

Engaging Students in Deep and Transparent Learning Experiences

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Including work from: *Engage Your Students in Deep and Significant Learning*
by drs Anna Santucci & Kayon Murray-Johnson, August 2019

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Learning Outcomes:

Knowledge, Skills, Attitudes, Values, Learning!

By the end of this journey, you will be able to...

- Create? Design? Develop?
- Evaluate? Justify? Critique?
- Analyze? Deduce? Infer?
- Apply? Build? Solve?
- Describe? Explain? Compare?
- Define? Find? Identify?



Photo by [Matt Howard](#) on [Unsplash](#)

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Sharing the map for the journey...

Sharing the HOW and WHY that guides our course design and teaching choices helps students connect it to their own HOW and WHY

Research indicates this promotes students' sense of belonging and academic confidence, and has an impact on students' resilience and success in college

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Transparency in Learning & Teaching (TILT)

AAC&U study (AY 2014-15): Students who received more transparent instruction reported gains in three areas that are important predictors of students' success :

1) academic confidence

2) sense of belonging

3) awareness of their mastery of the skills that employers value most when hiring

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Transparency in Learning & Teaching (TILT)

Significant benefits for all students, and greater for first-generation, low-income and underrepresented students

UNLV study: Higher retention rate for first-time, full-time, first-year students in primarily transparent courses in Fall 2016. As in the AAC&U study, greater gains for traditionally underserved students.

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Transparency in Assessment Design

Purpose (WHY?)

- Specific knowledge and skills:
 - ◆ linked to the larger course context
 - ◆ relevant and useful to students' lives beyond
- Increase segmentation and sequencing?

Task (WHAT?)

- Clarity of steps
- Focus time efficiently
- Opportunities for pre-task practice?

Criteria (HOW?)

- Checklist to use while working on assignment
- Characteristics of high quality work with multiple examples
 - discussed/annotated
 - collaboratively
- rubric with appropriate amount of info?

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Takeaways: Awareness & co-creation of processes

- **discuss learning goals and design rationale** with students
- invite students to **participate in planning**
- engage students in **applying the grading criteria**
- gauge understanding during class (**peer work, application**)
- explicitly **connect “how people learn”** data with course activities at difficult points
- offer **running commentary** on activities (modes of thought & disciplinary methods in use)
- **debrief** graded assignments

Methods from:
TILT Project: Transparency in Learning and Teaching
(<https://tilthighered.com>)

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