

Transparent Learning Framework for Student Support Personnel

At the beginning of the meeting, review your learning expectations with the student. This helps to identify and address any conditions necessary for the student to learn and benefit from the work, so they can begin with readiness to succeed.

Purpose

- What specific knowledge will the student gain from this meeting?
- What skills will they be practicing when they do this work? How are these skills connected to your institution's learning outcomes for the students' degree?
- How can the student use this knowledge and these skills in their life beyond the context of this meeting, this task, and beyond college?
- What short-term and long-term benefit(s) can the student gain from this work?

Tasks

- What learning behaviors or actions will the student use?
- Is there a recommended sequence for these? (Are there recommended steps?)
- What roadblocks/mistakes can the student avoid?
- What guidelines will the student follow while they are working to check on their understanding and the efficacy of their process?
- How will the student notify you as soon as your assistance is needed to ensure that the student has a fair opportunity to gain from this work?

Criteria

- Checklist (How will the student know they are doing what's expected?)
- What is your own standard for the student's achievement in this meeting or on this task?
- How well must the student be able to understand and apply what they have learned from this work for you to know it was successful?
- What short-term and long-term benefit(s) will the student gain?

Examples for Advisors and Student Support Personnel

The Transparency in Learning and Teaching (TILT) Framework advances equitable student success through a small change (or “tilt”) to instructional practice that increases students’ sense of belonging, persistence in college, and metacognitive awareness of how they are learning the skills that US employers value most. (Winkelmes et al. 2016, Gianoutsos and Winkelmes 2016; Calkins and Winkelmes 2018, Winkelmes et al. 2019).

Student support personnel use the three-part TILT Framework (purpose, tasks, criteria) as a tool to guide communications and ensure that students approach a task or activity with the understanding, resources, and expectations they will need to evaluate the effectiveness of their process and the quality of their work, and to complete the task successfully. Sometimes, student support personnel use the TILT Framework to approach collaborative work with their own colleagues. Some examples follow.

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| Tutor/Mentor & Student PURPOSE: <ul style="list-style-type: none"> • Knowledge & skills gained • Short- and long-term benefits TASKS: <ul style="list-style-type: none"> • Behaviors/actions • Sequence of actions • Roadblocks/mistakes to avoid • Process to seek help later CRITERIA: <ul style="list-style-type: none"> • How will student know this was a success? • How will mentor know? • Where else can this learning apply? | Supervisor & Student Worker PURPOSE: Gym Manager Job <ul style="list-style-type: none"> • Practice skills that are institutional learning outcomes: communication, global/multi-cultural understanding, citizenship & ethics, critical thinking TASKS: <ul style="list-style-type: none"> • Act as supervisor/role model, • Provide training & tours • Know services & equipment • Follow emergency protocol CRITERIA: <ul style="list-style-type: none"> • Identify learning outcomes achieved • Explain how you applied skills | Career Counselor & Student PURPOSE: e-Portfolio <ul style="list-style-type: none"> • Skills I practiced • Knowledge I gained • Value to my career goals TASKS: <ul style="list-style-type: none"> • My process • My rationale for this approach CRITERIA: <ul style="list-style-type: none"> • Criteria I used to evaluate the success of my work • Applications in my career where I can apply this experience |
| Advisor & Student Athlete PURPOSE: Academic Efficacy <ul style="list-style-type: none"> • Knowledge & skills gained • Short- and long-term benefits TASKS: <ul style="list-style-type: none"> • Review of course schedule, sport schedule • Review of syllabi, readings, assignments, exams, sports obligations • Evaluate and adjust time management CRITERIA: <ul style="list-style-type: none"> • Grades and athletic performance • Credits earned on time • Successful balance of academic and athletic | Advisor & Student PURPOSE: Declare a Major <ul style="list-style-type: none"> • Knowledge & skills applied • Additional applications • Short- and long-term gains TASKS: <ul style="list-style-type: none"> • Understand strengths/needs • Locate necessary info • Use available resources CRITERIA: <ul style="list-style-type: none"> • Develop self-reliance, confidence • Declare a major before 48 credits | Staff Meeting of Colleagues PURPOSE: <ul style="list-style-type: none"> • Knowledge & skills applied • Additional applications • Short- and long-term gains TASKS: <ul style="list-style-type: none"> • Behaviors and sequence of actions • Roadblocks/mistakes to avoid • Guidelines • When/how to identify needed resources CRITERIA: <ul style="list-style-type: none"> • What will success look like? • How will you measure it? • Personal and team expectations. |

