

The Unwritten Rules:

Decode Your Assignments and Decipher What's Expected of You

Before you begin working on an assignment or class activity, ask the instructor to help you understand the following. (Bring this document to frame the conversation.)

Purpose

- Skills you'll practice by doing this assignment
- Content knowledge you'll gain from doing this assignment
- How you can use these in your life beyond the context of this course, in and beyond college

Task

- What to do
- How to do it (Is there a recommended process? Is the process intentionally unclear? What roadblocks or mistakes should you avoid?)

Criteria

- Checklist. (Are you on the right track? How will you know you're doing what's expected? How will you know you're doing high quality work?)
- Examples of real-world work in this field. What's good or lacking about these examples? Use the checklist to identify the successful parts.

Did you know?

- Researchers demonstrated in a national study that transparency around academic assignments enhances students' success -- especially that of first-generation, low-income and underrepresented college students -- at statistically significant levels (with a medium-to-large sized magnitude of effect for underserved students). [Winkelmes et al. 2016]
- When faculty make the purpose, tasks and criteria of an academic assignment clear before students begin to work on it, students are more likely to experience greater academic success with that assignment, developing the knowledge, disposition, and skills necessary to succeed both at school and in life (in comparison to when students experience less clarity around purpose, tasks and criteria for their academic work). [Winkelmes et al. 2016]
- For University of Nevada Las Vegas students, benefits included a significantly higher rate of returning to college the following two years. [Gianoutsos and Winkelmes 2016; Winkelmes et al, 2019].
- An inclusive learning environment benefits all students and offers more equitable learning opportunities for underserved students. Research on student learning links college students' academic confidence and sense of belonging with higher GPAs, persistence and retention rates [Walton and Cohen, 2011].
- College students increased their test scores when supported by a system that advocated the belief that intelligence is not fixed but rather malleable. A year later, these students were 80% less likely to drop out of college [Aronson et al, 2002].

Aronson, J., Fried, C., & Good, C. "Reducing ... stereotype threat on African American college students..." *Journal of Experimental Social Psychology* 38 (2002):113-125.

Gianoutsos, Daniel & Mary-Ann Winkelmes. "Navigating with Transparency." *Proceedings of the Pennsylvania Association of Developmental Educators* (Spring, 2016)

Walton, G. M., & Cohen, G. L.. "A brief social-belonging intervention improves academic and health outcomes among minority students." *Science* 331 (2011): 1447-51.

Winkelmes, Mary-Ann, Matthew Bernacki, Jeffrey Butler, Michelle Zochowski, Jennifer Golanics, Kati Harriss Weavil. "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* (Winter/Spring 2016).

Winkelmes et al. *Transparent Design in Higher Education Teaching and Leadership*. Stylus, 2019.