

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

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Thank you!

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



Overview



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?



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

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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Why TILT: Help Students See Value

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:



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

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

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)



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What Students Say

- 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

- **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



TASKS:

✓ Research review

➡ Examples

Your Examples

EXAMPLES



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TASKS:

✓ Research review

➡ Examples

Your Examples

**MORE
EXAMPLES**



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TASKS:

- ✓ Research review
- ✓ Examples

 *Your examples*

YOUR EXAMPLES



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Why?



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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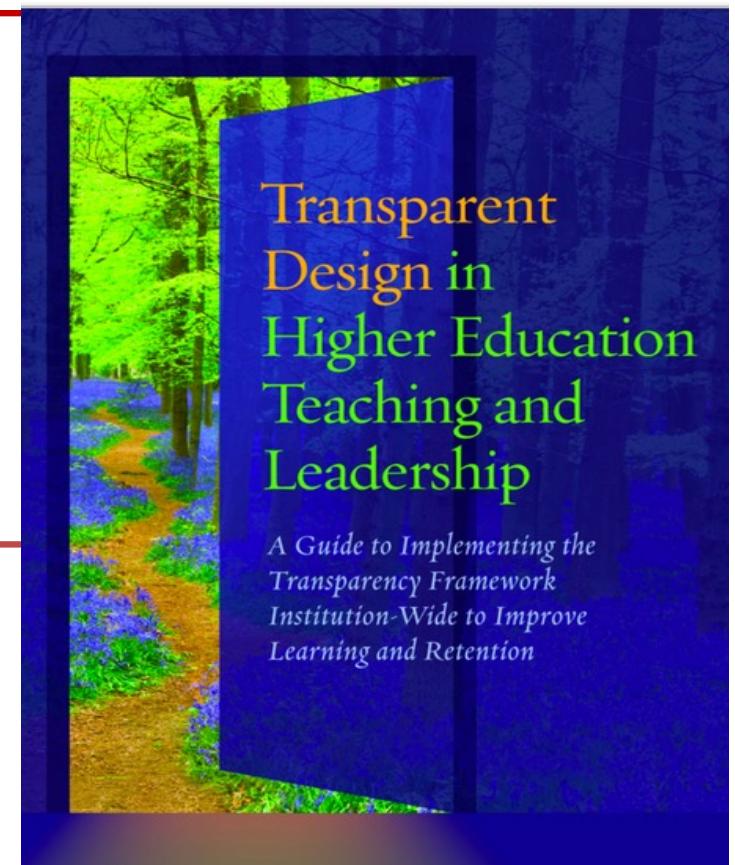


Resources

View Examples, Videos, Publications

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TRANSPARENCY IN LEARNING & TEACHING



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