

TILT: Transparency in Learning and Teaching

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What is TILT: The basics

- Transparent learning and teaching methods explicitly focus on how and why students are learning course content in particular ways.
- Before starting a project all students should know:
 - How to approach the work
 - How the work benefits their learning
 - How to monitor if they are working effectively
 - If their work is meeting the instructor's goals
- Many students spend valuable work time struggling to figure this out.
- Failing to provide this clarity perpetuates the disadvantages for underserved students.

Why use TILT?

- Transparent learning/teaching methods benefit students who are unfamiliar with college success strategies by explicating learning/teaching processes.
- Greater benefits for underrepresented and first-generation students
 - Black, Hispanic, Native-American and Pacific Islander students are far less likely to stay on and complete a degree than their white and Asian classmates.

Source: Winkelmes, MA. (Spring 2013). Transparency in teaching: Faculty share data and improve students' learning. *Liberal Education*, 99(2).

Why use TILT?

- Benefits for the Student (2014-2016 study with 1800 students)
 - Boosted Academic Confidence
 - Increased Sense of Belonging
 - Greater Awareness of Skills Valued by Employers
- Benefits for the College
 - Increased Retention
 - 2014-2015 Retention at UNLV for Freshmen overall: 74.1%
 - 2014-2015 Retention of Freshmen in TILTed classes: 90.2%

Source: *Recent findings: Transparency in learning and teaching in higher education.* (2023). TILT Higher Ed.

<https://tilthighered.com/assets/pdffiles/Recent%20Findings.pdf>

Why use TILT?

- **TILT IS NOT:** “Dumbing it Down” or Simplifying
 - Students are spending less time figuring out how to approach the assignment and more time learning from it.
- Avoid the “Gatekeeper” approach:
 - Which says: if a student can’t figure out the unwritten but implied purposes, tasks, and criteria for an assignment, that student shouldn’t succeed in the course and shouldn’t continue in the discipline.
 - No student is a mind reader.
 - They are there to learn the discipline they are not experts yet.

How to TILT?

- Three basic ideas behind TILTING an assignment:
 - Explain the purpose of the assignment to the students:
 - Skills learned
 - Knowledge gained
 - Relevance to their lives or learning outcomes
 - Describe the tasks in detail:
 - What they will do
 - How they will do it (steps to follow, things to avoid)
 - Explain the grading criteria:
 - Checklist or rubric in advance (allows students to self evaluate)
 - What excellence looks like (annotated example)

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Assignment BEFORE TILT

Disease Catalog Checklist

1. Organization____(10)

- Title page
- Table of contents
- Organized alphabetically
- Citation of text and/or other sources
 - Minimum - text and two other sources must be used
 - **NO WIKIPEDIA**
 - **APA FORMAT**
- Source cited for illustrations (right under picture)



2. Included items____(20)

- Name of disease
- Name of organism causing disease: common and scientific
- Describe the disease
- How transmitted
- Diagnosis and treatment
- Prevention/immunity

3. Neatness____(10)

- easily readable and well formatted
- expresses individuality
- shows time and effort in final product

4. Content____(20)

- Includes diseases mentioned per body system- found in CH. 19-24 for a total of 20 diseases
- Is expressed in understandable terms and written in own words not copied from textbook or website
- Includes 1 picture per disease

5. Thoroughness____(6)

- Complete and well thought out
- Includes viral, bacterial, protozoan diseases

6. Timeliness____(4)

- Turned in on or before due date
- Via Blackboard

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Assignment AFTER TILT

BIOL 211: Microbiology

Disease Catalog

Purpose: The purpose of this assignment is threefold. You will learn how to find valid, scientific research about diseases; including, how they are transmitted, diagnosed, treated, and prevented. You will have a chance to learn about 10 diseases of your choice in greater detail than we have time to cover in lecture, and start to see the differences in how bacterial, viral, fungal and protozoal diseases function. You will also now have a catalog of information on 10 diseases that you can take with you for reference during your nursing classes and your career.

Tasks:

A. Choose Your Diseases

1. Look through Chapters 19-24 of your textbook and find an example of a disease for each of the body systems covered in those chapters.
 - a. You should have at least one disease for each of the following systems: cardiovascular, respiratory, digestive, urinary, reproductive, integumentary, nervous, musculoskeletal.
 - b. You will need a total of 10 diseases, so you may have some body systems represented by more than one disease.
2. You are welcome to do outside research and find diseases that are not covered in the book as long as they are microbial diseases (genetic disorders, cancers, degenerative disorders will not count).
3. Once you have your 10 diseases chosen, double check to make sure that out of your 10 diseases you have at least two of each of the following: Viral, Bacterial, Protozoal, Fungal. (Two of each makes 8 diseases, so you will have some represented more than twice)

B. Research Your Diseases

1. For each disease, find at least two VALID SCIENTIFIC references.
 - a. This means NO wiki, webMD, blogs, newspaper, or magazine articles.
 - b. You may use mayoclinic, CDC, WHO, or any peer reviewed journal article.
 - c. EBSCOhost is a good academic search engine available through the library home page
2. For each disease, gather information on the following:
 - a. The scientific and common name of the organism that causes the disease
 - b. How the disease is transmitted
 - c. How the disease is diagnosed
 - d. How the disease is treated
 - e. How the disease might be prevented from spreading

3. Also find information that will allow you to write a brief overview description of the disease. Imagine you just told a patient they have this disease and they ask you what it is. In about a paragraph, how would you explain it to them.
4. Find a reference photo of the disease. This could be a microphotograph of the organism, or a photograph of diseased tissue. Take note of the source of the photo.

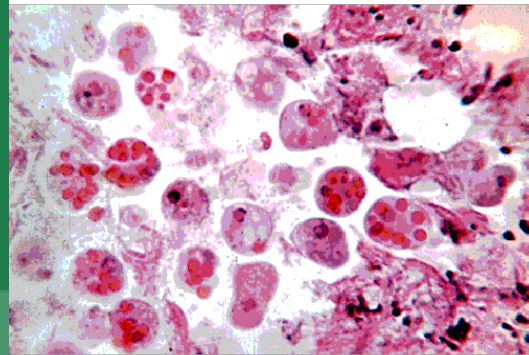
C. Writing Your Catalog

1. First and foremost. EVERYTHING in your catalog should be in your own words and include in text citations. Copy and paste, even if cited, is plagiarism and will result in a zero.
2. This is a Catalog, not a term paper, so the format will be different than what you are used to. Think of each disease as a chapter in a book. Therefore, your "book" will have 10 chapters.
3. The Title of each "chapter" will be the name of the disease
4. Under the Title will be the picture of the disease with its source cited right under the picture.
5. You will then state the Scientific and Common Name of the Organism that causes the disease, followed by the Body system that is affected and the type (viral, bacterial, protozoal, fungal) of organism.
6. The other headings, in order, will be: description, diagnosis and treatment, prevention, references cited.
7. Because this is a Catalog, (or book) you will create a table of contents with page numbers to go before your first entry. The table of contents (and therefore, the entries) should be in alphabetical order.
8. Lastly, create your title page in APA format.

Criteria: Your grade will be based on how thoroughly you explain each disease, and how closely you follow the directions given above. Points will be deducted if you have fewer than 10 diseases, do not have each of the body systems listed above, do not have each of the organism types listed above, do not have correct formatting (i.e., table of contents, title page, etc.), or do not have valid references.

Example of Title page, table of contents and ONE entry below (please note, you will have TEN entries)

Title
Disease: Amebiasis



Picture

http://nutritionreviews.oxfordjournals.org/content/67/suppl_2/S207

Source of Picture

Scientific name: *Entamoeba histolytica*
Common name: Amebic dysentery
System in body: Digestive
Organism type: Protozoal

Basic necessary info

Detailed Disease description

Description:
Amebiasis is a protozoa that lives in the water and the soil. it is more common in the underdeveloped countries because it is usually transferred through stool. There are different types of Amebiasis, luminal is asymptomatic and does not affect the person who has it. Amebic dysentery can cause diarrhea and bloody stools and abdominal pain while the most serious invasive extraintestinal amebiasis can cause death by killing the intestinal cells (Bauman, 4th edition microbiology pg. 739). Amebiasis that is not asymptomatic create proteins that create ion channels and other toxic proteins that produce toxins in the cells. They enter the body incased in cysts that can live through the stomach acid and make their way to the large intestine where they multiply and eat (Bauman, 4th edition microbiology pg. 739). This causes symptoms such as tiredness, abdominal pain, and unexplained weight loss. However, death is not common unless it gets into the blood stream, which then spreads it to other organs that are harder to treat (medlineplus.gov).

In Text Citations

How the disease is transmitted

Transmission:
In developed countries it is not very common because it is usually spread through water contaminated by feces. This is why it is more prevalent in underdeveloped countries because they often still use feces as fertilizer and the runoff gets into the water supply that is usually close to the crops. It can also be spread by contact with something that has poop on it, such as children's toys or farm tools (cdc.gov).

Diagnosis and Treatment

In text citation

Diagnosis and Treatment:
Usually, the doctor will have someone who ^(In text citation) and in different stool samples from different days in order to get a proper reading ^(In text citation) and under the microscope but is difficult to tell from E. dispar. This is not dangerous but is still treated as Amebiasis because doctors cannot tell which one is which. Even if the patient feels fine, they still often treat it just to be sure because left unchecked Amebiasis can be deadly (cdc.gov). Treatment is usually just antibiotics but the first few usually need to be taken by shot because the illness often causes the patient to throw up.

Prevention

Prevention:
To prevent Amebiasis it is important to drink only bottled water in countries with poor sanitation and to always wash fruits and vegetables before they are eaten because they could have the protozoa on the surface for them (medlineplus.gov). Otherwise simply practice good hygiene, such as washing your hands often can help prevent Amebiasis.

at least two valid references in addition to textbook

In text citation

References Cited:
Bauman R, 2017, Microbiology with Diseases by Body System . Pearson Publishing 5th edition
Medlineplus [Internet]. Bethesda (MD): National Library of Medicine (US); [updated 2020 Jun 24]. Amebiasis; [updated 2020 Jun 10; reviewed 2016 Aug 25; cited 2020 Aug 21] Available from: <https://medlineplus.gov/amebiasis.html>
CDC [Internet]. Atlanta (GA): U.S. Department of Health & Human Services (US); [updated 2020 Aug 10]. Parasites-Amebiasis-Entamoeba histolytica Infection; [Reviewed 2015 Jul 20] Available from: <https://cdc.gov/parasites/amebiasis/index.html>

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Assignment BEFORE TILT

Annotated Bibliography

For this assignment, you need to find at least five sources that relate to your topic. Four of these sources must be from the Ivy Tech Virtual Library or a printed source. Create an APA references page for the sources you have collected. Below each entry, you will annotate the source. Your annotations should include the following:

Summary: What is this source about? What position is being argued? What is the attitude projected by this writer? What sort of evidence is used to back up the claim?

Response: What do you think of this source? Do you agree or disagree with the author? Why?

Evaluation: How do you know this writer, article, and publication are credible and trustworthy?

Use: How will you use this source in your essay? What will it add to your argument? Does it support your argument or does it offer an opposing view?

Specifics:

- 100 points possible
- Submit your work on Blackboard

Due Dates:

W. Nov. 9th: 1st draft due

M. Nov. 14th: Final draft due

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Assignment AFTER TILT

Annotated Bibliography

Purpose: This assignment will develop your skills as a researcher. By collecting and annotating a variety of credible sources, you will gain a deeper understanding of your topic and of what other people are saying about your topic.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in English 111, other college courses, and in your professional life beyond school:

- Research
- Determining the credibility of a source
- Citing sources in APA
- Writing annotations

Knowledge: This assignment will also help you become familiar with the following important content knowledge related to writing:

- Annotated bibliographies
- Peer reviewed scholarly sources
- APA citation style

Task:

- Research your topic, and find at least **five** credible sources. At least four of the sources should be from the Ivy Tech Library or another library. Make sure you use a variety of source types (books, magazines, academic journals, newspapers, and so forth). Standard reference works (dictionaries, encyclopedias, and Wikipedia) and unreliable websites (blogs, discussion posts, about.com, etc.) should not be used. You should also find at least one source that addresses an opposing perspective.
- Create an APA References page for the sources you have collected.
- Below each citation, you will write a one paragraph annotation for the source. Each annotation paragraph should include the following:
 - **Summary:** What is this source about? What position is being argued? What is the attitude projected by this writer? What sort of evidence is used to back up the claim?
 - **Response:** What do you think of this source? Do you agree or disagree with the author? Why?
 - **Evaluation:** How do you know this writer, article, and publication are credible and trustworthy?
 - **Use:** How will you use this source in your essay? What will it add to your argument? Does it support your argument, or does it offer an opposing perspective?

Criteria:

- 100 points possible
- APA formatting

Annotated Sample Assignment

- APA citations
- Annotations with a summary, response, evaluation, and use
- Editing
- Review the rubric and sample annotated bibliography posted on Ivy Learn

Due Dates:

Thursday, February 16th: 1st draft

Monday, February 20th: Final draft

Additional Resources

- <https://tilthighered.com/tiltexamplesandresources>
- <https://www.youtube.com/watch?v=sArDzEulmDo>
- <https://eric.ed.gov/?id=EJ1094742>

References

- *Recent findings: Transparency in learning and teaching in higher education.* (2023). TILT Higher Ed. <https://tilthighered.com/assets/pdffiles/Recent%20Findings.pdf>
- Transparency in teaching and learning. (2015, September 2). *Project Information Literacy*, Retrieved February 12, 2023, from, <https://projectinfolit.org/smart-talk-interviews/transparency-in-teaching-and-learning/>
- Winkelmes, MA. (Spring 2013). Transparency in teaching: Faculty share data and improve students' learning. *Liberal Education*, 99(2).