

Transparent Instruction: Aligning Learning Outcomes and Career Competencies

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2009 – 2023

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PURPOSE:

- Understand how transparent instruction improves student success, employer-valued skills
- Consider how you can use



TASKS:

- Research review
- Examples



CRITERIA: You'll leave with

- Understanding of TILT and how it works
- Strategies, tools for applying TILT to your contexts

What is Transparent Instruction?

Transparent teaching and learning methods explicitly focus on:

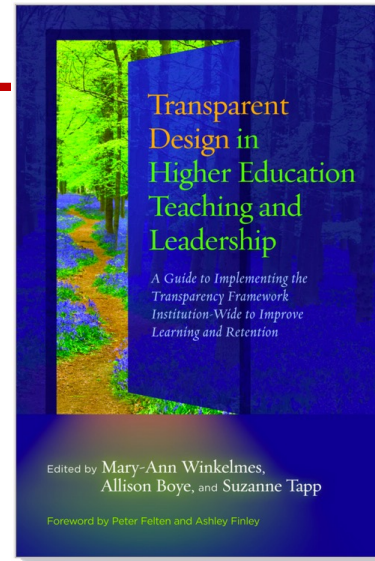
- *how* students are learning course content,
- *why* we manipulate their learning experiences in particular ways
- *how* students will use this learning in their lives after college.

HANDOUT: <https://drive.google.com/file/d/1tF46XkG51ZL5j4xI5PtjqIMVkJZG9A6/view?usp=sharing>



Why is it Gaining Attention?

1. Small change; significant gains
2. Impact is equitable
3. Use now to complement ongoing efforts



The Transparency in Learning and Teaching project aims to improve higher education teaching and learning experiences for faculty and students through two main activities:

- 1 Promoting students' conscious understanding of how they learn
- 2 Enabling faculty to gather, share and promptly benefit from student data about students'

LOGIN	PARTICIPATE	ABOUT TILT	TILT EXAMPLES & RESOURCES
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September 25, 2015 • \$6.99
Volume 130, Number 4

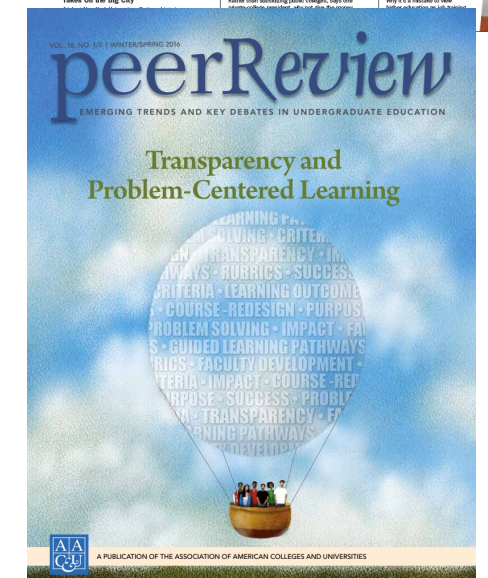
What College Scorecard Doesn't Show
The Education Department's latest comparison and highlights these metrics. See what schools do, and other prospective students only does. **A1**

Did Politics Give U. of Iowa's New President an Inside Track?
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. **A10**

Free 2-Year College Shakes Up Enrollments in Tennessee
As students seek community colleges, some four-year institutions are working harder to fill seats. That raises questions for another effort elsewhere. **A8**

Ph.D.s in Humanities: Few Feel Called, Fewer Are Chosen
The discipline will probably continue to lose, a result of choices by students as well as institutions. **A10**

U. of Florida Rethinks Alliance With Pearson
The deal got off to a rocky start, on the grounds of cost, but it seems to be **A16**



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Access ≠ Equity

- Underrepresented, first generation, low income: majority
50% as likely to complete college in 4 years

<https://nces.ed.gov/ipeds> Table 30448

- Gatekeepers stunt research
- High-achievement in HS can frustrate college success
- Well-prepared novices don't think like experts

Why TILT? Address Students' Challenges

Preparation

Underpreparation: writing, technology
Unclear re: expectations, instructions
Don't recognize
misunderstanding

Time management

Unaware of time required
Don't recognize all that is required
Competing commitments: family, work, extracurric.

Motivation

Fear of failure; reluctance to ask for help
Lack of confidence
Don't see relevance

Access to Resources

Transportation, Housing, Childcare
Mental health support
Technology

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/>

Why TILT? Help Students Recognize:

Skills most valued by employers:

- Oral & written communication
- Ethical judgment & decision-making
- Work independently, Self-motivation
- Critical thinking/analytical reasoning
- Work effectively in teams
- Apply knowledge/skills to real world

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

[Hart Associates 2018, 2015, 2013](#)

<https://www.aacu.org/research>





Purpose

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

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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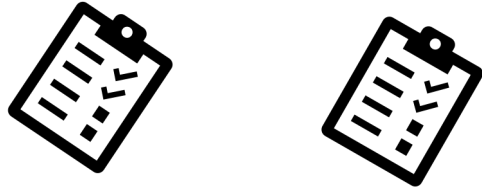


How Do We Know TILT Works?

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]

3 Studies: Implementation



2 TILTed Assignments

1 Course, your way

- 2-hour training
- Community of practice
- Online TILT surveys
- Confidential Instructor Reports
- Presentations, publications

Results, 3 Studies:

- Significant learning gains for all

- Academic confidence

SUCCESS PREDICTORS

- Sense of belonging

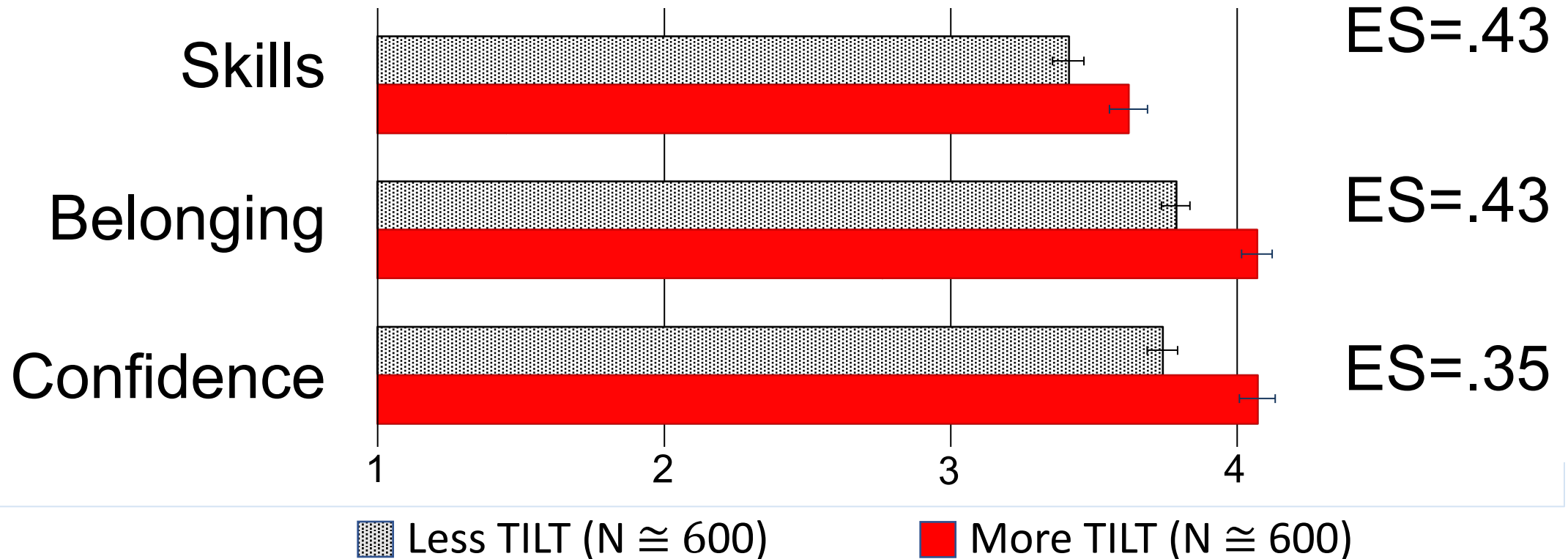
Increased persistence, grades

- Metacognitive awareness of skill development

- Greater gains for underserved students

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

#1) Significant Gains: All Students



ES: effect size (Hedges' G)

Less TILT: mean transparency < 3.34/4

More TILT ≥ 3.34/4

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

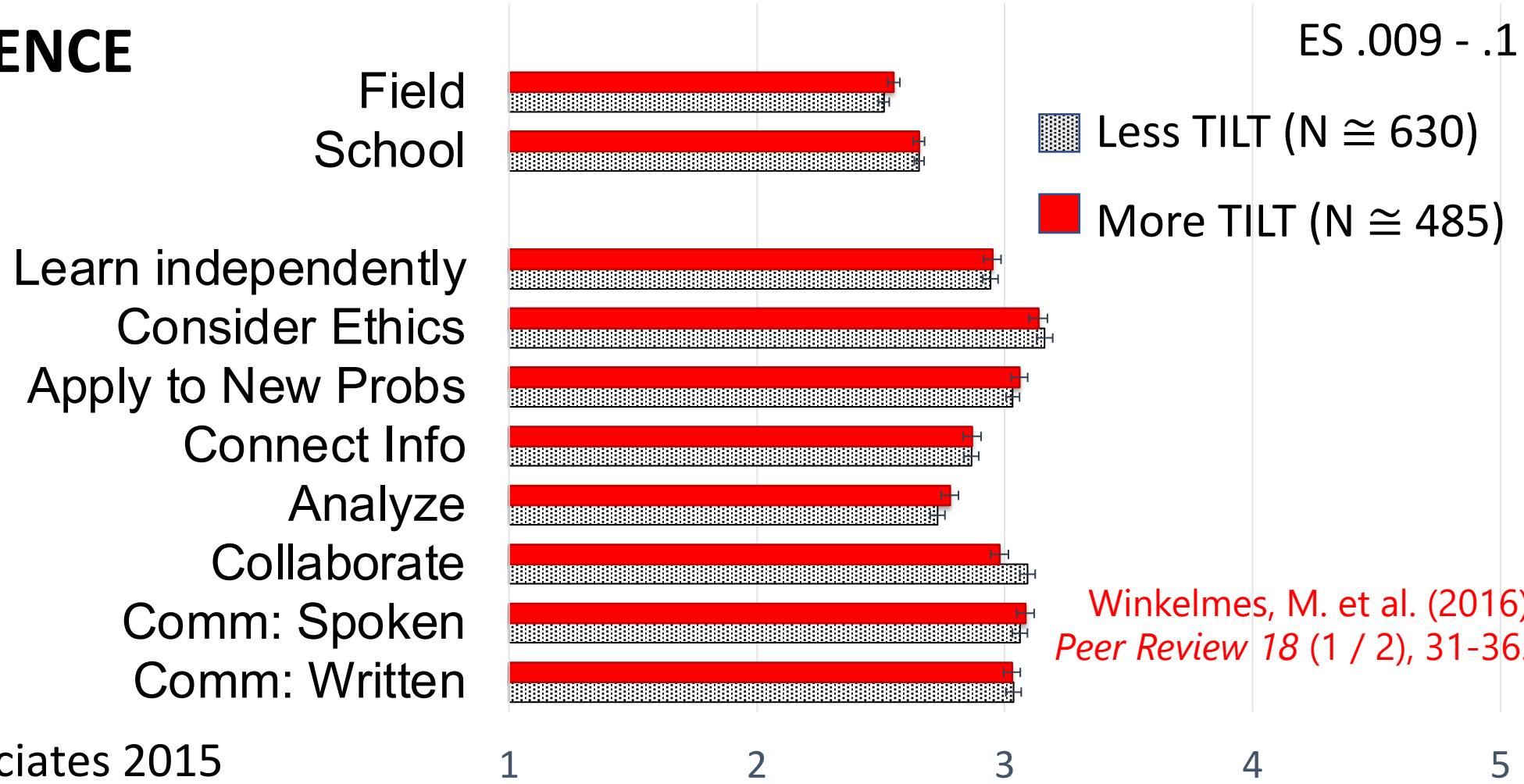


Baseline Equivalence



CONFIDENCE

SKILLS*

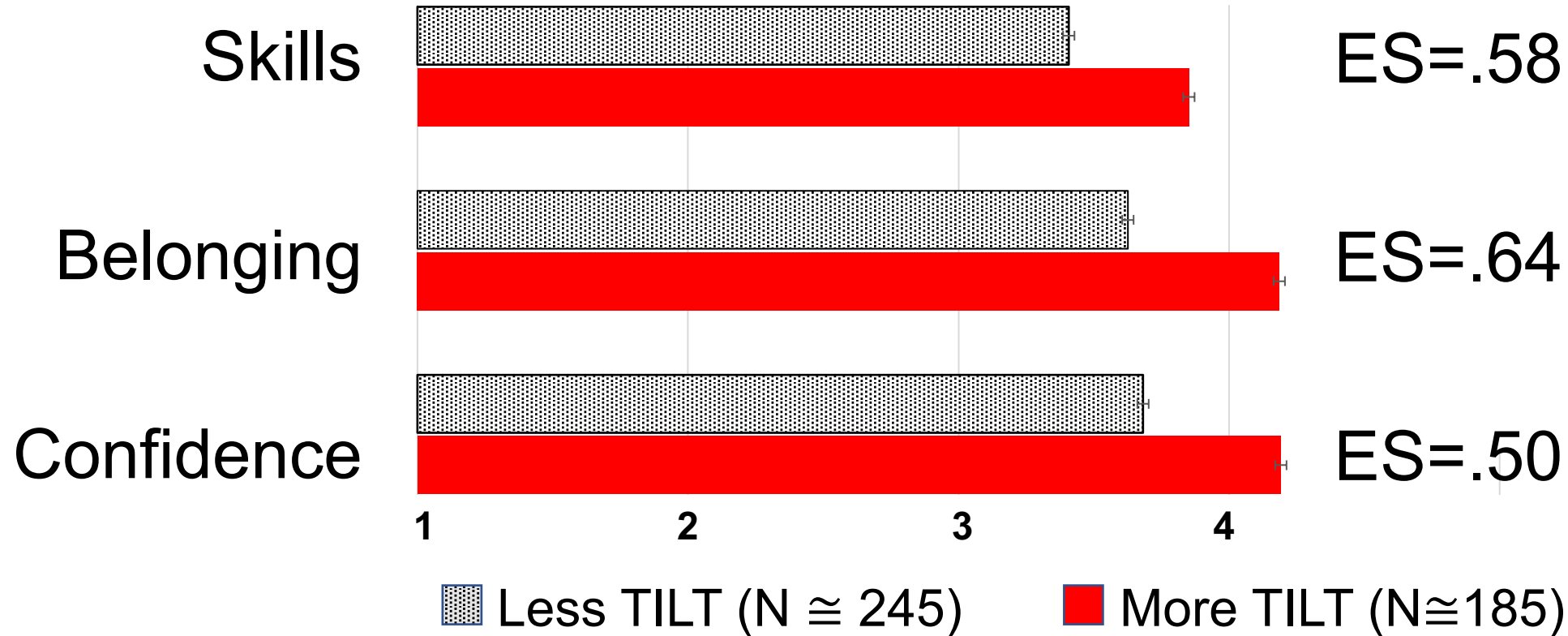


Winkelmes, M. et al. (2016).
Peer Review 18 (1 / 2), 31-36.

* Hart Associates 2015

Greater Gains: Underserved Students

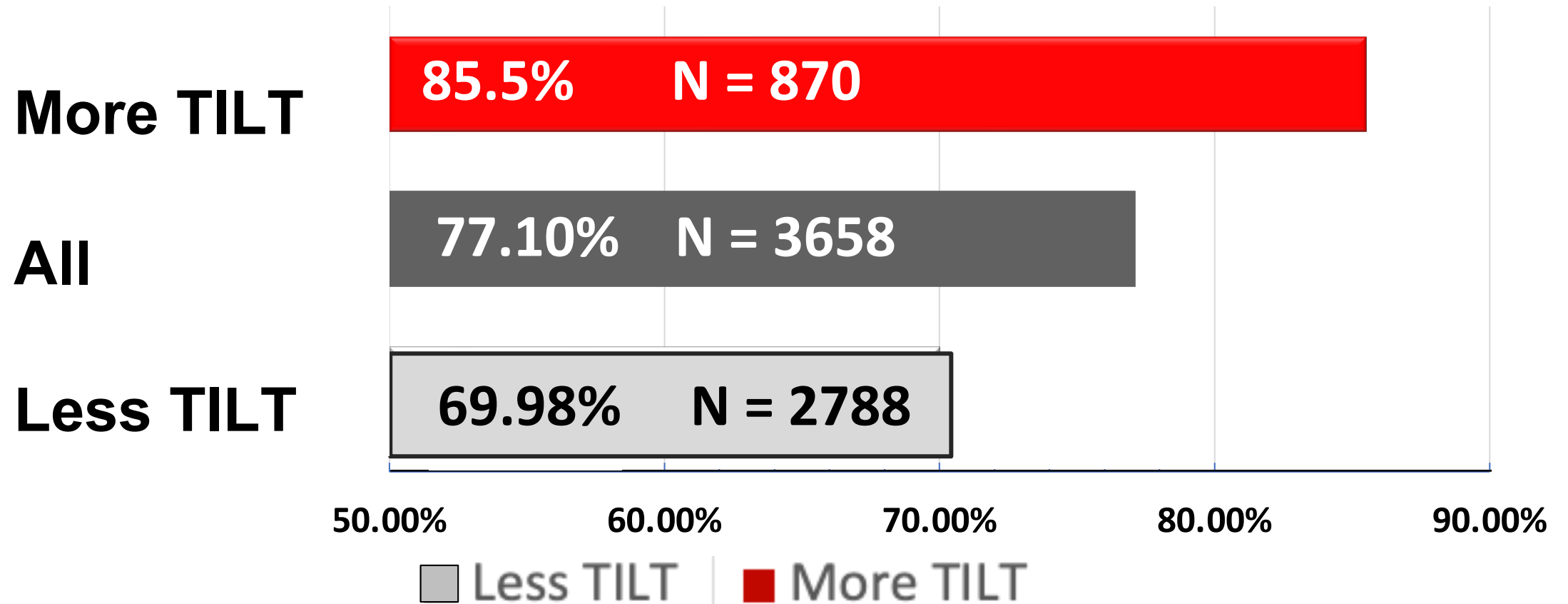
First Generation



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

2nd Study: U Nevada Las Vegas

1-year Retention Increase 15.5%



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

2-year Retention Increase 13.9%

More TILT

77.80% N = 677

All

67.20% N = 2458

Less TILT

63.88% N = 1781

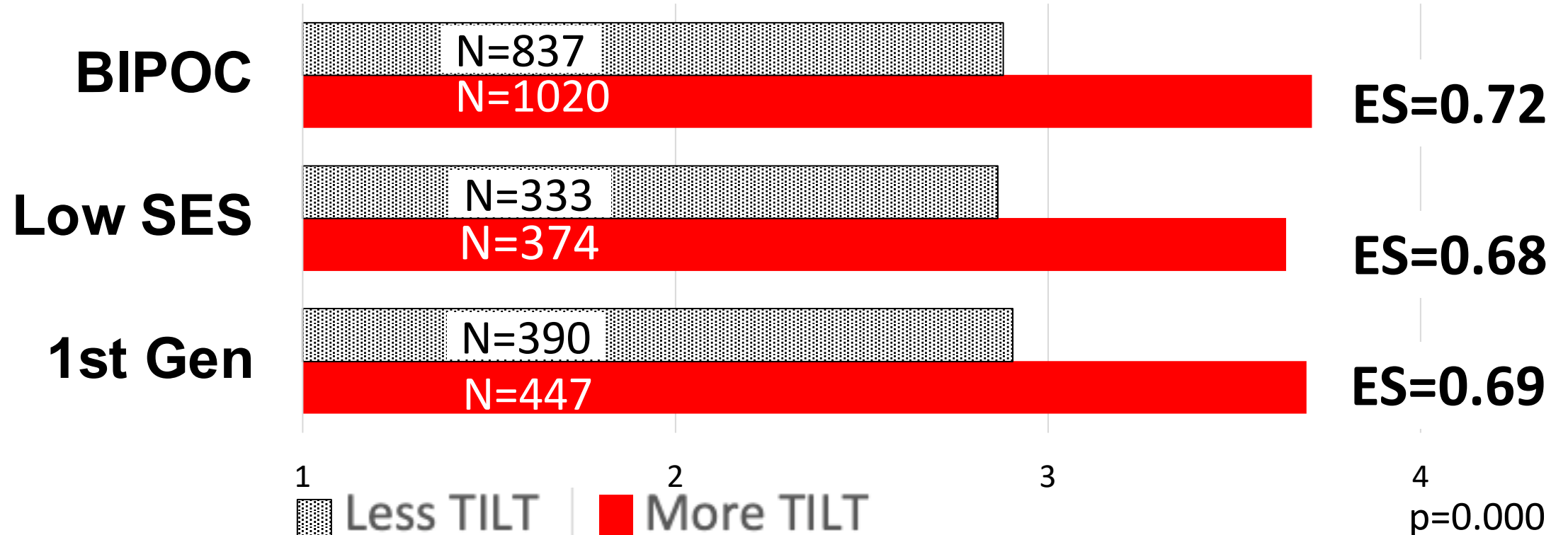
30% 40% 50% 60% 70% 80%

Less TILT | More TILT

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

Students See Increased Skill:

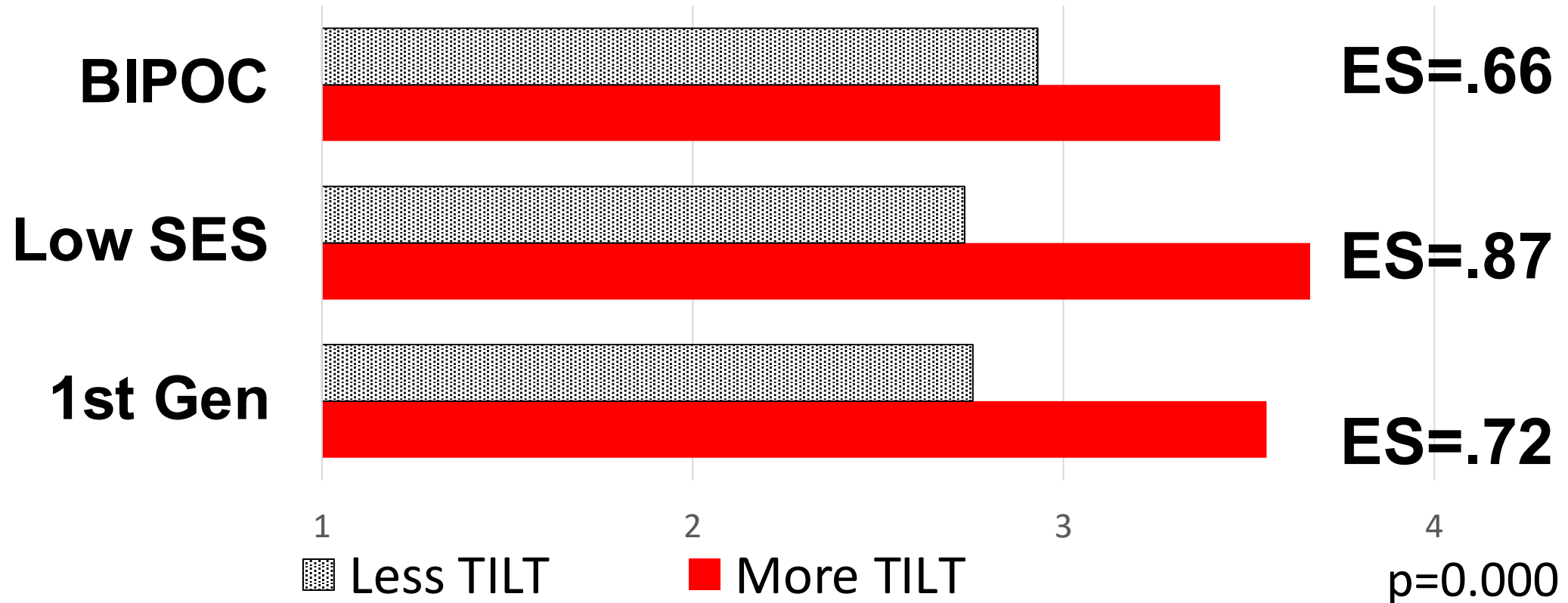
COLLABORATING (All Disciplines)



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

Students See Increased Skills:

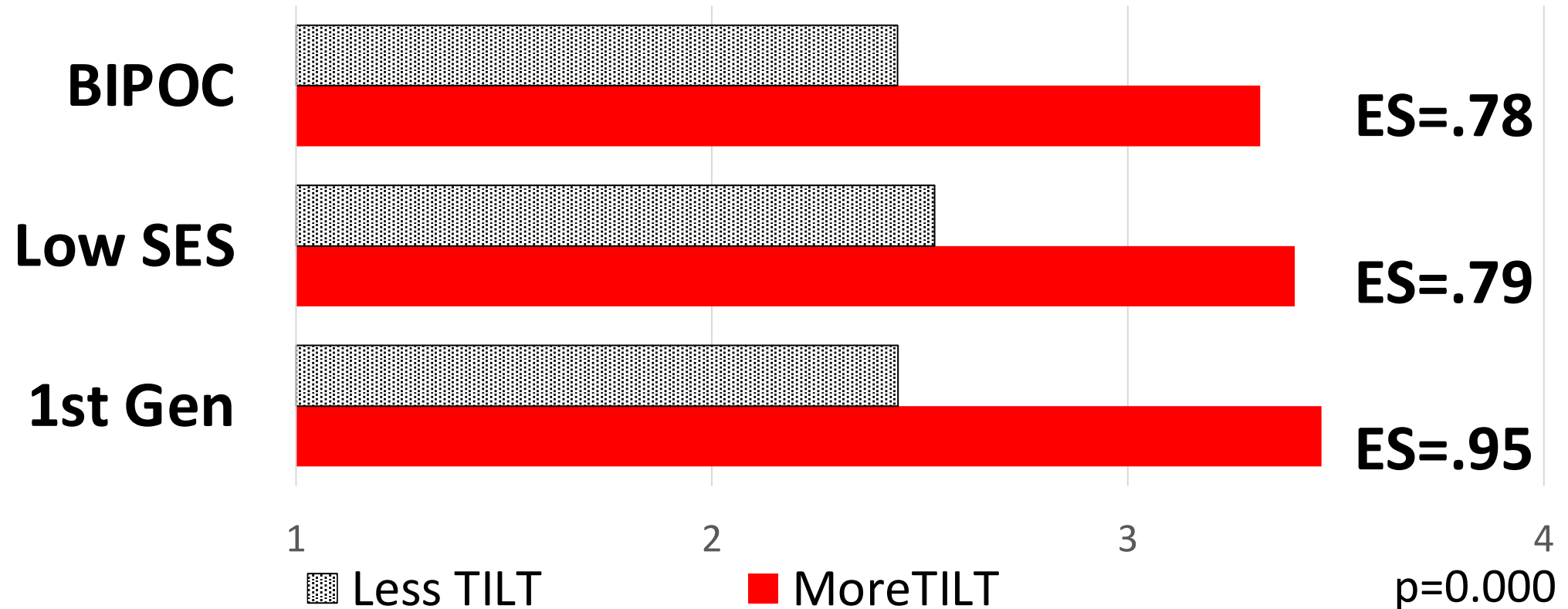
WRITING (Hum/Arts & Soc)



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

Students See Increased Skill:

WRITING (STEM)



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

3rd Study:



WA State 2-year Publics

Confirmed that Transparency predicts significant gains:

- Skill Development
- Confidence
- Belonging

Gains are greater for underrepresented and low-income

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

3 Studies: 2 Assignments, 1 Term



Purpose

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



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)

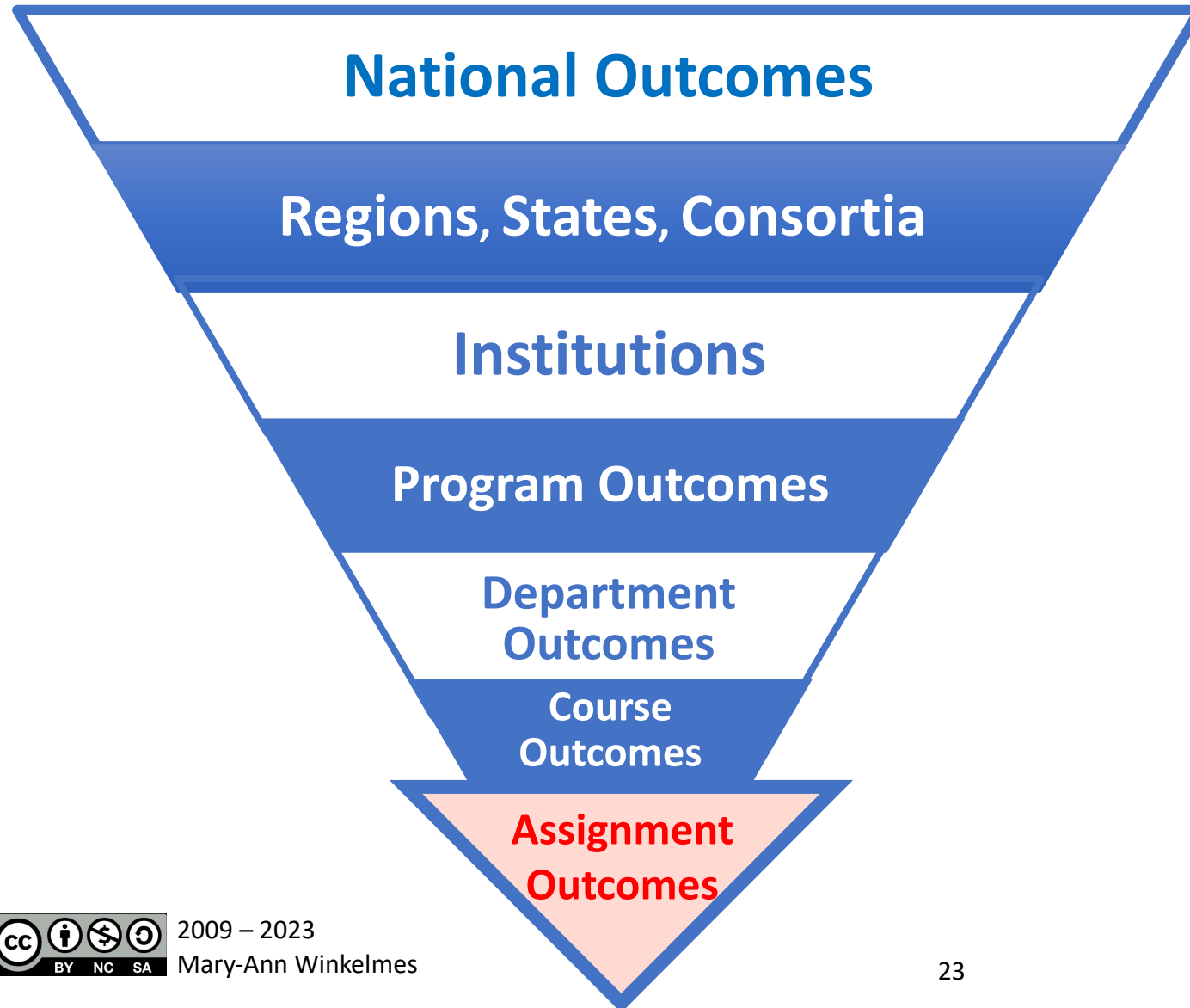
EXAMPLES of TILT in Higher Ed Contexts



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METRICS

- 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



PURPOSE: Identify and declare a major



TASKS:

- Understand strengths/needs
- Locate info; Use Resources



CRITERIA:

- Develop self-reliance, confidence
- Declare a major before 48 credits

Student job: Building Manager, UNLV



PURPOSE:

Practice communication skills, global/multi-cultural understanding, citizenship & ethics, critical thinking ...



TASKS:

Act as supervisor/role model, Provide training & tours



Know services & equipment, Follow emergency protocol

CRITERIA:

Reflect/identify learning outcomes gained

Whole course: Skills Practiced

SKILLS: Due date	Info tech	Comm. Oral & Written	Teamwk	Global Diversity	Analysis	Research & Eval	Reflect
Week 2	+	+					
Week 4			+	+			
Week 6		+			+		
Week 8	+					+	
Week 10		+			+	+	
Week 12			+			+	+
Week 14		+		+	+		+



Example: Learning Readiness (p. 4)



PURPOSE

- What specific content knowledge will you gain from this meeting ..?
- What skills will you practice during class?
- How you can use these in your life ...?



TASK

- What learning behaviors or actions will you use during class?
- How will you ensure all students have opportunity to learn effectively?



CRITERIA

- What is your own standard for your achievement during class?
- What do you need to know and do to be successful?

PURPOSE:

1. Questions for class prep (aware of need to know)
2. Knowledge to gain (Topic)
3. Skills (opportunities to practice, demonstrate)
4. Relevance (Real-world instances post-college)

When to TILT?

When students should know:

- the how & why of their learning experience
- how each learning activity connects to lives, careers, goals
- your rationale for the teaching/learning practices you choose

EXAMPLES: ASSIGNMENTS



PURPOSE:

- See what TILT looks like in practice (before and after)
- Discern what it takes to TILT *enough*



TASK:

- Apply TILT Framework to sample assignment

CRITERIA: You'll leave with

- Practice using the TILT Framework
- Readiness to TILT your assignments



FIND THE PURPOSE

1. What **knowledge** does the student gain?
2. Where is it specified (# 1 - 8)?
3. What **skills** does the student practice?

} **relevance**

HANDOUT:

<https://drive.google.com/file/d/1tF46XkG51ZL5j4xI5PtjqIMVkTJZG9A6/view?usp=sharing>

Report Back

1. What knowledge does the student gain?
 2. Where is it specified (# 1 - 8)?
 3. What skills does the student practice?
-
- Do you know Top 2 skills?
 - **Who can succeed?**

Revised Sample A, p. 6

1. How does the *revised* assignment differ?
 2. How could the *revised* assignment be more transparent?
- **What does it take to *TILT* enough?**
 - Self-check (TILTHigherEd.com: Examples/Resources)
 - Students' advice (Unwritten Rules, p. 3)

How Did We Do?



PURPOSE:

- Understand how transparent instruction improves student success
- Consider how you can use



TASKS:

- Research review
- Examples



CRITERIA: You'll leave with

- Understanding of TILT and how it works
- Strategies, tools for applying TILT to your contexts