Transparent Instruction Increases Students' Engagement and Success

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Overview

PURPOSE:

- Understand how transparent instruction works

- Learn to apply it

TASKS:

- Research review

- Discuss Examples (including your own)

CRITERIA: You'll leave with

- Understanding of TILT and how it works

- Strategies, tools for applying TILT to your contexts

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What is Transparent Instruction?

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.

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Why is it Gaining Attention?

1. Small change; significant gains

2. Impact is equitable

3. Teachers use it now to complement school efforts
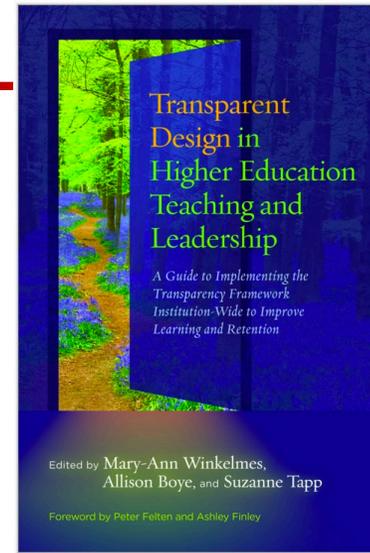
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Transparency in Learning and Teaching
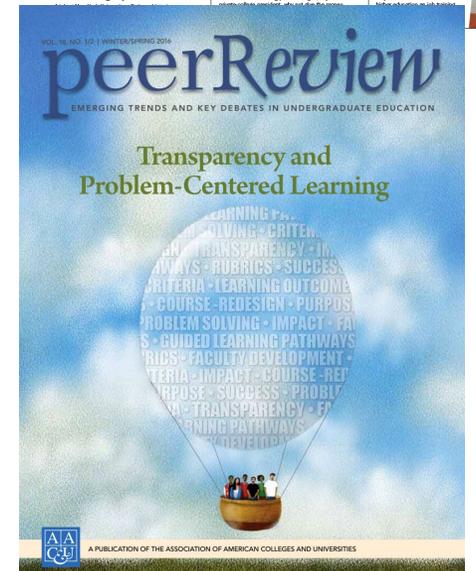
Purpose
- Skills practiced } long-term relevance to students' lives
- Knowledge gained } problem-centered

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 TILT: Help Students See Value

College education is relevant in work and day-to-day life

- Only 26% of employed graduates strongly agree
  N = 110,481 employed adults, 18 to 65, who took at least some college courses

Strada-Gallup Education Survey, (2016-2019)
http://stradaeducation.org/press-release/new-strada-gallup-consumer-data-reveal-
only-26-percent-of-working-u-s-adults-with-college-experience-strongly-agree-
their-education-is-relevant-to-their-work-and-day-to-day-life/

Alumni who believe they developed in-demand professional skills

- are more likely to believe their education helped them achieve their goals.
  N = 3309 alumni

2021 Strada Alumni Survey, (2021)
https://cci.stradaeducation.org/pv-release-oct-27-2021/

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Why TILT? Help Students Recognize:

Skills most valued by employers:

- Communication: oral & written
- Ethical judgment & decision-making
- Self-motivated initiative / proactive
- Evaluate/judge info various sources

- Critical thinking/analytical reasoning
- Ability to work effectively in teams
- Apply knowledge/skills to real world
- Work w/numbers, statistics

- Innovation / Creativity

Hart Associates 2018, 2015, 2013

https://www.aacu.org/research

2018 survey of 501 CEOs, 500 Hiring/Recruiting Managers: 85% private, 15% nonprofit
Scope: local, regional national, multinational. ~ 25% each
Geography: Northeast, South, Midwest, West. approx. ~ 25% each
2015 study ~400 employers, 2013 study ~300 employers

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Why Might You Use TILT?

Challenges	Strategies
Preparation Challenges Unclear re: directions, expectations Lack prior skills, knowledge Don't know what help they need, what ?s	**Preparation Strategies** Class time to work w/coaching Offer examples Low stakes drafts and scaffolding
Motivation Challenges Don't see relevance; lack metacognition Many distractions, stressors Disengagement Mental health challenges	**Motivation Strategies** Feedback and revision Consider/invite real-world relevant applications Empathy; Reminders; Flexibility (dates, choices) Multiple approaches, media
Time Management Challenges Don't allocate enough time to the work Competing commitments: family, work Unaware how long it takes	**Time Management Strategies** Eliminate unnecessary barriers Reminders, check-ins, checklists, timelines Offer time estimates for tasks Begin assigned work weekly in class, w/ coaching

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Why? Connect System-wide Equity Work

PURPOSE: Reduce & eliminate racial disparities in MA public higher ed

TASKS:

- Enroll more Students of Color; Adjust student support
- Equity-minded pedagogy & opportunities: pathways, testing bias, co-curric
- Improve/connect data tracking & reporting
- Staff of color: hires, equity in union contracts, Prof Development
- Increase funding for racial equity efforts

CRITERIA:

- Higher Students of Color enrollment & completion & career success
  Increase SOC completion rates Black, Latinx 10 $\rightarrow$ 51%
- Sense of belonging: increase for SOC
- $ equity expenditures

Mass DoE. Strategic Plan for Racial Equity, 2023

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Examples: U Nevada LV

REGISTRAR (PACRAO)

PURPOSE: Clear the pathway to completion

TASKS: Reduce roadblocks:
• Reduce # of exceptions/waivers
• Synchronize curric change
• Reduce turnaround time

CRITERIA:

• Updated system matches curricular changes

• Turnaround time max 48 hours

ADVISING (NACADA)

PURPOSE: Student athletes succeed

TASKS:

Review syllabi, course schedule

Review due dates, readings, tests,

athletic practices/games

Submit assignments on time

CRITERIA:

Grades & athletic performance

Adjustments to time management

Balanced academic/athletic schedule

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Campus Life & Recreation Building Mgr

PURPOSE: Daily operation of Student Rec Ctr

- Apply LO skills to the work: communication skills, global/multi-cultural knowledge,citizenship & ethics, critical thinking …

TASKS: Act as supervisor / role model, provide training, tours handle cash, know services & equip, emergency protocol

CRITERIA:

- User and staff satisfaction
- Summary of how LOs applied to prioritizing tasks, guiding staff,etc.

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Why TILT? Reduce Equity Gaps

- **Sense of Belonging**

- **Academic confidence**

- **Metacognitive awareness of skill development**

- **Persistence to completion**

Winkelmes, Liberal Education (2013)

Winkelmes et al., Peer Review (2016)

Winkelmes et al., *Transparent Design* (2019)

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How Do We Know TILT Works?

3 Research Studies

1. National Study of MSIs: AAC&U (TG Philanthropy)

2. University of Nevada, Las Vegas: Student Retention

3. WA state publics: 26 schools   2-year Assoc [24 schools]

Implementation: 2 TILTed assignments in 1 term

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Results: 3 Studies, 2 TILTed Assignments, 1 Term

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- Significant learning gains for all

  - Academic confidence
  - Sense of belonging
  - Metacognitive awareness of skill development

  SUCCESS PREDICTORS
  Increased persistence, grades

- Greater gains for underserved students

- Higher retention rates into 2nd year, 3rd year
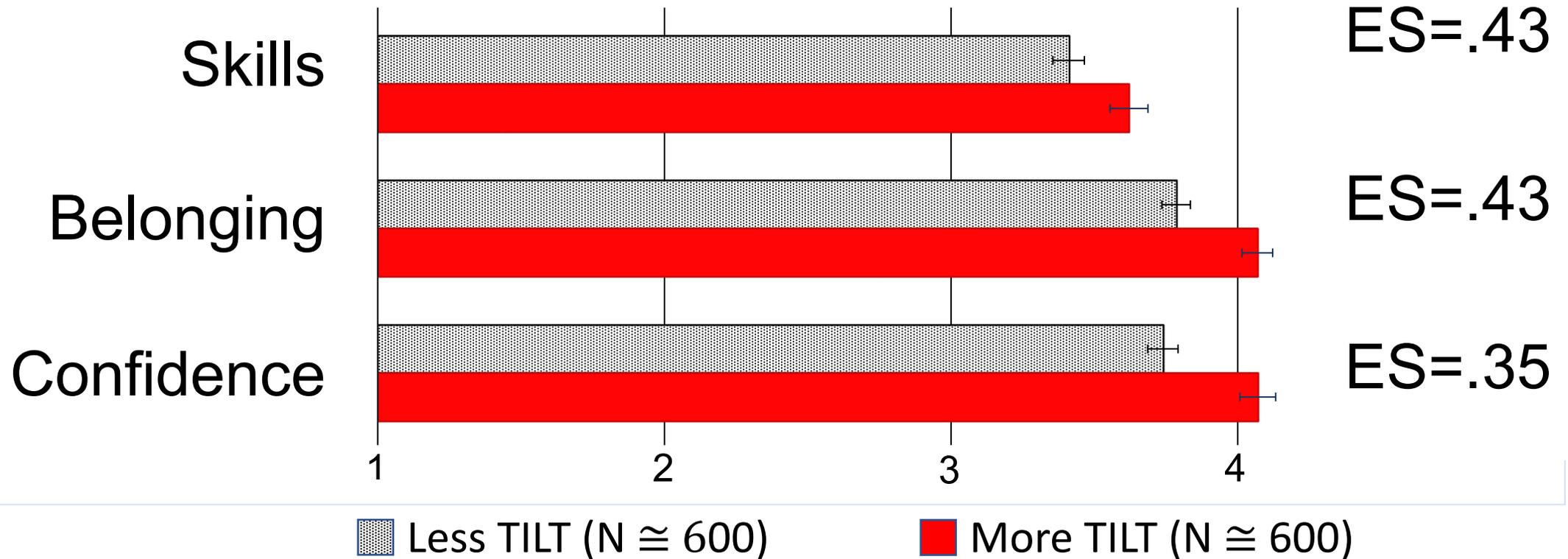
Baseline Equivalence

CONFIDENCE

ES .009 - .1

Field
School

☐ Less TILT (N ≅ 630)

SKILLS*

■ More TILT (N ≅ 485)

Learn independently
Consider Ethics
Apply to New Probs
Connect Info
Analyze
Collaborate
Comm: Spoken
Comm: Written

*Winkelmes, M. et al. (2016).
Peer Review 18 (1 / 2), 31-36.*

* Hart Associates 2015

1   2   3   4   5

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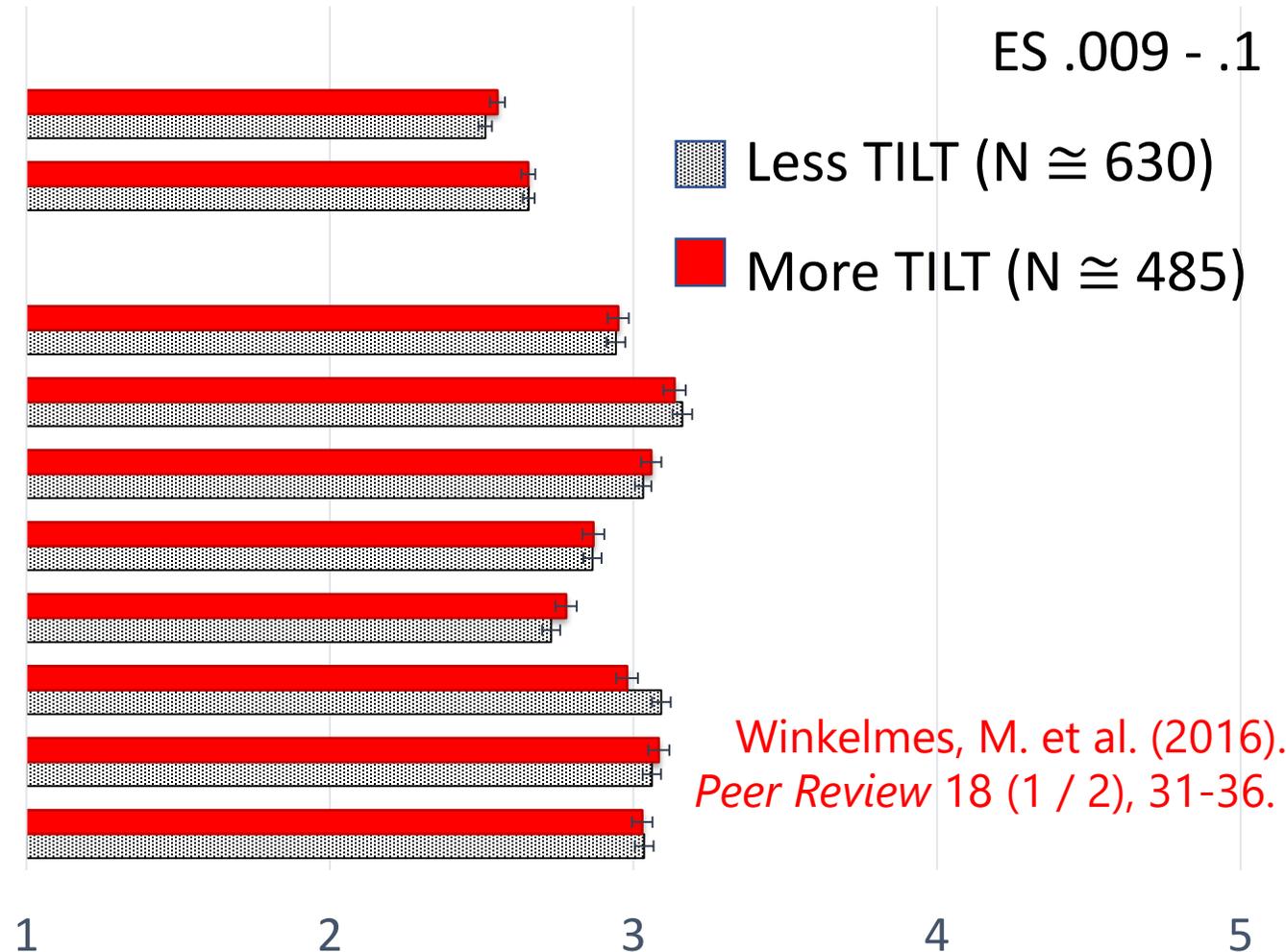
Greater Gains: Underserved Students

First Generation

Skills — ES=.58

Belonging — ES=.64

Confidence — ES=.50

Less TILT (N ≅ 245)   More TILT (N≅185)

Winkelmes, M. et al. (2016). Peer Review 18 (1 / 2), 31-36.

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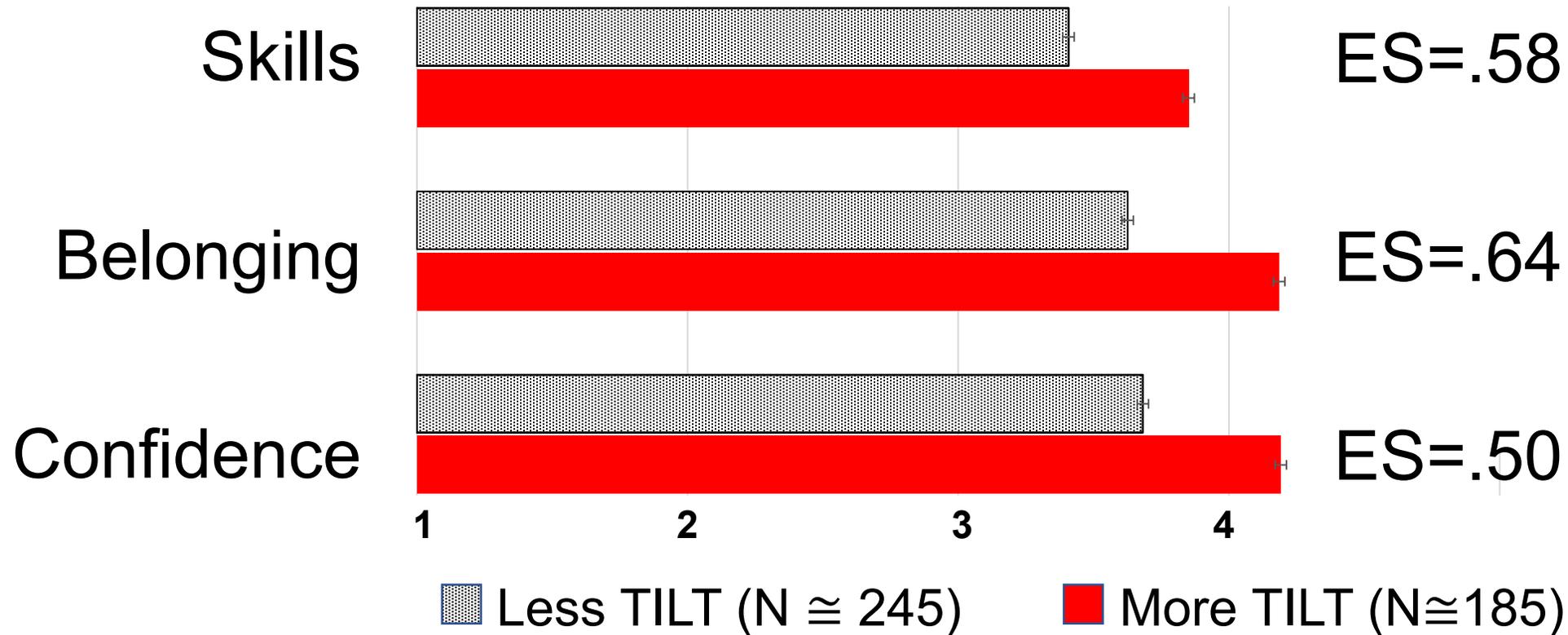
2ⁿᵈ Study: U Nevada Las Vegas

1-year Retention Increase 15.5%
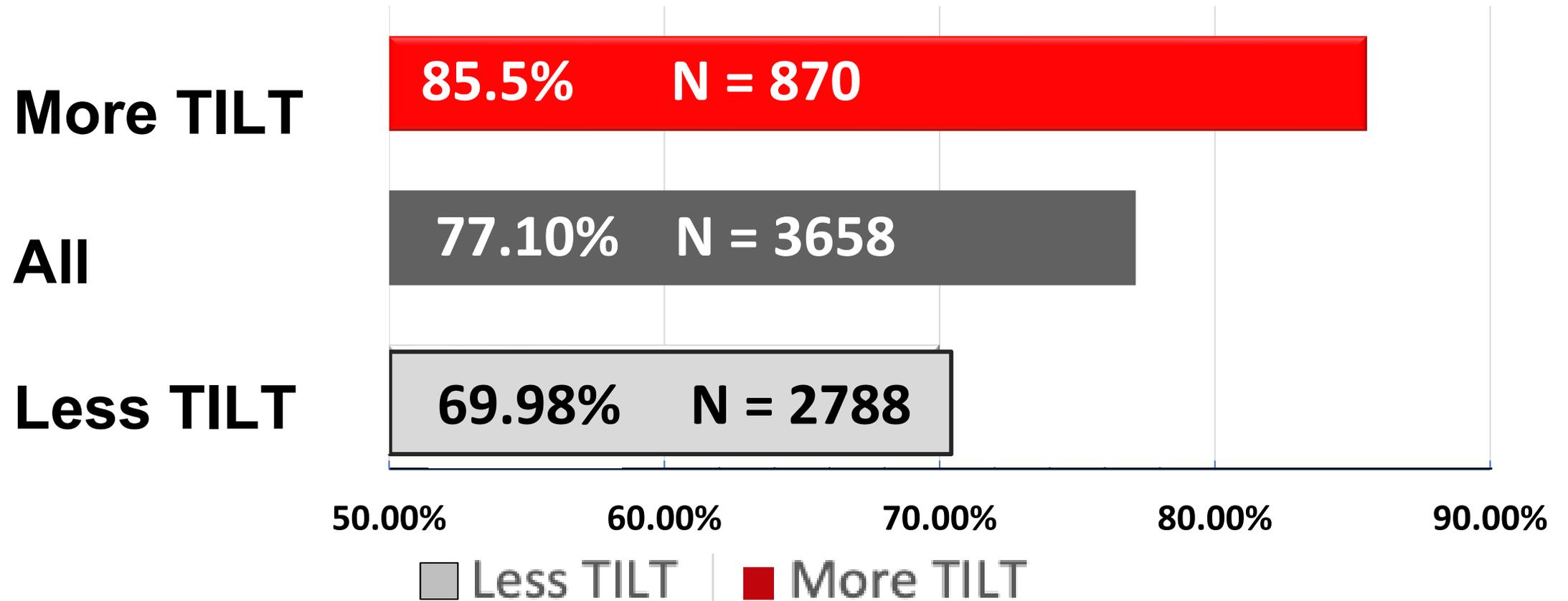
More TILT — 85.5%   N = 870
All — 77.10%   N = 3658
Less TILT — 69.98%   N = 2788

Less TILT | More TILT

50.00%   60.00%   70.00%   80.00%   90.00%

(Sources: TILT Survey; UNLV Data Warehouse/Office of Decision Support, 10/23/2017 and 03/02/2018)

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2-year Retention Increase 13.9%

More TILT	77.80% N = 677
All	67.20% N = 2458
Less TILT	63.88% N = 1781

30%   40%   50%   60%   70%   80%

□ Less TILT | ■ More TILT

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Students See Increased Skills:

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Communication: WRITING (Hum/Arts & Soc)
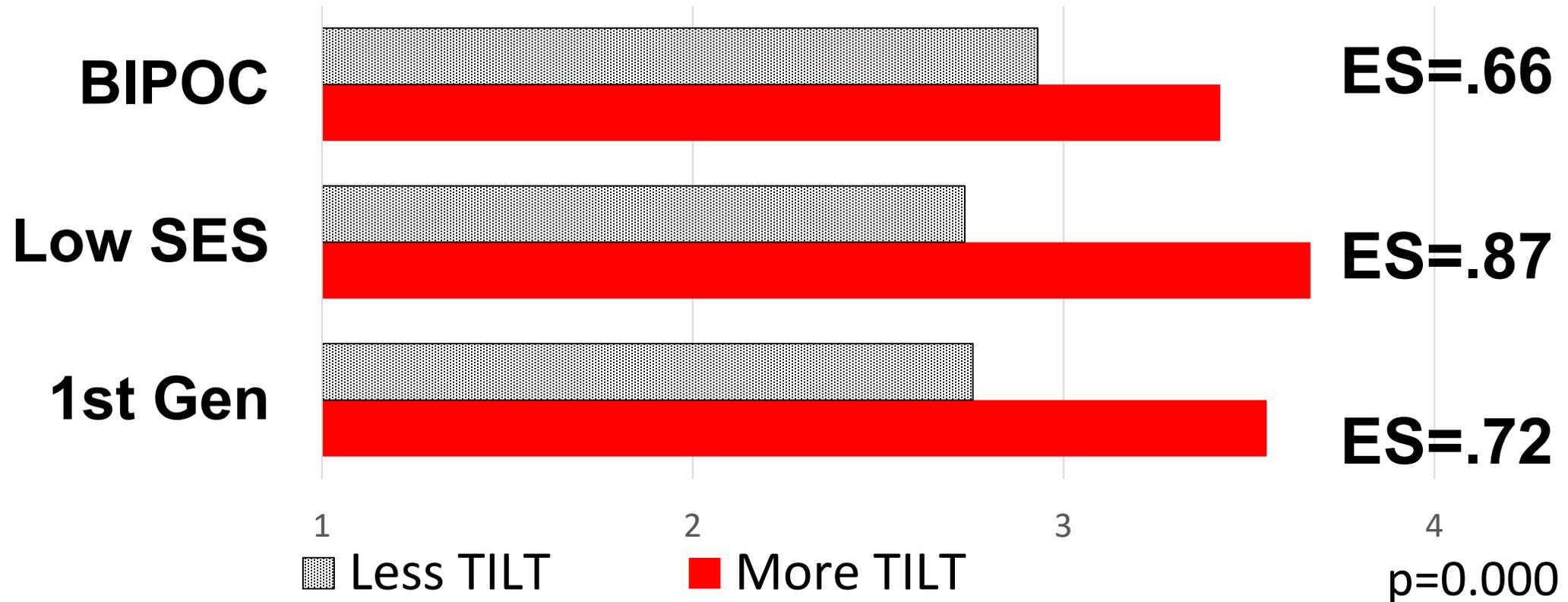
BIPOC — ES=.66

Low SES — ES=.87

1st Gen — ES=.72

1   2   3   4

▨ Less TILT   ▮ More TILT

p=0.000

Sources: TILT Survey; UNLV Data Warehouse/Office of Decision Support, 10/23/2017 and 03/02/2018

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Students See Increased Skill:

Communication: WRITING (STEM)
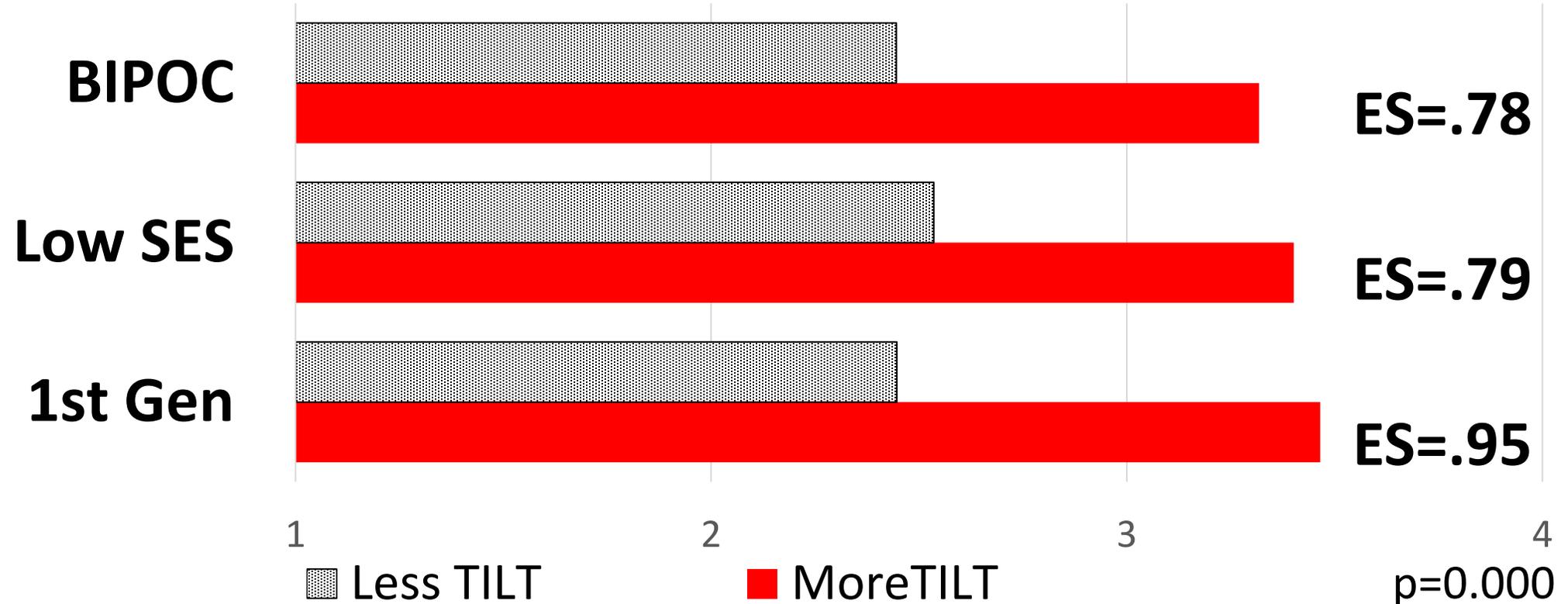
Chart showing writing skill increase by demographic group, comparing Less TILT (gray hatched) and More TILT (red):
- BIPOC: ES=.78
- Low SES: ES=.79
- 1st Gen: ES=.95

X-axis: 1 to 4. Legend: Less TILT, MoreTILT. p=0.000

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Students See Increased Skill:

COLLABORATING (All Disciplines)
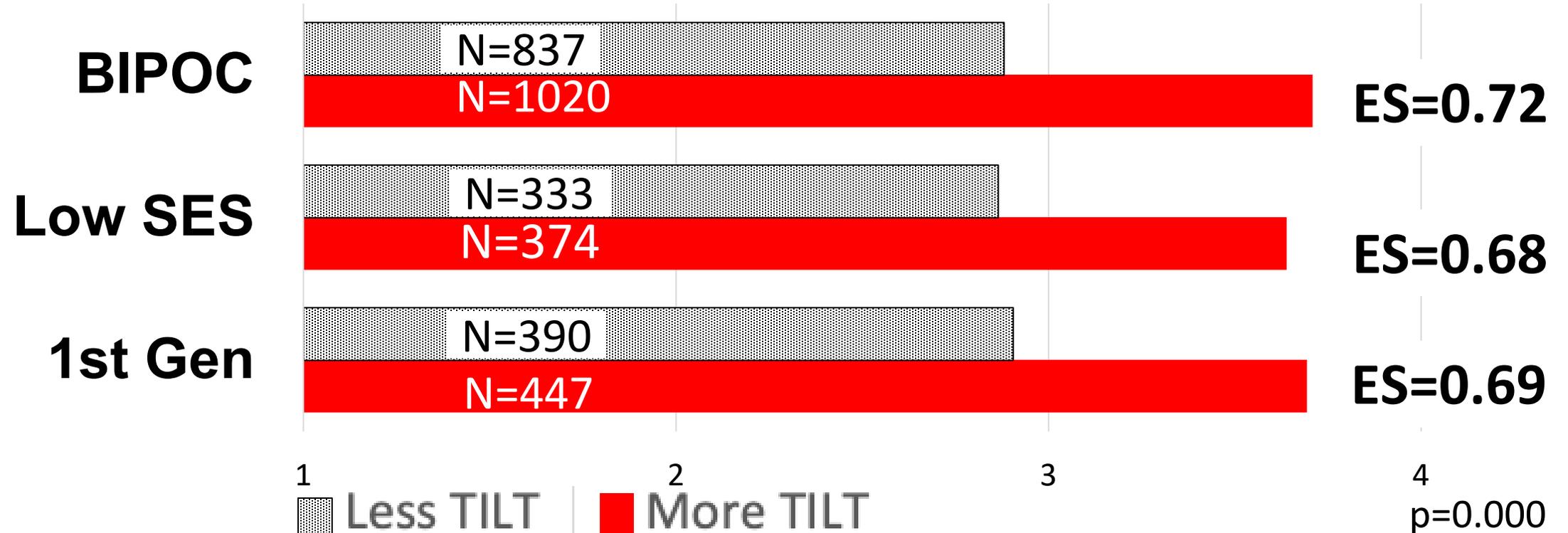
BIPOC
N=837
N=1020
ES=0.72

Low SES
N=333
N=374
ES=0.68

1st Gen
N=390
N=447
ES=0.69

1   2   3   4

Less TILT | More TILT

p=0.000

Sources: TILT Survey; UNLV Data Warehouse/Office of Decision Support, 10/23/2017 and 03/02/2018

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3rd Study:

WA State 2-year Publics

Confirms: Transparency predicts significant gains in

- Skill Development
- Confidence
- Belonging

Some gains are greater for underrepresented and low-income

Weisz, C., Richard, D., Oleson, K., Winkelmes, M., and Stone, B. In progress.

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3 Studies: 2 Assignments, 1 Term

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

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
- What good work looks like (real world examples)

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What Students and Teachers 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

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Teachers say

- *This has not only changed how I approach each assignment, but also each class meeting. Incorporating the purpose/task/criteria frame-work helps me focus on the main goals for each day, which helps students see the purpose of every class session.* Alison Sloat, professor, UNLV

- *It's easier to grade the students' assignments because the expectations are clearer.* Katharine Johnson, lecturer, UNLV

- *Like many instructors, my courses had evolved over a number of years with many small changes. This process sent me back for a fundamental re-thinking of each week in the syllabus and what my specific learning goals were."* Peter Pizor, professor, UNLV

National Teaching and Learning Forum vol.24, no. 4 (2015)

EXAMPLES

Why Groups?

PURPOSE:
- See what TILT looks like in practice
- Discern what it takes to TILT *enough*

TASK:
- Groups locate purpose: knowledge, skills
- Discuss and compare assignments

CRITERIA: You'll leave with
- Practice using the TILT Framework
- Readiness to TILT your assignments

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Find the Purpose:

- Knowledge (where?)

- Skills

Polls: % Certainty of top 2 skills,   % Likelihood of student success

TILT *Your* Assignments/Projects
to Increase Equity in Student Success

**Sit with a disciplinary stranger**

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Resources

View Examples, Videos, Publications

Sign up to use TILT Surveys online

Join TILT Research Team

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TILT *Your* Assignments/Projects to Increase Equity in Student Success

Sit with a disciplinary stranger

TILT in Higher Ed Contexts

National Outcomes

Regions, States, Consortia

Institutions

Program Outcomes

Department Outcomes

Course Outcomes

Assignment Outcomes
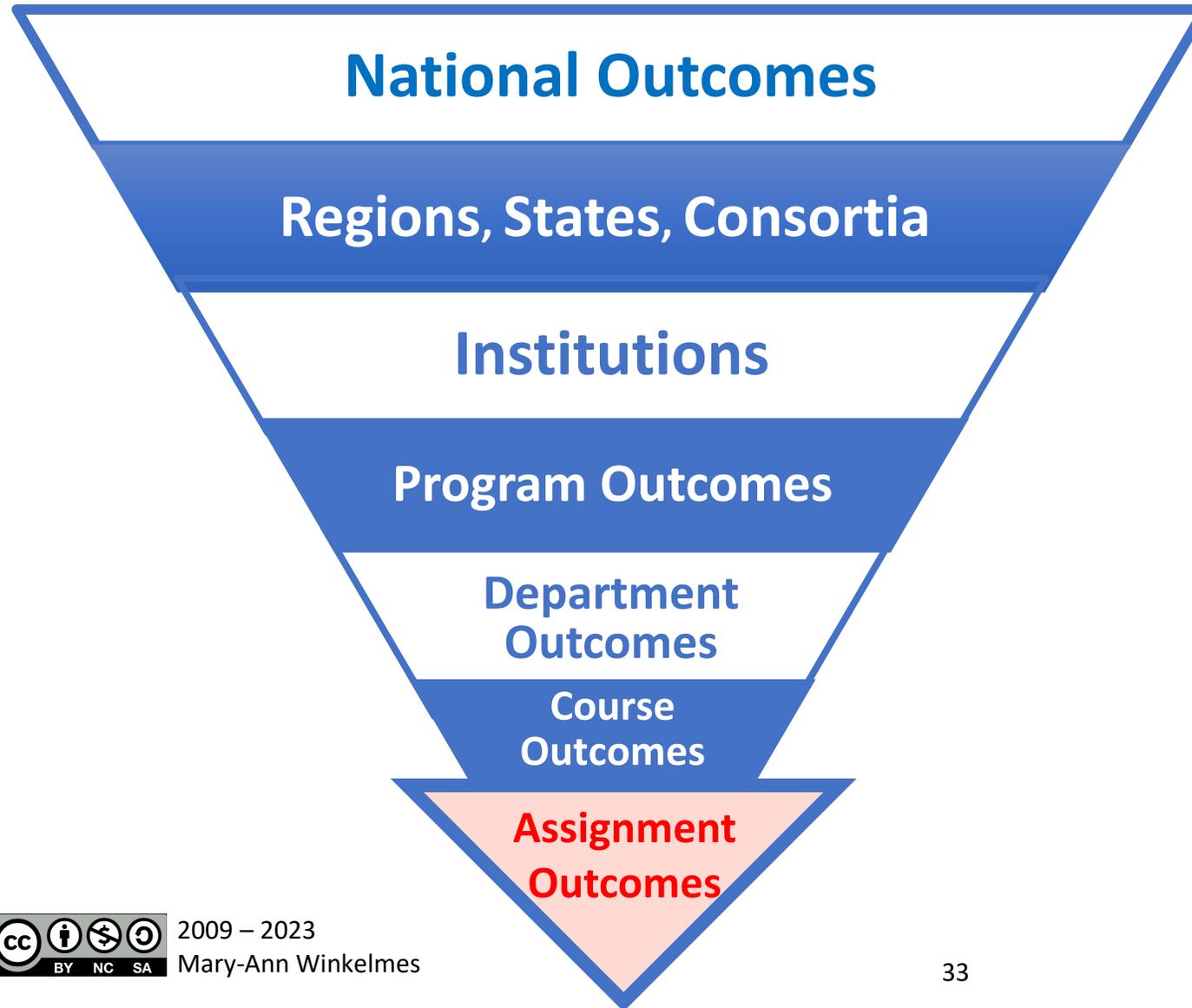
METRICS / CRITERIA

- Employment / Employers
- National, regional, state grad rates, 4 – 6 year
- Drop/Withdraw/Fail rates
- Learning Outcomes
- Student satisfaction
- Metacognition
- Transfer of skills
- Grades, majors
- Faculty satisfaction

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Overview

PURPOSE:
- Apply TILT to your own assignment/project
- Be ready to TILT with students this term!

TASKS:
- Work with a disciplinary stranger
- Use TILT Framework to parse their assignment/project
- Revise your assignment/project
- Discuss challenges of TILT

CRITERIA: You'll leave with
- Deeper understanding of TILT and how it works
- Draft revision to your TILTed assignment/project

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Silent minute

- Prepare a 2-min description of your project/assignment

Describe *your* assignment/project

Part 1) 5 minutes

- Say hello to your partner.

- Describe an assignment* **(2 min each)**

* "assignment" can be a staff work project

Silently by yourself: Make a list

2) TASK

Write a list of the actions you would take to do your colleague's assignment if you were a student. (individually, 3 minutes)

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List silently by yourself

2a) PURPOSE

5 years later, what knowledge and skills do you still retain from doing your partner's assignment? Write a list. (individually, 2m)

Share lists with partner

3) Share your written lists with your partner: TASK, PURPOSE
Describe your thinking process. (3 min each assignment)

When your parter is talking:

➡ **Revise as needed**

*==**Do not coach or correct your partner** when they talk about your assignment.==

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Revise

Silent revision

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Choose Real-world Examples (6 min)

CRITERIA

4) As a student:

NO
- • Are you confident you are working effectively?
- • Are you confident you're doing excellent work?
- • Do you have multiple good examples?

Choose real-world examples to:

➢ illustrate CRITERIA

➢ check/demonstrate students' understanding

➢ Confirm "YES"

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Revise

5) Write down how you would revise your assignment.

Discuss Challenges, Suggestions

How did we do?

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