

Transparent Learning and Teaching: TILT

Three-step process to make assignments more explicit

1. PURPOSE	Skills practiced Knowledge gained Relevance to students' major, lives, employment Connection to learning outcomes
2. TASK	What students will do How to do it (steps to follow, things to avoid)
3. CRITERIA	Checklist or rubric in advance so students can self-evaluate What excellence looks like (annotated examples)

Select references and resource sites

Berrett D. 2015. The Unwritten Rules of College. *The Chronicle of Higher Education*, 62(4), pp.A26-A29

Winkelmes MA. 2013. Transparency in Teaching: Faculty Share Data and Improve Students' Learning. *Liberal Education*, 99(2), p.n2.

Winkelmes, MA et al. 2016. A Teaching Intervention that Increases Underserved College Students' Success. *Peer Review* 18(1/2): 31.

<https://tilthighered.com>

<https://www.unlv.edu/provost/transparency/tilt-higher-ed-examples-and-resources>

EXAMPLE of rubric

NAME: _____

ASSIGNMENT: Article Reflection 120 points

	Poor Not yet demonstrated	Fair Marginally demonstrated	Good Demonstrated	Excellent Sophisticatedly demonstrated
Content Uses question(s) from <i>TOOLKIT: Thinking Like an Anthropologist</i> ; Integrates topics from reading and lecture in analysis.	Poor Write up lacks clearly developed understanding of anthropological concepts; concepts misapplied.	Fair Write up shows accurate understanding of cultural anthropology, concepts covered in weekly readings/discussion, but not sufficiently in-depth and/or with minor inaccuracies.	Good Write up shows accurate and sufficient depth of understanding of cultural anthropology and how to apply the concepts covered in class to issues in article.	Excellent Write up demonstrates sophisticated understanding of culture, anthropology, and how to apply concepts to interactions/events in a multi-cultural society.
Documentation, Evidence Analyze the central themes of article; Make connections between key terms and material in the article.	Poor Evidence/ central themes from article do not clearly support main points. Central themes misunderstood or misapplied. Only part of article discussed.	Fair Connection between main points and evidence/ central themes from article not clearly articulated in all cases, or using enough key terms, or some ideas misunderstood, misapplied.	Good Evidence/ central themes from article used to support the central points are well chosen, though not particularly rich and/or detailed.	Excellent Evidence from article used to support central points on anthropological perspectives are rich, detailed and well chosen.
Organization Writing logical; Each paragraph makes a distinct, coherent point; Paragraphs connected transitions smooth.	Poor Organization of the paper as a whole is not logical or discernable.	Fair Not all parts of the paper are effectively integrated. In some paragraphs, there is not a distinct or coherent point.	Good Organization of paper is logical and apparent; for the most part, each paragraph makes distinct and coherent point and transitions smooth.	Excellent Organization logical and quickly apparent; connections between paragraphs clearly articulated.
Mechanics, Diction Proofread for spelling and grammar; Avoided quotes; Proper citations of readings.	Poor Sentence structure consistently confusing; paper is sloppy / rough draft, wording ambiguous; quotes overused.	Fair Number of spelling, grammatical errors; quotations overused / not framed effectively; some wording imprecise; some confusing sentence structure.	Good For the most part, paper precisely worded and unambiguous; sentence structure mostly clear; minor spelling/grammatical errors; quotes and citations used properly.	Excellent Wording precise, unambiguous; sentence structure consistently clear; paper properly formatted; virtually no spelling or grammatical errors.

COMMENTS: _____