USING TRANSPARENT ASSIGNMENTS TO INCREASE STUDENTS' SUCCESS EQUITABLY

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Senior Fellow, Association of American Colleges & Universities
Nevada Humanities Board of Directors member
Founder and Principal Investigator, TILT Higher Ed
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 in assignments
2014-2016 AAC&U Study, Funded by TG PHILANTHROPY

- Co-PIs: Tia Brown McNair, Ashley Finley, AAC&U
  Mary-Ann Winkelmanes, 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
Equity of Access

≠

Equity of Experience

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

High-achievement in HS can frustrate college success

Gatekeepers stunt research

Well-prepared novices don’t think like experts
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

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

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

**Purpose**
- Skills practiced \( \rightarrow \) long-term relevance to students’ lives
- Knowledge gained \( \rightarrow \) connection to learning outcomes

**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)
Research Findings
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

<table>
<thead>
<tr>
<th>Measure</th>
<th>Less Transparent N=596</th>
<th>More Transparent N=587</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount of Transparency</td>
<td>ES=0.70</td>
<td></td>
</tr>
<tr>
<td>Employer-valued Skills*</td>
<td>ES=0.43</td>
<td></td>
</tr>
<tr>
<td>Academic Confidence</td>
<td>ES=0.35</td>
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</tr>
<tr>
<td>Sense of Belonging</td>
<td>ES=0.43</td>
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</table>

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

4-Point Scale
5-Point Scale

one standard error: 0.021 – 0.041
Baseline Equivalence
All Disciplines/All Students, Beginning of Term

Confidence to Succeed
Please rate your confidence about your ability to succeed in this field.
Please rate your confidence about your ability to succeed in school.

Skills Highly Valued by Employers*
- I am capable of learning effectively on my own.
- I tend to consider the ethical implications of my actions.
- I am able to apply the things I have learned to new problems and situations.
- When I get information from multiple sources, I have an easy time making connections between them.
- I am good at breaking down theories, ideas, and experiences into pieces, so I can consider them.
- I collaborate well with others on academic work.
- I can communicate effectively when I speak.
- I can express my ideas effectively when I write.

*Hart Associates 2015, 2013
First-Generation College Students, End of Term

Amount of Transparency
ES = 0.80
Less Transparent N = 246
More Transparent N = 188

Employer-valued Skills*
ES = 0.58
Less Transparent N = 245
More Transparent N = 188

Academic Confidence
ES = 0.50
Less Transparent N = 242
More Transparent N = 183

Sense of Belonging
ES = 0.64
Less Transparent N = 246
More Transparent N = 188

one standard error: 0.038 - 0.071

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
Multiracial Students, End of Term

- Amount of Transparency
  - Less Transparent N=134
  - More Transparent N=167
  ES=0.70

- Employer-valued Skills*
  - Less Transparent N=133
  - More Transparent N=167
  ES=0.53

- Academic Confidence
  - Less Transparent N=132
  - More Transparent N=165
  ES=0.46

- Sense of Belonging
  - Less Transparent N=134
  - More Transparent N=166
  ES=0.55

one standard error: 0.041 - 0.091

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

Amount of Transparency
ES=0.67
Less Transparent N=283
More Transparent N=207

Employer-valued Skills*
ES=0.40
Less Transparent N=283
More Transparent N=207

Academic Confidence
ES=0.39
Less Transparent N=279
More Transparent N=200

Sense of Belonging
ES=0.34
Less Transparent N=283
More Transparent N=207

one standard error: 0.034 - 0.068

{4-Point Scale}

{5-Point Scale}

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
STEM and Life Sciences Students, End of Term

<table>
<thead>
<tr>
<th>Amount of Transparency</th>
<th>Less Transparent N=344</th>
<th>More Transparent N=137</th>
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<tr>
<td>ES=0.61</td>
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<th>More Transparent N=143</th>
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<tr>
<td>ES=0.02</td>
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<table>
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<th>Academic Confidence</th>
<th>Less Transparent N=336</th>
<th>More Transparent N=136</th>
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<td>ES=0.29</td>
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</table>

<table>
<thead>
<tr>
<th>Sense of Belonging</th>
<th>Less Transparent N=344</th>
<th>More Transparent N=136</th>
</tr>
</thead>
<tbody>
<tr>
<td>ES=0.31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

one standard error: 0.033 - 0.081

4-Point Scale

5-Point Scale

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

UNLV
UNIVERSITY OF NEVADA, LAS VEGAS

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Humanities, Arts, and Social Sciences, End of Term

<table>
<thead>
<tr>
<th>Measure</th>
<th>Less Transparent N=204</th>
<th>More Transparent N=257</th>
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<tbody>
<tr>
<td>Amount of Transparency</td>
<td>ES=0.78</td>
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<tr>
<td>Employer-valued Skills*</td>
<td>ES=0.55</td>
<td></td>
</tr>
<tr>
<td>Academic Confidence</td>
<td>ES=0.38</td>
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</tr>
<tr>
<td>Sense of Belonging</td>
<td>ES=0.41</td>
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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
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.

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.

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

<table>
<thead>
<tr>
<th>Skill/Knowledge Area</th>
<th>Employers Rating</th>
<th>Students: Very Important in Workplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral communication</td>
<td>85%</td>
<td>78%</td>
</tr>
<tr>
<td>Working effectively with others in teams</td>
<td>83%</td>
<td>77%</td>
</tr>
<tr>
<td>Written communication</td>
<td>82%</td>
<td>75%</td>
</tr>
<tr>
<td>Ethical judgment and decision-making</td>
<td>81%</td>
<td>74%</td>
</tr>
<tr>
<td>Critical/analytical thinking</td>
<td>81%</td>
<td>79%</td>
</tr>
<tr>
<td>Applying knowledge/skills to real world</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>Analyzing/solving complex problems</td>
<td>70%</td>
<td>73%</td>
</tr>
</tbody>
</table>

*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
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

<table>
<thead>
<tr>
<th>All UNLV Retention</th>
<th>74.1%</th>
<th>N = 2754 / 3716</th>
</tr>
</thead>
<tbody>
<tr>
<td>MORE Transparent</td>
<td>90.2%</td>
<td>N = 1030 / 1143</td>
</tr>
</tbody>
</table>

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

Non-white: 74.5% red, 86.9% blue, N=1916
Hispanic: 73.3% red, 90.3% blue, N=787
Low SES: 54.1% red, N=353
African American: 66.4% red, 96.1% blue, N=176
First Generation: 75.2% red, 92.1% blue, N=408
All: 74.1% red, 90.2% blue, N=2754

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.
Impact on UNLV students’ views of learning

Helped Collaborating Effectively: STEM & Life Sciences

- **First Generation**
  - N=150
  - Mean Response: 3.660
  - ES=0.523
  - p=0.000

- **African American**
  - N=31
  - Mean Response: 3.258
  - ES=0.253
  - p=0.328

- **Low SES**
  - N=28
  - Mean Response: 2.964
  - ES=0.697
  - p=0.000

- **Hispanic**
  - N=140
  - Mean Response: 2.907
  - ES=0.649
  - p=0.000

- **Non-White**
  - N=197
  - Mean Response: 2.870
  - ES=0.679
  - p=0.000

**Notes:**
- **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
Impact on UNLV students’ views of learning

Helped Collaborating Effectively: Humanities & Social Sciences

- First Generation
  - Mean Response: 3.710
  - N: 240
  - ES: 0.713
  - p: 0.000

- African American
  - Mean Response: 3.649
  - N: 70
  - ES: 0.939
  - p: 0.000

- Low SES
  - Mean Response: 3.619
  - N: 193
  - ES: 0.674
  - p: 0.000

- Hispanic
  - Mean Response: 3.800
  - N: 161
  - ES: 0.800
  - p: 0.000

- Non-White
  - Mean Response: 3.711
  - N: 265
  - ES: 0.712
  - p: 0.000

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
Impact on UNLV students’ views of learning

Helped Communicating: Writing, STEM & Life Sciences

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean Response</th>
<th>N</th>
<th>ES</th>
<th>p</th>
</tr>
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<tbody>
<tr>
<td>First Generation</td>
<td>3.465</td>
<td>150</td>
<td>2.447</td>
<td>0.0000</td>
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<tr>
<td>African American</td>
<td>3.256</td>
<td>31</td>
<td>2.426</td>
<td>0.0063</td>
</tr>
<tr>
<td>Low SES</td>
<td>3.402</td>
<td>122</td>
<td>2.536</td>
<td>0.0000</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3.443</td>
<td>106</td>
<td>2.417</td>
<td>0.0000</td>
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<tr>
<td>Non-White</td>
<td>3.265</td>
<td>215</td>
<td>2.465</td>
<td>0.0000</td>
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</tbody>
</table>

- **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

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Impact on UNLV students’ views of learning

Helped Communicating: Writing, Humanities & Social Sciences

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>ES</th>
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<tbody>
<tr>
<td>First Generation</td>
<td>240</td>
<td>2.746</td>
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<tr>
<td>African American</td>
<td>74</td>
<td>3.676</td>
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<tr>
<td>Low SES</td>
<td>253</td>
<td>2.733</td>
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<td>Hispanic</td>
<td>228</td>
<td>3.575</td>
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</tr>
<tr>
<td>Non-White</td>
<td>374</td>
<td>2.796</td>
<td>0.000</td>
</tr>
</tbody>
</table>

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

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What does Transparent Assignment Design look like?

Transparent Assignment Design Template

Purpose

• Skills practiced  long-term relevance to students’ lives
• Knowledge gained  connection to learning outcomes

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

Sample A

Purpose

• Skills practiced} long-term (problem-centered) relevance to students’ lives
• Knowledge gained 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

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

Purpose
• Skills practiced  }  relevance to students
• Knowledge gained  }  connection to LOs

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

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 D

Problem-centered

Compare to B
Your Assignments
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 1\textsuperscript{st} half of term?
2. Sit with a \textbf{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

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)*
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.)
Strategies for Impact
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?
  o What can TILT provide?
  o 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
Institutions and Campus Collaborators

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

What kinds of campus collaborators might make strong partners?
- Student success units
- Colleges/schools
- Libraries, Registrars, other staff
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

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