TILT Higher Ed
Transparency in Learning and Teaching

The Unwritten Rules of College:

Transparency and Its Impact on Learning

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Overview

PURPOSE:

- Understand how transparently designed assignments can offer equitable opportunities for all college students to succeed; and consider applications

TASKS:

- Review: summary of research findings
- Apply: to sample assignments

CRITERIA:

You'll leave with

- Understanding of our research
- Strategies for applying transparency framework

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Mary-Ann Winkelmes, who trains professors in "transparent" teaching, says the approach helps students understand why they have received an assignment, what they are expected to do, and how they will be evaluated.

UNIVERSITY OF NEVADA, LAS VEGAS

4 Mary-Ann Winkelmes

2014-2016 AAC&U Study, Funded by TG PHILANTHROPY

- Co-PIs: Tia Brown McNair, Ashley Finley, AAC&U

  Mary-Ann Winkelmes, UNLV (*TILT* Higher Ed)

- Schools:
  - Community College of Philadelphia
  - Queensborough Community College, Bayside, NY
  - St Edward's Univ. Austin, TX
  - Univ. of Houston – Downtown, TX
  - California State University, LA
  - Winston-Salem State University, NC
  - Heritage University, Toppenish, WA

- Publication: ***Peer Review*** (Spring 2016)

TILT Higher Ed Research Team:

Transparency Project team members, UNLV

- Matthew Bernacki, Ph.D. (consultant)
- Jeffrey Butler, Ph.D. (research, analysis)
- David Copeland (consultant)
- Jennifer Golanics, J.D., M. Ed. (analysis)
- Sherry Marks (budget)
- MaryKay Orgill (consultant)
- Kati Harriss Weavil Ph.D. candidate (analysis)
- Michelle Zochowski, M. Ed. candidate (analysis)

CONTEXT

Underrep, First Gen, Low Income: half as likely to complete in 4 years

High-achievement in HS can frustrate college success

Equity of Access

Equity of Experience

Gatekeepers stunt research

Well-prepared novices don't think like experts

Your challenges	Your strategies

Early Engagement Hypothesis

Context:

- We lose the greatest numbers of underserved students from college in their first year.
- Two teaching practices that show learning benefits for all students, especially underserved:
  - Problem-centered for underserved engagement (Finley, McNair 2013)
  - Transparency in teaching/learning (Winkelmes 2013)

Hypothesis: Combining these in introductory courses might improve students' learning experiences, the quality of students' work, and students' persistence/retention.

What is Problem-Centered?

- Problem-Centered Learning engages students in exploring relevant, complex problems by applying discipline-based inquiry and critical thinking skills.
  - Problem-Centered approaches engage underserved students

Finley, Ashley and Tia McNair. "Assessing Underserved Students' Engagement in High-Impact Practices." Washington, D.C.: AAC&U, 2013.

What is Transparency?

- Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.
  - Transparent teaching/learning methods benefit students who are unfamiliar with college success strategies by explicating learning/teaching processes.
  - Greater benefits for underrepresented and first-generation students

Winkelmes, MA. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99, 2 (Spring 2013).

Research Question

What is the effect when teachers provide **two transparently designed, problem-centered take-home assignments** (compared to the unrevised, business-as-usual take-home assignments in the comparison group) on **spring-term first-year college students' learning experiences,** especially **underserved** students' experiences, as measured by:

- amount of transparency students perceived in the course
- students' self-ratings of three important predictors of success:
  1. academic confidence,
  2. sense of belonging, and
  3. mastery of skills that employers value

TILT **Higher Ed Survey**

- direct assessment of students' work as indicated by scored student work samples, selected randomly

Implementation

2014-2016 AAC&U study funded by TG PHILANTHROPY

"Transparency and Problem-centered Learning"

- 7 MSIs, 1800 students, 35 faculty
  - 425 First generation students
  - 402 non-white students
  - 479 low-income students
  - 297 multiracial students
- 2 x **small teaching intervention**

Transparent Assignment Design Template

Faculty/Instructors agreed (in national study, 7 MSIs) to discuss with students in advance:

Purpose

- Skills practiced
- Knowledge gained

} long-term relevance to students' lives
} connection to learning outcomes

Problem-centered

•Task

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

•Criteria for success

- Checklist or rubric in advance so students can self-evaluate
- What excellence looks like (annotated examples where students/faculty apply those criteria)

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Research Findings

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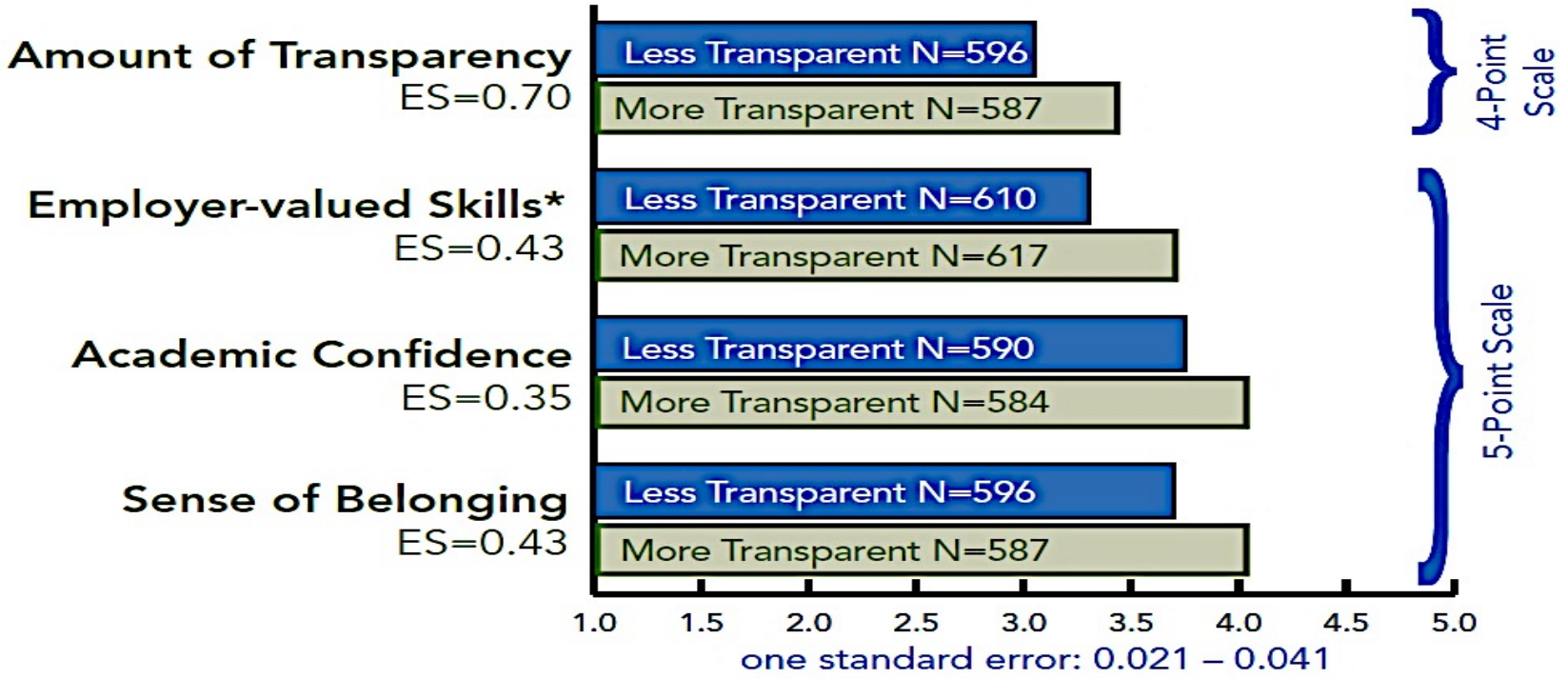
Results

- Boosted students' learning in 3 important ways (medium-large effect for underserved students):
  - Academic confidence
  - Sense of belonging
  - Skills valued most by employers

SUCCESS PREDICTORS
Increased persistence, grades

Impact: Boosted Predictors of success

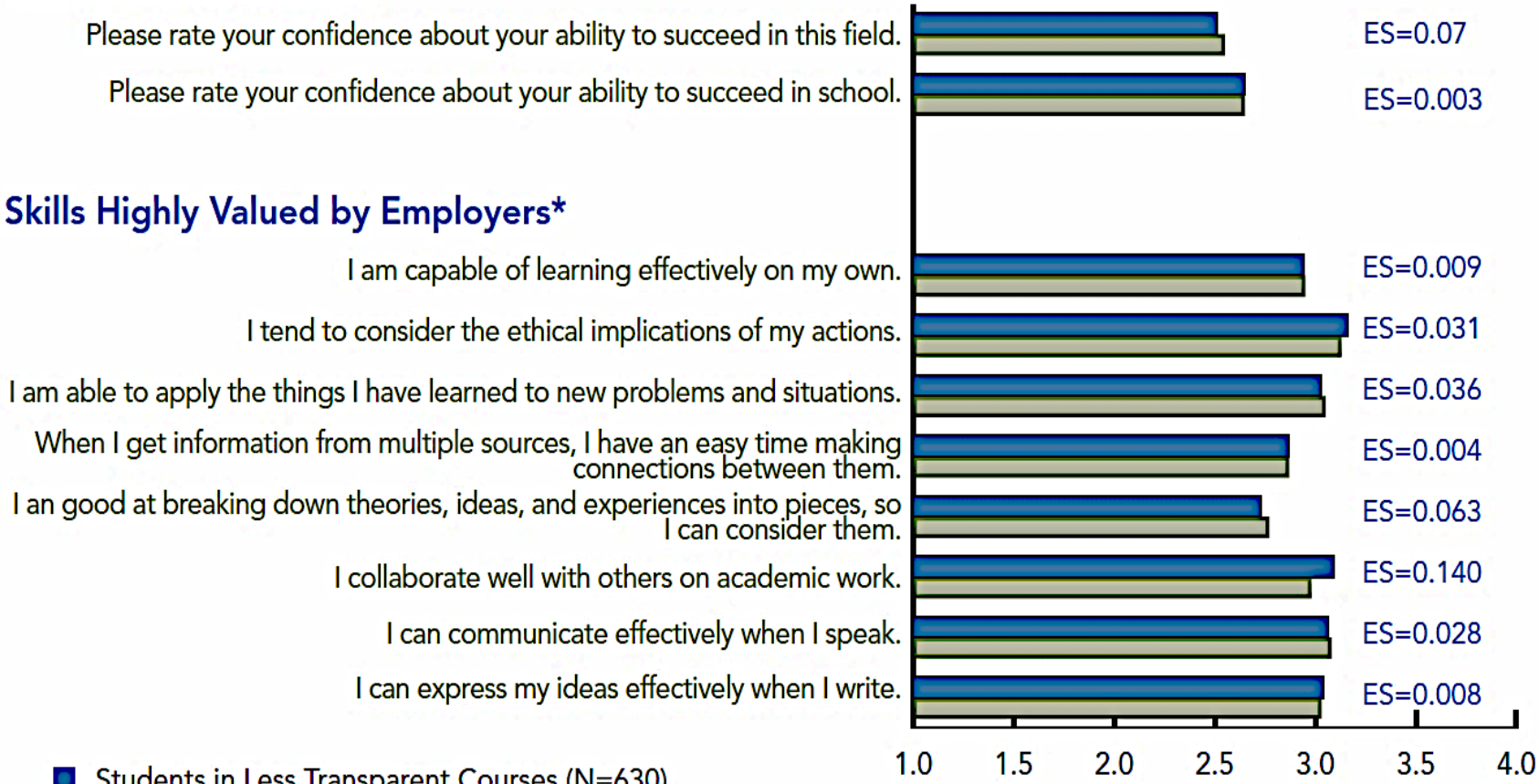
All Disciplines/All Students, End of Term



KEY: N: number of students responding
ES: effect size (Hedges' G). Effect sizes of 0.25 standard deviations or larger are "substantively important" (US Dept of Education WWC, 2014, p. 23).
Less Transparent: mean perceived transparency <3.3/4
More Transparent: mean perceived transparency ≥3.3/4

*Hart Associates 2015, 2013

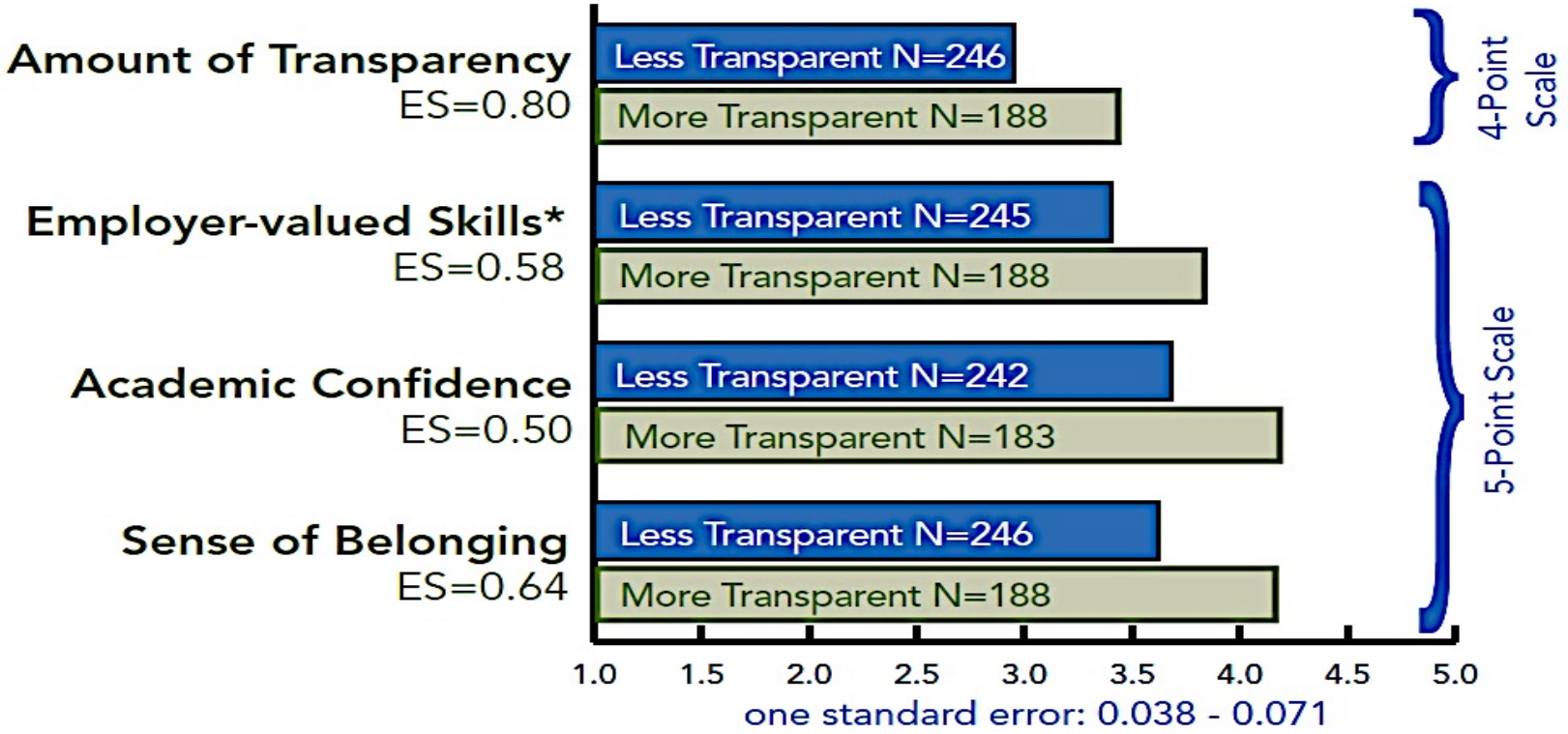
Baseline Equivalence
All Disciplines/All Students, Beginning of Term



ES: effect size (Hedges' G)

*Hart Associates 2015, 2013

First-Generation College Students, End of Term



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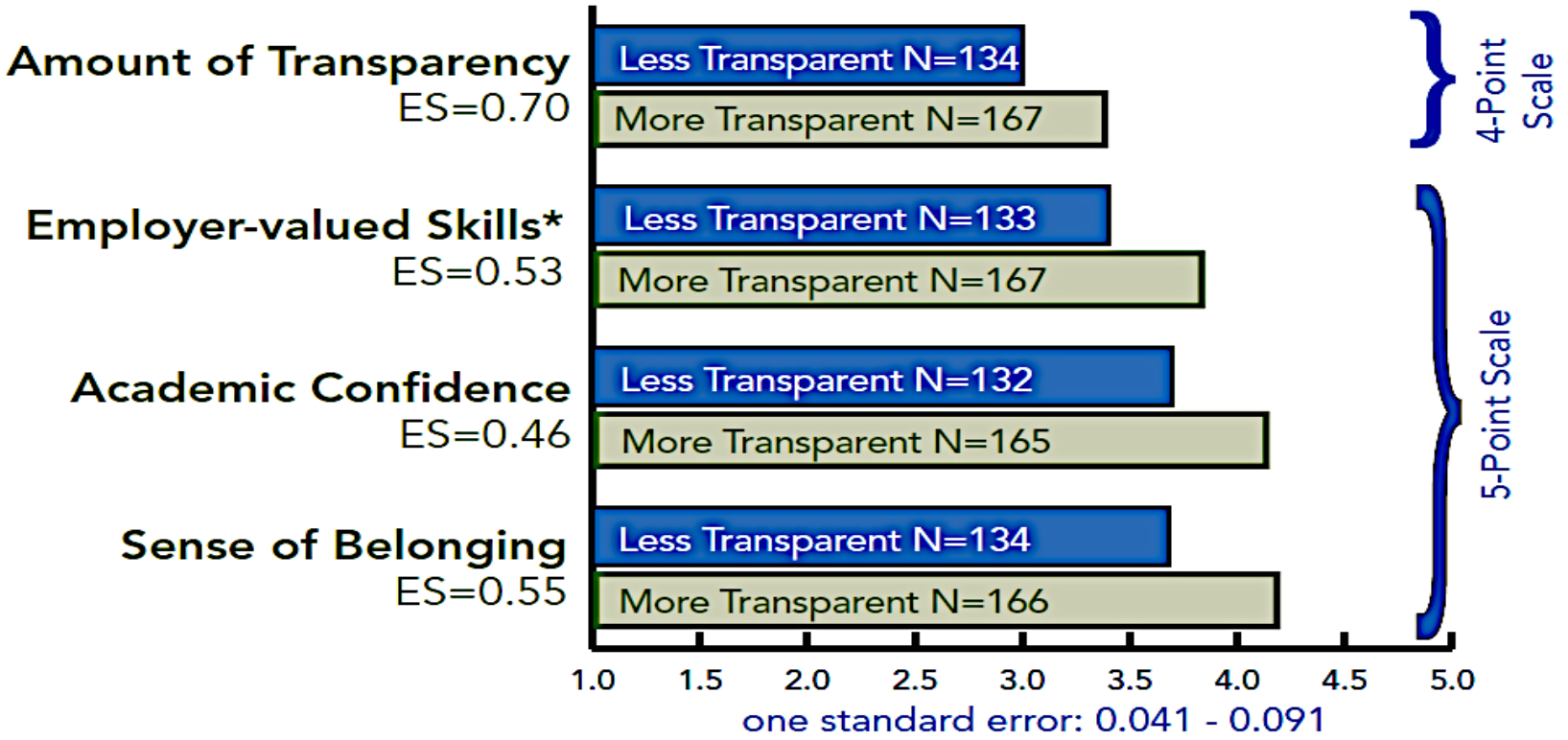
*Hart Associates 2015, 2013

Multiracial Students, End of Term



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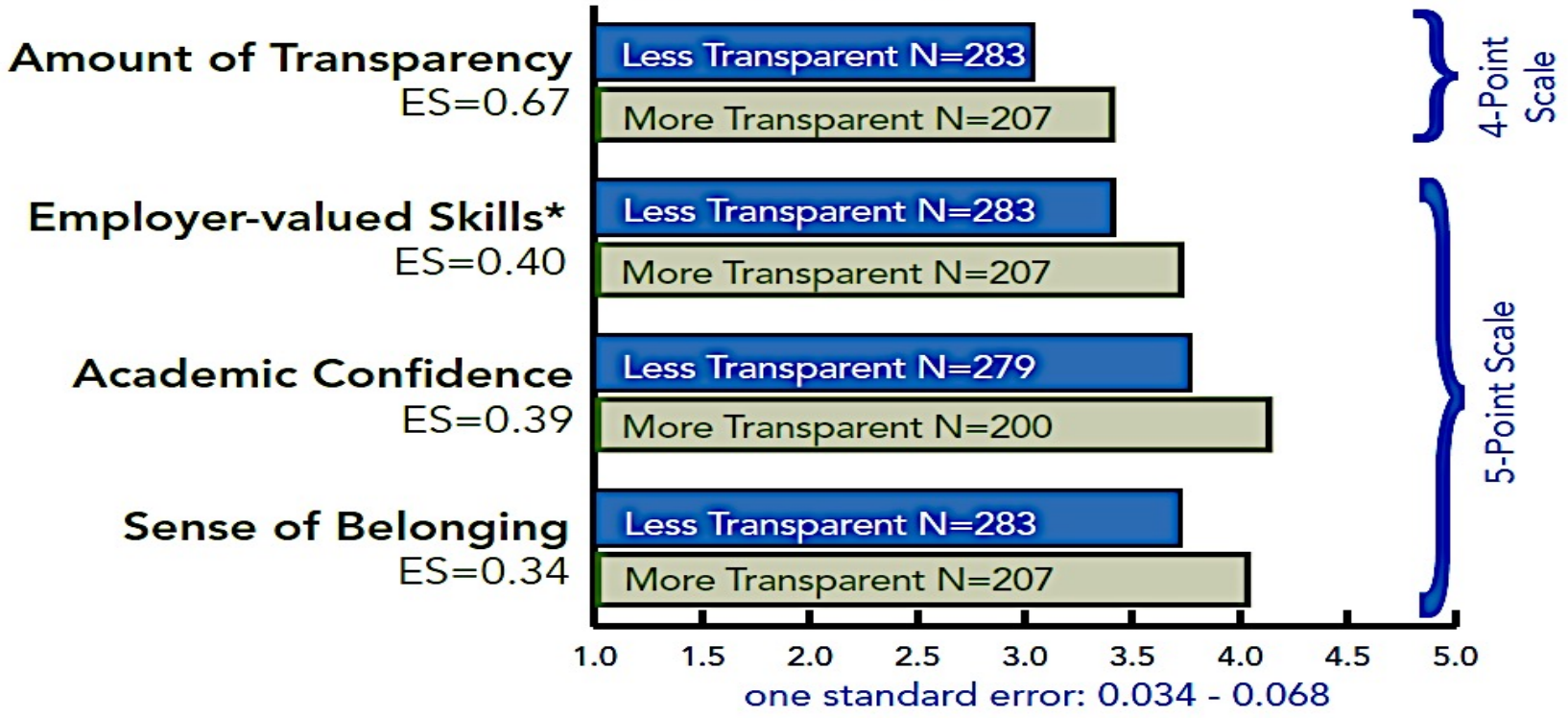
*Hart Associates 2015, 2013

Low Socioeconomic Status Students (Bottom Quartile), End of Term



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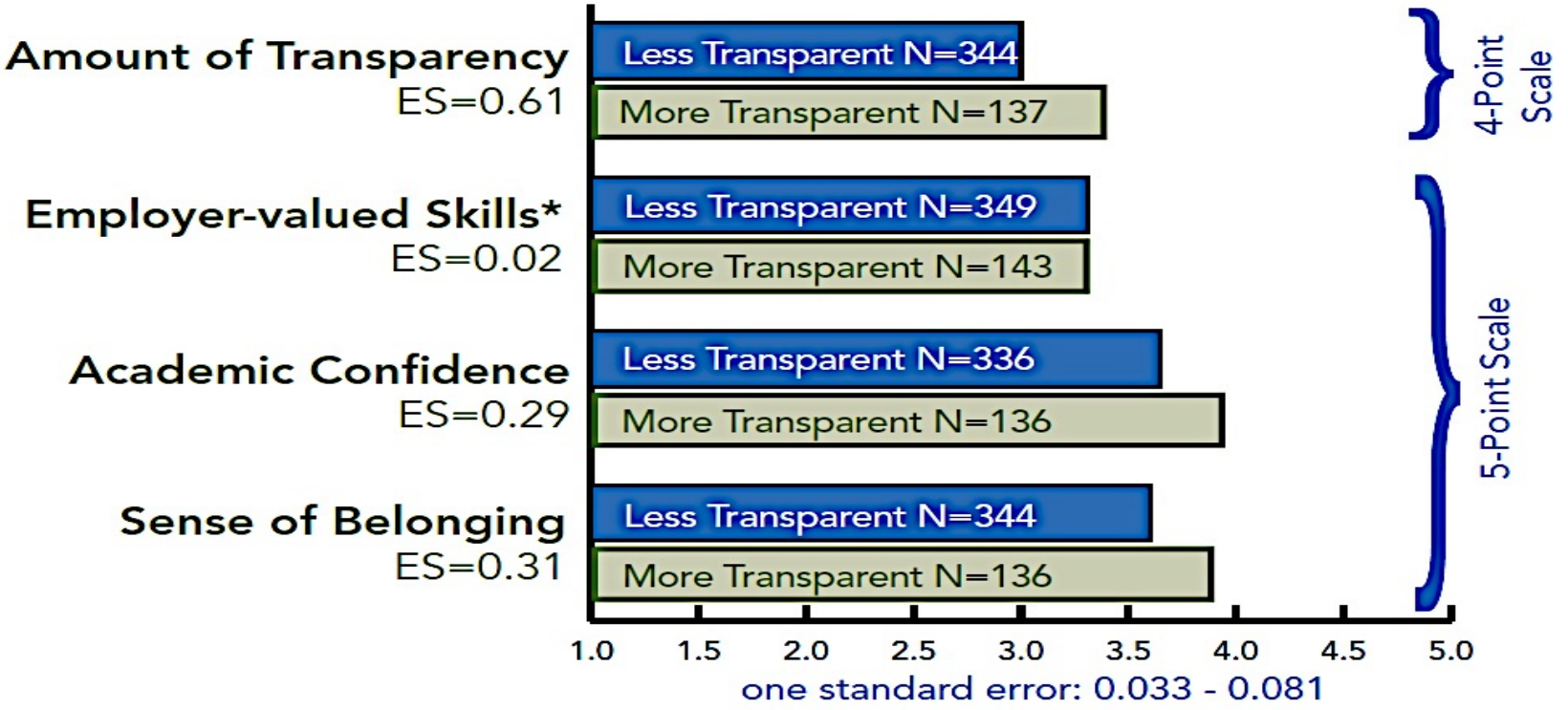
STEM and Life Sciences Students, End of Term



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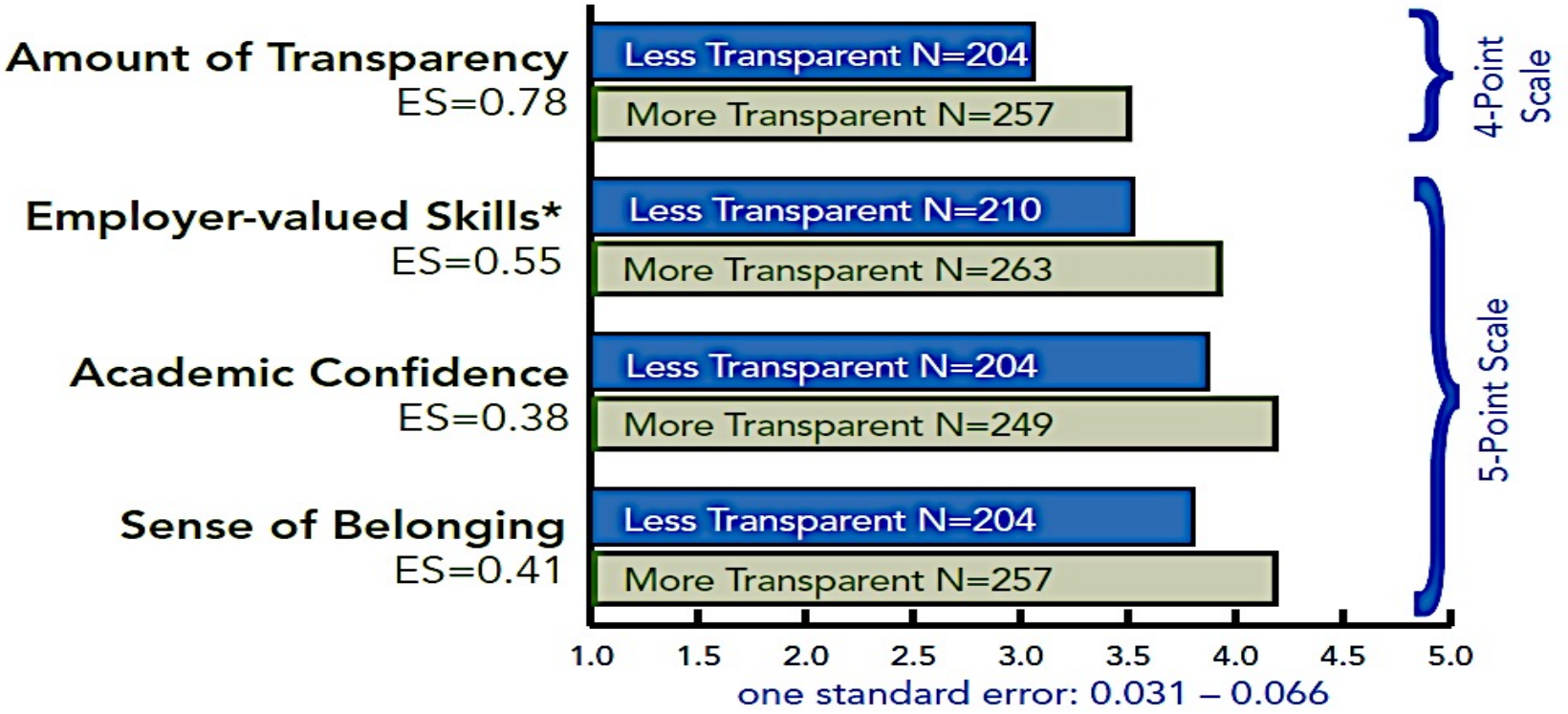
Humanities, Arts, and Social Sciences, End of Term



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*Hart Associates 2015, 2013

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Perceived Transparency in the Course

36. In this course, I knew the purpose of each assignment.
37. Each assignment included a section that explained how the assignment was related to the objectives of the course.
38. My instructor identified a specific learning goal for each assignment.

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39. In this course, I knew the steps required to complete my assignments.
40. Each assignment included a detailed set of instructions for completing it.
41. My instructor provided detailed directions for each learning activity that was assigned.

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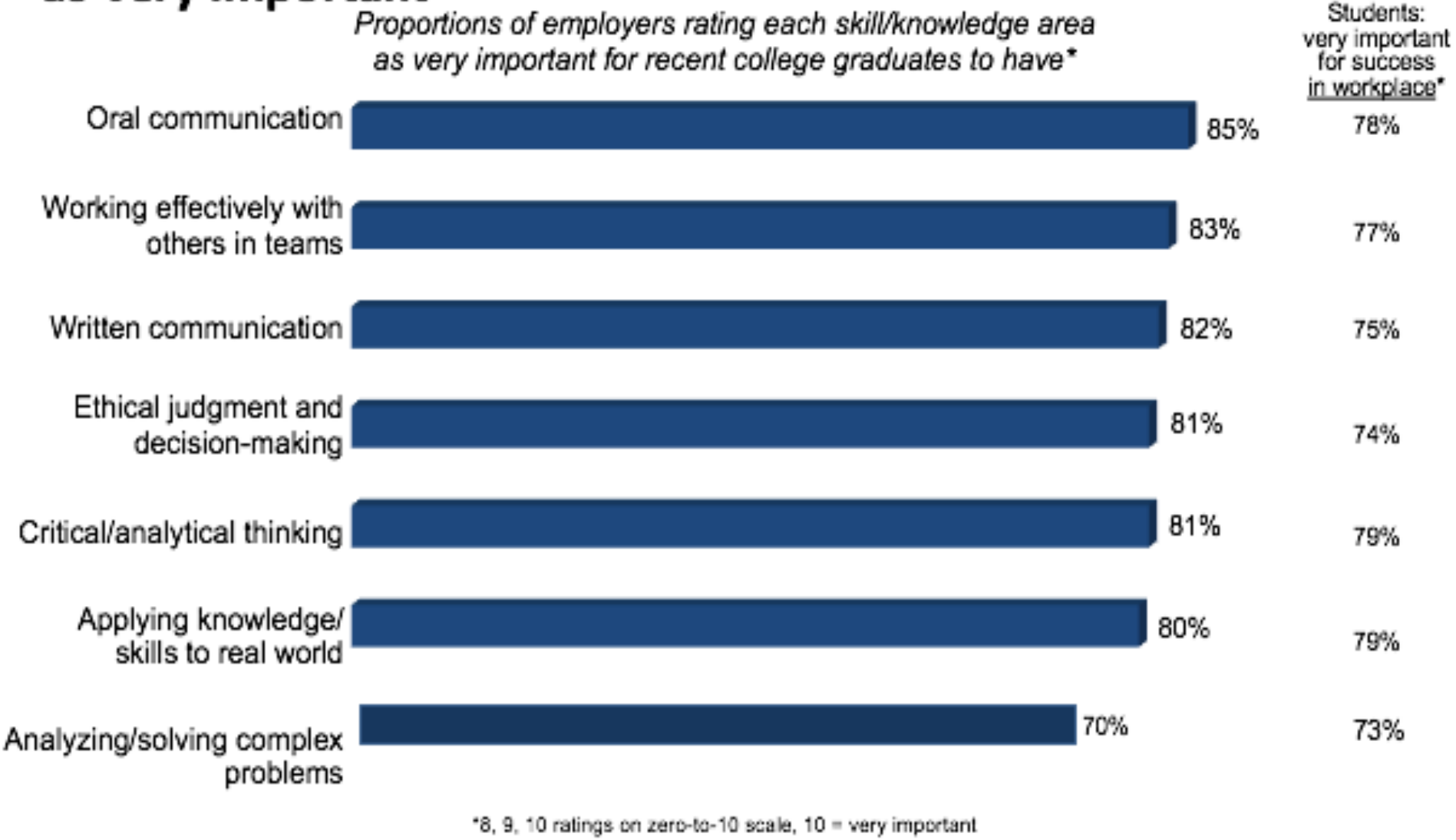
42. In this course, I knew how my work would be evaluated.
43. My instructor provided students with annotated examples of past students' work.
44. My instructor provided tools I could use to assess the quality of my and others' work.

Never, Sometimes, Often, Always

Learning Outcomes that at Least Four in Five Employers Rate as Very Important



*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

Awareness of Improvement of Employer-valued skills

4. How much has this course helped you in writing effectively?
5. How much has this course helped you in communicating your ideas effectively in your spoken statements?
6. How much has this course helped you in collaborating effectively with others?
8. How much has this course helped you in improving your ability to separate and examine the pieces of an idea, experience, or theory?
9. How much has this course helped you in learning how to connect information from a variety of sources?
10. How much has this course helped you in learning how to apply concepts to practical problems or in new situations?
11. How much has this course helped you in considering the ethical implications of your actions?

Not at all, A little, A moderate amount, A lot, A great deal

22. As a result of taking this course are you a better or worse judge of the strengths and weaknesses of ideas, or has the course made no difference?
24. As a result of taking this course are you a better or worse judge of the reliability of information from various sources, or has the course made no difference?

Much worse, Somewhat worse, No difference, Somewhat Better, Much Better

32. Are you likely to apply knowledge and skills you gained from this course in contexts outside of this course? Not likely, Slightly likely, Moderately likely, Very likely, Extremely likely

New STEM-focused skills questions:

How much has this course helped you in designing experiments or processes to address a problem?
How much has this course helped you in analyzing and interpreting data and/or problems?
How much has this course helped you in choosing methods appropriate to solving a problem?
Response options: Not at all, A little, A moderate amount, A lot, A great deal

Skills: Beginning and End of Course

The following 10 questions are asked at the beginning and end of term:

I can express my ideas effectively when I write.
I can communicate effectively when I speak.
I collaborate well with others on academic work.
I am good at breaking down theories, ideas and experiences into pieces so I can consider them.
When I am given information from multiple sources, I have an easy time making connections between them.
I am able to apply the things I have learned to new problems and situations.
I tend to consider the ethical implications of my actions.
I am capable of learning on my own.
Response options: Never, Sometimes, Often, Always
Please rate your confidence about your ability to succeed in school.
Please rate your confidence about your ability to succeed in this field.
Response options: Low, Moderate, High

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Academic Confidence & Sense of Belonging

Confidence

30. Please rate your confidence about your ability to succeed in school.
31. Please rate your confidence about your ability to succeed in this field.
    Low, Moderate, High
25. As a result of taking this course are you more or less confident about your ability to succeed in school, or has the course made no difference?
26. As a result of taking this course are you more or less confident about your ability to succeed in this field, or has the course made no difference?
    Much less confident, Somewhat less confident, No difference,
    Somewhat more confident, Much more confident

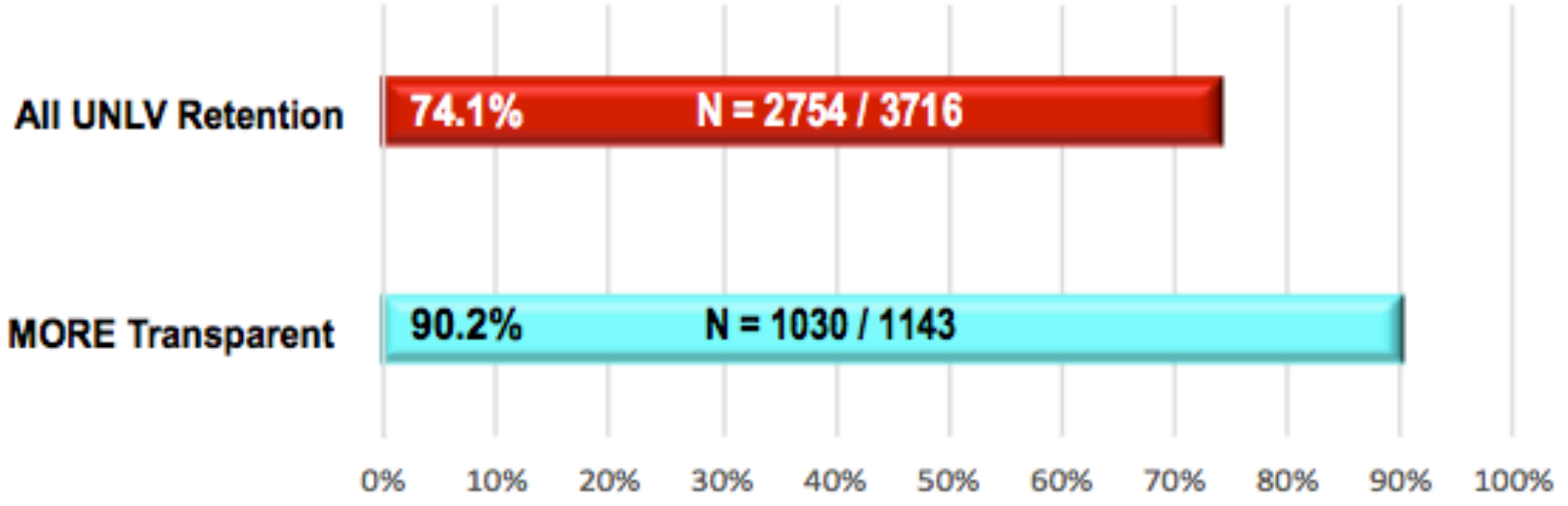
Belonging

34. How much did class meetings incorporate the students' suggestions and interests?
35. How much did the instructor value you as a student?

New: How much did this course help you feel that you are a member of your school's community?
Not at all, A little, A moderate amount, A lot, A great deal

New: I feel that I am a member of my school's community. Never, Sometimes, Often, Always

Impact: UNLV Retention Rates 1st year to 2nd year, 2014-2015

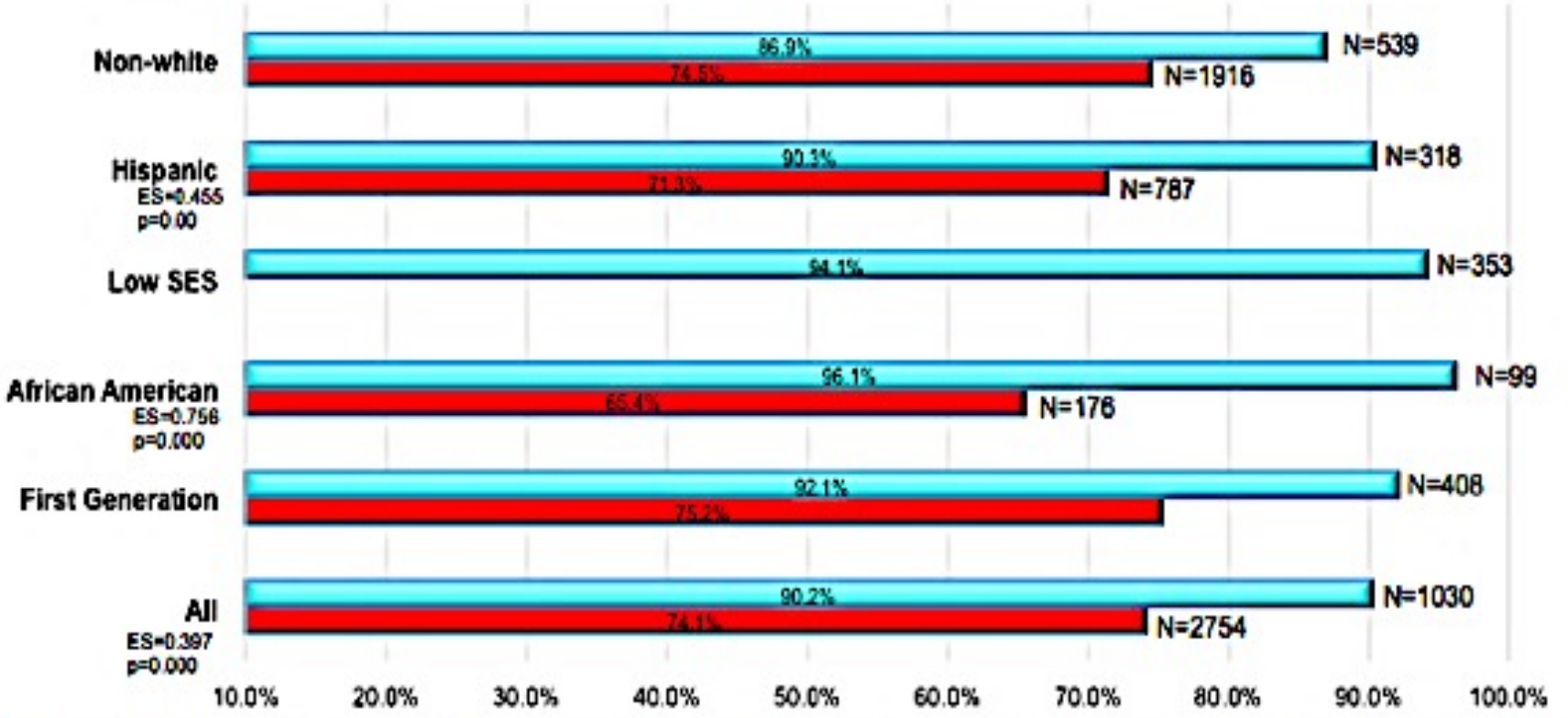


red: UNLV first-time full-time freshman students in all courses AY 2014-2015, including "more transparent" courses, retained in October 2015

blue: UNLV students enrolled in 100-level or lower "more transparent" courses Spring 2015, who completed the Fall 2015 term

Sources: UNLV Data Warehouse / MyUNLV Analytics, 5/5/2016; UNLV Registrar; *TILT* Higher Ed Survey

Impact: UNLV Retention, 2014-2015



red: UNLV first-time full-time freshman students in all courses, including "more transparent" courses, who were retained in October 2015 (Source: UNLV Data Warehouse / MyUNLV Analytics, 5/5/2016)

blue: UNLV students enrolled in 100-level or lower "more transparent" courses in Spring 2015, who completed the Fall 2015 term (Sources: UNLV Registrar and *TILT* Higher Ed Survey)

* Differences between the two groups will be greater when "more transparent" group is removed from the (red bars) group of UNLV first-time full-time freshman students in all courses.

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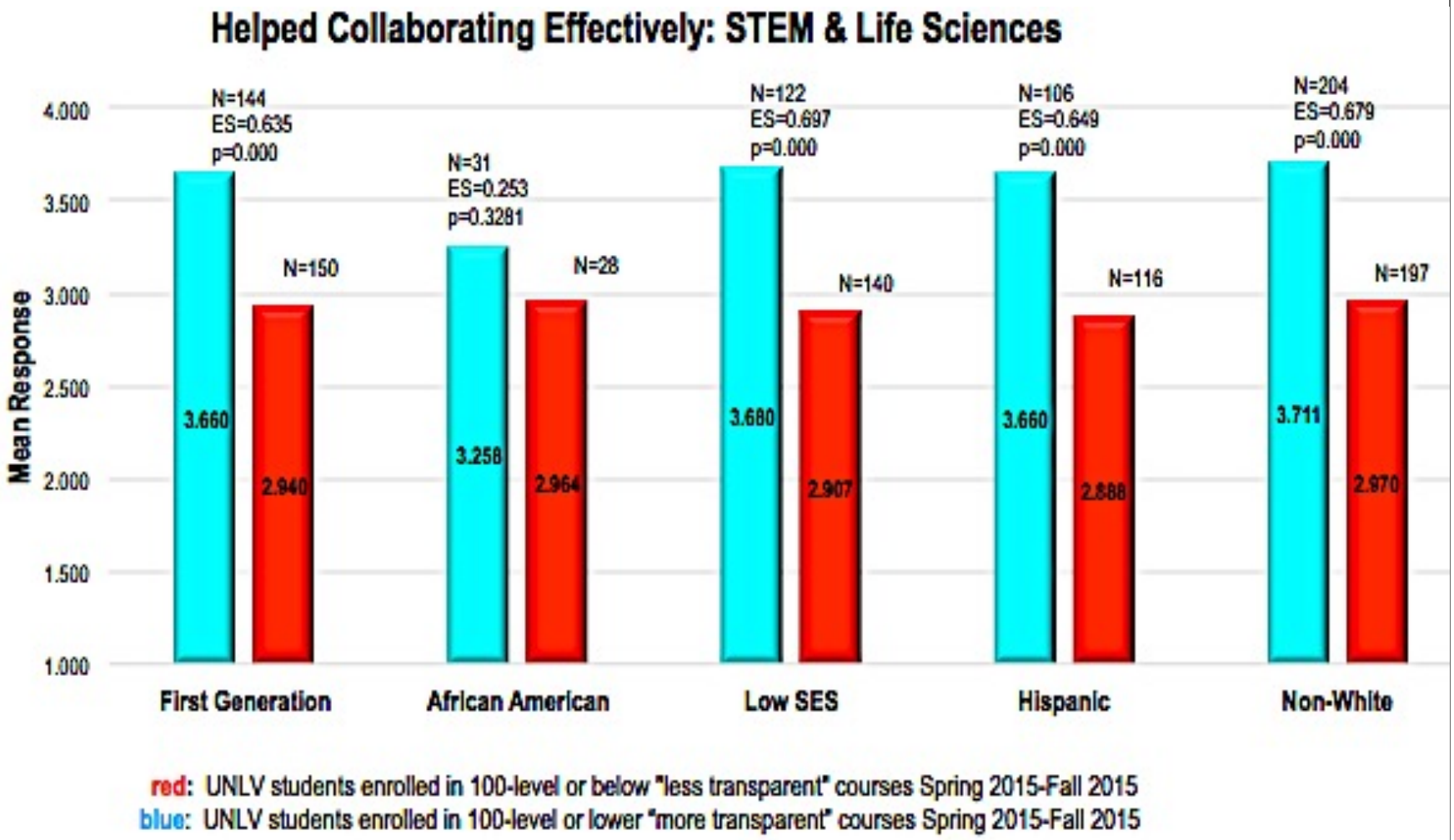
Impact on UNLV students' views of learning



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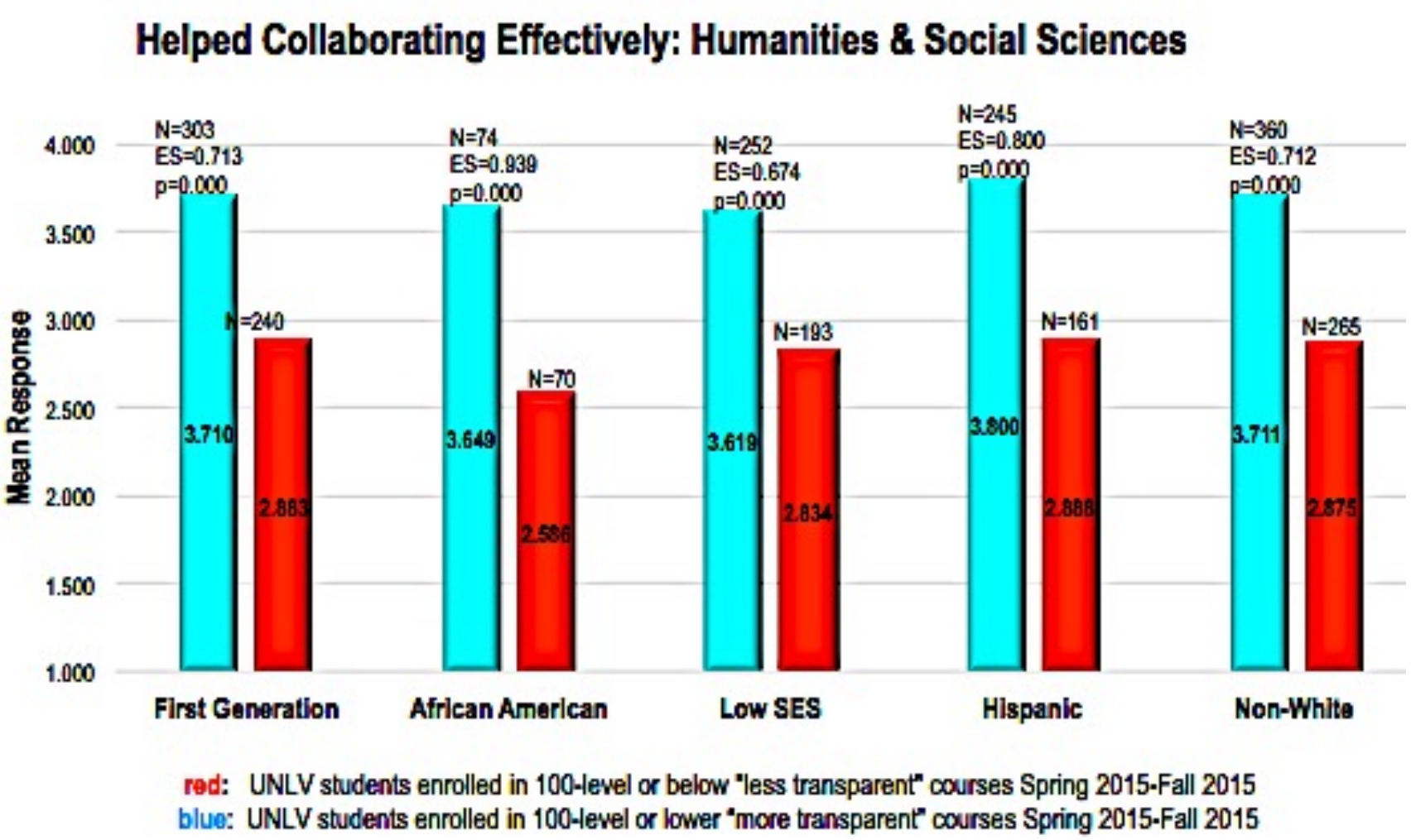
Impact on UNLV students' views of learning



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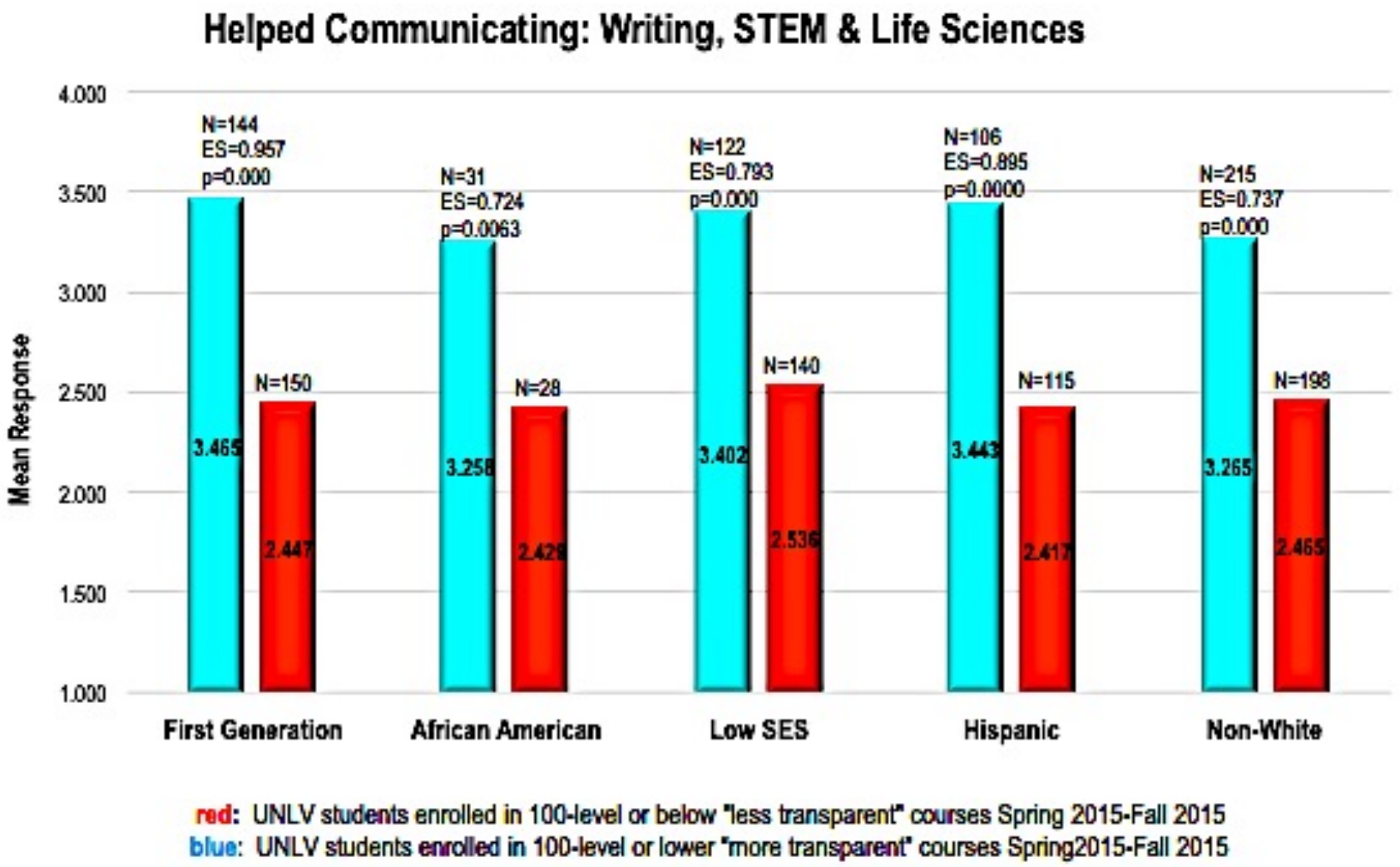

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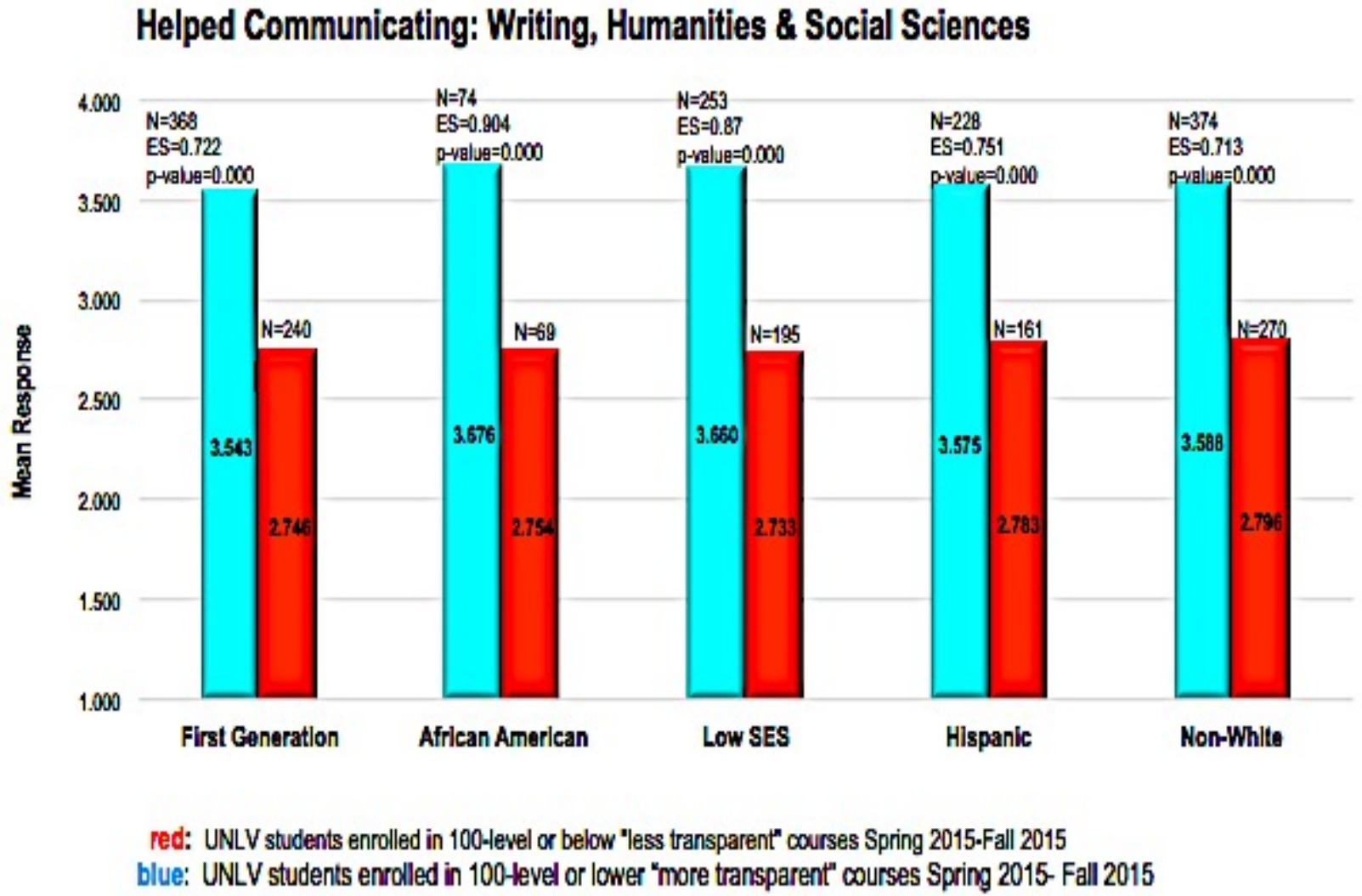
Impact on UNLV students' views of learning



red: UNLV students enrolled in 100-level or below "less transparent" courses Spring 2015-Fall 2015
blue: UNLV students enrolled in 100-level or lower "more transparent" courses Spring 2015- Fall 2015

What does Transparent Assignment Design look like?

Transparent Assignment Design Template

Purpose

- Skills practiced
- Knowledge gained

} long-term relevance to students' lives
connection to learning outcomes

Problem-centered

- **Task**
  - What students will do
  - How to do it (steps to follow, avoid)

- **Criteria** for success
  - Checklist or rubric in advance so students can self-evaluate
  - What excellence looks like (annotated examples where students/faculty apply those criteria)

Winkelmes et al, *Peer Review* (Winter/Spring, 2016)

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Questions / Comments

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Review of Transparent Principles in Past Literature

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Where does Transparent Assignment Design Come From?

Research on Learning	Implications for Transparent Design
Elbow, Jaschik/Davidson, Mazur Ambrose, Bergstahler Gregorc, Kolb	PURPOSE: Low stakes for greater creativity / risk Varied and/or flexible formats appeal equitably to students' strengths; inclusive 1
AAC&U HIPs, Bass, Bloom, Colomb, Felder, Perry	PURPOSE: Build critical thinking skills in sequence. Target feedback to phase, don't overwhelm 2
Doyle, Felder, Tanner, Winkelmes	PURPOSE: Specify knowledge/skills, criteria and encourage self-monitoring. 3
Fisk/Light, Tanner	TASK: Provide annotated examples of successful work w/criteria applied, before students begin work 4
Aronson, Dweck, Fisk, Light, Schnabel, Spitzer, Steele, Treisman, Yeager/Walton, Vygosky	TASK: Structure and require peer instruction, feedback; positive attribution activities. 5
Finley/McNair Winkelmes et al Yeager, Walton	CRITERIA: Explicate purposes, tasks, criteria in advance. Give students a compass, set expectations; Explicate applicability, relevance; Engage students in applying shared criteria to increase belonging. 6

1.Varied and/or flexible formats appeal equitably

Music in Andrew Lloyd Webber's
The Phantom of the Opera

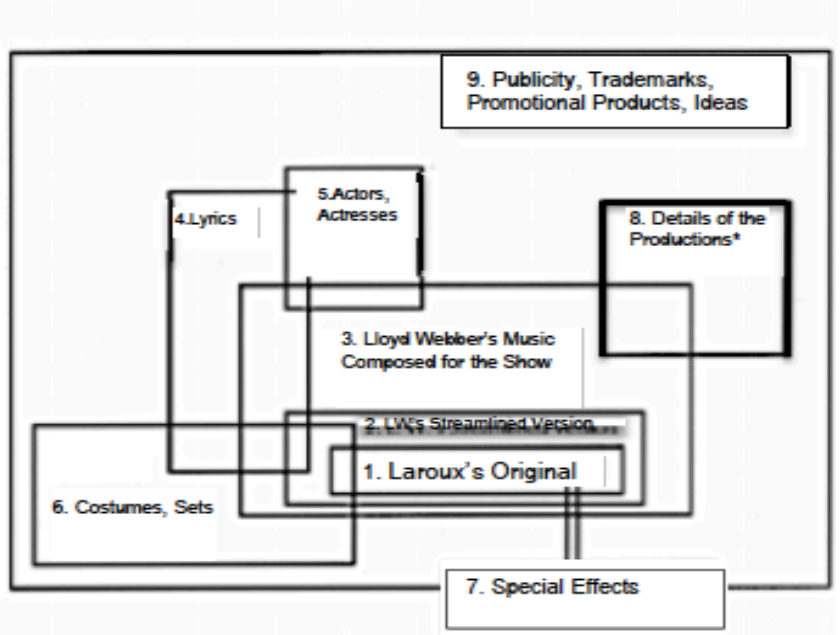
Argument: Andrew Lloyd Webber's orchestration relies on conventional Western styles of musical phrasing and instrumentation. It exploits the natural tendencies of music to correspond with the ebb and flow of emotions, and allows the music to reflect the mood and/or tone of a scene, thereby making the musical accessible to a large general audience.

1) Introduction
   a. The popularity of Phantom and its music
   b. Possible reasons: story, spectacle, characters' success mainly comes from orchestration

2) Criticis of Andre Lloyd Webber's music
   a. What reviewers criticize
   b. Why the are wrong

3) Why the music does deserve praise
   a. Tactics of Western music that Lloyd Webber uses
   b. Exploits the natural tendencis of musical phrasing
   c. Orchestrates the numbers with instruments commonly associated with different moods
   d. Relies on recurring themes, bringing back melodies associate in audience's memoris with certain character roles and types.
   e. In scenes with romatic implications, couples orchestration with rhythm of the lyrics to amplify sensuous overtones and transmit

This map shows how I visualize that Lloyd Webber's Phantom production came into existence. Before I could come up with an outline for my argument, I had to pin down all the ideas that I wanted to use in a compact form. Most of my ideas were still fuzzy, and refused to come into focus until I constructed this visual aid to guide the development of my ideas.



1.Varied and/or flexible formats appeal equitably

- What is your topic? What position will you take?
- What are the major primary and secondary sources essential to this topic? List full citations What main pieces of evidence will support your idea(s) about the topic?
- What are possible counterarguments? What evidence might support these? What are some possible ways to refute counterarguments? What evidence can be used?
- What problems or questions do you have?

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2. Build students' critical thinking skills in an intentional sequence

Assignments for a sample business course

This chart indicates how each required assignment for the course helps you practice the disciplinary skills needed for passing the course.

ASSIGNMENT	DUE DATE	Use of information technology*^	Communication abilities: oral and/or written*^	Teamwork; Understanding group and individual dynamics in organizations*^	Understanding of domestic and global economic environments *	Multicultural and diversity understanding*	Analytic skills*#	Applying learned concepts to practical situations*#	Understanding of professional responsibility, including ethical reasoning regarding self, organizations, society*#	Research: locating, evaluating and selecting useful information and resources*#	Reflective, [self-evaluative] thinking skills*#
1.	8/31NOON		+								
2.	9/1		+								
3.	9/11	+	+	+							
4.	9/11	+			+						
5.	9/25				+						
6.	10/9						+		+		
7.	10/23						+		+		
8.	11/6					+			+		+
9.	11/13							+	+	+	
10.	12/4							+	+	+	+
11.	12/10							+	+	+	+

* from American Association of Colleges and Schools of Business "Assurance of Learning Standards," in *Eligibility Procedures and Accreditation Standards*...
# from Benjamin Bloom, *Taxonomy of Educational Objectives*
^ from Hart Research Associates, *It Takes More than a Major: Employer Priorities for College Learning and Student Success*, April 2013.

2. Build students' critical thinking skills in an intentional sequence

Bloom's Taxonomy of Educational Objectives

Competence	Skills	Assignment Cues
Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter	list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas	assess, decide, rank, grade, test, measure, recommend,

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3. Specify criteria and encourage students' self-monitoring

First-class writing workshop
Writing Centre, London Metropolitan University

Core assessment criteria for essays

1. Addressing the question	The relevance of the content of the essay to the question or title set • **Good essays** select relevant material (knowledge, concepts, interpretation, theoretical models, others' perspectives). • **Better essays** make it clear throughout how the material is relevant to the question.
2. Using evidence	The use of externally sourced material, such as research findings, facts, quotations, or other forms of information • **Good essays** include information from outside sources that backs up the points made in the essay. • **Better essays** explicitly highlight or interpret the evidence to support a more general claim or idea or point being made in the essay.
3. Developing argument	The construction of a coherent and convincing set of reasons for holding a particular point of view; the following of an analytical path leading from a starting point to a concluding point • **Good essays** contain expressions of positions on the issues raised by the essay. • **Better essays** develop arguments throughout the essay, with each element building on the last.
4. Critical evaluation/analysis	Determining the value, significance, strengths and/or weaknesses of something (e.g., research findings, theory,

*Using assessment criteria to support student learning HEFCE funded consortium project http:www/assessmentplus.net

3. Specify criteria and encourage students' self-monitoring

CHEM 223 - Analytical Chemistry Lab

Kasia Kudzilo, University of Illinois

This document is an attempt to clarify the lab report organizational summary found in the online CHEM 223 Lab Manual.

I. Title of Experiment

II. Introduction
This section should concisely state the purpose of the experiment and the general means of accomplishing that purpose i.e., the method or instrumentation used. This includes stating your unknown (ex. Unknown A) and what you were tryingto find out about it.

III. Procedure
This section should only reference the procedure in the online manual and any deviations from it. The procedure is not meant to be repeated. A deviation example would be if there were different solution concentrations used than what was given in the manual or any necessary added steps. Other important
information includes drying time, temperature, cooling time, reagent amounts and not just what was given in the manual but what you actually did). For example, if the manual said to weigh out 1.0 g NaCl, write what you actually got on the balance – 1.2 g, 0.9 g etc.

IV. Results
This section should contain data obtained in the experiment in the form of correctly formatted tables and/or graphs as well as text describing the trends, observations and answering the often italicized questions posed within the procedure. There are spreadsheets (found online) of the necessary tables for each lab that should be filled out and added as a page(s) in the report. For the graphs, label axes, give units and name below the actual graph (Figure 1, 2, 3… and with an informative title). The graphs may be embedded in the report or stapled to the back. If embedded they should be large enough to read easily (half a page).

V. Discussion/Conclusion

4. Provide annotated example of successful work, before students begin working

Use "inverted triangle" to organize introduction. First, give big picture/context.

Topic sentence of paragraph; all sentences in paragraph relate to this topic.

Background information.

Key references included.

No direct quotations – only paraphrases with sources. Proper literature format used.

Importance of study highlighted (Why should reader care?)

Prior studies/observations (data) relevant to specific study.

INTRODUCTION (4-5 paragraphs)

Both extrinsic and intrinsic factors affect the relative population size of species of small mammals in local habitats. Extrinsic factors may include the amount of food availability (Bell 1989), presence of competing species (Holt et al. 1995), and the presence of predators (Batzli and Lin 2001). Intrinsic factors may relate to their diet and food preferences (Heskio 2004), competitive ability (Holt et al. 1995), and body shape (Hoffmeister 1989) that affects their speed and agility in escaping predators. Differences in these factors are expected to result in varying population sizes of species of small mammals among local habitats. Understanding the

bec

will

Augspurger et al. (2007) found that the relative population sizes of small mammals differed in successional old fields of contrasting age. Specifically, their four years of live trapping showed that voles have a large population in a field abandoned one

Used by permission of Carol Augspurger. School of Integrative Biology, University of Illinois at Urbana-Champaign

4. Provide annotated example of successful work, before students begin

UNLV, History 251/ Art 495, Mary-Ann Winkelmes

EXAMPLE:

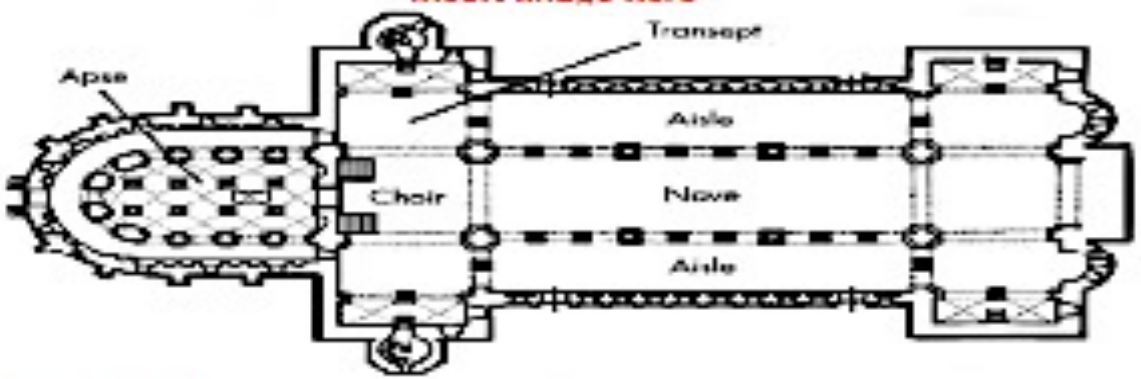
apse: in a Christian church, semicircular area at end of nave beyond the transept or choir

STEP 1) Locate a term in the glossary that lacks an illustration

STEP 2) Insert an image that illustrates the term.

STEP 3) Insert a label for your image.

Insert image here



Insert label here:
Artist's or architect's name, title of work, materials used in the work, original location of the work, current location of the work, URL, date accessed [your first and last name]

EXAMPLE:
Plan of a cathedral.
http://www.cbcurtis.net/benedict/Humanities%20Site/cathedral_design.html, accessed January 20, 2015 [Mary-Ann Winkelmes]

5. Structure Peer Instruction Activities and Peer Feedback

ConcepTests are conceptual multiple-choice questions that were originally designed by Eric Mazur at Harvard University for students in large physics classes (Mazur, 1997 ; NSF, 1996). They: are generally short, and as they are multiple-choice, they are useful for immediate quantitative assessment of student understanding. It may be useful to the instructor to know how many correct responses there are to a question both before and after peer instruction to better gauge student understanding.
http://serc.carleton.edu/introgeo/interactive/conctest.html

Mazur Group: improving education through research: www.mazur.harvard.edu

1) EXAMPLE CONCEPTEST

Consider a rectangular metal plate with a circular hole in it.

When the plate is uniformly heated, the diameter of the hole

1. increases.
2. stays the same.
3. decreases.

2] EXAMPLE CONCEPTEST

At which location in the diagram below would the waves break closer to the beach?

5. Structure Peer Instruction Activities and Peer Feedback

Peer Response Sheet (Derek Bok Center for Teaching and Learning, Harvard U)

Read the paper through once, rather quickly, without pausing to write comments. Then put the paper aside and answer …

1. What single feature of the paper stands out to you as a reader?
2. What do you think is the writer's main point?
3. Was there anything in the paper that seemed confusing to you?
4. Underline the thesis statement. Is it clearly stated? If not, what seems confusing?
5. Is there any place where the writer needs to support an idea with more concrete detail or explanation? If so, where?
6. How well does the writer make transitions between his/her main ideas? Identify places that need better transitions.
7. List at least two ways in which the essay could be improved.
8. List at least two things you like about the paper.
9. What would you like to know more about? What questions do you still have?
10. Ask of the essay "so what?" after you finish reading. … "in what way(s) is this interesting, surprising, intriguing, etc.?" If the paper lacks a "so what," point that out and discuss the possibilities.

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6. Explicate purpose, task(s), and criteria for students' work in advance

Transparent Assignment Template*

This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.[1]

Assignment Name
Due date:

Purpose: *Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Ideally, indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.*

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- *understanding basic disciplinary knowledge and methods/tools*
- *applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context*
- *analyzing*
- *synthesizing*
- *judging/evaluating and selecting best solutions*
- *creating/inventing a new interpretation, product, theory*

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:

1.
2.

Task: *Define what activities the student should do/perform. "Question cues" from this chart might be helpful: http://www.assessitute.org/tooference2013/handouts/20-Bloom-Question-Cues-Chart.pdf List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided.*

Criteria for Success:

Define the characteristics of the finished product. Provide multiple, annotated examples of what these characteristics look like in practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. With students, collaboratively analyze examples of work before the students begin working. Explain how excellent

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Example Assignments for Discussion

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Sample Assignments

Sample A

Purpose

- Skills practiced
- Knowledge gained

} long-term (problem-centered) relevance to students' lives

} connection to learning outcomes

Task: What to do

How to do it (steps to follow, avoid)

Criteria

- Checklist or rubric in advance to help students to self-evaluate
- What excellence looks like (multiple annotated examples)

Sample Assignments

Sample B

Purpose

- Skills practiced
- Knowledge gained

} relevance to students
connection to LOs

Problem-centered

Task: What to do
How to do it

Criteria

- What excellence looks like (annotated)
- Criteria in advance to help students to self-evaluate

Sample Assignments

Sample C

Purpose

- Skills practiced
- Knowledge gained

} relevance to students

connection to LOs

Task: What to do; How to do it

Problem-centered

It's A, revised

Criteria

- What excellence looks like (annotated)
- Criteria in advance to help students to self-evaluate

Sample Assignments

Sample D

Purpose

- Skills practiced
- Knowledge gained

} relevance to students
connection to LOs

Problem-centered

Compare to B

Task (problem-based, relevant)

- What to do; How to do it

Criteria

- What excellence looks like (annotated)
- Criteria in advance to help students to self-evaluate

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Strategies for Impact

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Individual Instructors: course-level

- What resources do instructors need to implement transparently designed assignments at your own discretion in your own courses?
- Where can instructors find those resources?
  - What can TILT provide? Examples/Resources
  - What can your institution provide?

Programs

What kinds of programs would help to achieve the greatest impact?

- intro (large, small); freshman seminars; remedial/bridge;
- High DFW; Gen Ed; Pathways through major; Gateway, Other
- Pathways to leadership, tenure

Institutional Goals Supported

Goals / metrics:

- retention rates, graduation rates
- increased diversity of students, and/or faculty and staff
- increased student satisfaction, faculty/staff satisfaction
- community engagement
- research productivity, SoTL

Campus Collaborators

What kinds of campus collaborators might make strong partners?

- Student success units
- Colleges/schools
- Libraries, Registrars, other staff
- Campus recreation

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Campus Collaborators: Shared language/goals

TILT	Online Ed Quality Matters	Advising CAS/NACADA	Registrar AACRAO, Leadership	Campus Life, Recreation ACPA, NASPA VALUE Rubrics
Purpose: Skills Knowledge	2. Competencies, Learning objectives 4. Instruct'l Materials 6. Course Technology 8. Access, Usability	▪ Goals ▪ Education Plan ▪ Responsibility to meet requmts	Establish why, and goal alignment at Dept, Supervisor, Employee levels	Program outcomes
Task: What to do How	5. Learner Interaction Course Activities 7. Learner Support 1. Course Overview, and Intro	▪ Articulate intent ▪ Explain curriculum ▪ Use good intellectual Habits	Identify how tasks support mission at Dept, Supervisor, Employee levels	What students do and how they do it
Criteria: Checklist Examples	5. Assessment and Measurement	• Engage • Use Complex info to assess goal achievement	Dept: model praciice, supply resources Super: offer feedback Emp: check-in, ask for feedback, stay on task/time	Assessment of students' learning

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Campus Collaborators:
Shared vision, strategic plan, metrics

PURPOSE	< ----------TASKS---------- >			CRITERIA
Address emerging needs	Resources to Address Needs	Partners	Outreach to Stakeholders	Assessment: Measures of Success

Increased support for faculty development	<u>Events (single) connected through a "curriculum" for faculty development</u>
	• January Expo: Best Teaching Practices
	• May Gen Ed symposium
	• Winter/Summer institutes
	• August Orientations: New Fac, Grad TAs
	• Post-orientation Series:
	  ○ Teaching
	  ○ Research
	  ○ Technology
	  ○ Faculty Mentoring
	  ○ Admin Fac Connections
	  ○ Grad Student Certificates
	
	<u>Programs (ongoing)</u>
	• Curricular Coherence project (AAC&U-funded)
	
	<u>Services and Resources:</u>
	• Faculty Mentoring Fellows
	• Teaching Academy Fellows
	• Student Observers
	• Online resources:
	  ○ asynchronous communities
	  ○ archives of online event recordings, materials
	  ○ shared Professional Development Calendar
		• provost,
		• president
		• Faculty Affairs
		• Undergrad Ed
		• Assessment,
		• Library,
		• OIT
		• Gen Ed,
		• Diversity/Intersection
		• Service Learning,
		• ASC,
		• Student Life (Campus Rec, etc),
		• Online Ed,
		• Advising
		• Writing Center
		• Deans,
		• Departments
			• participants, Fellows/Mentors nominated by department chairs and/or deans
			• self-nominations invited
			• provost appoints (honorific)
			• units and provost share $support
			
			• visits to colleges, deans' council, faculty senate to invite focus areas, including:
			  ○ high DWF courses, large intro courses, Gen Ed
			
			• provost announcements
			• email, newsletters
			• Professional Development Calendar shared/developed online
			
			• research funds to faculty Fellows, faculty Mentors
			
			• hourly pay to student observers
				<u>faculty satisfaction and outcomes:</u>
				• national COACHE survey
				• faculty diversity
				• faculty retention/progression
				• internal assessment (climate surveys, Hurney 2016 model/ Kirkpatrick: reaction, learning, behavior, results)
				• equitable/inclusive teaching practices
				
				<u>student success:</u>
				• national NSSE engagement survey
				• national SSI satisfaction index
				• 1st-2nd year retention rates
				• graduation rates: 4yr, 6yr
				• teacher evaluation scores (overall course/instructor)
				• GPAs
				• student self-ratings of confidence, belonging, skills
				• student exit surveys
				
				<u>support for faculty development</u> (as critical piece of Top Tier)
				• structural support for faculty development: unit or center
				• renewing budget for faculty development
				• grant application assistance

Networks

What kinds of networks could benefit and spread the impact for students' success?

- Institutions and feeder schools
- Consortia: regional, national
- Institutional types (MSIs, small, community college, large, research)
- Discipline-based professional organizations
- Higher Ed interest groups

How did we do?

PURPOSE:

- Understand how transparently designed assignments can offer equitable opportunities for all college students to succeed; and consider applications

TASKS:

- Review: summary of research findings
- Apply: to sample assignments, larger contexts

CRITERIA:

You'll leave with

- Understanding of our research
- Strategies for applying transparency framework

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The Unwritten Rules of College:

Creating "Transparent" Assignments that Increase Students' Success Equitably

Mary-Ann Winkelmes, Ph.D.

Coordinator, Instructional Development & Research, UNLV
Senior Fellow, Association of American Colleges & Universities
Nevada Humanities Board of Directors member
Founder and Principal Investigator, TILT Higher Ed Transparency in Learning and Teaching

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University of Nevada, Las Vegas

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Your Assignments

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Gather Feedback on Your Own Assignment

Why are we doing this now?

Purpose

- Knowledge: share feedback, insights; promote student success
- Skills: apply transparency; engage community of practice

Task

- Four steps, 2-4 min each, in pairs / 3s

Criteria

- draft you can use in your course
- helpful insights from colleagues ***as novices***

Apply Transparency to Assignment: Set up

1. Volunteers: Who has an assignment for an upcoming course – from 1st half of term?
2. Sit with a **disciplinary stranger** who has an assignment

Choose an Assignment from Your Course

- from 1st half of the term
- after students are acquainted with basic tools and terminology the course uses
- when students are starting to apply those and try them out

Describe this assignment to your partners (2 min each)

Feedback on Your Assignments, part 1 of 3

handout: page 6

As a novice student, offer feedback on the Purpose

(3 min per assignment)

Five years after taking your course,

- What essential **knowledge** should students retain from doing this assignment?
- What **skills** should students be able to perform from doing this assignment? *(p. 2 may help)*
- Why are these important to students?

Feedback on Your Assignments, part 2 of 3

handout page 6

As a novice student, offer feedback on the Task

In groups, discuss and define (2 min)

As a novice, list the steps you'd take to do the assignment.

Feedback on Your Assignments, part 3 of 3

handout page 6

As a novice student, offer feedback on the Criteria

In groups, discuss and define (3 min)

As a novice:

- Are you confident you are doing the task effectively?
- Are you confident you are doing excellent work?
- Do you have annotated good examples?

To answer yes, what would you need?

Additional Research-based Strategies

handout page 1

Offer feedback in groups, (2 min)

- Which additional research-based methods could be used? *(charts, pp. 1-2)*

Your in-class Activities

3 years out Knowledge & Skills	Purpose	Task	Task Cues Bloom chart	Criteria	Stakes % high/low	Assessed by peers/teacher	6 Transparent * Strategies
1) Knowledge, disciplinary • methods/tools • content							
2) Analysis / Application	[------You just did this part in pairs. ----------medium----------]						
	This is where an in-class activity can prepare students to excel on next assgt.						
3) Evaluation	------Are students now ready to excel on *this* graded assignment?--------						
4) Creative Contribution							

Your in-class Activities

3 years out Knowledge & Skills	Purpose	Task	Task Cues Bloom chart	Criteria	Stakes % high/low	Assessed by peers/teacher	6 Transparent * Strategies
1) Knowledge, disciplinary • methods/tools • content							
	In-class activity for practice *before* students do it for a grade (low stakes)						
2) Analysis / Application	Take-home assignment				med/hi stakes		
	In-class activity for practice *before* students do it for a grade (low stakes)						
	Take-home assignment				med/hi stakes		
3) Evaluation							
	In-class activity for practice *before* students do it for a grade (low stakes)						
	Take-home assignment				med/hi stakes		
4) Creative Contribution							

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Transparent Assignment Template for Students

WHAT STUDENTS CAN DO:

Before **you begin working on an assignment or class activity, ask the instructor to help you understand the following. (Bring this document to help frame the conversation.)**

Purpose

- Skills you'll practice by doing this assignment
- Content knowledge you'll gain from doing this assignment
- How you can use these in your life beyond the context of this course, in and beyond college

Task

- What to do
- How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria

- **Checklist** (Are you on the right track? How to know you're doing what's expected?)
- **Annotated examples of successful work**
  (What's good about these examples? Use the checklist to identify the successful parts.)

Transparency in Syllabi

INTRODUCTION TO HISTORICAL METHODS / SPECIAL TOPICS IN ART HISTORY:

Art and Politics in Renaissance Italy

This course focuses on strengthening the intellectual skills that are essential to History and Art History, as well as successful professional careers. In the four units of this course, we will consciously practice these skills:

UNIT 1) Understanding the frameworks: contexts, techniques, terms, artifacts as history,
UNIT 2) Analysis and Synthesis: using artifacts, primary and secondary sources to construct the story,
UNIT 3) Evaluating reliability of artifacts and sources, perceptions of value and achievement, evolving contexts,
UNIT 4) Creating new contexts for examining Renaissance artifacts and events.

As we hone these skills, we'll study painting, sculpture and architecture in the context of various political and social environments in Renaissance Italy: the city-state, the church, the noble court, the neighborhood. We have come to think of Renaissance sculptures, paintings and decorative objects as artworks. Yet the creators and original users of these works saw them primarily as religious or domestic furnishings, indicators of power or civic pride, gifts or aids to spiritual meditation -- many with strong political messages. Artists and patrons we will examine include Michelangelo, Raphael, Leonardo, the Medici, Pope Julius II, Isabella d'Este, and other influential artists and patrons.

Transparency in Syllabi

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UNIT 2 SKILLS) Analysis and Synthesis: using artifacts, primary and secondary sources to construct the story

Feb 19: Formal Visual Analysis practice in class
Focus questions: use Formal Analysis assignment questions

Feb 24: Dynasties, art and power in Florence and the court cities
Due: Formal Analysis
Begin work on Annotated Bibliography: bring 1 primary and 1 secondary source Feb 26
Reading: Paoletti 250-260, 362-378 [optional: Alison Cole 67-70, 86-89, 104-112, Martines 148-161]
Focus questios:

- What are some ways in which the Medici and other prominent Florentine families used religious art and architecture to bolster their power and popularity in Florence?
- In what ways can painting, sculpture and architecture be combined in a unified aesthetic experience?
- What secular and political themes can be found in religious art and architecture sponsored by prominent ruling families?

Feb 26: Analysis of primary sources: Michelangelo's Last Judgment
Due: 1 primary source and 1 secondary source to discuss in class
Reading: primary sources in class
Focus questions:

- Are primary sources more reliable than secondary sources?
- What makes a source reliable?
- When primary sources contradict each other, how to judge?
- When secondary sources contradict each other, how to judge?

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How did we do?

PURPOSE:

- Understand how transparently designed assignments can offer equitable opportunities for all college students to succeed; and consider applications

TASKS:

- Review: summary of research findings
- Apply: to sample assignments

CRITERIA:

You'll leave with

- Understanding of our research
- Strategies for applying transparency in assignments
- Draft ideas for your teaching practice

Please join us!

http://www.unlv.edu/provost/teachingandlearning

http://tinyurl.com/jsqykkh

Resources

Materials and resources (online)

- NILOA assignment library http://www.assignmentlibrary.org/
- TILT materials http://www.unlv.edu/provost/teachingandlearning

Research and publication opportunities:

- TILT: email request to mary-ann.winkelmes@unlv.edu
- NILOA Assignment Library submission: http://www.assignmentlibrary.org/submitAssignment

Researchers

- CITI certification
- UNLV's IRB approval
- indicate research interests / project teams