

# **Taking the Transparency in Learning and Teaching (TILT) Framework Online**

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**“Transparent Teaching  
Methods help students  
understand how and why  
they are learning course  
content in particular ways.”**

**([tilthighered.com](http://tilthighered.com))**

# Transparent Teaching in Action (according to TILT)

- Discuss assignment learning goals and design rationale before students begin each assignment
- Invite students to participate in class planning and agenda construction
- Gauge understanding via questions that require students to apply concepts you've taught
- Explicitly connect data regarding “how people learn”\* with course activities, esp. when students struggle at difficult transition points
- Engage students in applying your grading criteria to models/examples
- Debrief graded tests and assignments in class
- Offer running metacognitive commentary on class discussions

# Transparent Teaching is a Potentially Powerful Equity Practice

## Evidence-Based Findings

Transparent practices increased the following skills among students:

- Academic confidence
- Sense of belonging
- Skills most valued by employers\*

Gains were higher in student groups the study labeled as “underserved:” they identify these students as first generation, low socioeconomic status, and “multiracial.”

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# How I've implemented Transparent Methods (randomly, piecemeal, in F2F classes)

- Student voice and choice (syllabus, themes, assignments, Principles of Community)
- Transparent assignment prompts with purpose, task and criteria outlined
- Low-stakes learning tasks and group activities to practice discrete skills
- Clearly defined skill progression from more basic to more complex
- Peer review activities with detailed prompts to apply the grading criteria to each other's work
- Annotated samples of student work in different grade ranges
- Opportunities to revise and resubmit after feedback
- Metacognitive reflection on students' own learning
- Reflection activities after units to give instructor feedback
- No-stakes discussions about real world problems in the discipline

**How could this  
work in online or  
remote contexts?**

# Transparent Module Template for Canvas

## THE BASICS MODULE

Intro/Welcome video

“Liquid Syllabus” (Kim Lennox’s model!)

Class schedule on a live document

Updated student resource list

Extra Credit Info

Writing Center links and info

Temporary Link: Welcome/About Me discussion board

Permanent Link: Ongoing/Open topic discussion board

# Transparent Module Template, continued

## ASSIGNMENT MODULE TEMPLATE

### Getting Started

Intro video for each assignment

Step-by-step instructions for module

Prompt plus rubric in transparent format

### Content

Articles, texts, etc.

### Instructional Materials

Lesson (PPT with voice)

Handouts

Links to resources (Youtube, OWL Purdue)

## Instructional Materials (cont'd)

Scaffolding (outlines, etc)

*Annotated samples of student work*

### Assignments\*

Reading Quiz

Discussion/Padlet

Peer Review Activity

Draft for Instructional Feedback

FINAL DRAFT

***\*usually 1-2 formative assessments and 1 summative assessment per assignment***