

## Transparency in Learning and Teaching (TILT) Professional Development Opportunities

Transparency in learning and teaching (TILT) a small, time-efficient, learning and teaching intervention that has demonstrably increased students' success and their mastery of career-ready skills at hundreds of institutions of higher education in the U.S. and abroad. In curricular and co-curricular contexts, TILT has also enhanced students' sense of belonging, confidence, retention, metacognitive awareness of skill development and workplace readiness (Gianoutsos and Winkelmes 2016; Calkins and Winkelmes 2018, Winkelmes et al. 2019).

**Selected opportunities** (Online, hybrid, and in-person formats are available.)

2-hour workshop\* for instructors and/or student-support personnel

### **Introduction to TILT: How TILT Advances Student Success, Persistence, and Skill Development**

This highly interactive session introduces student-support personnel and instructors/faculty to transparent instruction and engages them in small groups to apply transparent design principles to examples that will be provided from TILT research projects as well as their own examples. Participants will leave with:

- an understanding of how TILT works and what it looks like in practice
- TILT tools and strategies to enhance student success and teaching satisfaction
- draft revisions to an assignment or student-facing document/protocol of their own to make it more transparent, relevant, and accessible (and ready to use immediately with students).

\*The 2 hours can be divided into 2 sessions of 1 hour each.

2-hour workshop

### **From First TILT to Second TILT and Beyond**

Instructors and/or student-support personnel who have already implemented TILT will:

- discuss how they and their students experienced the first TILTed interaction
- address common challenges of TILT
- gather peer feedback on a second TILTed assignment or student-facing document.
- consider how TILT can apply to courses, syllabi and larger student success programs.

45-min panel discussion

### **How TILT Advances Our Students' Success and Educators' Satisfaction**

Dr. Winkelmes facilitates a conversation among panelists who address questions about how TILT affected their students' success and their own teaching or advising/support practices, and how they would advise colleagues who are beginning to TILT with students. Panelists will develop questions and talking points with Dr. Winkelmes in advance to ensure that collectively their comments represent a variety of experiences from which colleagues can learn.

1-hour workshop

**Student Workshop**

This workshop introduces students to TILT principles and prepares them to apply TILT tools to strengthen their skill development and their awareness of how they learn. Students will practice:

- applying TILT tools and strategies to seek transparency where it's missing, focus on career-ready skills, and advocate for themselves and their peers
- collaborating with instructors and advisors as student partners.

2-hour workshop

**TILT a Course**

For teams of instructors revising a 1st-year or gateway course, or for individual instructors: begin TILTING a whole course to make it more accessible and relevant for students, including: structure, syllabus, readings, assignments, materials, class meetings, online course platform structure.

1-hour follow-up sessions for instructors, student-support personnel\*

**Community of Practice (CoP) Sessions**

Focus areas can include:

- AI usage, TILT, and students' metacognition
- TILTING student-support interactions with students and student-facing documents
- challenges of TILTING: can you TILT too much? student resistance, class time and grading time
- choosing which assignments to TILT and when TILT is most effective
- TILTING class meetings, syllabi, and courses
- measuring the impact of TILT: gathering feedback and data
- mentoring and training future communities of practice

\*Two or three of these sessions per term are recommended

90-min training session

**Train the TILT Trainers**

This session prepares faculty developers and/or facilitators of a community of practice to work with colleagues and guide them in applying TILT as an evidence-based practice for enhancing student success. Possible focus areas include:

- sequencing a series of sessions for maximum benefits to students and educators
- compiling a collection of materials to support trainers' and participants' work effectively & efficiently
- focusing a student success project for maximum benefits
- scholarship of teaching and learning (SoTL): feasible research question(s), gathering/assessing data
- training students to offer feedback to instructors and student-support personnel in the context of TILT professional development sessions

1-hour workshop

**TILT-focused Research Projects**

For those investigating the impact of TILT on learning, teaching, and workplace readiness, this session considers participants' interests/goals within the context of past and ongoing TILT-focused research and peer-reviewed publications. The discussion can include consideration of: partnerships within and across institutions, timelines, data gathering and analysis, conference presentations, publication venues.

2-hour strategic planning session (Full-day and half-day strategic planning sessions are available.)

**Planning and Communicating a TILT Implementation**

Following the TILT Strategic Planning process, participants including faculty/instructors, student-support personnel, administrators, and students will work in groups to design a focused TILT implementation to achieve the best possible impact institution wide. Collaborators will identify short- and long-term goals, measures of success, partners and stakeholders, resources and timelines. Finally, they will develop a communication strategy for reaching all stakeholders.