Teaching UNLV Students: Research-Based Strategies for Success (Part 1)

Mary-Ann Winkelman
Coordinator, Instructional Development and Research
Instructional Development & Research

www.unlv.edu/provost/idr

Bright yellow handout in your folder
### Calendar of Events

**Aug. 13**

**New Faculty Orientation**
This event welcomes new academic faculty, instructors, and administrative faculty and acquaints them with the campus services and resources that can support their academic career success at UNLV. This event will be Aug. 13...

**Aug. 14**

**New Faculty Orientation: Early Academic Career Faculty**
This event welcomes new academic faculty, instructors, and administrative faculty and acquaints them with the campus services and resources that can support their academic career success at UNLV. This event will be Aug. 13...

**Aug. 19**

**First Year Seminar: Faculty Orientation**
First Year Seminar: Faculty Orientation (lunch provided) Topics will include: transparent assignment and course design: benefits and implementation update on best practices for first year seminars resources for teaching...
Grading and Responding to Students' Work: Less is More
  • Handout: Time-saving Best Practices
  • Handout: Grading and Responding to Students
  • September 25, 2014 Session Video

Developing Strong Grant Proposals: Sciences
  • October 1, 2014 Session Video

Demystifying the UULOs for UNLV Students: Inquiry and Critical Thinking
  • October 9, 2014 Session Video
  • Handout: Some Challenges to Thinking Critically
  • Handout: Evaluating Information
  • Handout: Demystifying Critical Thinking

Developing Strong Grant Proposals: Arts, Humanities, and Social Sciences
  • October 15, 2014 Session Video

Preparing to Teach an Online Course
  • October 23, 2014 Session Video, Part 1
  • October 23, 2014 Session Video, Part 2

Balancing the Demands of Teaching, Research, and Service
  • November 5, 2014 Session Video
  • Powerpoint

Long-term Academic Career Planning
TRANSPARENT

TEACHING / LEARNING STRATEGIES
THAT ENHANCE STUDENTS’ SUCCESS

Mary-Ann Winkelmanes, Senior Fellow, AAC&U
Coordinator of Instructional Development and Research,
University of Nevada, Las Vegas

June 3, 2015 General Education and Assessment Institute
Edmond, Oklahoma
Equity of Access

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Equity of Experience
Overview

PURPOSE:
– Consider and apply research on college students’ learning to the design of transparent course assignments / activities that offer equitable opportunities for all students to succeed.

TASKS:
– Review research findings
– Apply to revising your assignments and activities

CRITERIA:
You’ll leave with
– Overview of research
– Strategies to make your assignments and activities more transparent
What is Transparency?

- Transparent teaching and learning methods help students understand *how* and *why* they are learning course content in particular ways.
How can Transparency help your students?

• 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, AAC&U’s Liberal Education 99, 2 (Spring 2013)
What does Transparent Assignment Design look like?

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

• Purpose
  • What Skills will students practice?
  • What Knowledge will students gain?

• Task
  • What students will do
  • How to do it

• Criteria for success
  • What excellence looks like (annotated)
  • Criteria in advance to empower students to self-evaluate
Advancing Underserved Students’ Success through Faculty Intentionality in Problem-centered Learning
Finley, McNair, Winkelmes © 2015

First Generation College Students

Perceived Amount of Transparency in the Course
- 269 Less Transparent
- 275 More Transparent
ES: 0.823329481

Perceived Improvement of Skills that Employers Value*
- 268 Less Transparent
- 275 More Transparent
ES: 0.594124292

Confidence to Succeed in School
- 265 Less Transparent
- 270 More Transparent
ES: 0.487828994

Belongingness
- 265 Less Transparent
- 267 More Transparent
ES: 0.609675062


Error Bars indicate +/- 1 SE

Faded bar = Less Transparency (Mean amount of Transparency < 3.3 /4)
Darker bar = More Transparency (Mean Amount of Transparency ≥ 3.3 /4)
Multiracial

Perceived Amount of Transparency in the Course

Perceived Improvement of Skills that Employers Value*

Confidence to Succeed in School

Belongingness

Low Socioeconomic Status (Bottom Quartile)

Perceived Amount of Transparency in the Course

- Less Transparent: 299
- More Transparent: 273

Perceived Improvement of Skills that Employers Value*

- Less Transparent: 299
- More Transparent: 273

Confidence to Succeed in School

- Less Transparent: 295
- More Transparent: 266

Belongingness

- Less Transparent: 296
- More Transparent: 269

What does Transparent Assignment Design look like?

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Winkelman, AAC&U’s Liberal Education 99, 2 (Spring 2013)
## Where does Transparent Assignment Design Come From?

<table>
<thead>
<tr>
<th>Research on Learning</th>
<th>Implications for Transparent Design</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elbow, Jaschik/Davidson, Mazur</td>
<td>Low stakes for greater creativity / risk</td>
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<tr>
<td>Ambrose, Bergstahler, Gregorc, Kolb</td>
<td>Varied and/or flexible formats appeal equitably to students’ strengths; inclusive</td>
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<tr>
<td>Bass, Bloom, Colomb, Felder, Perry</td>
<td>Build critical thinking skills in intentional sequence. Target feedback to phase, don’t overwhelm.</td>
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<tr>
<td>Doyle, Felder, Tanner, Winkelmanes</td>
<td>Specify pertinent knowledge/skills, criteria and encourage self-monitoring.</td>
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<tr>
<td>Fisk/Light, Tanner</td>
<td>Provide annotated examples of successful work w/ criteria applied, before students begin work.</td>
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<tr>
<td>Aronson, Dweck, Fisk, HIPs Light, Schnabel, Spitzer, Steele, Treisman, Yeager/Walton</td>
<td>Structure and require peer instruction, feedback, collaboration; positive attribution activities.</td>
</tr>
<tr>
<td>AAC&amp;U Finley/McNair (HIP, P-B) Winkelmanes, Yeager, Walton</td>
<td>Explicate purposes, tasks, criteria in advance. Give students a compass, set expectations; Explicate applicability, relevance; Engage students in applying shared criteria to help develop belonging.</td>
</tr>
</tbody>
</table>

(numbers refer to page numbers in the handout)
Apply all that research to designing transparent, equitable assignments!
Sample Assignments

Sample A

Purpose
- Skills practiced
- Knowledge gained

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
Sample Assignments

Purpose

• Skills practiced
• Knowledge gained

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
Sample Assignments

Purpose
• Skills practiced
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Task (problem-based, relevant)
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• What excellence looks like (annotated)
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Sample Assignments

Purpose
• Skills practiced
• Knowledge gained

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

Compare to B
Gather Feedback on Your Own Assignment

Why are we doing this now?

Purpose
– Knowledge: share feedback, insights
– Skills: apply transparency; engage community of practice

Task
– Three steps, 6 min each, in pairs/3s

Criteria
– draft you can use in your course
– helpful insights from colleagues as novices
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 a partner*

*(2 min each)*
As a novice student, offer feedback on
Purpose

In pairs or 3s, discuss and define   (6 min total)

Three years after taking your course,

• What essential knowledge should students retain from this assignment?
• What skills should students be able to perform from this assignment?
• Why are these important to students?
As a novice student, offer feedback on Task
In pairs or 3s, discuss and define (6 min total)

As a novice, list the steps you’d take to do the assignment.
As a novice student, offer feedback on Criteria
In pairs or 3s, discuss and define  (6 min total)

As a novice:
– Are you confident you are doing the task effectively?
– Are you confident you are doing excellent work?
– Do you have an annotated good example?
Offer feedback in pairs, 3s (2 min per)

- Which additional research-based methods could be used?
  (chart)
Your in-class Activities

<table>
<thead>
<tr>
<th>3 years out Knowledge &amp; Skills</th>
<th>Purpose</th>
<th>Task</th>
<th>Task Cues</th>
<th>Criteria</th>
<th>Stakes % high/low</th>
<th>Assessed by peer/teacher</th>
<th>6 Transparent Strategies</th>
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</thead>
<tbody>
<tr>
<td>1) Knowledge, disciplinary</td>
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<td>Bloom chart</td>
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<td>- methods/tools</td>
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<td>2) Analysis / Application</td>
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<td>3) Evaluation</td>
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<td>4) Creative Contribution</td>
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</tbody>
</table>

--------You did this assignment yesterday. {---------medium------------------------}--------

This is where an in-class activity can prepare students to excel on next assgt.

----Are students now ready to excel on this graded assignment?----
Feedback on your In-Class Activity that builds a needed skill

• Purpose (from perspective of novice)
  • What Skills will students practice?
  • What Knowledge will students gain?

• Task (from perspective of novice)
  • What students will do (problem-based learning)
  • How to do it

• Criteria for success (from perspective of novice)
  • What excellence looks like (annotated)
  • Criteria in advance to empower students to self-evaluate

• Strategies (chart)
How did we do?

PURPOSE:
- Apply research on college students’ learning to the design of transparent course assignments / activities that offer equitable opportunities for all students to succeed

TASKS:
- Review research findings
- Apply to revising your assignments and activities

CRITERIA:
You’ll leave with
- Overview of research
- Strategies to revise your assignments and activities
- Draft ideas for an assignment, an activity
Long term: increased student confidence, belonging, skills, success
TRANSPARENCY
IN TEACHING AND LEARNING IN HIGHER EDUCATION

Please join us!

http://www.unlv.edu/provost/teachingandlearning
Teaching UNLV Students: Research-Based Strategies for Success (Part 2)

Mary-Ann Winkelmes
Coordinator, Instructional Development and Research
How did we do yesterday?

PURPOSE:
- Apply research on college students’ learning to the design of transparent course assignments / activities that offer equitable opportunities for all students to succeed

TASKS:
- Review research findings
- Apply to revising your assignments and activities

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You left with:
- Overview of research
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Long term: increased student confidence, belonging, skills, success
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 a partner
(2 min each)
Feedback on your Assignment

• Purpose (from perspective of novice)
  • What Skills will students practice?
  • What Knowledge will students gain?

• Task (from perspective of novice)
  • What students will do (problem-based learning)
  • How to do it

• Criteria for success (from perspective of novice)
  • What excellence looks like (annotated)
  • Criteria in advance to empower students to self-evaluate

• Strategies (chart)
Transparent Syllabus Design

Purpose: Knowledge and Skills

Three years after taking your course,

• What essential **knowledge** should students retain from taking the course?
  – Jot 3 or 4 main topics or disciplinary methods/tools (2-3 min)
  – Pairs: ?intelligible to novice outside discipline? (2-3 min)

• What intellectual **skills** should students be able to do/perform?
  – Jot down 3 or 4 main skills (2 – 3 min)
  – Pairs: ?intelligible to novice outside discipline? (2-3 min)
Put your skills in a chronology

Three years after taking your course
• What intellectual skills should students be able to do/perform?

List your skills from simplest to most complex (page 2)
- 2 minutes
  Bloom: knowledge / comprehension, analysis, synthesis, evaluation, creation of new contribution
How to make knowledge and skills transparent on your syllabus?

Purpose (of the whole course)

- Skills practiced
- Knowledge gained

Headline these as you would
headline content topics
How to make knowledge and skills transparent on your syllabus?

UNIT 1) Understanding the frameworks: contexts, techniques, terms, art as history

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

Unit 3) Evaluation: reliability of artifacts and sources, perceptions of value and achievement, shifting of contexts

Unit 4) Creating new contexts for examining Renaissance artifacts and events
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Your in-class Activities

[------You did this assignment yesterday. [-------------medium---------------------]

This is where an in-class activity can prepare students to excel on next assgt.

----Are students now ready to excel on this graded assignment?----
As a novice student, offer feedback on

Purpose

In pairs or 3s, discuss and define (6 min total)

Three years after taking your course,

• What essential **knowledge** should students retain from this assignment?
• What **skills** should students be able to perform from this assignment?
• Why are these important to students?
Feedback on In-class Activity, part 2 of 3

handout

As a novice student, offer feedback on Task
In pairs or 3s, discuss and define  (6 min total)

As a novice, list the steps you’d take to do the assignment.
Feedback on in-class Activity, part 3 of 3

*handout*

As a novice student, offer feedback on Criteria

In pairs or 3s, discuss and define  (6 min total)

As a novice:
- Are you confident you are doing the task effectively?
- Are you confident you are doing excellent work?
- Do you have an annotated good example?
Additional Research-based Strategies

Offer feedback in pairs, 3s (2 min per)

• Which additional research-based methods could be used? (chart)
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<td>3)</td>
<td>Yesterday’s Assignment</td>
<td>[-------medium stakes, teacher-assessed -----]</td>
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How did we do today?

PURPOSE:
- Apply research on college students’ learning to the design of transparent course assignments / activities and whole courses, to offer equitable opportunities for all students to succeed

TASKS:
- Apply to revising your class activities and syllabi

CRITERIA:
You leave with:
- Strategies to revise your assignments, activities, syllabi
- Draft ideas for an assignment, an activity, a syllabus
  Long term: increased student confidence, belonging, skills, success