

Cultivating Student Learning: Integrating Transparency and Growth Mindset

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Transparency for the Session:

Purpose: Explore the value of applying the transparency/TILT framework to our practice

Tasks: Review the characteristics of the TILT framework, discuss connection to motivation and growth mindset, and consider an integrative approach

Criteria for Success: Identify ways to apply the TILT framework plus motivational theory to materials and communications for immediate impact

Discussion Prompts from Slido:

Join at slido.com
#1608687

Prompt 1: Transparency, Efficacy, and Expectancies

What have you or another instructor said that may have produced low expectancies?
What have you or another instructor said that may have produced high expectancies?

Prompt 2: Purpose and “Plus One”

Efficiency—“framing and explaining” well saves students and instructors time in the long run.
What do you always have to re-explain to students?

Describe some common questions, repeat comments on assignments, gaps in understanding you regularly encounter...

Prompt 3: Transparency in Collaborative Learning

1. How do you provide structure for making connections in your class across difference, including neurodivergence?
 2. How might you add transparency around the value, how to engage more effectively, what success looks like, and how students will grow through collaboration?
 3. How will students reflect on these experience to continue to build awareness and skills for effective collaboration?
- (please label your responses with the Q#)

Session Resources:

Adapted from Achieving the Dream resources, this **Tone and Transparency Syllabus Review** guide prompts instructors to evaluate their syllabi for elements of a welcoming tone that conveys positive beliefs about students' value and potential, inclusion of diverse representations and frameworks, clarity in expectations, destigmatization of utilizing support resources, establishment of student-instructor as partners in learning, validation of students' cultural funds of knowledge, and deconstruction of systemic problems relevant to the discipline.



I created this **Engagement Activities Log** to help students engage across modalities in English and college success courses after the pandemic when students seemed to need help understanding *how* to actively engage in their courses; this tracking sheet helps students become more aware of and take ownership of how they engage in the course materials, interact with the instructor and other students, and utilize resources and incentivizes this engagement through course credit.



Group Work Guide: I made a few edits to this resource provided by the University of Mary Washington to make it work for a group project in our First Year Seminar program at Harper; this group work guide demonstrates how instructors can provide students with coaching on how to plan for and optimize a shared learning experiences throughout each phase of a group project.



Group Work Reflection and Rubric: I created this reflection and rubric to reinforce the value of collaboration and teamwork skills for that same group project in our First Year Seminar course. Students have an opportunity to reflect on their efforts and contributions but also on how they communicated with and leveraged the strengths of their group members.



I enjoy collaborating with colleagues. Please feel welcome to contact me for more discussion on any of these or related resources: swhalen@harpercollege.edu