Transparency in Learning and Teaching (TILT)
Professional Development Opportunities

Transparency in learning and teaching (TILT) involves direct communication among educators and students about the methods of teaching and learning. It has demonstrably increased student success and instructor satisfaction at hundreds of institutions of higher education in the U.S. and abroad. Data from several foundational studies identifies transparent instruction as a small, time-efficient, and equitable teaching intervention that significantly enhances students' success, with greater gains for historically underserved students (first-generation, low-income, ethnically underrepresented). As few as two TILTed assignments in a course can benefit students' success equitably (Winkelmes et al., 2016). In curricular and cocurricular 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 faculty/staff development session for instructors and/or staff*   **Introduction to TILT: How TILT Advances Inclusive Student Success**   This highly interactive session introduces student-facing staff and instructors/faculty to transparent instruction and engages them in small groups to apply transparent design principles to sample assignments 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-facing support staff 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.
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 equitably accessible and relevant for students, including: structure, syllabus, readings, assignments, materials, class meetings, online course platform structure.

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1-hour workshop   **Student Workshop**

This workshop introduces students to TILT principles and prepares them to parse their own academic work using TILT tools to strengthen their metacognitive awareness of how they learn. Focus areas include:

- practice applying TILT tools and strategies for advancing student success
- using TILT to seek transparency where it's missing and advocate for yourself and peers
- collaboration with instructors and advisors as student partners.

1-hour session for instructors, staff*
Community of Practice Sessions
Focus areas can include:
- staff applications of TILT to 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
- gathering feedback and data
- measuring the impact of TILT
- mentoring and training future communities of practice

*Two or three of these sessions per term are recommended

45-min panel discussion

How TILT Advances Our Students' Success and Instructor/Staff 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.

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

Subsequent opportunities can increase retention rates and position the institution for future grants:

- Applying TILT to course design and course materials in gateway, introductory, required, and high-enrollment courses to reduce Drop/Fail/Withdraw rates and increase retention

- Collaborative research among faculty, staff, and administrators who gather and analyze data, possibly for publication.

- Strategic planning retreats to advance institutional goals and communicate them transparently and accessibly to diverse stakeholders.