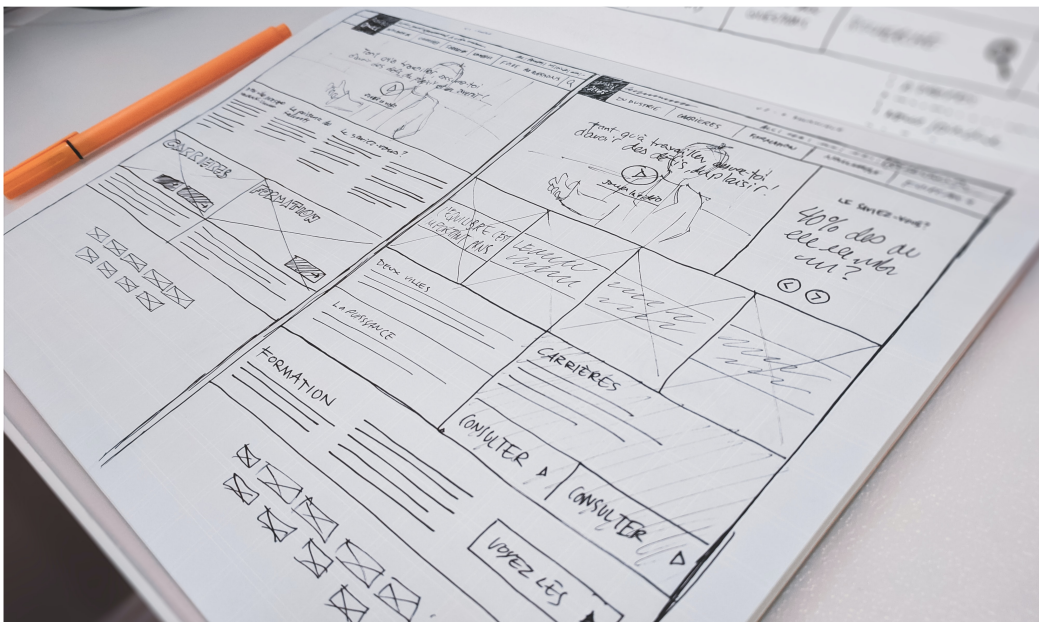


Transparent Assignment Design

A teaching strategy designed to make the learning process around assignments/activities more explicit to increase success for all students, especially underserved groups.



Student Work

Improves when they understand the how & why behind assignments



Success for All

Improves GPA, Academic Confidence & Sense of Belonging



Instructor

Increases high quality work & reduces disputed grade conversations

What does Transparency mean?

"Transparency requires explicit conversations between teachers and students about the process of learning, the rationale for activities/assignments & expectations for end products."

Mary-Ann Winkelmes

Winkelmes et al, "A Teaching Intervention that Increases Underserved College Students' Success." *Peer Review* (Winter/Spring 2016).

1

PURPOSE

Why does this assignment/activity matter?

2

TASKS

What steps do I follow to complete the assignment & do my best work?

3

CRITERIA

What does success look like? How can I check my work along the way?

Purpose

To help avoid students viewing the assignment as arbitrary or “busy-work”

Explicitly share your rationale for this assignment with your students to answer the driving question “why does this assignment matter?”

- What knowledge will students apply and/or gain as they complete this assignment? [Connect to Learning Outcomes]
- What skills will students practice during the assignment? [Connect to Learning Outcomes]
- Why is this assignment relevant/meaningful to your students... within and beyond this course?

Tasks

As experts in the field, we likely have an “expert blindspot” where we have collapsed down steps in a process into a single step that our students need to have unpacked. The following questions will help you redesign your existing assignments as well as help you as you design new assignments:

- What will students produce exactly?
- What steps should be followed from start to finish?
- What insights may I give students that will help them stay on a productive path?
- What tips are provided for avoiding pitfalls and unproductive paths?

Criteria for Success

When students have a clear understanding of what they are expected to produce/create AND will students review exemplars either from the real-world or student work from previous semesters then the quality of work is higher than anticipated.

- What are criteria that I will use to determine the quality of the product?
- Are students provided with a checklist or rubric of this criteria in advance?
- Are there exemplars from previous semesters or are there real-world examples that can be shared?
- Do you plan to spend some class time to annotate these examples with the rubric/checklist?