

# The Unwritten Rules: Decode Your Assignments and Decipher What's Expected of You

## Breaking News

The [Transparency in Learning and Teaching in Higher Education Project](#) at UNLV demonstrated in a national study that transparency around academic assignments enhances students' success -- especially that of first-generation, low-income and underrepresented college students -- at statistically significant levels (with a medium-to-large sized magnitude of effect for underserved students). **When faculty make the purpose, tasks and criteria of an academic assignment clear before students begin to work on it, students are more likely to experience greater academic success with that assignment, developing the knowledge, disposition, and skills necessary to succeed both at school and in life** (in comparison to when faculty do not make these things clear for students). For UNLV students, **benefits also included a significantly higher rate of returning to college the following year** (Winkelmes et al., *Peer Review* 2016; Gianoutsos and Winkelmes, *PADE Proceedings* 2016).

## Background

An inclusive learning environment benefits all students and offers more equitable learning opportunities for underserved students. **Research on student learning links college students' academic confidence and sense of belonging with higher GPAs, persistence and retention rates** (Walton and Cohen 2011). In addition, college students increased their test scores when supported by a system that advocated the belief that **intelligence is not fixed but rather malleable**. A year later, these students were 80% less likely to drop out of college (Aronson et al 2002).

## 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.)

Aronson, J., Fried, C., & Good, C. "Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence." *Journal of Experimental Social Psychology* 38 (2002): 113-125.  
Gianoutsos, Daniel and Mary-Ann Winkelmes. "Navigating with Transparency." *Proceedings of the Pennsylvania Association of Developmental Educators* (Spring, 2016).  
Walton, G. M., & Cohen, G. L.. "A brief social-belonging intervention improves academic and health outcomes among minority students." *Science* 331 (2011): 1447-51.  
Winkelmes, Mary-Ann, Matthew Bernacki, Jeffrey Butler, Michelle Zochowski, Jennifer Golanics, Kati Harriss Weavil. "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* 18, 1/2 (Winter/Spring 2016).

## WHAT FACULTY CAN DO:

### Transparent Assignment Template

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*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.<sup>1</sup>*

#### 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.asainstitute.org/conference2013/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 work differs from adequate work. It is often useful to provide or compile with students a checklist of characteristics of successful work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.*

The author developed an earlier version of this template at the University of Illinois, Urbana-Champaign.

<sup>1</sup> Winkelmes, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." *Liberal Education* 99,2 (Spring 2013); Winkelmes et al, "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* 18,1/2 (Winter/Spring 2016).