Transparency in Learning & Teaching

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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...

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?

**PURPOSE**
- Articulated.
  - Relevance to students' lives
  - Connection to learning outcomes

**TASK**
- Defined.
  - Students know what to do
  - Students know how to do it

**CRITERIA**
- Clear.
  - Checklist or rubric
  - Examples of excellence
Based on the transparency criteria, how transparent do you think your assignments are?
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.
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….

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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, research-based educational development and research project that seeks to develop a framework that promotes student success. The project's educational goals include:

- Ensuring students and faculty are engaged in meaningful learning experiences
- Facilitating transparent communication and collaboration between students and faculty
- Enhancing student success by providing tools for faculty to assess and improve teaching methods
- Promoting a culture of excellence in education

TILT Higher Ed

Transparency and Problem-Centered Learning
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

**What are the benefits of transparency?**

**RESULTS**

Increases in:
- Academic confidence
- Sense of belonging
- Skills valued by employers
- Student Retention
Questions?
Want to TILT your assignments? The CETL can help!