Transparent Learning Framework for Students and Staff

Students: At the beginning of the meeting, review your learning expectations with your advisor. This helps to identify and address any necessary conditions for learning and benefiting from the work so that you can begin with readiness to succeed. (Bring this document to help frame the conversation with your advisor.)

Purpose

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

Tasks

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

Criteria

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

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Examples for Advisors, Student-facing Staff

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-facing staff use the TILT Framework (of purpose, task, 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 and adjust the effectiveness of their work and to complete the task successfully. Sometimes, staff use the Framework to approach collaborative work with their own colleagues. Some examples follow.

Tutor/Mentor & Student	Supervisor & Student Worker	Career Counselor & Student
PURPOSE: • Knowledge & skills gained • Short- and long-term benefits **TASKS:** • Behaviors/actions • Sequence of actions • Roadblocks/mistakes to avoid • Process to seek more help late **CRITERIA:** • How will student know this was a success? • How will mentor know? • Where else can this learning apply?	**PURPOSE: Gym Manager Job** • Practice skills that are institutional learning outcomes: communication, global/multi-cultural understanding, citizenship & ethics, critical thinking **TASKS:** • Act as supervisor/role model, • Provide training & tours • Know services & equipment • Follow emergency protocol **CRITERIA:** • Identify learning outcomes achieved • Explain how you applied skills	**PURPOSE: e-Portfolio** • Skills I practiced • Knowledge I gained • Value to my career goals **TASKS:** • My process • My rationale for this approach **CRITERIA:** • Criteria I used to evaluate the success of my work • Applications in my career where I can apply this experience
Advisor & Student Athlete	**Advisor & Student**	**Staff Meeting of Colleagues**
PURPOSE: Academic Efficacy • Knowledge & skills gained • Short- and long-term benefits **TASKS:** • Review of course schedule, sport schedule • Review of syllabi, assignments, readings, exams, sport obligations • Evaluate and adjust time management **CRITERIA:** • Grades and athletic performance • Credits earned on time • Successful balance of academic and athletic	**PURPOSE: Declare a Major** • Knowledge & skills applied • Additional applications • Short- and long-term gains **TASKS:** • Understand strengths/needs • Locate necessary info • Use available resources **CRITERIA:** • Develop self-reliance, confidence • Declare a major before 48 credits	**PURPOSE:** • Knowledge & skills applied • Additional applications • Short- and long-term gains **TASKS:** • Behaviors and sequence of actions • Roadblocks/mistakes to avoid • Guidelines • When/how to identify needed resources **CRITERIA:** • What will success look like? • How will you measure it? • Personal and team expectations.

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