

Transparent Teaching and Learning

What is transparency in teaching and learning?

- Transparent teaching and learning methods explicitly focus on *how* and *why* students are learning course content in particular ways.

How does transparency benefit students and faculty?

- Promotes equitable learning opportunities for student success
 - Transparent teaching/learning methods *particularly benefit students who are unfamiliar with college success strategies by explicating learning/teaching processes.*
 - Greater benefits for underrepresented and first generation students
- Strengthens the curriculum and assessment, as students are able to do their best work.

How can faculty make assignments more transparent?

- Incorporating 1 simple, but powerful, technique into assignments: Stating the assignment **Purpose, Task** and **Criteria**.
- ATL can share samples and provide workshops for your department or other group.

Purpose	Skills practiced Knowledge gained Relevance to students' major, lives, employment Connection to learning outcomes
Task	What students will do How to do it (steps to follow, things to avoid)
Criteria	Checklist or rubric in advance so students can self-evaluate What excellence looks like (annotated examples where students/faculty apply those criteria)

Scholarship of Teaching and Learning

This approach is built on considerable research in teaching and learning, including work from AAC&U, NILOA, Winkelmes, Mazur, Felder, Tanner, Light, Dweck, Fisk, Dweck, Yeager, and many others. See selections below and on page 2.

Clement, M. (2016, July). Introduction to learning theories and implications for classroom design. In *2016 Joint Annual Meeting*. Asas.

Winkelmes, M. A. (2013). Transparency in Teaching: Faculty Share Data and Improve Students' Learning. *Liberal Education*, 99(2), n2.


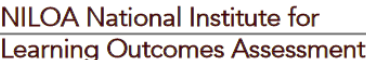

Winkelmes, M. A. (2015, February). Equity of Access and Equity of Experience in Higher Education. In *The National Teaching & Learning Forum* (Vol. 24, No. 2, pp. 1-4).


Winkelmes, M. A., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A Teaching Intervention that Increases Underserved College Students' Success. *Peer Review*, 18(1/2), 31.

Dr. Mary Anne Winkelmes, UNLV, has researched transparency extensively and provides materials, examples, and information.

- https://www.unlv.edu/sites/default/files/page_files/27/Provost-TILT-ResearchSummary.pdf
- <https://www.unlv.edu/provost/teachingandlearning>
- <http://www.aacu.org/peerreview/2016/winter-spring/Winkelmes>
- <https://www.unlv.edu/provost/teachingandlearning>
- <http://www.chronicle.com/article/The-Unwritten-Rules-of/233245>
- YouTube (Winkelmes 45 minute presentation): <https://www.youtube.com/watch?v=sArDzEulmDo>

Research on Learning and Implications for Transparent Assignment Design

  	
Where does Transparent Assignment Design Come From?	
<u>Research on Learning</u>	<u>Implications for Transparent Design</u>
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, Vygotsky	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


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Dr. Pat Hutchings, at WSU's capstone assignment design workshop, May 2016

"The design of assignments matters much for student learning". NILOA's transparency project concluded that the most promising intervention is assignment design, including making the assignment's purpose, tasks and criteria "transparent" supports learning gains for all students, especially first-generation, low-income, and under-represented students.