7-21-2017

Intentionality and Transparency as Pedagogical Techniques in the Information Literacy Classroom

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Kentucky Library Association –
Library Instruction Round Table Retreat

University of Louisville
July 21, 2017

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Beth Fuchs
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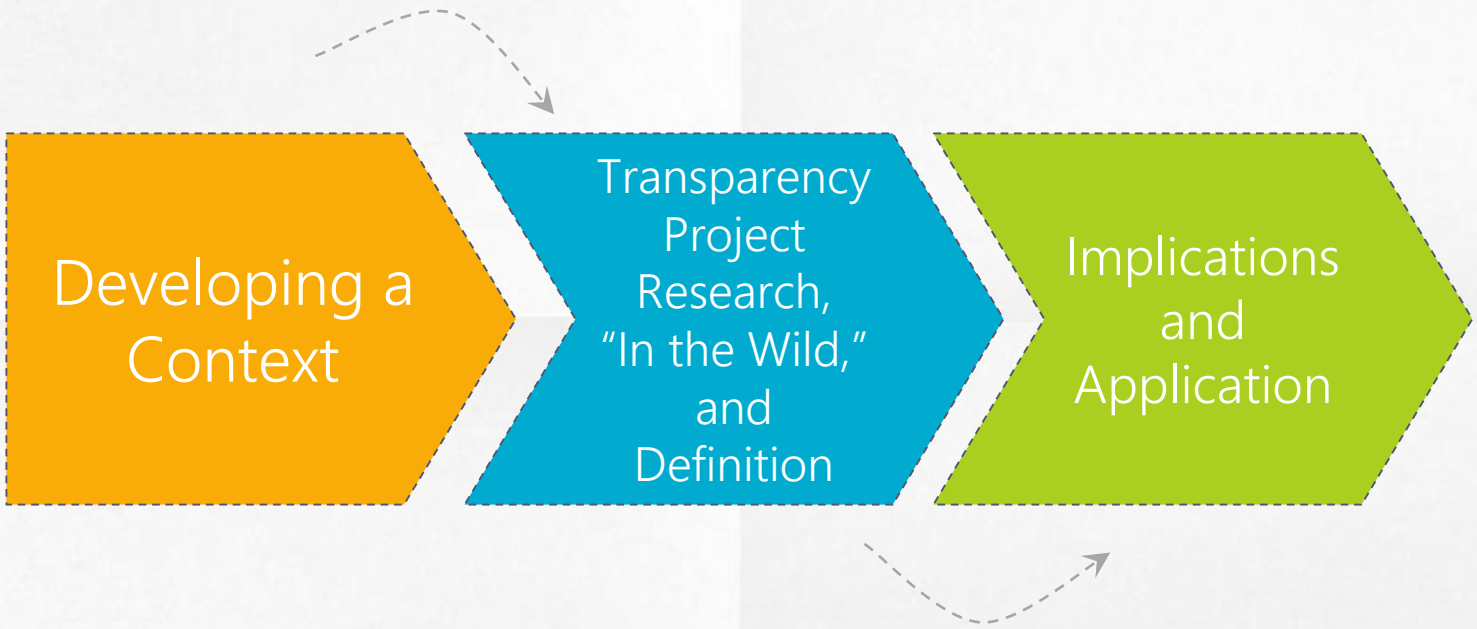
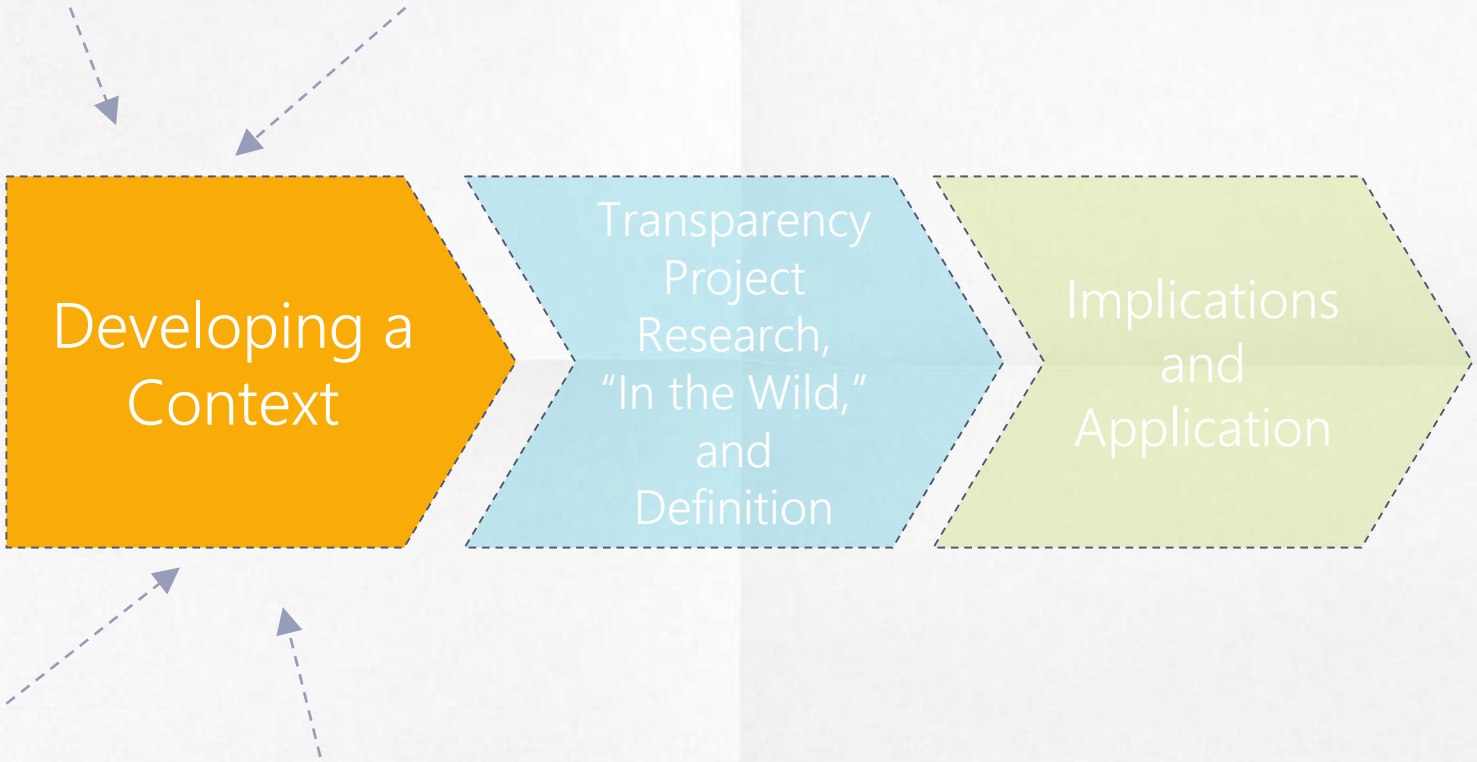
Today's path


Developing a Context
Transparency Project Research, "In the Wild," and Definition
Implications and Application

Today's path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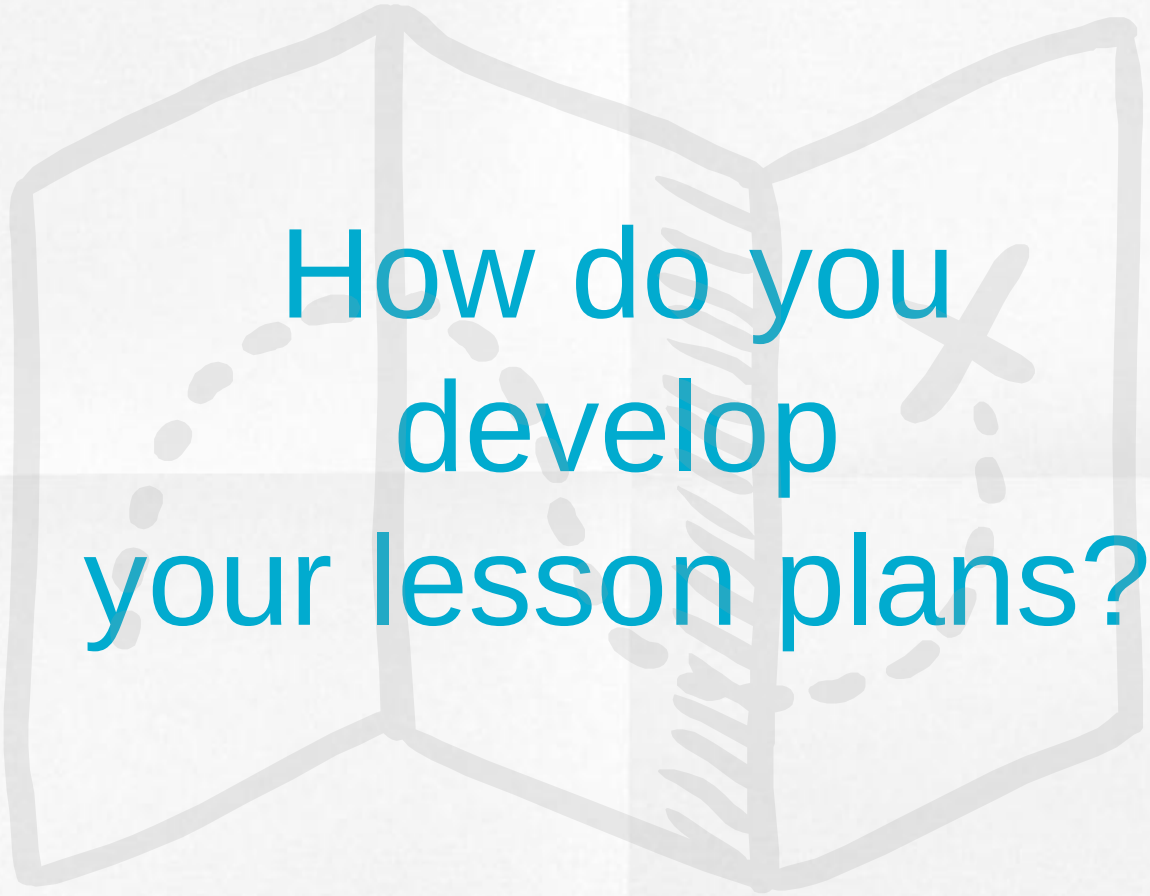
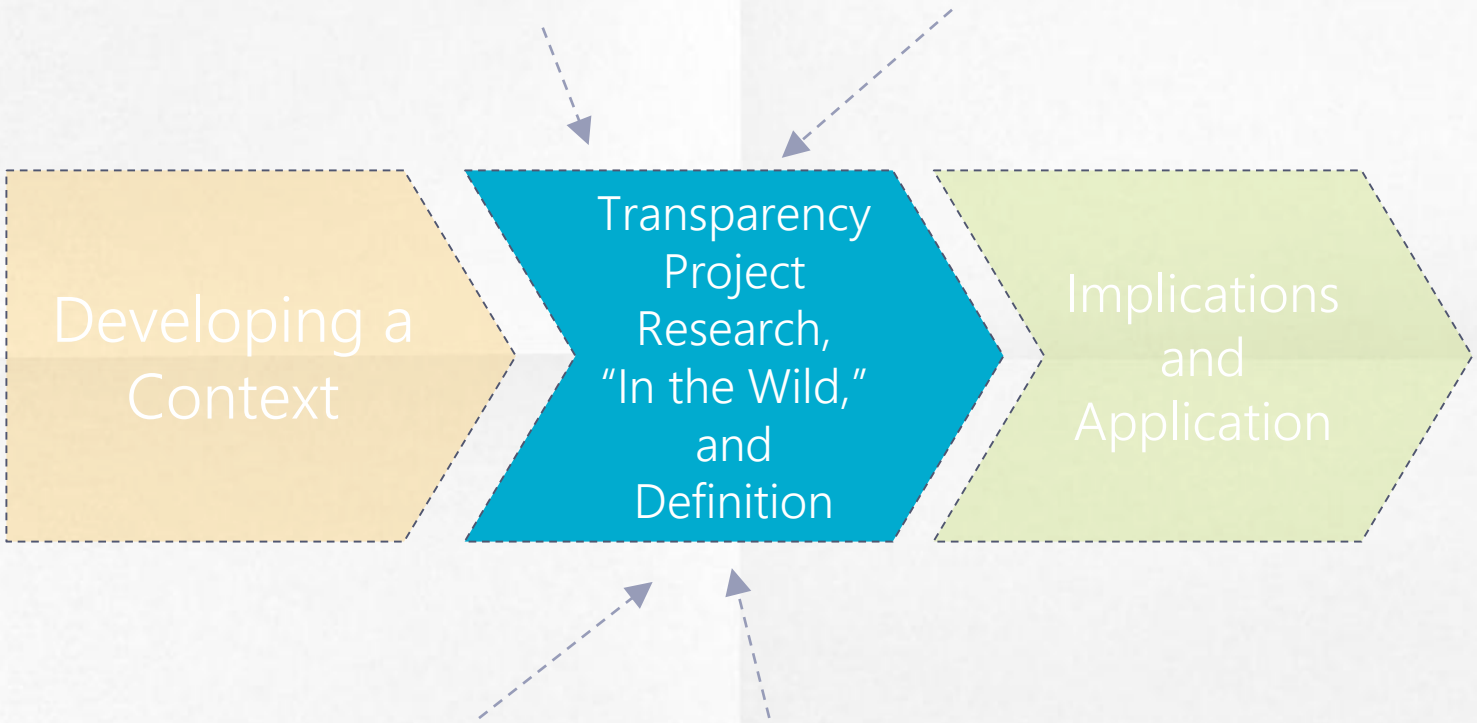


How do you develop your lesson plans?

http://knowyourmeme.com/photos/420481-there-s-no-time-to-explain

Today's path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Transparency in Learning and Teaching in Higher Ed Project (*TILT* Higher Ed)

https://www.unlv.edu/provost/teachingandlearning

Spring 2013, Vol. 99, No. 2

Liberal Education

Transparency in Teaching: Faculty Share Data and Improve Students' Learning

By: Mary-Ann Winkelmes

Faculty rarely have opportunities to research their students' views about how their best learning happens in college or graduate school. Even less common are the means for teachers to gather such information from colleagues on a large scale and distill it into pragmatic insights about teaching practices best suited to their own particular students. The Illinois Initiative on Transparency in Learning and Teaching is a grassroots assessment project doing just that, and it demonstrably enhances students' learning. The project has two main goals: (1) to promote students' conscious understanding of how they learn; and (2) to enable faculty to gather, share, and promptly benefit from data about students' learning by coordinating their efforts across disciplines, institutions, and countries.

Statistically significant early results indicate distinct current and future learning benefits of particular teaching and learning methods that are specific to discipline, class size, level of expertise, and student demographics. Reporting of the results

25,000 students

160 courses

27 institutions

7 countries

Winkelmes, M. (2013). Transparency in teaching: Faculty share data and improve students' learning. *Liberal Education*, *99*(2), 48.

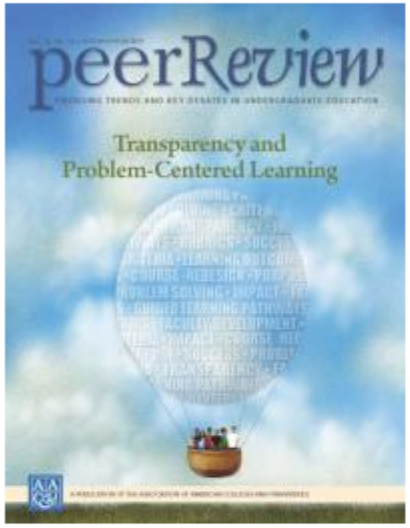
Statistically significant transparent methods from 2013 study:

Explicitly connect "how people learn" data with course activities when students struggle at transition points

Gauge students' understanding during class via peer work on questions that require students to apply concepts you've taught

Discuss assignments' learning goals before students begin each assignment

Winkelmes, M. (2013). Transparency in teaching: Faculty share data and improve students' learning. *Liberal Education*, *99*(2), 51-54.



Winter/Spring 2016, Vol. 18, No. 1/2

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Current Issue

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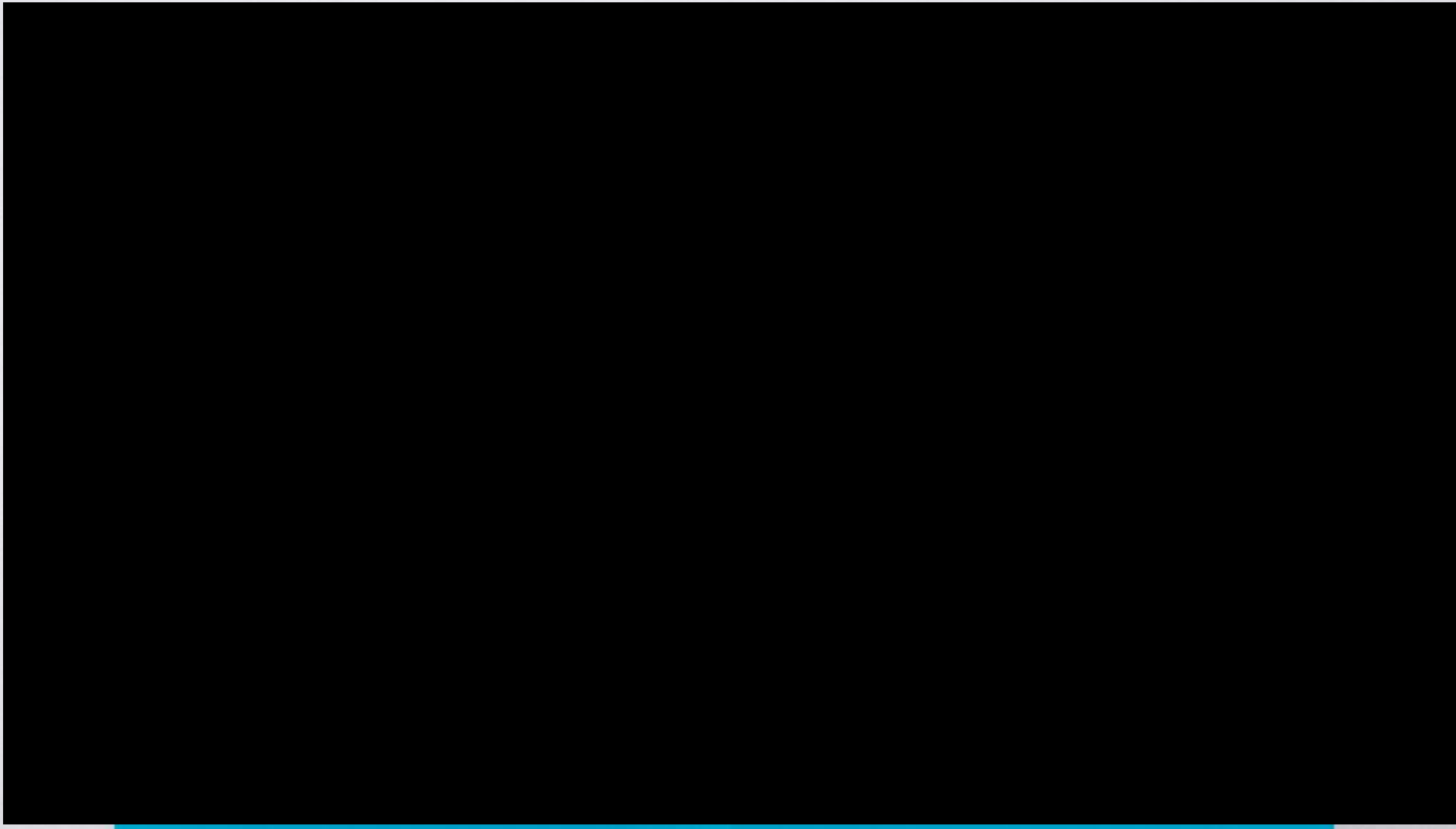
Peer Review

A Teaching Intervention that Increases Underserved College Students' Success

By: Mary-Ann Winkelmes, Matthew Bernacki, Jeffrey Butler, Michelle Zochowski, Jennifer Golanics and Kathryn Harriss Weavil

The challenge to provide equitable opportunities for college students to succeed is a critical priority for the Association of American Colleges and Universities (AAC&U). In 2014, AAC&U partnered with the Transparency in Learning and Teaching in Higher Education (*TILT* Higher Ed) project, founded at the University of Illinois and now housed at the University of Nevada, Las Vegas, on an initiative that significantly increases underserved college students' success. TG Philanthropy funded the Transparency and Problem-Centered Learning project (www.aacu.org/problemcenteredlearning), with Tia McNair, Ashley Finley, and Mary-Ann Winkelmes as the coinvestigators. In its first year, the endeavor has identified a simple, replicable teaching intervention that demonstrably enhances students' success, especially that of first-generation, low-income, and underrepresented college students in multiple ways at statistically significant levels, with a medium to large magnitude of effect. These results offer implications for how faculty can



Mary-Ann Winkelmes

FIGURE 1. TRANSPARENT ASSIGNMENT TEMPLATE

Purpose

- Skills practiced } relevance to students 5 years out
- Knowledge gained } connection to Learning Outcomes

Task

- What to do
- How to do it

Criteria

- What excellence looks like (multiple annotated examples)
- Criteria in advance to help students to self-evaluate

Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review*, *18*(1/2), 33.

Spot

the differences!

(LESS TRANSPARENT)

Exercise 3: Scientific Evidence

Read through your example scientific poster and answer the following questions.

Title of your example poster:

1. What is the ethical question that is being asked?

2. What pieces of evidence do they provide in support of **and** in opposition of their question?
   In Opposition: In Support

3. Are the pieces of evidence from peer-reviewed scientific sources (look at the references to be sure)?

4. How are the pieces of evidence presented (numbers, graphs, tables, figures)?

5. How are the pieces of evidence analyzed in the Discussion section?

6. What is the ethical conclusion?

7. Do the pieces of evidence support their conclusion? Why or why not?

8. Are you convinced by their evidence of their ethical conclusion? Why or why not?

9. What questions do you still have after reading this poster? What could they have done better?

Retrieved from: https://www.unlv.edu/provost/transparency/tilt-higher-ed-examples-and-resources

(MORE TRANSPARENT)

SCI 101, Alison Sloat

Exercise 3: Scientific Evidence

Purpose: The purpose of this assignment is to analyze an existing scientific poster. This will increase your familiarity with how scientific posters are constructed, and will help you later in the course when you research, design, and create your own effective poster with sufficient scientific evidence that supports your conclusion. As a result of completing this assignment, you will be able to identify the sources of scientific information, interpret the results, and critically analyze the scientific merit of the conclusion of an existing scientific poster.

Task: Read through your example scientific poster and answer the following questions.

Title of your example poster:

1. Identify the ethical question that is being asked.
2. List the evidence the authors provide in support of **and** in opposition to their question.
3. Examine the pieces of evidence listed in #2 above. Identify whether they are from popular (Pop), scientific peer-reviewed (SPR), or non-scientific peer-reviewed (NSPR) sources, and note each statement above as (Pop), (SPR), or (NSPR). Do you think there is enough scientific evidence from peer-reviewed articles? Why or why not?
4. Describe how the pieces of evidence are presented (e.g., numbers, graphs, tables, figures).
5. Explain how the pieces of evidence are analyzed in the Discussion section.
6. Identify the ethical conclusion.
7. After analyzing the content of the poster, do the pieces of evidence support their conclusion? Explain why or why not.
8. After assessing the scientific merit of their evidence, are you convinced of their ethical conclusion? Explain why or why not.
9. List the questions you still have after reading this poster. What could they have done better?

Criteria: The grade on this assignment will reflect how completely you answer the questions.

Retrieved from: https://www.unlv.edu/provost/transparency/tilt-higher-ed-examples-and-resources

Results: Students noticed . . .

Connecting
information from a variety of sources

Learning
on your own

Applying
knowledge and skills to different contexts

Writing
effectively

Judging
the reliability of information from various sources

Considering
opinions or points of view different from your own

* Results seen in all students. Even more significant results seen in underserved student groups (first-generation, multiracial, and low socio-economic status)

Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review*, *18*(1/2), 34.

Results: Faculty noticed . . .

Students' motivation
in class

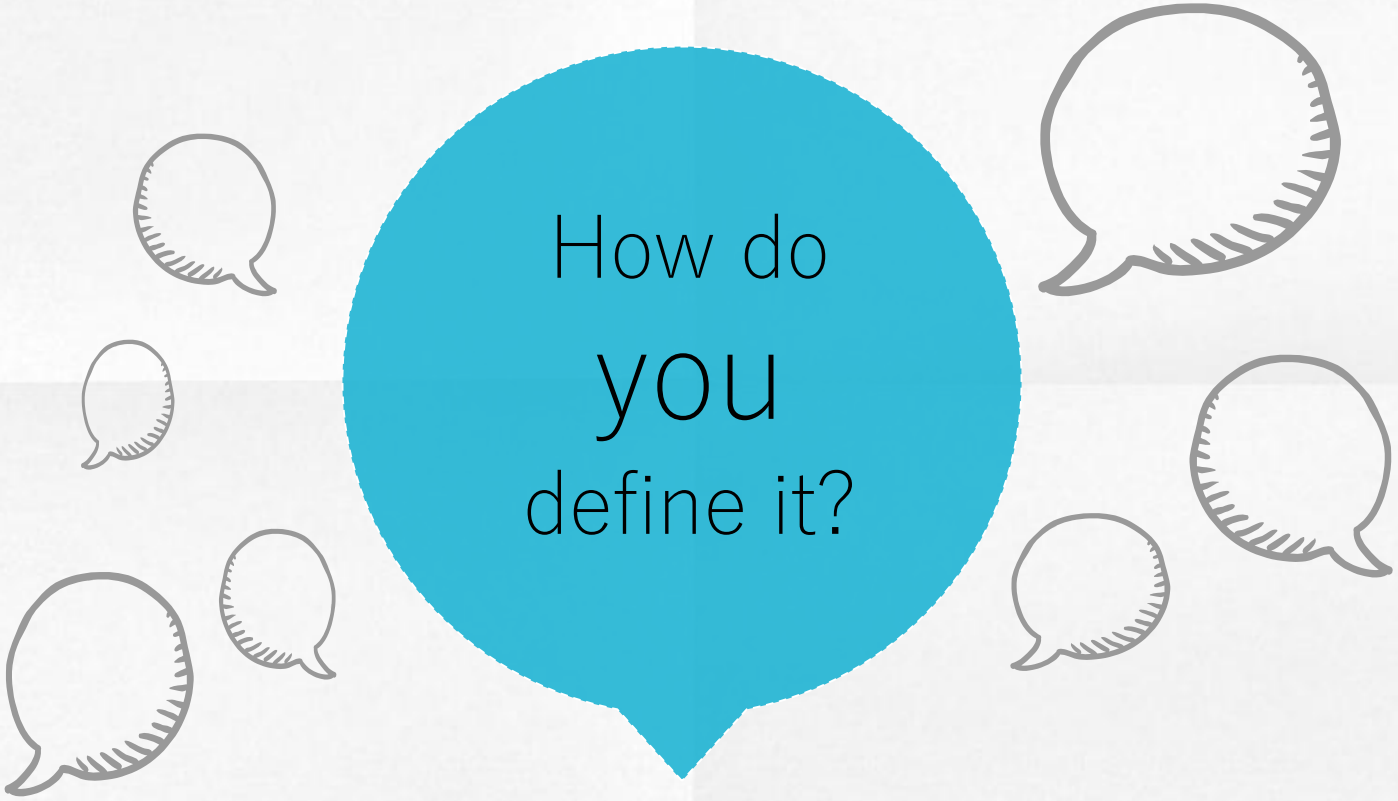
Higher-level
class discussions with sharper focus

On-time
completion of assignments

Fewer
disputes about grades

Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review*, *18*(1/2), 35.

Transparent teaching



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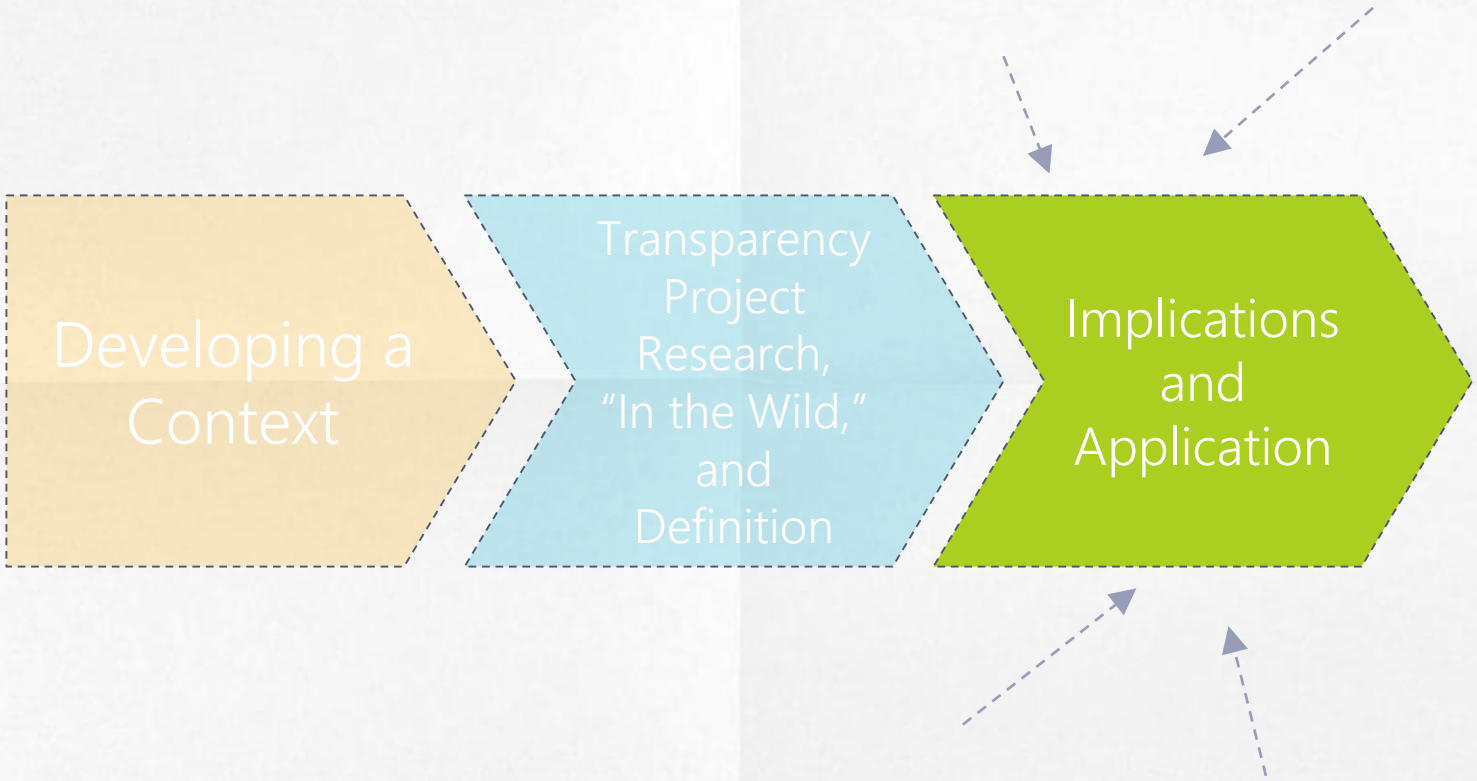
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1.

Relevancy and Motivation

When we remind students why they are learning something (not just what they are learning), we appeal to a different part of their thinking. We tap into their motivation to learn.

Fisher, D., Frey, N., & Hite, S. (2016). *Intentional and targeted teaching: A framework for teacher growth and leadership*. Alexandria, VA: ASCD, 88.

2.

Teachers, Knowledge, and Expectations

It has been said that change is inevitable, but growth is intentional. If this is true, then intentionality is crucial to becoming a great teacher.

Hubbell, E. R., & Goodwin, B. (2013). *The 12 touchstones of good teaching*. Alexandria, VA: ASCD, 182.

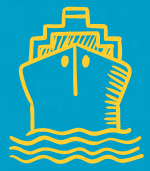
3.

Assessment

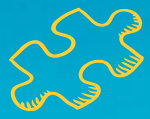
What is most important is that teaching is visible to the student, and that the learning is visible to the teacher.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge, 25.

Application ideas

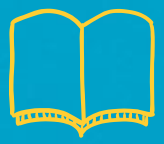


Let students know why you are part of their class



Articulate the learning outcome early; repeat

Show assessment questions at the beginning



Let students know how professional reading informed the development of an activity/worksheet/lesson plan, etc.

Other ideas?

Final thought:

Although a teacher may be clear on what her intentions are when planning, the results are diminished considerably when learners remain unaware of them.

Fisher, D., Frey, N., & Hite, S. (2016). *Intentional and targeted teaching: A framework for teacher growth and leadership*. Alexandria, VA: ASCD, 85.

Further reading

Fisher, D., Frey, N., & Hite, S. (2016). *Intentional and targeted teaching: A framework for teacher growth and leadership*. Alexandria, VA: ASCD.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Hubbell, E. R., & Goodwin, B. (2013). *The 12 touchstones of good teaching*. Alexandria, VA: ASCD.

Jankowski, N. A. (2016). *Unpacking relationships: Instruction and student outcomes.* American Council on Education. Retrieved from: http://www.acenet.edu/news-room/Documents/Unpacking-Relationships-Instruction-and-Student-Outcomes.pdf

Wiggins, G., & McTighe, J. (1998). *Understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.

Winkelmes, M. (2013). Transparency in teaching: Faculty share data and improve students' learning. *Liberal Education*, *99*(2), 48-55.

Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students' success. *Peer Review*, *18*(1/2), 31-36.

Credits

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