

# Advance Students' Meauxmentum with Transparency in Learning and Teaching (TILT)

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2009 – 2025  
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# Thank you!

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- Tristan Denley, BOR
- Samuel Gladdens, BOR
- Shannon LaCount, SOVA
- Zackeus Johnson, BOR
- Kimberly Langlois, BOR



# Overview

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## **PURPOSE:**

- Understand TILT and how it works
- Consider how to use



## **TASKS:**

1. Review research
2. Consider examples
3. Prepare your example



## **CRITERIA:** You'll leave with

- Understanding of TILT and how it works
- TILT experience to support your students' success
- Example ready to TILT with students



# What is TILT: Transparency in Learning and Teaching?



Transparent teaching and learning methods explicitly focus on:

- *how* students are learning course content,
- *why* we manipulate their learning experiences in particular ways
- *how* students will use this learning in their lives after college.

TILT is a small adjustment to existing practice.



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# What Does TILT Look Like?

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## Purpose

- Skills practiced
  - Knowledge gained
- } long-term relevance to students' lives



## Task

- What students will do
- How to do it (actions to follow, avoid)



## Criteria for success

- Checklist or rubric in advance so students can self-evaluate
- Multiple real-world examples: students/faculty apply criteria)

### Unwritten Rules for Students

[https://tilthighered.com/assets/pdffiles/Transparent%20Assignment%20Template%20for%20Students\\_v2.pdf](https://tilthighered.com/assets/pdffiles/Transparent%20Assignment%20Template%20for%20Students_v2.pdf)

### Checklist for Instructors Designing Transparent Assignments

<https://tilthighered.com/assets/pdffiles/Checklist%20for%20Designing%20a%20Transparent%20Assignment%20copy.pdf>



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# Why is TILT Gaining Attention?

1. Small change with significant gains for all
2. Greatest benefits for most vulnerable
3. Increases persistence (% retained students)
4. Teachers & staff improve student success
5. Informs AI choices for teaching/learning
6. Communication tool
7. Assessment & planning tool

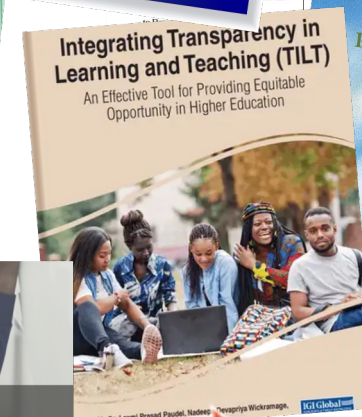
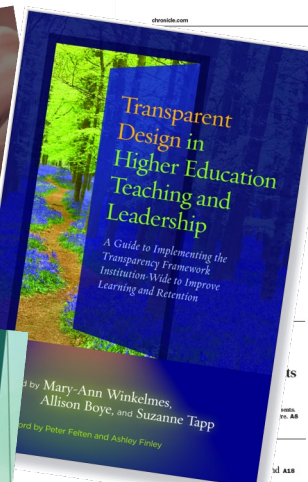
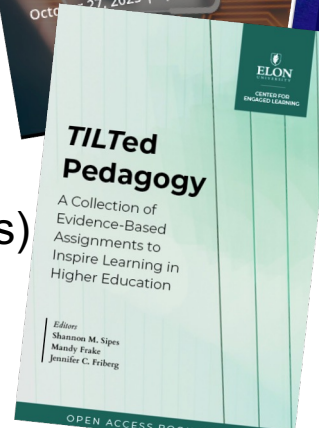


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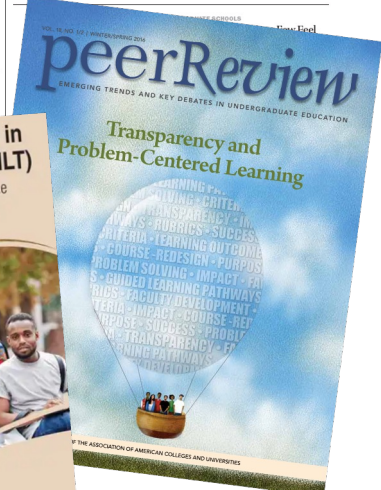
The Transparency in Learning and Teaching project aims to improve higher education teaching and learning experiences for faculty and students through two main activities:

1. Promoting students' conscious understanding of how they learn
2. Enabling faculty to gather, share and promptly



## The Unwritten Rules of College

Interactives take for granted the logic and the rhythm of their courses, but students — especially those who don't know what to expect — may get lost. The U of Nevada at Las Vegas is making the process of teaching explicit to help them succeed. A24



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# Why TILT: Help Students See Value

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29% of **BA grads** and 12% with **college experience** strongly agree:

***I learned important skills while obtaining my education that I use in my day-to-day life.***

N = “nearly 20,000 Americans”

*Strada-Gallup Education Survey (2020-2021)*

<https://stradaeducation.org/research-education-survey/>



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# Why TILT? Help Students Recognize Skills:

TRANSPARENCY IN LEARNING & TEACHING

## Skills measured by TILT surveys:

1. Apply learning to new situations
2. Learn on my own
3. Communication
4. Judge reliability of information
5. Connect info from various sources
6. Collaborate well with others

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## Employer Surveys:

**NACE:** *Career Readiness Competencies*

**World Bank:** *Skills & Workforce Develop't*

**World Economic Forum:** *Future of Jobs*

**PwC – Global Workforce** *Hopes and Fears*  
2024

## Postsecondary Learning Frameworks:

**OECD:** *Skills for 2030; Learning Compass 2030*

**AAC&U:** *Essential Learning Outcomes*

**ASEAN:** (Assoc of Southeast Asian Nations)  
*Qualifications Reference Framework*

**AU:** Africa EU Partnership: *Capacity Devt*  
*Programme*

**EU:** *European Qualifications Framework*

**International Tuning Academy:** *Generic*  
*Competencies*

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# How do we know TILT works?

## 4 Foundational TILT studies

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2 TILTed assignments in 1 term

- Significant learning gains for all:
  - Academic confidence
  - Sense of belonging
  - Metacognitive awareness of skill development
  - Quality of work
  - Completion rates (academic work)
- Long-term increase to persistence/retention rates

Winkelmes, 2013; Winkelmes et al., 2016; Calkins & Winkelmes, 2018; Richard et al., underway)

# What Students Say

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- *I actually spend a lot more time learning the material rather than devoting a lot of unnecessary time to unscrambling what I'm supposed to be doing. I get a lot more out of class time.*

Alexander Kronk, undergraduate student

University of Nevada Las Vegas (UNLV)

Berrett, D. (2015). *Chronicle of Higher Education*

- *TILT provided me with an effective way to learn ... it made the content more accessible with clear key takeaways and knowledge gains...*

North-West University (NWU) student

Ememkako, R. & Ayoub, N, underway



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# What Teachers say

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- **higher completion rates** for all their assignments, even the most difficult ones.  
Dr. Ed Jorgensen, Computer Science, UNLV
  - **easier to grade** the students' assignments because the expectations are clearer.  
Dr. Katharine Johnson, Communications, UNLV
  - **higher quality** of students' work...  
Dr. Alison Sloat, College of Sciences, UNLV
- 
- This process sent me back for **a fundamental re-thinking of each week** in the syllabus and what my specific learning goals were.  
Dr. Peter Pizor, UNLV  
National Teaching and Learning Forum, vol. 24, no. 4 (2015)
  - students value their class activities....my **teaching goals are clearer** and I now create a **more structured and effective learning environment**.  
Dr. Nisa Ayob,  
Geography & Environmental Sciences, North-West University, South Africa



## **TASKS:**

✓ Research review

Examples

Your Examples

# QUESTIONS



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## TASKS:

✓ Research review

➔ Examples

Your Examples

# EXAMPLES



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## **TASKS:**

✓ Research review

➔ Examples

Your Examples

# **MORE EXAMPLES**



## **TASKS:**

✓ Research review

✓ Examples

➔ *Your examples*

# **YOUR EXAMPLES**

# Why?

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## **PURPOSE:**

- Apply TILT to your own assignment prompts/materials
- Experience cognitive stress



## **TASKS:**

- 5-part peer feedback process



## **CRITERIA:** You'll leave with

- Practice using TILT
- Example of your own ready to TILT with students





# How did we do?

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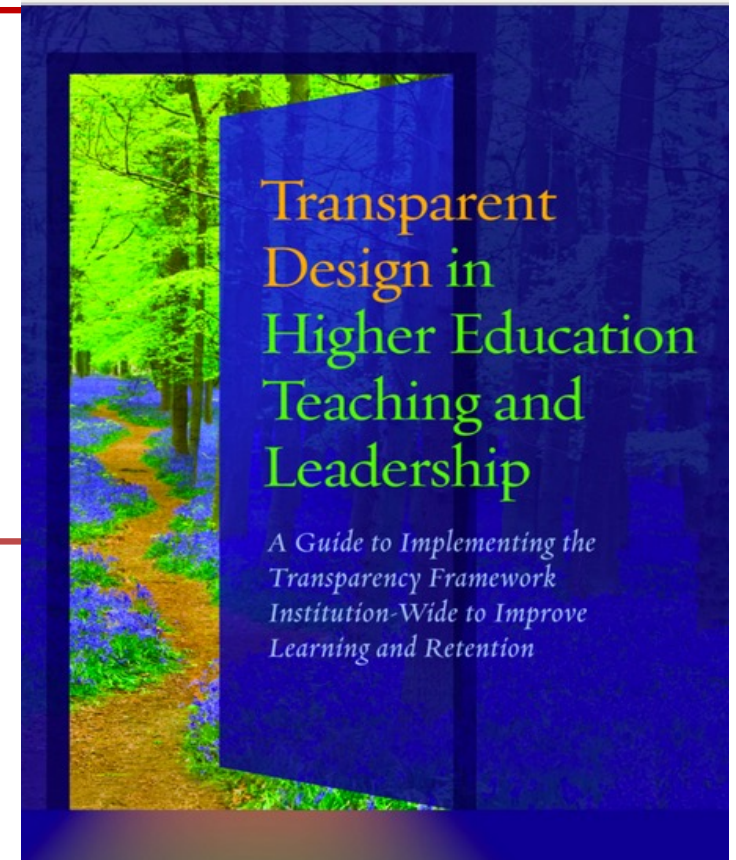
# Resources

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View Examples, Videos, Publications

***TILTHigherEd.com***

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