# Collaborative Analysis Activity Prompts: Analyze a TILTed Assignment

## Directions

Applying the TILT framework to learning experiences (assignments and activities) has been shown to support academic self-efficacy, sense of belonging, and metacognitive awareness of skill mastery. Analyzing assignments before and after TILT can illuminate our own future TILT work. This activity gives practice in analyzing an unTILTed assignment, a TILTed version, and comparing the two.

The assignments provided today are authentic artifacts from the Transparency in Learning and Teaching (TILT) Project. Students given the TILTed assignments indicated an increase in academic self-efficacy, sense of belonging, and metacognitive of skill mastery in post-course surveys.

## Task

1. Independently, analyze the unTILTed assignment. Determine its purpose, relevant skills and knowledge, its task and steps, and its criteria for success.
2. Together with your seatmate, discuss the unTILTed assignment. Where is it clear and helpful to students? Where is it unclear?
3. Look at the TILTed assignment. Compare it to the unTILTed assignment. What areas have improved? Use the conversation guide (below) to continue your analysis.
4. Consider the TILTed assignment. What work remains? What are your recommendations? Look at the conversation guide for support in arriving at your recommendations.
5. **Reflection**: How did the analysis today inform how you will begin or continue making learning experiences more transparent and explicit for students?
6. **Challenge**: If you are already familiar with TILT or wish for a greater challenge, make your own analysis and recommendations about how you would TILT the assignment before looking at the TILTed version. Did your recommendations align with the practitioner's choices? Why or why not? Then, continue with steps 3 and 4.

## Criteria for Success

- You likely will not be able to discuss all questions. You may be assigned specific questions to consider and then prepare to report out on.
- Note that you need no domain-specific knowledge to complete this activity. If you do not know the specific knowledge, skill, or task steps necessary, focus on the metacognitive and procedural aspects of the assignment and base analyses on these.
- Have some illustrative examples ready to share out to the whole group.
- Have some reflections or takeaways to share out to the whole group.

## Activity Prompts (Guiding Questions)

1. **Purpose section**
   a. How clear is the purpose section overall? What improvements do you note?
   b. Could the purpose section be further refined to more clearly connect the assignment to course-level learning outcomes? What kind of language would be necessary to ensure students understood the correlation?

    c. Could the purpose section be refined to more clearly connect the assignment to relevant knowledge, skills, and abilities in the associated professional field or discipline? How about general, real-world skills that transcend a single discipline (e.g., critical thinking, problem-solving, etc.)? What kind of language would be necessary to ensure students understood the correlation?

    d. What changes would you make to the purpose section for assignments pitched at different levels (for example, a non-major course, a pre-college-level course, a lower-division major course, an upper-division course)? What considerations should be made about the target learner audience when writing the purpose section?

## 2. Task section

    a. How clear is the task section overall? How salient are the steps?

    b. Is there enough explicit detail for each step and the task progression overall? Too little? Too much? Why do you think so? Does this depend on the learner audience?

    c. Do you see helpful tips for success for "don'ts" that help student avoid pitfalls? If so, are these useful? If not, would you add them? Why or why not?

    d. What considerations should be made about the target learner audience when writing the task section? What changes would you make at different levels?

## 3. Criteria for Success

    a. How salient are the criteria for success?

    b. Two common methods for providing criteria for success are providing a checklist that asks students to evaluate their own work (or a peer's work) or providing the grading rubric. When would the checklist be useful? Who might be able to use the rubric? What is the difference in the amount of information provided in each?

    c. What considerations should be made about the target learner audience when writing the criteria for success section? What changes would you make at different levels?

## 4. Overall

    a. Some instructors in the early stages of TILT report concern over how much detail is useful versus how much is too much (which can paradoxically make the assignment difficult to parse). What considerations can guide how much detail to offer? What do you need to know about the target learner audience?

    b. Do you think the assignment should remain a single task or be broken into a sequence of tasks that build upon each other to form a culminating assignment? What types of assignments benefit from such sequencing? What learner types?

    c. Ideally, the TILTed assignment instructions provide exemplars of satisfactory (and, possibly, exemplary work). Where might you source these? Where could you find examples beyond student work (e.g., examples from educational sources online, real-world examples from the associated discipline or from the same genre of writing)? Could you create some exemplars? How? Do you think giving a "bad" example can be illustrative? Why or why not?

    d. How would you help students analyze and annotate exemplars using the criteria for success in the assignment? Would you step them through it? Would you offer it as an assignment or extra credit opportunity?