



ALBANY STATE UNIVERSITY
TILT DIALOGIC FACULTY LEARNING COMMUNITY
SPRING 2020

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&

Team Members

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FLC Topic: Transparency in Learning and Teaching

Background & FLC Topic

I was selected as a Chancellors Learning Scholar (CLS) for the academic year 2019-2020, which required me to facilitate a Faculty Learning Community (FLC) at Albany State University, GA. Beginning Fall 2019, I was unsure about how to proceed or what I was required to do. But the one-day training workshop at Middle State Georgia College held in Fall 2019 elucidated my responsibilities as a CLS for the University System of Georgia. The workshop also introduced me to different teaching pedagogies which had been found useful in maximizing student learning. I met and interacted with other professors and instructors across Georgia, learned from them and the presentations given at the workshop. It was overall a good learning experience for me.

During the workshop itself I was drawn towards the teaching modalities of Transparency in Teaching and Learning (TILT) and high impact teaching practices. On my way drive back home, I decided my FLC was going to focus on TILT as a high impact teaching practice. The concept of making learning transparent appealed to me, usually students complain about not understanding the assignment, the grading scheme, or the syllabus. By becoming transparent, by making the effort to clarify one's expectations, explaining the purpose of the assignment or the class activity and be willing to discuss the course, tasks and the learning criteria shows a willingness on part of the faculty to equally participate in student learning and be committed to wanting the student to succeed in college. "We know why we assign specific work to our student, but do we explain our purposes to students in ways that they understand and value? We know what we want them to do, but do we explain those tasks to the students so that they know what they need to do to succeed? And we know how to evaluate the quality of that work, but do we help students know how they can monitor and improve their own performance" (Winkelmes, Boye & Tapp, 2019, p. vii). This is true to a large extent, there seems to be a communication gap between the instructor and the students regarding course expectations. Transparency seeks to overcome this gap, through simplification of assignments' instructions and grading schemes to raise the confidence of students on their ability to handle academic work at college and helping in closing the college achievement gaps. Furthermore, being a critic, primarily researching in the areas of critical management studies (CMS) and critical theory, I strongly believe in emancipation of the minority population and social justice. Also, I am employed at a historical black college and university (HBCU) where nearly all my students are African Americans, first generation college goers who belong to lower economic strata. Transparency in instruction as an equitable teaching practice therefore fits in with my ideologies and also with my student population.

I decided to create an interdisciplinary and a diverse FLC—diverse in terms of race, age, gender, and subjective disciplines and degree programs. Everyone I invited accepted—I had a total of ten faculty members—5 females (including myself) and 5 males, 3 faculty members from STEM discipline and all others from NON-STEM disciplines [see Table 1]

| Type of Faculty Member | Number |
|------------------------|--------|
| Female Professors | 5 |
| Male Professors | 5 |
| STEM Professors | 3 |
| NON-STEM | 7 |

Table 1: Team Members Profile

FLC Reading Material

I managed to identify a book authored by Winkelmes, Boye & Tapp (2019) titled “*Transparent Design in Higher Education Teaching and Leadership*” which was used as the FLC reading textbook. The book was informative but so were the discussions with other professors.

FLC Meetings

We decided to meet once a month for one hour over lunch (from 12: 15 pm –1:15 pm), to converse, dialogue and learn about TILT concepts and then integrate them into our classes. Lunch in the form of sandwiches, cookies and chips was provided to all participants. During the meetings positive and negative aspects of TILT were critically reflected upon, issues such as – does TILT reduce creativity levels of the students, does it restrict learning boundaries and allow the instructors to influence the learning abilities of the students and similarly students may not have the patience to read through so many instructions and therefore instead of simplifying course content TILT actually ends up creating more work for the students etc. were raised and discussed. The last two FLC meetings were held on WebEx because of COVID-19 and the lockdown and subsequent university closure [see Table 2] but this did not deter us from continuing with our FLC.

| Date of Meetings | Topics of Discussions |
|-----------------------------|---|
| 21 st Jan. 2020 | Introductions; Information about TILT (Transparency in Learning & Teaching); Semester Plan for FLC (how to use in classrooms—distribute FLC assignment plan sheet). |
| 18 th Feb. 2020 | FLC Participants feedback about incorporating TILT in their classrooms (how they plan to use it etc.) |
| 24 th March 2020 | Discussion on incorporating TILT interventions in online classes. Issues and problems in integrating it in online classes. |

| | |
|-----------------------------|---|
| 21 st April 2020 | Feedback from classes of each FLC participant—in terms of student success, student grades, student perspectives etc. Short reports. |
| 5 th May 2020 | Submission of Reflective Pieces & Q/A Session. |

Table 2: Meeting dates & Topics

FLC Outcomes:

(1) TILT Activities

The FLC required all the participants including myself to make small changes to our classes, design two transparent assignments in Spring Semester 2020. For instance, I incorporated TILT into two of my classes, Human Resources Management and Organizational Behavior in the following manner:

1. Provided detailed paragraph by paragraph instructions to my students for two assignments in all my face to face and online classes. Instead of just stating:

Summarize the methods through which an employer can effectively but fairly discipline his/her employees.

I further clarified what my expectations were:

Summarize the methods through which an employer can effectively but fairly discipline his/her employees.

First paragraph: Define progressive discipline

Second paragraph: Write about the different stages of progressive discipline

Third paragraph: write conclusion--give your opinion if you feel this is effective and fair.

Use New Times Roman, 12 font 11/2 spacing. Make sure you have a title page and references at the end.

2. I uploaded sample assignments from previous semesters where the students had scored good grades.
3. I uploaded rubrics which specified my learning expectations. And these rubrics were used to grade work submitted by the students in my classes.
4. I initiated a class discussion in two of my face to face classes, Organizational Behavior and Human Resources Management, in which I pulled up the assignment on Georgia Online View during class time. I divided the entire class into teams, and they discussed what should be covered in the assignment. Then I went over my expectations and the

grading rubric. If any student was still confused, I identified a peer student to further clarify to the student at the end of the class.

The students preferred the transparency assignments [see student feedback]. The grades were also better in the transparency assignments. I therefore plan to continue using these transparency initiatives in all my classes. In fact, next semester I plan to develop videos on Kaltura with verbal instructions for all my online activities and upload these onto my online classes. The students also commented it did not matter to them if the class was online or face-to-face, but they definitely preferred transparent instruction. I am enclosing samples of the TILT assignments which I designed for my classes. Also, comparative analysis of student performances in TIT and Non-TILT assignments and finally the student feedback.

(2) TILT Reflections & Student Feedback

All FLC members gathered student feedback and measured student performances on TILT and non-TILT assignments. We plan to compile our reflections into a form of a research paper over the summer holidays.

Reference:

Winkelmes, M., Boye, A. & Tapp, S. (2019). *Transparent design in higher education teaching and leadership*. Virginia: Stylus Publishers.

Appendix

MGMT 4125-01 Human Resources Management

Transparent Assignment:

Summarize the methods through which an employer can effectively but fairly discipline his/her employees.

First paragraph: Define progressive discipline

Second paragraph: Write about the different stages of progressive discipline

Third paragraph: write conclusion--give your opinion if you feel this is effective and fair.

Use New Times Roman, 12 font 11/2 spacing. Make sure you have a title page and references at the end.

Non-Transparent Assignment:

Describe how employees evaluate the fairness of a pay structure?

Write one page, three paragraphs, 12 font, New Times Roman, single spaced with a title page and references.

Student Performance (Grades Received)

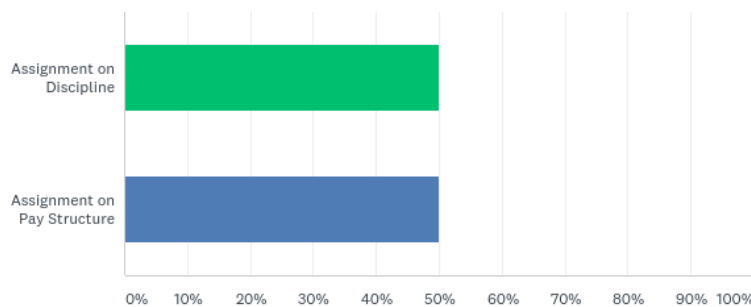
| Type of Assignment | A | B | C | Absent | Total |
|--------------------|----|---|---|--------|-------|
| Transparent | 5 | 4 | 1 | 1 | 12 |
| Non-Transparent | 11 | 0 | 0 | 1 | 12 |

Student Feedback

Preference for Assignment

Discipline: Transparent Assignment

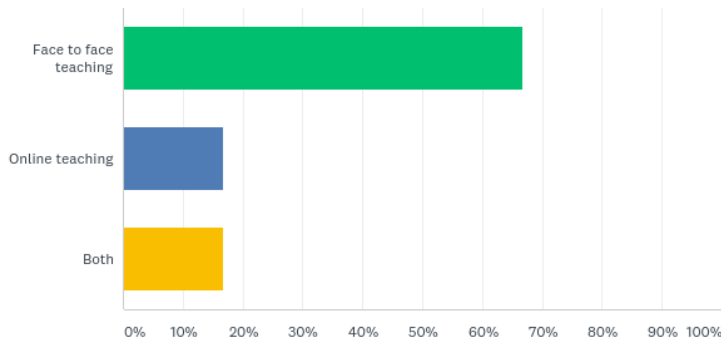
Pay Structure: Non-Transparent Assignment



Reasons for Preferences

- *It wasn't very clear to me.*
- *The expectations for each paragraph were clearly explained.*
- *The directions were clear and direct.*
- *The video was very helpful.*
- *The discipline assignment was easier because the steps for the process of discipline were easier to understand.*
- *I did not understand what exactly pay structure was*
- *Either assignment was rather easy, but I am more passionate about the subject matter of Pay Structure.*
- *The instructions are clear and direct.*
- *The assignments for this course are very well laid out and organized.*

Where does Transparency Work Better?



Reasons for their answers:

- *It wasn't a necessity for face to face learning, but it was useful. However, it is essential to online learning since students can't get immediate responses to questions if they have any about assignments.*
- *During face to face class sessions we the students can ask questions if we don't understand anything.*
- *The detailed information definitely is more useful online, however, maybe using a practice example with the instructions would be more helpful so I know I'm writing in the right direction.*

MGMT 4125-02 Human Resources Management

Transparent Assignment: OSHA

What are an organization's basic duties under the Occupational Safety and Health Act?

First paragraph: What is OSHA? 5 lines about the act

Second paragraph: What does the act do in the context of the safety of an organization? Give 4-5 responsibilities. 8 lines

Third paragraph: Conclusion--lack of safety measures in other countries unlike USA. 5 lines.

Write one page, three paragraphs, 12 New Times Roman Font, single spaced. Also make sure you mention the references in APA style referencing. Total three pages--covering page, actual essay and references page.

Non-Transparent Assignment: Training

Compare widely used training methods.

Write at least one page, three paragraphs, single spacing, 12 font, New Times Roman. Place references at the end.

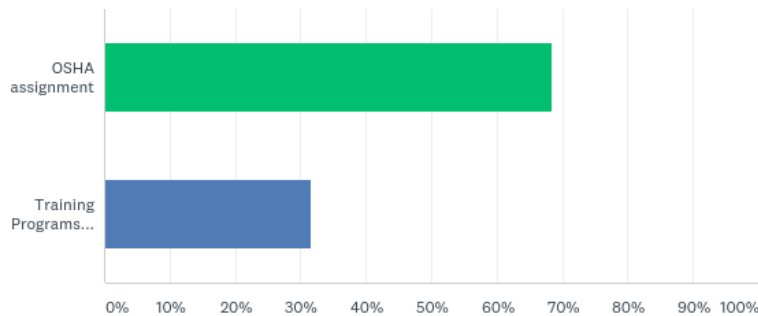
Student Performance (Grades Received)

| Type of Assignment | A | B | C | Fail | Absent | Total |
|--------------------|----|---|---|------|--------|-------|
| Transparent | 17 | | 1 | | 3 | 21 |
| Non-Transparent | 17 | 1 | 0 | 1 | 2 | 21 |

Student Feedback

OSHA assignment= Transparent

Training programs assignment = Non-Transparent



Student Feedback

The assignment was more open and allowed for greater student input

It was easier to do and comprehend

Better understanding of what was wanted in assignment

This assignment had more instructions gave me detail by detail exactly what I should be talking about or doing with it

My reasons for choosing the Osha assignment was because the directions were very clear cut. It was easier to write the one page about Osha. I started my first paragraph about Osha and the definition. My second paragraph consist on what the Osha act is responsible for and the last and final paragraph was a recap of the whole thing.

I was able to relate some of information that was giving in the assignment.

Gives a better hands on experience

Because I understand it better.

I felt like this assignment instructions were very clear and easy to understand. The basic duties under the OSHA were straightforward and easy topic to write on.

It was more clear

I think they are well explained

What is needed in each paragraph or assignment?

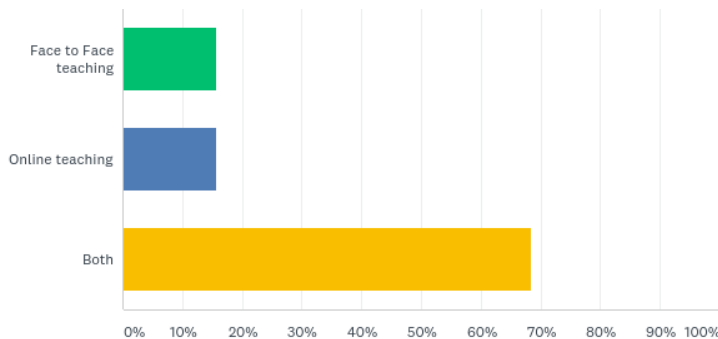
Clearer instructions would be and improvements and examples to use as an outline for the assignment.

They can be improved by simplifying some of the instruction for students to better understand.

I would just say to make sure that the instructions are clear and step by step so that the student will know what to do on the assignment.

they explain everything now

Where does Transparency work better?



Reasons for their answers

I feel that the assignments that are provided online are similar or exact to the assignments on campus. I do feel as though, my assignments are imperative and useful.

It doesn't matter if it is online, it is still classes and there has to be transparency

I would say both because it is important to understand what is going on in your classes regardless if they happen to be online or face to face.

All transparency is needed. Instructors need to make communication easy.

I feel as though those details instructions can be delivered both online and face-to-face if everything what is said in person is detailed typed.

Because a student needs to know what the instructor expects from their students whether it's face to face or online to receive the proper grade

Hatem Bata, Albany State University,

College of Professional Studies, Marketing division

FLC Topic: Transparency in Learning and Teaching

Class: International business BUSA 4105, project paper

1. Initially the instructor created the assignment of the international project paper to educate the students about the obstacles that will face a business when investing in a new country. The assignment was meant to educate students about the environmental, government, and business factors that have to be considered when starting a new business.
2. Every term, the instructor was astonished that most students collected haphazard information from the CIA World Almanac and Wikipedia about politics and geography, and culture of countries around the world without building a business case.
3. The instructor has re-wrote the directions for the paper three times and still most students did not do well in the paper, thus he decided to participate in TILT to improve the instructions and students' performance.
4. Participating in TILT and hearing about my colleagues' successes, failures, and current strategies for improving student's writing was useful in identifying areas that may be ambiguous to students. They also helped me in creating a detailed plan instructions based on Jonassen (1985) interactive learning designs.
5. In the pre-tilt, only 10% of the students were able to write about the business side of the assignment. However, after the improved instructions that are based on TILT 90% of the students were able to build a clear business case.

Class: Marketing management 4170, project paper

1. The instructor was given that task to upgrade the marketing management class so that seniors will have a practical knowledge of how to create a social media campaign.

2. The instructor met with local entrepreneur and small business owners to learn about the skillsets that are valuable in the business world to make sure that they are incorporated into the learning objectives of the project. The instructor wanted to address the skills gaps between the skills essential for effectiveness in the business world and those that are being taught in required accredited business programs (Rubin and Dierdorff, 2011).
3. The rubric, learning goals and the project instructions must be detailed and thorough to be used as benchmarks of progress and in the assignment of grades (Allen and Tanner,2006).
4. To make sure that the instructions are clear the instructor met with colleagues in the TILT committee and obtained suggestions. The instructor rewrote the project instructions five times to insure clarity and that the project was interesting to the students.
5. To incorporate concepts of transparent teaching and learning explicitly instructions were written to explain in detail the reason behind the project, learning skills needed, and how students will use these learning skills in their lives in the business world.
6. Students were divided into four groups, then each group elected at random a social media platform such as twitter, Instagram or Facebook. Students were requested to post regularly about events in the Albany State University college of business. They were required to create a report about their activities.

References:

- Allen, D., & Tanner, K. (2006). Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners. *CBE—Life Sciences Education*, 5(3), 197-203.
- Jonassen, D. H. (1985). Interactive lesson designs: A taxonomy. *Educational Technology*, 25(6), 7-17.
- Rubin, R. S., & Dierdorff, E. C. (2011). On the road to Abilene: Time to manage agreement about MBA curricular relevance. *Academy of Management Learning & Education*, 10(1), 148-161.

The social media project

Project Description

In this project students will work as a group to outline a social media campaign for the Albany State University business department. Campaigns will include: target audience, goals, how they will get followers, and social media account management. Students will write a formal analysis of their research paper and presentation.

The report

- A) SWOT (Strengths, weakness, opportunities, and threats)
- B) Brand audit (audit of the college brand and compare it to competitors), Social media listening by setting up social media listening in Hootsuite for a brand and its competitors
- C) Each group will create a social media marketing strategy using the 6Ws framework:
 - Who is your target audience? (Age, Location, Job Title, Income, Pain Points (that your business can solve), Most Used Social Network)
 - Why do you want to be on social media?
 - What are you going to share? (Images, Videos, Blog Posts, University News, Infographics, eBooks, Interviews)
 - Where are you going share?
 - When are you going share?
 - Why certain content get shared, how to improve the virality of content?
 - What is success? (Conversion Rate, Time Spent on Website, Reach, Brand Mentions, Sentiment, Total Shares)
- C) Examine posts of competitors' institutions and look at what could be learned from the digital marketing campaigns.

Next, students will discuss the trends they've observed and plan their marketing strategy. Ultimately, their marketing plan must incorporate an advertising campaign a social media platform and target three different audiences (students, parents, alumni).

Each group of students will be assigned randomly a social media platform. These social media platforms include: Twitter, Instagram, Tick-Tock, Snap-chat, and Facebook. Post information will vary based on their assigned social media platform. This project should take a few days of class to complete. Chances are if you work in digital or social media marketing that you will have to create content. Therefore, you will most likely have to be proficient at writing and image production.

Each group of students will be required to create a posting schedule including dates, times, and topics they will post about. For the Twitter, Instagram, Snap-chat, and Facebook each group have to put 25 posts during the semester. For the Tick-Tock group has to create 4 videos.

Students should not forget about the mobile experience, especially when up to 70% of internet traffic comes from mobile devices. Any time you're thinking about doing anything digital marketing-related, always think about how it looks and feels on mobile. You want your mobile experience to be as flawless as your desktop experience.

The presentation

Each group are assigned 15 minutes presentation. Each student will have to talk for at least one slide. If a student did not present, he/she will get a zero in the entire project and fail the class.

Grading rubric

200 points on uniqueness and creativity
200 points on accuracy of information
200 points on group cooperation
200 points on group professionalism
200 points timeliness of posts

Reflection of my experience on implementing the TILT Model

By Dr. Annalease Gibson, MSW

Associate Professor of Social Work at Albany State University.

I had the opportunity to participate in a faculty learning community (FLC) that focused on a transparent teaching model known as Transparency in Learning and Teaching in Higher Education (TILT Higher Ed). The FLC was under the group leadership of Dr. Devi Akella. The main concept about the TILT model was to “make learning processes explicit and equitably accessible for all students” (Winkelmes, Boye, & Tapp, 2019). We met once a month for a total of four meetings aimed at collegiate dialogue about the TILT concept. The reading material provided for our guidance and understanding was, *Transparent Design in Higher Education Teaching and Leadership* by Winkelmes, Boye, & Tapp (2019). During the first meeting, participants were introduced to the TILT model, its concepts, and the semester plan for the FLC was given. The remaining three meetings were organized to focus on specific readings or concepts from the book along with the opportunity for open dialogue about how participants were engaging or implementing the TILT model in two different courses. I thought this particular FLC was beneficial to me because although I felt I was providing details for assignments, I noticed over the years that students’ performance would show otherwise. I am always open to ways in which I can improve my pedagogy in order to reach my students better.

Prior to participating in this faculty learning community, my approach at being explicit with student assignments included providing outlines and rubrics for writing assignments. In addition to discussing required assignments at the beginning of the semester, I would always go into greater detail about an assignment when it is closer to the due date. To do this, I would read and discuss what was in the syllabus and the rubric, then go into further explanation of my expectations. While doing so, I would allow students to ask questions for clarity of the specific assignment. I made sure that my rubrics used the same terminology and expectations as outline in the course syllabus. My thoughts were that students’ performance was a result of them not paying attention in class; not thoroughly reading; or some were just lazy or waited until the last minute to complete the assignment and it showed in the performance outcome.

After participating in the TILT learning community, I realize that although some of the reasons for student’s low performance could actually be some of the things I have mentioned, it could also be because of my delivery. Being part of the FLC, helped me to realize that my students will not always see things the way that I do. I have also learned that it is often necessary to not only discuss expectations in greater detail, but to outline the purpose and skills in the course syllabus or with the assignment instructions.

Our group leader challenged all participants to choose two courses and two different assignments for each course. One assignment had to discuss just as we normally would do and the second assignment must implement the TILT concepts. I made an attempted to introduce the TILT Model in two of my social work pre-major courses. Our undergraduate program has courses scheduled in sequential order which establishes student to matriculate through the program together in cohorts. My reason for choosing these courses are because it would give me an opportunity to explore this

concept with two new cohorts of students. My intentions for this was to minimize any preconceived notions about student performance that has developed from teaching older cohorts over a longer period of time. One course is titled, "SOWK 3443-Interviewing and Recording." The major emphasis of this course is on the development of strong verbal and written communication skills through experiential laboratory to building competent interviewing and process recording skills. The other course is title, "SOWK 3300-Foundational Values and Ethics in Social Work". This course focuses on the values and ethics of the social work profession as well as social work competency. In the paragraphs to follow, I will attempt to discuss my experience of implementation from the individual courses. I will make this attempt by discussing the assignment, the purpose of the assignment, discussion of the change in the assignment, what assessment tool was used, and what the outcome was for the students.

For the SOWK 3443 course, the first assignment that did not include TILT instruction was to complete a culturagram on a person from a diverse background. Students were required to interview a student from a background different from their own. The purpose of this assignment is for students to practice their beginning interviewing and recording skills and is used as an assessment tool for the beginning relationship between a client and the practitioner. Students were given a handout that provided details to every section of the culturagram. No additional details or instructions were given to the students besides that they had to get creative with their interviewing skills in order to get the information needed for every section of the culturagram. I provided an interactive presentation on culture prior to the due date of the assignment. The presentation was a different approach to the implementation of this assignment. I figured it would be beneficial for students understand what is culture and the significance in learning about a client's culture in social work practice. My students and I attended our second campus and engaged with a Macroeconomics course for the culture presentation. It was chosen to do the presentation this way as to allow the social work students to engage in conversation with a different group of students. The presentation took place after social work students had been taught basic interviewing skills. After the presentation, the social work students were required to make a request to interview a student from the Macroeconomics course.

The second assignment for the SOWK 3443 course required students to complete a genogram on their fictitious case study. The purpose of the assignment is to engage in interviewing skills through a counseling session with a current client. This particular assignment is also an assessment tool, however, its assessment purpose is to create intervention tools based on a client's situation and family history. The assessment tool looks at generational patterns to better explain a client's family history. I provided and gave a detailed discussion of the purpose of the assignment. A handout with basic symbols to use on a genogram were provided and discussed in great detail with the students. There is always a discussion of the information given in the required textbook. I provided real-life examples of a genogram in the course syllabus. What I changed about the delivery of instruction for this assignment included: instruction was given through an online & live teaching format, provided additional examples of a completed genogram, reviewed and discussed the additional examples in detail as to what they represent, I went over the basic symbols again but with more detail of what is meant by the description and not just saying what the symbol stood for, created a case scenario for in-class completion of a genogram, provided an additional handout, discussed my expectations in a step-by-step process, and

made all examples available for continued review for students by uploading them to our LMS format known as GaView (D2L).

The assessment tool used for SOWK 3443 was a reflection journal using a DEAL reflection model to demonstrate the students' comprehension of the assignment. The DEAL reflection model required students to describe their experience, examine the experience based on personal growth, civic learning, and academic enhancement. The overall outcome based on assignment correct completion of the genogram was more than half passing rate for the entire class. The outcome of students' comprehension of the assignment based on their journal reflection indicated that they really appreciated the additional examples, explanations, and additional sources provided. An evaluation was given to students at the end of the semester in a survey questionnaire format to evaluate which assignment did they prefer, how instructions can be improved, is transparency more useful in face-to-face instruction or online instruction. Students also had to elaborate on their responses in the evaluation. The results of the evaluation can be found in the graph in Appendix A.

For the SOWK 3300 course, the first assignment that did not include TILT instruction was an autobiographical paper. The purpose of the paper was for students to compare and contrast their personal values to their professional values and to explore where did their values and beliefs derive from. The instructions for the assignment were discussed in class along with the instructor's expectations based on an outline provided to the class. In the course syllabus, there specific areas to address as well as statements or questions to respond to for the assignment. The handout with an outline for the assignment was something different that I changed in my instruction of the assignment.

The second assignment for the SOWK 3300 course required students to complete a learning contract. The purpose of the learning contract is to assess the student's knowledge of core competencies and practice behaviors of an effective social worker. This particular assignment is usually introduced to students when they are in their last set of courses for our BSW program. I decided to introduce this to my students so it would not be the first time they have seen or discussed the assignment. I decided to use this assignment for this course because part of understanding the values and ethics of a social worker is to understand their roles and responsibilities. During the time I began instruction for the social work competencies, our university had moved to the online teaching format. As part of my TILT implementation, I spent one entire class period focusing on only one competency. There were total of nine competencies and 31 practice behaviors. Other changes included: providing a PowerPoint presentation outlining each competency, a handout with numerous examples provided for all practice behaviors, discussed the significance of the learning contract, discussed the significance of the competencies, discussed the significance of the practice behaviors, showed how each section of the learning contract should be completed, saved the last 20 minutes of class to ask every student to give an example of how they could demonstrate each practice behavior that was attached to the particular competency, provided feedback about each student's response, allowed students to work in groups to complete the assignment based on the selection of the instructor, had students to select a specific social service agency related to a practice area given to each group and write a report about the agency based on a detailed outline given to the class. When we had in class discussion about the examples for the competencies and practice behaviors, the students had to respond based on their chosen agency. I

expected that the students would grasp an understanding behind the competencies as well as make the connection behind what is to be learned or mastered from completing the learning contract. The benefits of my approach is that students were able to get ready feedback from me, it built a better relationship between me and the students, and students became more engaged in class discussion.

I did not use an assessment tool for the TILT instruction for SOWK 3300. If I were to go by the results of the grading rubric, I would say that my expectations were met. The overall outcome based on assignment completion was full passing rate for all groups. I did ask the class during our last discussion of the competency about their comprehension of the assignment and almost all students gave a response. Most responses were positive as it related to the level of instruction. Over half of the class stated that they wish more instruction was broken down for them. An evaluation was given to students at the end of the semester in the format of a survey questionnaire. It was designed to evaluate which assignment the students preferred, how instruction can be improved, and to see if transparency is more useful in face-to-face instruction or online instruction. Students were also asked to elaborate on their responses by providing why the response was chosen.

Overall, I enjoyed the experienced. Being part of this FLC has a great effect on my teaching because I now know that breaking assignments down to their purpose and skill helps students to make connections to theory and practice. At the end of the day, that is the same thing that instructors want for their students, we must be willing to meet our students half way. This also means that no matter how much experience we may have or how long we have been teaching, we must be willing to change if we want better results.

TILT Dialogic Faculty Learning Community

Lisa Jenkins MSN, RN

This was a very interesting project. Nursing students are different by skill set and the focus is on providing care to patients. One area of concern is the use of writing. Nursing does not require much sentence structure are writing reports. I used the information received in our meetings and from reading the book on transparency. The class had two writing assignments for this semester to fulfill the Writing Across the Curriculum requirement. The first assignment was for them to pick a disorder and write 1-2 pages on that topic of choice. After the first assignment was complete, we discussed their thoughts on writing and how they felt about writing. We held open discussion for the students to express what weaknesses they have and their strengths. The second essay assignment was for the students to write about a current medical disorder. A template was given to guide the paper construction (title page, intro, 3 paragraphs, and conclusion). After the second assignment, the class was asked to state their feelings toward the instructions given. The class was very receptive to the guidance and even stated that it was easier to write due to having a guide to follow. This was a much-needed activity for AND students. The department has decided to remove ENG 1102 from the requirements for AND. In the future I would like to include transparency in completing Nursing Care Plans and other assignments.

Transparency in Learning and Teaching: Reflection

Professor Aaron Johnson

Albany State University

Persuasive writing is a valued skill in the business industry, so a signature project was developed that revolved around researching a social issue involving microeconomics. There was a dual purpose where students would get an opportunity to apply a microeconomic concept using real-world research, along with learning research skills utilizing the internet. A large majority of my students taking Principles of Microeconomics major in business and as they progress in their career track, their ability to research a position and advocate it to upper management can be an essential skill in progressing beyond first-line management positions. While the social issues do not necessarily relate to business, the mechanics of research and advocacy writing are transferable skills to all industries and occupations. While the signature project had four parts, Argumentative Summary I, Argumentative Summary II, Argumentative Summary III, and the final paper, only two of these four were reviewed to determine if greater transparency would lead to better results.

As part of my research, Argumentative Summary II served as the “non-transparency” assignment, while Argumentative Summary III served as the “transparency” assignment. In reality, both assignments involved some level of transparency, but Argumentative Summary III had more detailed instructions and thus was considered to be more transparent. There were two separate sections of Principles of Microeconomics that were reviewed. One section was an online class with 10 students, while the other section was face-to-face and had 22 students. There were three primary goals that were aimed with greater transparency. The first goal is whether they conducted outside research rather than just editorialize. The second goal was to encourage collaboration within their assigned group. The third goal was ascertaining whether they considered both sides of the argument. Directions for the two assignments are listed under Appendix A.

There were better results with transparency when it came to conducting outside research in both the online and face-to-face environment. One would have expected better adherence to directions in the online environment over the face-to-face since there were more opportunities to

describe the assignment in person with the face-to-face environment. However, the online class showed more evidence of doing outside research. During the first non-transparency assignment, 5 of the 6 students showed evidence of outside research (85.7%). In comparison, there were only 12 out of 17 students who conducted outside research (70.6%). Both figures went up with the transparency assignment. All 6 students showed evidence of outside research where there was one student who did not turn in the second assignment. Of the students who performed both assignments, 14 out of 17 students conducted outside research, which was an improvement to 82.4%.

Greater transparency actually resulted in mixed results in terms of encouraging collaboration. It was much more difficult to get students to work together within the face-to-face class, which was surprising. With the non-transparency assignment, there was only 1 out of 17 students (5.9%) who showed evidence of working together. Obviously, that meant that at least two people worked together but the second person did not describe the group interactions with their assignment. In contrast, half of the online students showed evidence of working together, though it should be noted that really consisted of one group of three. As for the transparency assignment, there was more group cooperation with the face-to-face class, but less group cooperation with the online class. As for the online class, one of the original group of three decided to work alone. On the other hand, there was another group that decided to work together. Overall, there was not much change in this area as most students preferred to work individually.

As for considering both sides, there were mixed results with the online and face-to-face class. With online, there was regression where 5 of the 6 students considered both sides of the argument, but then only 3 of the 6 students did in the second assignment. On the other hand, the number of students considering both sides went up from 8 out of 17 (47.1%) to 10 out of 17 (58.8%). There were opportunities in class to clarifying that this aspect was missing from the first assignment, so that could explain the improvement. On the other hand, I resorted to email communication with the online class, which was less effective.

A survey was conducted for both classes where the response rate was similar for both the online and face-to-face environment. The response rate was slightly with the face-to-face classes with 58.8% (10 out of 17) responding compared to 3 out of 6 (50%) for the online class. I excluded the surveys of students who didn't complete both assignments. While all three students preferred transparency, there were 3 out of 10 who preferred non-transparency. Even though both groups preferred transparency, those that preferred non-transparency felt restricted by the additional guidelines. One thought there was more stress related to the additional detail while another said they would have preferred more concise directions.

In summary, there was value in more transparency, though still should be careful about providing too much detail. Instructor expectations have a greater likelihood of being met when there are additional details outlined. However, we also must be mindful of not restricting their creativity by forcing them to conform to having too many directions. In the future, additional research on transparency could involve whether providing a sample assignment could lead to better results. Lastly, this project was enlightening in that it forced me to find ways to better communicate my expectations to yield the results that I desire.

Appendix A

The directions for both Argumentative Summary II and Argumentative Summary III are below.

Directions for Argumentative Summary II (Non-transparency)

As a group, split into two groups. One group will conduct research supporting the motion, while the other group will conduct research opposing the motion. Discuss the research on both sides and decide which side was most compelling. Then write a short summary about your group discussions that should be about a page long. Use the APA format where you include a cover page and references.

- No abstract
- Three paragraphs - 4-5 sentences
- 1st paragraph - Summarize your research
- 2nd paragraph - Summarize position of the other side
- 3rd paragraph - Determine which side was most compelling

Would like to see improvement in paragraph construction, so I have added this YouTube video discussing how to construct effective paragraphs.

Link: <https://www.youtube.com/watch?v=NLzKqujmdGk>

Directions for Argumentative Summary III (Transparency)

You have two options where you can work individually or pair up with someone. Then do the following. If you originally paired up with someone where each of you conducted research on each side of an issue, now switch sides.

For example:

- If you did research on the benefits of immigration, now do research on the cost of immigration.
- If you did research supporting that government needs to do more to fight climate change, now research the side that government does too much to fight climate change or think it's futile.
- If you did research supporting the \$15 an hour minimum wage, now do research on those that believe raising the minimum wage can be harmful.
- If you did research saying government should do more to fight poverty, research alternative ways beyond government that can reduce poverty.

If you do this as a group, then you can compare research found and then discuss which was more compelling. Now if you choose to do this by yourself, then you will need to conduct new research on both sides. Compare and contrast and then explain which was more compelling to you.

Use the APA format where you have a cover page, and four paragraphs. Your introductory paragraph explains your topic and explain how you explored both sides of the issue. Did you collaborate or do it alone? Your second paragraph will discuss your research on one side of the issue and summarize. Your third paragraph will either discuss your partner's research or your own research of the other side of the issue. Your fourth paragraph will show which side was most compelling to you and why.

Transparency in Learning and Teaching (TILT) Report Based Principles of Microeconomics Class, Spring 2020

Amaechi N. Nwaokoro, Ph.D.

I. Introduction.

Transparency in Learning and Teaching Innovation (TILT) as pedagogical factor, and professional experience among others are essential for fostering students': class learning, growth, college experience, and development (Nwaokoro 2010). By applying TILT in the conduct of my Principles of Microeconomics course, ECON 2106 in the Spring of 2020, my desire is to see how much that the course TILT in-built explains TILT empirical results. If it does have some impact, TILT would therefore, be identified, as an innovative-impact factor for the student learning. Therefore, the goal of this undertaking investigates the student class performance impacted by an in-built class transparency. Empirical estimates of the performance would verify the extent of the impact.

II. Discussion

Every discipline has its own body of terms and the transparency of the terms can acts as a hook to draw even a latent interest for understanding a discipline. TILT expresses for the subject's content objectives to be stated at the beginning of a lecture and for the lecture to identify and to embody the relevant transparent key words, concepts, and issues of significance. These terms would bring the students closer to understand the material content in the topic of reference. These transparency terms written out at the start of the lecture presentation would enable the students to recognize and to tie them to the lecture discussion.

Alternatively, the transparency terms, and the associated empirical citations and graphs can be carefully articulated during the lecture presentation. One of the various ways to highlight the transparency terms is to state them in italic font or in bold print in the lecture notes. Putting the words in italic font tends to assist students in recalling the previous portions of the lecture and

therefore serves as a lead indicator for the students to understand future related topics and to accomplish the subject content objectives.

Transparency in lecture would be expected to assist students with: note taking, listening, and questioning skills. With note taking skills, students can tie their statement against the transparency ideas and concepts. Therefore, they can focus more on the content of the lecture presentation with an attentive listening that enables intelligent questioning.

In the class assessment platforms, two comparable assessments were discretely conducted in two different periods and administered to 18 students. The “control” assessment was given at the beginning of the semester with a minimal course transparency characterized above. The other comparable assessment version was administered with a lengthy transparency idea and understanding toward the end of the semester.

III. Empirical Results

As expected, the students’ assessment performance from the assessment with the in-built transparency exceeds the students’ class performance from the controlled assessment with a minimal measure of transparency. Out of the maximum 10-percentage point allotted to an individual test administered to each student, the empirical dimensional cumulative average performance points and the associated standard deviations from the non-transparency and transparency assessments are posted in table 1.

Table 1

| Tests | Performance Estimate without Transparency | Performance Estimate with Transparency |
|-------------------|--|---|
| Non-Transparency | 7.667 (1.241) | |
| With Transparency | | 8.306 (1.083) |

| | | |
|-------|--|--|
| | | |
| N =18 | | |

Given the identified gap ($8.306-7.667=0.639$) between the two referenced performance estimates, and a lesser standard deviation of the transparency performance estimate, one can expect a truer value of the transparency performance estimate in a bigger class sample. TILT’s innovative idea as pedagogical factor is hereby clearly supported from the empirical perspective. It shows that course transparency as pedagogical innovation positively impacts TILT performance estimates.

IV. Student Feedback and Remarks

Most of the students took both assignments—with and without transparency. Therefore, they were well situated and informed to testify of the assignment that facilitated their learning. With an increased sample size, the truer expected learning experience would be possible from a transparency lecture.

As expected, most of the observations of the sample identified the second assignment with the in-built transparency for providing the highest level of the learning experience. *Particularly, the functionality of the class transparency was implicated when a student notes, “the instructor made the instruction very clear and discussion questions easy to answer and understand”*. The transparency innovation got them hooked up with the lecture expectations and therefore to the advanced level of performance. They would want to have transparency innovative idea in their future classes.

Regarding online class improvement, the cohort identified increasing employment of videos, and links to materials and to you tube, especially in the online classes. As provided to the class, the sample identified organized lecture note, frequent mails on instruction and expectations, and assignments based on similar examples, among others, as some avenues to improve especially online course platforms and deliveries. Even with the preference for the face-to-face lecture delivery platform by most of the students, class transparency in an online platform could tend to

bring the learning experience from the online platform to be comparable to that from the face-to-face.

A lot of the students have a deep appreciation of this class with the in-built transparency that provided them with the privilege to experience an enhanced college experience. Among others, the high mail frequency, and clarity of expectations were identified as some of the reasons for their expected high level of success in this class during this critical coronavirus period of 2020.

TILT, therefore, facilitates student class performance and college learning experience. Empirical evidence lends support to the significance of the course harbored transparency. With caution, an increasing deployment of course in-built TILT transparency is hereby being recommended as another input to achieve an improved students' class performance.

Reference

Nwaokoro, Amaechi. (2010). An investigation of Institutional Enhancement Factors on Student Success. *Contemporary Issus in Education Research*, v 3, n8, pp 1-8.

MGMT 6199 Business Policy and Strategic Management
Transparent Design in Higher Education Teaching and Leadership (TILT)
Spring 2020 and Fall 2020
Dr. Michael Rogers

MGMT 6199 is the capstone MBA course required after completing at least 18 hours of MBA coursework. The course includes the required MBA Capstone Project:

A critical component of the MBA curriculum constitutes the MBA Capstone Project. Students entering the program effective Fall 2015, are required to complete an MBA Capstone Project and present it before the faculty and/or area business professionals in their final graduating semester. The Capstone project should demonstrate the ability to integrate knowledge gained from the courses completed and apply it to a practical business-related problem.

The course description is:

This course can be taken only after completion of at least [18] hours of MBA courses. The purpose of the course is to give the student an opportunity to develop and appreciate skills and perspectives, capabilities needed by higher-level leaders and managers in all types of organizations. Emphasis is given to the integration of subject matter from all business courses and other disciplines in formulating, implementing and evaluating cross-functional decisions that enable the organization to achieve its goals and objectives. Comprehensive analysis of organizations in a wide variety of situations is conducted. This is the capstone MBA course. Offered: As needed.

The current Spring 2020 course design includes a comprehensive case analysis on the text “cohesion case” Coca-Cola. In the past, students worked individually in preparation of the case including a 15-minute oral summary presentation with power point slides. Presentations were made via Kaltura and reviewed and graded by the instructor. Feedback from students included comments that the case preparation was very time-consuming and difficult to integrate all the required elements included in the strategic management text. Texts have changed over the years as two different faculty taught the course.

Now, effective Spring Semester 2020, the text is the same for both sections, historically one face-t-to face section and two or three online sections. This semester, the instructor utilized the cohesion case assignments in each chapter to be completed by student three-member teams. Each team would prepare a comprehensive response to end of the chapter “Assurance of Learning” exercises on specific elements of a strategic plan for Coca-Cola. In the past a student would prepare, for example, a review of the company’s vision and mission, and recommend changes in accordance with criteria spelled out in chapter two of the text only when preparing that part of their overall comprehensive case study. Now each team completes a cohesion case AOL exercise that give the team the content of that part of case as they read and study chapter 2, write the report, and then include it in the case analysis. The comprehensive exam will be a take home exam, and questions will be asked to gain feedback from each student on this change in the process. (Student feedback will also be reviewed and included in a report of the effectiveness of this change in course learning process.)

Team presentations will be make on WebEx and recorded so that other faculty, some of whom are part-time and who are experienced business leaders in the community.

Given the impact of the pandemic, I changed the case analysis from 40% of the grade to 20% and added another assignment for students to put together an individual professional/personal “strategic plan” in

accordance with the SOAR model: Strengths, Opportunities, Aspirations, and Results. The papers have exceeded my expectations, and the students worked diligently on their papers and based on feedback appreciated the opportunity to use this time to reflect on their careers, given the pandemic. This plan makes up the other 20% of the grade taken from the case analysis. Students reported that this was one of the most significant exercises of their entire MBA Program, as it provided a sense of clarity on their career goals and aspirations. The average grade for this four-part assignment was 94. Plans are to incorporate this personal, career-focused strategic plan at the first of the course next semester.

The instructor also modified the assignments for the remaining chapters not covered in the text so that each student would read the chapter, review two-three video simulations with questions, and then an online quiz at the end of each chapter. These are virtual assignments from the eText on Pearson's MyMGMT Lab.

For Fall Semester and beyond we have modified the MBA Capstone and the MGMT 6199 course to include a simulation opportunity such that virtual teams are created and each team manages a fictitious global camera company and competes with fellow students in the course, as well against teams in the same course throughout the world. The other change to course is to also provide an opportunity student teams to do consulting with area businesses, non-profits who need expertise in development of new strategic plans for their organizations following the economic downturn resulting from the pandemic.

**ECON 4705 Economic History of the U. S.
Transparent Design in Higher Education Teaching and Leadership (TILT)
Spring 2020 and Fall 2020**

ECON 4705 Economic History of the United States is the second course impacted by my TILT experience as this course is provided primarily for students in the Middle Grades Education curriculum to help them prepare for the GACE exam. A research paper is required, counting 40 to 50 percent of the overall grade and on a topic that will assist students to learn about the most significant economic events of the country. Last semester the course was offered, only a few students enrolled so I was unable to compare the process used to help student prepare a quality paper, compared to this semester, Spring 20 in which a step-wise process was used in that student first had to submit the purpose statement of their paper, and 3-4 key objectives, which were review and feedback provide before they moved to the second requirement, an Annotated Bibliography. Then an outline was required, feedback provided, and then a early draft, and a second draft paper was to be submitted. These were not graded but feedback was provided. One paper has been submitted to date, and it was an A plus. (Some student only submitted the first two requirements, no outlines and no drafts, so next course will include grades on each of the steps)

**FLC Report – Spring
2020 Jayanti R Saha**

My name is Jayanti R Saha. I work in East campus Math Center. I am the coordinator of the center. Also, I teach couple of math classes in every semester. I teach lower level math classes. So, every semester I have an opportunity to teach our freshman. I enjoy teaching them. Beginning of the semester I give my students a sample test just to get to know where I have to start. I teach regular math class and math with support class. That means for math with support my classes meet five days in a week. Lecture classes meet three days in a week and support classes meet two days in a week. Every semester I find that students with support class do way better than regular math class. Their passing grade also better. Math with support class, since students meet five days, so they have more opportunity to practice. I believe students who have math deficiency, only practice can help them. Monday, Wednesday and Friday are my lecture days. For Tuesday and Thursday, I make worksheet based on my lecture which students complete it sometimes individually or sometimes in a group with the help of mine. Since I work in math center students have always access to reach me there whenever they need help. For my classes I make students two hours mandatory visit to math center which help them a lot. Every time beginning of the semester many students tell me for ex: I don't like math, Math is not for me and so on. My goal is to make sure for them when they leave me end of the semester students will say math is not hard, math is interesting and also you are a good teacher. I try to break down problem step by step which make them understand easily. In the math center I need to help students for all math classes. Many students may not understand in the classroom because they need help one-to-one. For those math center, is perfect.

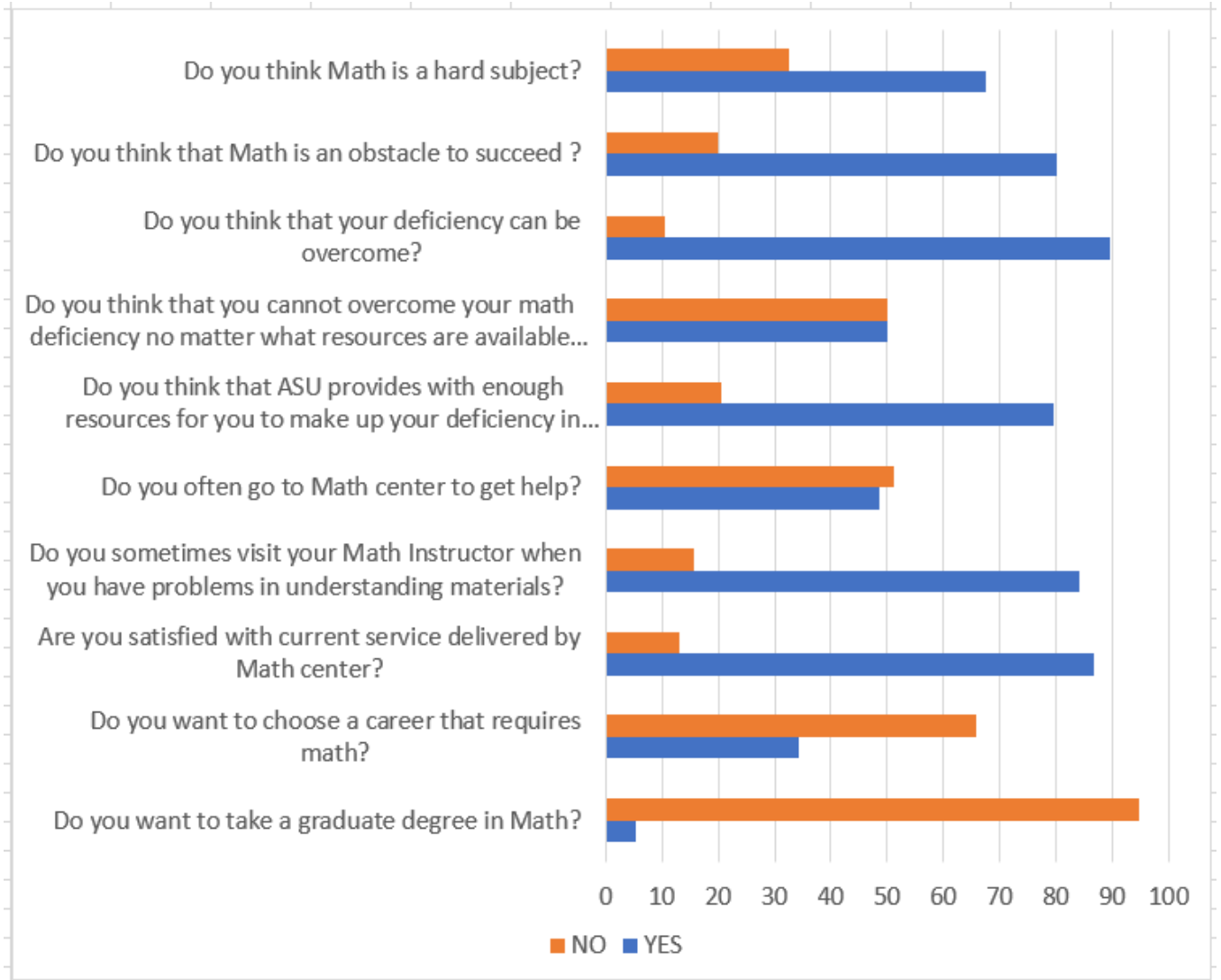
However, I took a survey among students of one College Algebra and two Quantitative Reasoning Math classes that I teach to understand the following aspects -

- (a) Student attitude towards Math subject – Response to questions 1-4 shows that students are afraid of Math subject. But response to question 5 indicates that half of students are of fixed mindset and half are of flexible mind set

- (b) SU resources – Response to questions 5-8, shows that ASU provides enough resources for student success in Math subject.

- (c) Effectiveness of Math Center - Response to questions 9-10, shows that ASU Math center doing its function well.

Analysis of Student Aptitude Survey
Number of Participant = 38
Subject – College Algebra & Quantitative Reasoning
Spring 2020



Name: Nadeepa Wickramage, FLC Participant, Albany State University

FLC Topic: Transparency Interventions as High Impact Teaching

Practices

Introduction

As a participant in The TILT Dialogic faculty learning community, I learned about Transparency in Learning and Teaching (TILT). To practice TILT, learn about the impact of TILT, several assignments were designed in multiple classes. After grading the assignments, feedback from students was obtained. In this essay, I'm reflecting the lessons learned on the exercise. The Background section will explain how the methodology was selected; Methodology section will explain how the transparency in learning and teaching is used and how data was collected; The results section will show the summary observations; The discussion section will discuss the observations and lessons learned; The conclusion section will discuss how TILT might be used.

Background

During the first TILT Dialogic faculty learning community meeting, it was discussed how transparency can be used as a high impact teaching practice. Transparency can be used to express the expectations of the instructor during all phases of the course, from the syllabus to delivering the course to examinations. The examples discussed in *Transparent Design in Higher Education* [Winkelms, 2019] were helpful to me to understand the difference between less-transparent and more-transparent activities and components in a course. To practice how to use transparency in learning and teaching, multiple assignments were modified in multiple classes. To study the impact of transparency in learning and teaching, two similar assignments were selected in a class and one assignment was modified using TILT principles.

Methodology

The less-transparent version of the assignments included the general format of the answers expected for the questions. However, the less-transparent version of the assignment did not specify the expectation of answers for each question. In the modified, more-transparent version of the assignment, the questions included the key points expected in a response. Less-transparent assignment questions allowed students to choose the quantity and quality of their responses, within the expected general format while more-transparent assignment questions stated the key-points that must be included in a good answer. *Appendix I* provides few examples of questions before and after the modification to include transparency.

The selected class to collect student feedback had two sections, one face-to-face and one distance learning. After the assignments were graded, students were requested (voluntarily) to provide feedback through an anonymous survey to compare the modified more-transparent-

assignment with the less-transparent assignment. Students were not revealed which assignment is named less-transparent and more-transparent. Instead, they were asked to provide feedback on the assignment name. The next section shows the observations from the collected feedback and grades of each assignment.

Results

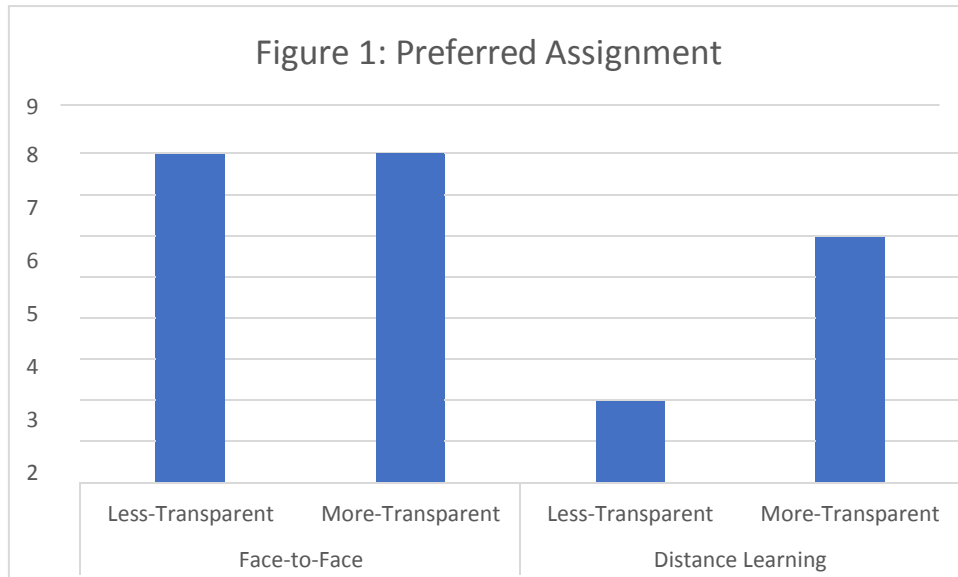


Figure 1 shows the Preferred Assignment, in terms of clarity, easiness to understand the instructor's expectations and the question being asked by the instructor in each class. In the face-to-face class (N=16), students did not have a preference over less-transparent versus more-transparent assignment. In the distance learning class (N=8), 75% of the students preferred more-transparent assignment.

Figure 2 shows the student feedback on where they think when transparency in coursework is more useful when transparency is provided about the assignment (instructor's expectations, paragraph by paragraph requirements etc.) in each class. In face-to-face class, 81.25% of the students (N=16) think that transparency is more useful in face-to-face class environments while 75% of the distance learning students (N=8) think that transparency is more useful in distance-learning environments.

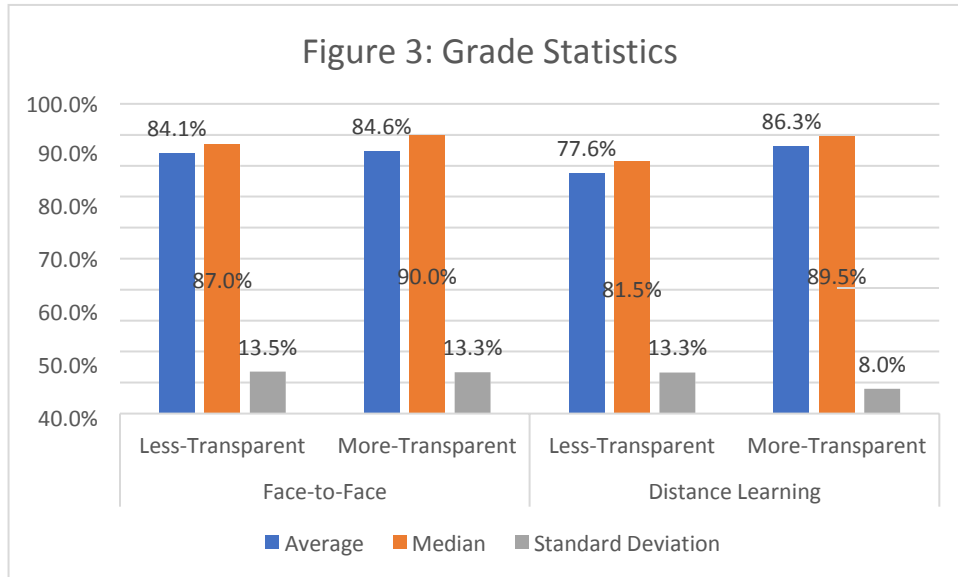


Figure 3 shows the grade statistics for the two assignments in each class. In face-to-face class, average for less-transparent and more-transparent assignments are 84.1% (N=23) and 84.6% (N=21) respectively. In distance learning class, average for less-transparent and more-transparent assignments are 77.6% (N=14) and 88.3% (N=16) respectively.

Discussion

From *Figure 1*, it is evident that for face-to-face class students do not have a clear preference on the level of transparency, that is the clarity and easiness to understand the instructor's expectations, of the questions. On the other hand, the distance learning class students clearly preferred the questions in the more-transparent assignment. The reason for no clear preference on less-transparent versus more-transparent assignment in face-to face class might be the ability to clarify the questions and expected answers during regular class meetings. In distance learning method, students study at their own pace and in their own time. Therefore, detailed information on the assignment and the expectations for answers might be helpful for the students to understand the questions better and it is likely the reason for the preference of more-transparent assignment for distance learning students.

The preference on the assignment reflects the perceived clarity of the assignment for students and their confidence to successfully answer the questions. *Figure 3* shows the actual success of students in answering the questions as per the instructor's expectations. From the grade statistics in face-to-face class, there is no clear distinction between the average grade of less-transparent and more-transparent assignments. However, the median is slightly higher in more-transparent assignment and the variation of the grades is smaller in the same assignment. Therefore, the more-transparent assignment answers have a slight advantage over the less-transparent assignment answers for meeting the instructor's expectations.

The impact on transparency on the student's ability to answer questions to meet the instructor's

expectations is clearer in distance learning class. The average grade and the median grade are clearly higher and there is smaller variation of grade in more-transparent assignment compared to the same in less-transparent assignment. The students' perceived ability to answer the questions to meet instructor's expectations and their actual performance are alike.

This shows that, even though students do not perceive the advantage of transparent questions in assignments, they can benefit by providing answers as expected by the instructor.

The *Figure 2* shows that the students think that the transparency in assignments is more useful when applied in their experience. However, as per the comments made by students, this data is misleading. The students have understood the question as "which delivery format is better?" instead of "Where do you think transparency in coursework is more useful?". The student feedback reflects their opinion on the best course delivery format.

From the feedback and the grade statistics, it can be concluded that the transparency in assignments has a positive benefit for the students, both in terms of their perspective of understanding the assignment, and in terms of their actual ability to provide successful answers expected by the instructor, in both face- to-face and distance learning delivery formats.

There is no clear evidence regarding the opinion of students on which delivery format the transparent assignments are more effective. However, from the grade statistics, it can be seen that in distance learning format transparent assignments are more effective.

It should be noted that the less-transparent and more-transparent assignments are assessment methods for two different topics. The concepts discussed in each topic have different degrees of perceived hardness for students. Therefore, students' feedback on their preferred assignment might be affected by their perceived level of hardness of the topic and the feedback might not reflect the usefulness of transparency level of questions. This is evident in the provided feedback. Furthermore, since the assignments assess two different topics, grade statistics might not reflect the actual effectiveness of the transparency in assignments.

Conclusion

During this exercise and the analysis of student feedback, I have learned that transparency in learning and teaching can be used to help students succeed. Transparency has a higher impact in distance learning classes since the students learn asynchronously and have fewer chances to engage with the instructor and understand the expectations compared to the face-to-face counterparts.

In addition to the anonymous feedback collected in the selected two class, I have received mostly positive feedback on the usefulness of transparency in assignments in other classes that I teach. I intend to use transparency in other assessment methods and course delivery in the future. This study can be improved by conducting the less-transparent versus more-transparent assignments in the same class, for the same topic.

It should be noted that the two assignments that are compared were given in the first half of the semester and the face-to-face class was delivered in distance learning method for the second half of the semester. The feedback from the students was collected in the second half of the semester.

I would like to offer my gratitude to Dr. Devi Akella for inviting me to the TILT Dialogic FLC and offering relentless guidance and providing leadership to the FLC. Also, I would like to thank all the members of the faculty learning community for sharing their invaluable insight and experience during the TILT Dialogic FLC meetings.

References

Winkelmes, Boyle & Tapp (2019). *Transparent Design in Higher Education Teaching and Leadership*. Stylus Publishers.

Name: Liqiu Zheng, FLC Participant (with CLS Dr. Devi Akella), Albany State University, GA

FLC Topic: TILT Dialogic FLC

Several activities in principle physics class 2211 related to TILT were executed. Transparency learning and teaching was handily applied to lab. Since the lab manual has relatively a well-established structure to follow, it would be easier to incorporate TILT into it. For instance, original objectives of each lab would be more elaborated as the purpose of this labs something like skills and knowledge involved in this particular lab, and how they benefit short term and long-term learning and workplace skills. In the procedure portion, all related tasks are listed in great details about what students will do and steps to follow and avoid, and so on. In the original version, no criteria were provided. This is an added part after adopting TILT. How to successfully prepare for a formal lab report? Checklist, rubric, or annotated examples of what success looks like are given right after each lab. In this new way, students felt challenging but more instructive. They claimed that they have a better roadmap helping them navigate through those up-level science classes. However, few of them wrote “hard,” and “frustrating” to describe their learning experiences.

Once these activities became a routine for class. I would monitor students closely to check their feedback and performance. I had them complete lab reports on which they explained what they had learned, asked questions, and share how they think about the class. Although few students complained there were a little extra work on them, they followed the class to carry out TILT anyway. Most of them felt that they have sets of clearer “guidance” to rely upon, which definitely help them tremendously.

Thanks to the unique feature of physics, labs are designed after lectures in order to deepen students’ understanding. With clear goals/steps/requirements in mind, labs would not be drudgery on some students anymore, turning physics learning from more minds-on to more hands-on interesting tasks. After adopting TILT, each and every lab member tends to be more active in conducting experiments, instead of passively relying upon other teammate’s results. In a more engaged manner to learn physics, students would realize they relate nearly all physics laws and concepts to examples in their daily lives or their individual fields at ease, which makes them feel more enjoyable/interesting in learning physics. Students would earnestly want to learn

physics so that they would be able to transform course material in more useful and fun ways that help them solve real world problems. Overall, TILT enhances students' understanding and improve their learning engagement.

Next, TILT strategy would be adopted and applied all the other courses I teach. TILT has positively impact students' learning and teachers' teaching in spite of such a short term, reflected by the better lab grades, and deeper understanding about all concepts, compared with those in previous class. Hopefully, FLC would help design better TILT to expand to other science fields to impact more science learners on college campus. The successful teaching practices could bridge learning what is known and learning when the answer is not known to push the learners on their way to deeper learning. Deeper learning triggers students to go beyond their horizons.