

TABLE 2.1 The TILT Framework

Transparent assignment template

Purpose

- What is the instructional purpose of this assignment? What knowledge and skills will students gain from doing it?
- Why complete it at this point in the course? How does it relate to other coursework and assessments?
- How are the knowledge and skills gained from this assignment significant beyond the course: in later courses, in a career, or in life?

Task

- What exactly do you want students to do, perform, or create?
- Will students understand your description of the task? What concepts or processes need to be defined?
- What is the process for completing the task? When and how should students complete each step? What support or resources might they need to do so?

Criteria

- What does successful performance look like?
- What are the characteristics of an excellent final product?
- Where can students find annotated examples? How can they analyze and evaluate examples themselves?

Source: Adapted from *Journal of Learning for Design*, 7(1), 2011, pp. 1-10. <http://www.learners.org.uk/journal-of-learning-for-design-7-1-2011-1-10.pdf>

Transparent Assignment Design Template for Teachers

This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.¹

Assignment Name

Due date(s):

Purpose: Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these connect with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this institution.

Skills:

The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:

Terms from Bloom's Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:

- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to prob/em-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory.

Knowledge:

This assignment will also help you to become familiar with the following important content knowledge in this discipline:

- ...
- ...

Tasks: Define what actions the students should take. Bloom's Taxonomy Action Verbs may be helpful. List any guidelines or a recommended sequence for students' work. Specify any mistakes to be avoided. If there are sound pedagogical reasons for withholding information about how to do the assignment, protect students' confidence and sense of belonging with a purpose statement something like this: "The purpose of this assignment is for you to struggle and feel confused while you invent and test your own approach for addressing the problem..."

Criteria for Success: Define the characteristics of the finished product. Provide multiple examples of what these characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. Engage students in analyzing multiple examples of real-world work before the students begin their own work on the assignment. Discuss how excellent work differs from adequate work. This enables students to evaluate the quality of their own efforts while they are working, and to judge the success of their completed work. It is often useful to provide or compile with students a checklist of characteristics of successful work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed, graded work allows them to focus on changes to their learning strategies that might improve their future work.

The author developed an earlier version of this template at the University of Illinois, Urbana-Champaign.

¹Winkelmess, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." Liberal Education 99.2 (Spring 2013); Winkelmess et al, "A Teaching Intervention that Increases Underserved College Students' Success." Peer Review 18, 1/2 (Winter/Spring 2016).

LESS TRANSPARENT

EXAMPLE H: CRIMINAL JUSTICE

CRJ 104 Assignment 1: Identifying Crime Types

Description: You will be presented with a list of different crimes. You must determine whether the crime described is a violent, property, organized, public-order, or white-collar crime.

Instructions: To complete this IA, simply "drag" the person being arrested down to the appropriate jail cell. If you select the correct cell, the jail cell will open, and the arrestee will go to jail. These interactive activities require you to be precise with your mouse movements. Be sure to deliver them right to the "center" of the cell.

Additional examples from nearly every discipline are available at <https://tilthighered.com/tiltexamplesandresources>

MORE TRANSPARENT

Revised EXAMPLE H: CRIMINAL JUSTICE

CRJ 104 Assignment 1: Identifying Crime Types

Interactive Online Activity

Used by permission of Gillian Pinchevsky, University of Nevada, Las Vegas

Purpose:

The purpose of this assignment is to differentiate between crime types.

Skills: Upon completion of this activity, you will be able to distinguish between criminal behaviors and classify them under broad crime type categories.

Knowledge: This assignment will help you understand the dimensions or the criteria in which crime types can be classified.

Task: To complete this interactive activity, simply "drag" the person being arrested down to the appropriate jail cell. These interactive activities require you to be precise with your mouse movements. Be sure to deliver them right to the "center" of the cell.

Criteria for Success: This assignment is graded pass/fail. If you select the correct cell, the jail cell will open, and the arrestee will go to jail. An incorrect placement will bounce the arrestee back to the description. Once all arrestees are moved to their correct jail cells, a message of successful completion will appear on your screen. You have an unlimited number of times (prior to the deadline) to successfully complete this assignment.