and their family and friends during a time of difficulty and uncertainty. The students stated they were unaware of how much assistance NAMI offered and surprised at the amount of information available on the website. Bringing up the subject of mental health was challenging for them, but the circumstances made it easier and the discussions helped them to feel better. Some of them stated they felt awkward bringing up mental health and posting about it on their social media platforms, but almost all felt it was a good experience and thought it was a good way to advocate for mental health.

Holly Croft – English/Library

Transparency in Teaching and Learning

In my redesign of my section of the Georgia College Year One Experience, the History of Georgia College, I wanted to ensure all assignments – including in-class work – centered around interactive learning. Most of the assignments already contained interactive components, but I wanted to move completely away from lecturing in this course in Spring 2020. I also wanted to update my assignment guide templates.

Following the Transparency in Learning and Teaching model (<https://tilthighered.com/>), I have revised or created templates in order to promote a better understanding amongst students in the History of Georgia College course as to how to successfully complete assignments.

By shifting to the TILTed format for course assignments, students were provided with a bullet point list of clear learning outcomes for every assignment they would complete. These were coupled with points of knowledge, each of which specifically addressed how students would use the skills gained from completing the assignment beyond the scope of the class. Ideally, one of the knowledge attributes would discuss using the skills after college, when the students had entered the workforce.

Giving students these learning outcomes and knowledge attributes helped them understand why I was asking them to do each assignment over the course of the semester. Of course these assignments would help the students better understand the history of our university, but it was important that they also knew that there was at least one application relevant to them and what they hoped to accomplish after graduation.

In class, I developed activities that would teach the students critical thinking skills, as critical thinking is the essential skill attached to all GC1Y and GC2Y courses. These activities required students to work together to solve problems or debate issues. Every week built on the previous week.

Our learning community elected to review each other's TILTed assignments, and our CLS brought in her escape room lesson so that we could try it for ourselves. Finally, we all chose books focused on interactive learning in order that we could start a mini-library to share amongst ourselves. I chose *Brain-Based Learning, 2nd edition*, by Eric Jensen, which is a deep dive into how the brain learns and which strategies have proven to be the most effective.

Through the course of meeting as a group, I have been encouraged and inspired to continue improving my GC1Y. Having other faculty from outside of my discipline review my assignments showed me weak spots that I had overlooked and helped ensure that I was as clear in my instructions as possible.

I am so fortunate to be a part of this group of faculty, as I am learning so much from them and finding new ways to engage my students. I am looking forward to continuing in the fall.

Meeting Roster
Facilitator: Jennifer Goldsberry
FLC topic: TiLTing assignments and Interactive teaching strategies

#	Name	Discipline	11/13/19	1/30/2020	3/5/2020	Total
1.	Jennifer Goldsberry	Nursing	X	X	X	3
2.	Catherine Fowler	Nursing	X	X	X	3
3.	Gail Godwin	Nursing	X	X	X	3
4.	Susan Steele	Nursing	X	X		2
5.	Leeann Kelley	Biological and Environmental Sciences	X			1
6.	Wathsala Medawala	Chemistry, Physics, and Astronomy	X	X		2
7.	Holly Croft	Library/English	X	X	X	3
8.	Katie Whipple	Creative Arts Therapies	X	X		2

FLC Review Template Rubric

Reviewers: _____

Faculty being Reviewed: _____

Assignment being reviewed: _____

Feedback:**Purpose**

1. Can the students tell what specific skills they will practice and/or what content knowledge they will gain by doing this assignment?
2. Are the connections to course/assignment learning outcomes clear?
3. Is the relevance to students' lives (even 5 years later) articulated clearly?
4. Does the assignment rely on student-centered, motivating, promising language?

Task

1. Can students extract exactly what steps/work they need to do?
2. Does the assignment refer to recommended steps to complete the work?
3. Does the assignment offer tips on what roadblocks or mistakes students should avoid?

Criteria for Success

1. Can students discern if they are on the right track or if they are doing what is expected of them? (Rubric or self-assessment checklist)
2. Are there annotated examples of successful work?
3. Is the rubric clearly linked to the assignment and available?