3-Part Series, Teaching with Transparency:
Empowering equitable learning

For this series, Sara Marcketti, Director, CELT, Professor, Apparel Merchandising, and Design; and Laura Bestler, Program Coordinator, CELT will lead an exploration of Transparency in Learning and Teaching in Higher Ed. (TILT Higher Ed) an award-winning national educational development & research project that helps faculty to implement a transparent teaching framework that promotes college students' success.

Transparency in teaching is the practice of sharing underlying reasons with students -- for example, why and how assignments and courses are set up the way they are. Though seemingly simple, transparency as a teaching practice ends up significantly boosting students' success, especially that of underserved students, in three important areas: academic confidence, sense of belonging, and mastery of key skills.

This series will meet for three consecutive Thursdays, Feb. 7, 14, & 21 (3:30 - 5:00 p.m., 2030 Morrill Hall):

- **Feb. 7, Introduction to Teaching with Transparency (Part 1 of 3):** During the first seminar we will share findings from seven US universities showing how transparent assignment design promotes students' success equitably, as well as educational research behind the concept of transparent teaching and learning. A curated list of resources will be provided and these artifacts will inform our work during our second workshop.

- **Feb. 14, Explore and reflect on readings and artifacts (Part 2 of 3):** We will reflect, summarize and share our most interesting findings from the resources; as well as, share any new finds. The final workshop will provide opportunities to apply our exploration the design of class activities and course assignments in our final workshop.

- **Feb. 21, Applying Transparent Design (Part 3 of 3):** The follow-up workshop gives you a chance to apply transparent design principles to an assignment or activity for a class of their choice, with expert guidance and feedback. You can use this opportunity to redesign an assignment or activity for a lecture course, a lab, a recitation, or even an independent study or research mentoring experience. You will leave with a draft assignment or activity and a concise set of strategies for designing future assignments that promote students' learning. Additionally, we will discuss the opportunity for our group to share our "Teaching with Transparency" experience during the 2019-2020 academic year.

To learn more visit the [TILT Higher Ed website](http://bit.ly/tilt-hged) (This workshop description was adapted from Winkelmes, M. (2017, January 18). Teaching with transparency: Empowering equitable learning (keynote and workshop). California Institute of Technology, Pasadena, CA. Retrieved from [http://www.caltech.edu/content/teaching...e-learning])