



Transparency in **Learning & Teaching**

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TILT

The Discussion Board Assignment

After completing the reading assignment, post a discussion question to the online discussion board.

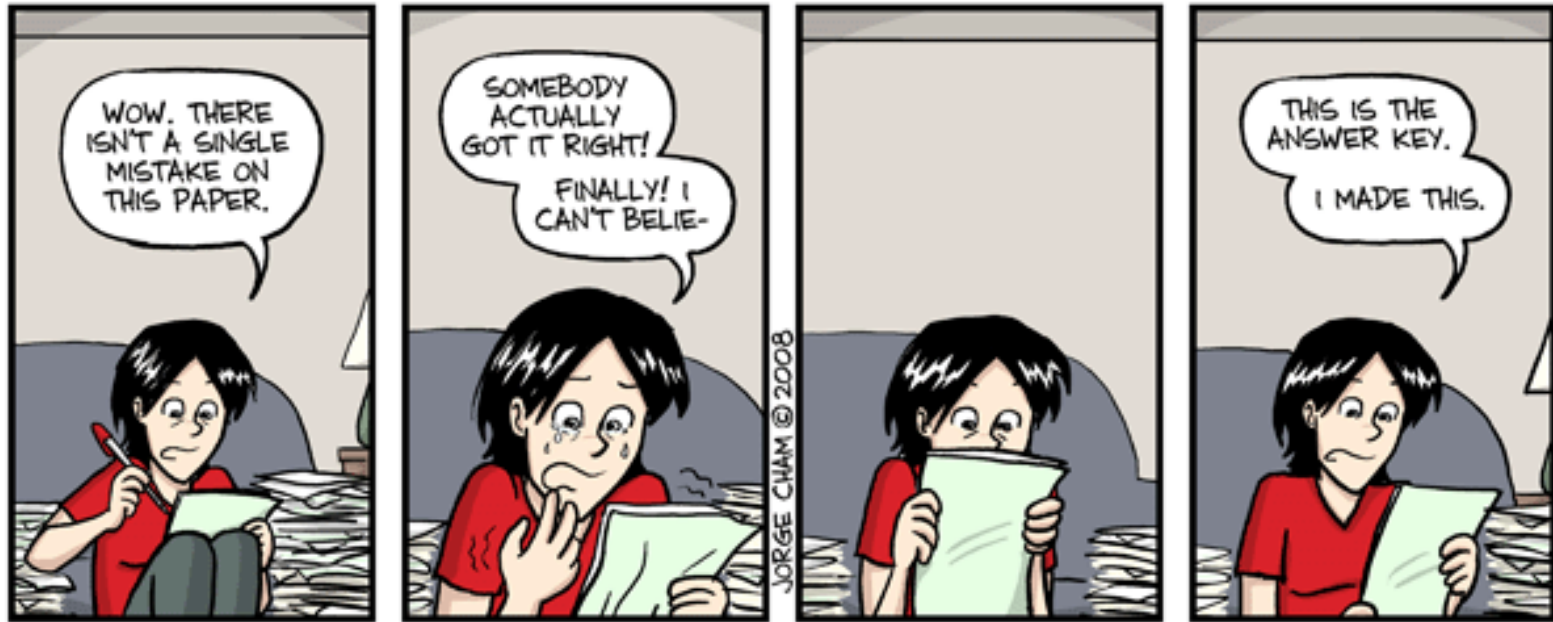
Respond to at least two of your peers' questions.

Student 1: Does anybody know what “hermeneutic” means?


Student 2: I don't

Student 3: Did you look it up?

As a student, did you ever say, “I have no idea what my professor wants!”



Consider the courses you have taught or are teaching...

A hand holding a magnifying glass over text. The hand is brown and is holding the handle of a black magnifying glass. The lens of the magnifying glass is focused on the text below.

Have you
given students an
assignment that
was an **epic**
failure?

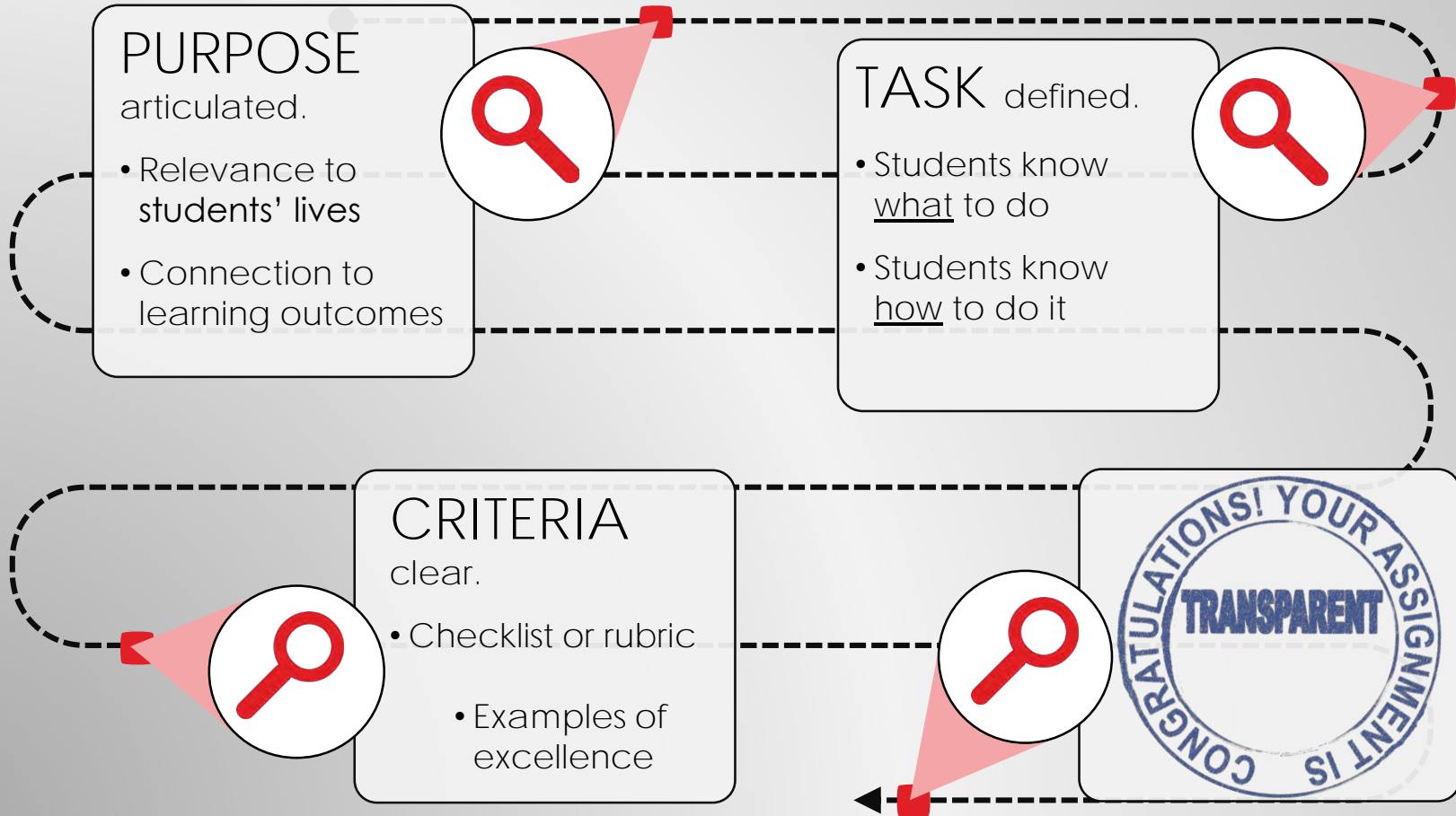
(mini-failures are
fine, too)

The Discussion Board Assignment

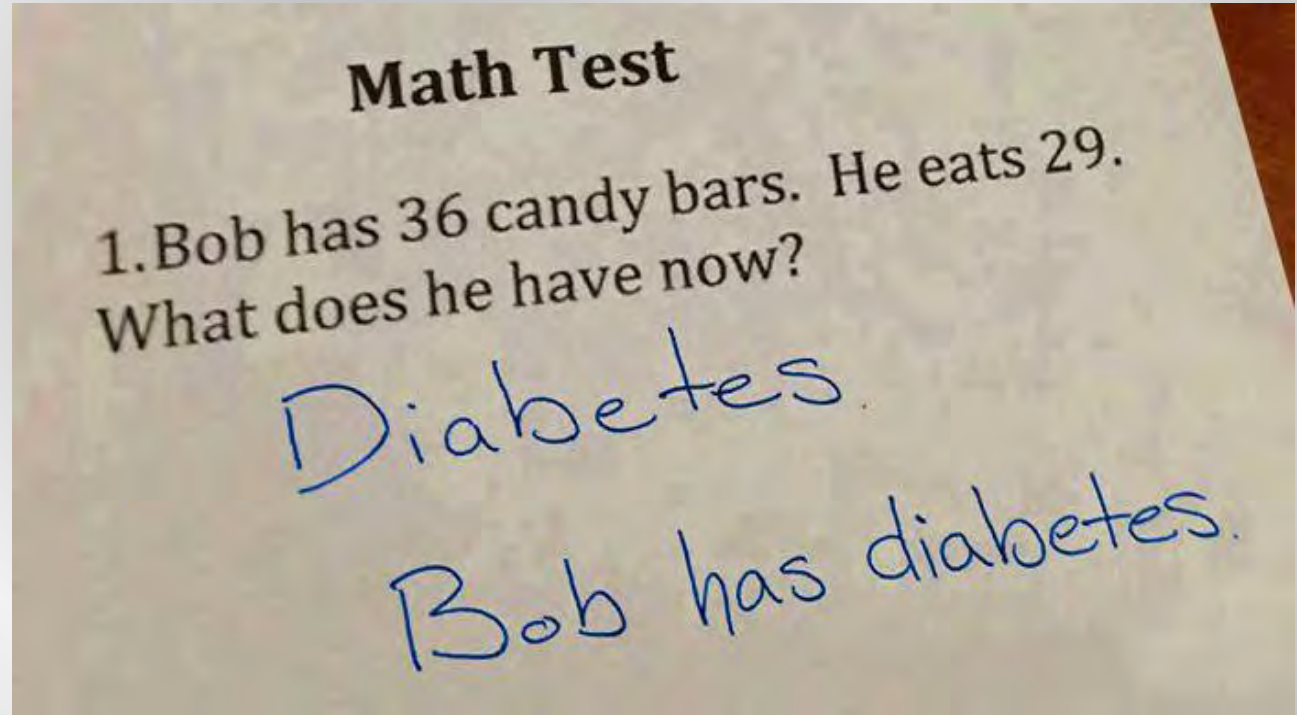
After completing the reading assignment, post a discussion question to the online discussion board.

Respond to at least two of your peers' questions.

What makes an assignment transparent?



Based on the transparency criteria, how transparent do you think your assignments are?



Transparent Assignment Example



PSYCHOLOGY 101, David Copeland

PAPER INSTRUCTIONS

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.

Transparent Assignment Example

PSYCHOLOGY 101, David Copeland

CHANGING BELIEFS: TAKE-HOME ASSIGNMENT (end of term)

PURPOSE: 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 major topic area in psychology (e.g., how the brain functions, how we perceive, how people learn, sleep and dreams, how memory functions, intelligence, personality, how people interact with others socially, or disorders). The purpose is to identify a topic for which your prior view of it has changed as a result of what you learned in this course. You should be able to compare and analyze how your thinking / beliefs are different now than before.

TASK: Your task is to: (1) Select a topic that you have learned about in this course that has changed the way you view the world. You are encouraged to refer back to your answers to the questions in the Changing Beliefs Activity from the beginning of the semester. (2) Once you have an idea, describe in a paragraph or two how you used to think about the topic. (Refer back to your responses to the Changing Beliefs activity from the beginning of term.) (3) Then, discuss the topic itself (i.e., what you learned about it). Please use the library to find an outside source – a peer reviewed psychology research article – to help you write a more thorough description of the selected concept. (4) Finally, explain how your view has changed going forward. Please be as specific as possible and please apply this to your own life and way of thinking (i.e., please do not generalize or write about how most people think).

Your completed assignment should be between 3 to 4 pages (typed, double-spaced). Include your name and a title in the header. Include a reference for your outside source at the end, using APA style formatting rules.

CRITERIA: Your assignment will be graded based on the following criteria: (a) Did you select a topic discussed in this course? (b) Can I clearly understand your prior way of thinking about that concept? (c) Do you provide a clear description of the topic that demonstrates that you can summarize the important aspects of it? Is information from the outside source nicely integrated into this description? (d) Can I clearly understand your current way of thinking about that concept? Did you contrast this to your prior view? (e) Finally, following instructions and quality of writing will be evaluated as well (e.g., proper grammar, spelling, etc.).



**Think back to
your epic
assignment
failure.**

**What if you
made it more
transparent?**



Giving credit where credit is due....



Mary-Ann Winkelmes, Ph.D.

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Senior Fellow, Association of American Colleges & Universities
Nevada Humanities Board of Directors member**

Founder and Principal Investigator,  Higher Ed
Transparency in Learning and Teaching

UNLV UNIVERSITY OF NEVADA LAS VEGAS TOPICS + ASSISTANCE

Office of the Executive Vice President and Provost

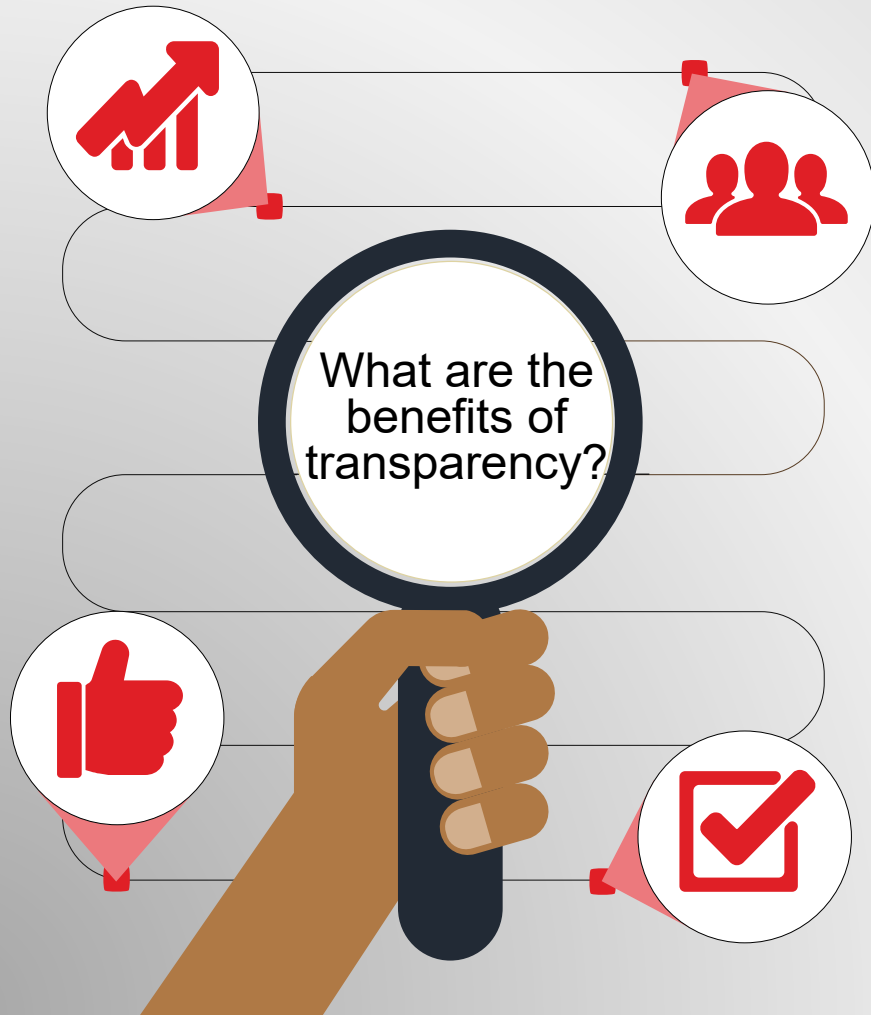
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Transparency in Learning and Teaching in Higher Education

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

- workshops for both faculty and students that promote student's conscious understanding of how they learn,
- online surveys that help faculty to gather, share and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions and countries
- confidential reporting of survey results to faculty
- collaborative research on students' learning experiences.





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 2 assignments transparent

RESULTS

Increases in:

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

Questions?

**DO
MORE
OF WHAT
MAKES YOU
AWESOME**



**Want to TILT your
assignments? The
CETL can help!**