

Embracing TILT

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Course Background

HPR 183 G is a [Grand Challenge](#) course with general education outcomes in [Information Literacy](#) and [Diversity & Inclusion](#).

I have created several iterations of this shell since 2017.

This Spring, with Portrayals of Diversity and Inclusion in North America (which I've nicknamed (di)visions & diversity) a broad range of cultural artifacts are analyzed and interpreted through conceptual frameworks including the threshold concepts of information literacy, positionality, intersectionality, and decoloniality.

The unique demographics of Honors means this is an intimate seminar with an average of 20 students.

I have delivered this course both online and in person and teaching formats include: lecturing, small group discussion, in-class activities, peer-to-peer discussion and feedback, creative writing activities, somatic practices and breathwork, written meditations, discussion boards, student presentations, etc.

I use a [labor-based grading system](#).

If students commit to completing all work (assigned at the beginning of the semester and outlined in the syllabus), they receive full credit (an A) as their transcript mark for the class.

In order to participate in this grading system, students must turn in all work.

If work is not submitted, a grade breakdown (also in syllabus) is used to determine the transcript mark.

Rather than provide grades as feedback on discrete assignments over the course of the semester, feedback takes the form of dialogue and discussion, via Brightspace, email, and in person.

Course Changes

In order to have meaningful engagement and dialogue about issues that are often presented or perceived as controversial (routine in academic spaces but perhaps more so with C3 course outcomes), establishing the learning space as one of compassion and curiosity provides a foundation for students to find their voice and agency, and acknowledge the ways our lived experiences differ and matter for a host of reasons.

Embracing [this concept of TILT](#) has offered an invitation to be in regular and strategic communication with students around how topics and assignments connect and build on each other.

This starts with the very first readings, and the context in which they are presented, as well as the assignment of a Learning Statement as the first project for the semester. I also share my own current Teaching (& Learning) Statement at that time.

TILT invites me, as facilitator, to verbalize and articulate the elements of my own training, skills, experiences, and expertise that may not be visible to students, or other observers, from the outside in. [This articulation provides another layer of scaffolding towards understanding](#) whatever we are exploring in class, and, maybe more importantly, towards understanding that we are all unique and valuable...both inherently, and in the ways we learn, process, communicate, and engage. This acknowledgement is a kind of [embodied decoloniality](#) and one that seems especially important given the [current state of mental health in our community](#).

Results

Student Voices:

“Your teaching model is very different than that of my other classes but it's what I enjoy most about this class.”

“I can see how the TILT practice has been implemented in this course. Of all the other courses I have taken in college so far, this course has been the only one that has incorporated inter-peer dialogue consistently and intentionally. “

My Takeaways:

TILT requires ongoing engagement on the part of both student and instructor.

TILT as framework helps to engender individual agency as learners and supports an awareness of our interconnectivity in the classroom community and beyond.

THINK BIG  WE DOSM