

Books, collections, volumes, and journal special issues

- Akella, D., et al. (2022). *Integrating transparency in learning and teaching (TILT): An effective tool for providing equitable opportunity in higher education*. IGI Global. (Countries include: US, India, Nigeria)
- Brown, J., (Ed.). (2023). *Perspectives In Learning*, 20(1), TILT Special Issue.
- State Library of Oregon. *Transparent Design in Library Instruction*. <https://commons.pacificu.edu/collection/f034f7d2-7f3c-4c34-bb4f-7e0c87f1e891> (Includes 18 items)
- McNair, T. B. (Ed.). (2016). Transparency and problem-centered learning. *Peer Review*, 18(1-2), TILT Special Issue.
- Polk, R., O'Brien, R., Carpenter, R., & Williams, L. (2020). *Transparency in teaching and learning: Pedagogicon Conference Proceedings*, 1.
- Sipes, S., Frake, M., & Friberg, J. (Eds.). (2025 forthcoming). *TILTed Pedagogy: A Collection of Evidence-Based Assignments to Inspire Learning in Higher Education*. Elon University Center for Engaged Learning.
- Winkelmes, M. A., Boye, A., & Tapp, S. (Eds.). (2019). *Transparent design in higher education teaching and leadership: A guide to implementing the transparency framework institution-wide to improve learning and retention*. Stylus. (Routledge 2023)

Journal articles

- Anderson, A. D., Hunt, A. N., Powell, R. E., & Dollar, C. B. (2013). Student perceptions of teaching transparency. *Journal of Effective Teaching*, 13(2), 38-47.
- Angel, R., & Merken, S. (2021). Assessing TILT in a college classroom. *National Teaching & Learning Forum*, 30(4), 1.
- Ashe, D., & Reilly, C. A. (2022). Nimble pedagogies for a liquid time. In Malo-Juvera, V., & Laudadio, N. (Eds.), *Disaster pedagogy for higher education: Research, criticism, and reflection* (pp. 73-92). Rowman and Littlefield.
- Bayraktar, B., Case, K., Fisler, J., & Keith, H. (2024). Cross-institutional FLCs that support equity-based pedagogy and student success. In Rainville, K., Desrochers, C., & Title, D. (Eds.), *Faculty learning communities: Working towards a more equitable, just, and antiracist future in higher education* (pp. 361-379). Information Age Publishing.
- Bhavsar, V. M. (2020). A transparent assignment to encourage reading for a flipped course. *College Teaching*, 68(1), 33-44. Blazek, K. (2024). Improving assessment with transparency in learning and teaching. In *Proceedings of the 30th Australian Conference on Science and Mathematics Education*.
- Bondmass, M. (2020). An evidence-based intervention to address nursing students' understanding of assignments and improve faculty teaching evaluation scores. *UNLV Best Teaching Practices Expo*, (89).
- Bowles-Terry, M., Watts, J. C., Hawthorne, P., & Iannuzzi, P. (2017). Collaborating with teaching faculty on transparent assignment design. In B. K. West, K. D. Hoffman, & M. Costello (Eds.), *Creative instructional design: Practical applications for librarians* (pp. 291-311). Assoc of College & Research Libraries.
- Bradley, L. (2023). *Improving transparent assignment design workshops: Helping faculty to communicate expectations for student success* (Publication No. 30509747) [Doctoral dissertation, Kent State University]. ProQuest Dissertations & Theses.
- Bruxvoort, C. (2024). Generating Assignments in Science Methods Using Research-based Transparency: Challenging Preservice Teachers to Do Likewise. NC-ASTE Regional Meeting, University of Northern Iowa.
- Calkins, C., & Winkelmes, M.A. (2018). A teaching method that boosts UNLV students' retention. *UNLV Best Teaching Practices Expo*. 3.
- Carpenter, R., O'Brien, S., Martin, T., Fox, H., & Pinion, C., et al. (2021). Faculty development for transparent learning & teaching: Perspectives from teacher-scholars. *The Journal of Faculty Development*, 35(2), 58-64.
- Chiu, A. M., & Stanforth, A. (2021). *From cloudy to clear: Transparent design for librarians*. Pressbooks.
- Cohen, D., Kim, E., Tan, J., & Winkelmes, M. A. (2013). A note-restructuring intervention increases students' exam scores. *College Teaching*, 61(3), 95-99.
- Copeland, D. E., Winkelmes, M.-A., & Gunawan, K. (2018). Helping students by using transparent writing assignments. In T. L. Kuther (Ed.), *Integrating writing into the psychology course: Strategies for promoting student success* (pp. 26-37). Society for the Teaching of Psychology.
- Cronmiller, J., et al. (2022). Writing intensive high impact practice along with transparency in learning and teaching promote critical thinking in writing assignments in two community college science courses. *HAPS Educator*, 26(1), 46-54.
- Cronmiller, J., et al. (2023). The use of an electronic cardiovascular model, case studies, and transparency in learning and teaching technique in undergraduate anatomy and physiology. *EC Clinical and Medical Case Reports*, 6(4), 164-171.
- Croyden, H. & Wells, J. (2021). *High impact transparency for supervising student workers*. Pressbooks.
- Davis, M. (2023). Fostering student sense of belonging with inclusive course design. In *Chemistry in general education* (ch. 13).
- Ferri, F., Salis, A., Stroumbakis, K., & Traver, A. (2015). Transparent problem-based learning across the disciplines in the community college context: Issues and impacts. *NERA Conference Proceedings*.
- Fuchs, B. (2018). "Pointing a Telescope Toward the Night Sky: Transparency and Intentionality as Teaching Techniques" (2018). *Library Presentations*. 188.
- Gianoutsos, D., & Winkelmes, M. A. (2016). Navigating with transparency: Enhancing underserved student success through transparent learning and teaching in the classroom.... *Proceedings of the Pennsylvania Association of Developmental Educators*.
- Howard, T. (2018). Instructional methods that improve outcomes for UNLV students in the virtual classroom. *UNLV Best Teaching Practices Expo*. 7.
- Howard, T., Winkelmes, M. A., & Shegog, M. L. (2019). Transparency teaching in the virtual classroom: Assessing the opportunities and challenges of integrating transparency teaching ... with online learning. *Journal of Political Science Education*, 16(3), 1-14.
- Humphrey, C. E. (2021). TILTING beyond the classroom: Utilizing transparency components to develop student-centered administrative processes. *Pedagogicon Conference Proceedings*, (1).
- Kane, S. F. (2023). *Promoting undergraduate success with asset-based pedagogy, utility-value, transparency framework: An explanatory sequential mixed methods study* [Doctoral dissertation], ProQuest Dissertations Publishing.

- Larkins, M. (2023). Tackling wicked problems through transparent teaching. In R. Potter et al., (Eds.), *Key competencies: Practical approaches to teaching sustainability* (pp. 160-22). Association for the Advancement of Sustainability in Higher Education.
- Leuzinger, R., & Grallo, J. (2019). Reaching first-generation and underrepresented students through transparent assignment design. *Library Faculty Publications and Presentations*, (11).
- Liu, R. (2022). Have you TILTed? Promote student success by TILTed assignments. *Georgia Teachers of English to Speakers of Other Languages (GATESOL) Journal*, 32(2), Fall 2022.
- Locks, T. V. (2023). *A study of transparent assessment design and low-income student success in Washington State* (Publication No. 1697552544) [Doctoral dissertation, William & Mary]. Dissertations, Theses, and Masters Projects: William and Mary.
- Mandulak, K. (2024). Implementing transparency in learning and teaching in higher ed in speech science coursework: A tutorial. *Perspectives of the ASHA Special Interest Groups*, 9(6), 1836–1846.
- Matsushima Chiu, A., & Stanforth, A. (2021). From cloudy to clear: Transparent design for librarians. Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. Pressbooks.
- McGrew, M, Jordan, E, & Skaggs, C (2024). Small but mighty: a hybrid TILT academic development partnership. *International Journal for Academic Development* 29(1).
- McHenry, K. & Hoyal, A. (2024). Incorporating transparency into an online respiratory care curriculum. *The Internet Journal of Allied Health Sciences and Practice* 22(4), Article 7.
- McRae, R. (2021). *The effect of a transparent assignment design intervention on students' self-efficacy in introductory preservice special education courses* (Publication No. 28411516) [Doctoral dissertation, University of West Georgia].
- McVicar, K. L., Bullard, G., Herrera, A., & Schad, J. (2023). Examining Master of Healthcare Administration (MHA) assignment redesign through the lens of the TILT (Transparency in Learning and Teaching) framework. *Journal of Health Administration Education*, 39(3), 541-552.
- Milman, N. B. (2018). Tips for success: The online instructor's (short) guide to making assignment descriptions more transparent. *Distance Learning*, 15(4), 65-67.
- Ojha, V., Watkins, A., Perdriau, C., Isenegger, K., & Lewis, C. M. (2024). Instructional transparency: Just to be clear, it's a good thing. In *Proceedings of the 2024 ACM Conference on International Computing Education Research (1)* pp. 192-205.
- Ou, J (2018). Board 75: Work in progress: A study of transparent assignments and their impact on students in an introductory circuit course. *2018 ASEE Annual Conference & Exposition*.
- Palmer, M. S., Gravett, E. O., & LaFleur, J. (2018). Measuring transparency: A learning-focused assignment rubric. *To Improve the Academy*, 37(2), 173-187.
- Parkinson, S. (2022). *Nobody likes busy work: TILTING an OTA program's curriculum* (Capstone project No. 104). Belmont University. Doctoral capstone project.
- Peplow, A., Carter, J. A., Baumgartner, J., Hennessy, M., Greer, M., Schlembach, S., Mallory, B., & Refaei, B. (2021). Transparent assignment design: A multidisciplinary survey assessing students' perceptions. *Journal for Research and Practice in College Teaching*, 6(1).
- Portillo, J. R., & Alvarado, A. E. (2020). Calculus and engineering: Reinforcing their link with transparent assignments. In *2020 IEEE World Conference on Engineering Education (EDUNINE)* (pp. 1-5). IEEE. Bogota, Colombia.
- Remler, N. L. (2023). TILTING it forward: The transparency model of assessment as a scaffold for secondary teacher education. *International Journal for the Scholarship of Teaching and Learning*, 17(2), Article 12.
- Sabbath, Roberta, "Student Class Presentations" (2017). *UNLV Best Teaching Practices Expo*. 41.
- Sanchez, M., & White, S. (2024). Transparency in learning and teaching for collaborative virtual assignments in an introductory management course. *International Journal of Education Research*, 19(1)
- Shemberger, M. (2024). Scaffolding and TILTING: Faculty development to improve instructor intention. *The Journal of Faculty Development*, 38(1), 62-64.
- Shimkus, J., & Turlington, A. (2018). Recoding and decoding assignments: Using TILT and reverse TILT for faculty, staff, and student development. *Georgia International Conference on Information Literacy*. 42.
- Simpkins, L. S., & O'Brien, S. P. (2021). Transparent roles in feedback in the student-faculty partnership for teaching and learning. *Pedagogicon Conference Proceedings*. 6.
- Thomas, J., & Rowland, A. L. (2020). Moving from transparent to translucent pedagogy. In D. P. Richards (Ed.), *On teacher neutrality: Politics, praxis, and performativity* (pp. 252-266). Utah State University Press.
- Villalobos, J., & Jessup, L. (2021). Adapting to distance learning during COVID-19 using a transparent assignment and course design. *The Journal of Faculty Development*, 35(2), 72-77.
- Waqar, Z. (2024). Evaluating assignment performance to apply the transparency in learning and teaching framework in a community college physics course. *Teaching and Learning Excellence through Scholarship (TALES)*, 4(1).
- Wasserman, E., & Ayeni, T. (2024). Being transparent about assignment expectations. In C. Harrington (Ed.), *Creating culturally affirming and meaningful assignments: A practical resource for higher education faculty*. Routledge.
- Winkelm, M.A., Bernacki, M. Butler, J. Zochowski, M. Golanics, J. Harriss Weavil, K. (2016). A Teaching Intervention that Increases Underserved College Students' Success. *Peer Review* 18(1/2).
- Winkelm, M.A. (2013). Transparency in Teaching: Faculty Share Data and Improve Students' Learning. *Liberal Education*, 99(2).
- Winkelm, M.A. (2022). Assessment in Class Meetings: Transparency Reduces Systemic Inequities. In Henning, G. W., Jankowski, N. A., Montenegro, E., Baker, G. R., & Lundquist, A. E. (Eds.). *Reframing Assessment to Center Equity: Theories, Models, and Practices*. Stylus Publishing, LLC.
- Winkelm, M.A., Copeland, D., Jorgensen, E. Sloat, A., Smedley, A., Pizor, P. Johnson, K. & Jalene, S. (2015). Benefits (some unexpected) of transparent assignment design. *National Teaching and Learning Forum*, 24(4), 4-6.
- Winkelm, M.A. (2015), Equity of access and equity of experience in higher ed. *National Teaching and Learning Forum*, 24(2), 1-4.
- Woods, J., Doran, M., & Wilcox, J. (2024) "A little transparency goes a long way: TILT enhances student perceptions of an interdisciplinary research symposium," *International Journal for the Scholarship of Teaching and Learning*: Vol. 18: No. 2, Article 9.