

Revising or Creating an Information Literacy Assignment using TILT (Transparency in Learning and Teaching)

What is TILT?*

- A **methodology for redesigning assignments, courses, and curricula** to promote student learning through increasing clarity in language, instructional tasks, and student awareness of standards for improving their own learning
- TILT is **evidence-based** and field-tested across multiple disciplines and student academic levels
- The TILT methodology **increases student understanding** of academic assignments and their purposes
- TILT contains three elements: **purpose, task, and criteria**.

In this document, you will find:

- Two examples of different information literacy assignments revised using the TILT principles;
- A blank template for you to use for assignment, course, or curriculum redesign.

Example 1: (Audience: Undergraduates)

Frame: Authority is Constructed and Contextual

Theme: What is an authoritative source?

This example is based upon a course with an existing assignment: a research paper exploring a current issue related to health inequities, requiring citations. The instructor has noticed that the citations are consistently from sources that would typically not be considered authoritative for this context.

Purpose:

The Purpose section addresses the core reason for an assignment, and its value in promoting particular kinds of thinking and learning. The purpose is stated clearly in advance, in writing, and described by the instructor in class, with time spent on discussing the kinds of thinking and eventual products resulting from the assignment.

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Reflection Question: before writing your Purpose statement, consider: what gaps in understanding have you identified? What do you need to clarify for learners before formulating the Purpose statement?

Identify why learning the difference between different types of authority (“Authority is Constructed and Contextual”) can produce more knowledgeable discussions of authority and expertise in different assignments and courses.

Gap in understanding: learners may not know what characteristics qualify or exclude a source as “authoritative” for the purposes of the assignment.

1. Skills:

Skills clarify what students will learn through practice. Consider using [Blooms’ Taxonomy](#) to identify skills.

- Examining and identifying the perspective and authority of a source’s author or creator;
- Selecting and using appropriately authoritative sources for an information need.

2. Knowledge:

Knowledge can include concepts from the Frames, such as “Scholarship as Conversation.”

- Different types of authority are useful for different purposes
- One type of information is not always the most authoritative source in every situation
- Research can involve multiple types of sources depending on its purpose
- Health inequities affect all types of people and systems, and it is important to identify which population or institution a piece of information represents.

Task

The Task Section contains specific steps students should take to complete an assignment successfully. Potential pitfalls or missing steps are identified. The instructional directions provide the details at each step of an overall assignment or series of assignments in a course. Instructors provide the task directions in writing and also discuss them when giving the assignment.

1. Modify existing assignment (a research paper exploring a current issue related to health inequities, requiring citations) to include a short annotation with each citation describing the type of authority and perspective of the source and why the writer chose to use the source.
2. Additional activity: investigation of source authority

Instructor: Choose four of the following types of sources on health inequities, locate an example of each of the four, and provide links to the four sites that you choose.

- a scholarly article
- a news story
- a blog post or other well-developed essay
- a company or corporate website (such as a health insurer or pro-business site)
- a lobbying group or nonprofit organization's website
- a social media source (Reddit feed, tweet, YouTube video, etc.)

Students can work in groups to discuss and respond to the questions, or individually. For each source, ask students to examine the source and respond to the following questions:

1. Whose perspective is represented in this source?
2. What can you tell about the authors or creators of this source?
3. Multiple-select answers for the following two questions:
 - a. For which situation would you consider this source to be authoritative?
 - b. For which situation would you consider this source NOT to be authoritative?

Selections:

- First-person account of an experience with health disparities
- Example of an opinion about a health disparity
- A detailed description of a research study being done on health disparities
- Professional expertise on health disparities
- An example of a health topic that's in the public eye
- A historical record of the way everyday people discussed health disparities
- An example of a detailed and well thought out position on health disparities
- Accurate, objective information about health disparities

Criteria

The Criteria describe what a successful assignment includes, often in the form of a checklist of features or elements of a successful assignment. It can also include examples or sections of both successful and unsuccessful assignments tied to the Criteria. Clearly articulated standards for a successful assignment are specified in advance, in writing, and discussed by the instructor.

- Do your annotations articulate why you chose specific sources to cite based on the authority of the sources?
- Do your annotations identify the perspective(s) from which source is created?

- Do the sources you chose to cite in your assignment reflect appropriate authoritativeness for the context in which they are used?

Example 2: (Audience: Graduates or upper-level undergraduates)

Frame: Scholarship as Conversation:

Theme: Identifying Prominent Scholars

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Reflection Question: before writing your Purpose Statement, consider the following:

- In considering a Frame such as “Scholarship as Conversation,” what gaps in understanding have you identified?
- What do you need to clarify for learners before formulating the Purpose statement?

The concept of “Scholarship as Conversation” builds a scaffold for success in other assignments involving literature reviews, bibliographies, surveys and discussions of scholarship in advanced courses.

1. Skills:

Skills clarify what students will learn through practice. Consider using [Blooms' Taxonomy](#) to identify skills.

- Students will identify three prominent scholars in Educational Psychology and trace how they have influenced each other.
- Students will employ citation tracing tools to identify scholarly impact

2. Knowledge:

Knowledge can include concepts from the Frames, such as “Scholarship as Conversation.”

- Scholarly influence
- schools of thought within a discipline
- peer review process
- the role of citations in tracing and developing scholarship

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This is a good point to reflect on the tacit knowledge from this Frame, that experts possess but that novices may not yet know, in order to clarify and be explicit about all the steps learners need to take in completing the assignment.

Example:

Trace how three prominent scholars in Educational Psychology have influenced each other (e.g., for experts on critical thinking, the examples could be: Robert Ennis; Robert Sternberg; and Daniel Willingham)

1. Identify three experts in Educational Psychology from textbook, Wikipedia, or subject encyclopedia or handbook
2. Create timeline with dates of key or landmark works of each scholar
3. Identify book or review article discussing the work of the three scholars and their mutual influences and critical reception of the field
4. In bibliographies for each book or article found, identify citations that point to other works discussing influence of the scholar
5. Keep notes on most important contribution of each scholar in the field
6. In notes, describe the school of thought in Educational Psychology to which the scholar mostly closely aligns
7. Identify the mutual influences, controversies, disagreements, or disconnects between the three scholars selected
8. Write a five-page **bibliographic essay** describing the scholarly influences of the three scholars chosen, discussing their contributions, most notable works, and the debates and controversies among them, drawing on the notes taken

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- Does your bibliographic essay clearly identify three leading scholars in the field of Educational Psychology?
- Does your essay identify their most prominent contributions to the field?
- Does your essay identify the most important works of each scholar?
- Does your essay identify the school of thought in the field to which each belongs?

- Does your essay discuss how the three scholars influenced each other, disagreed with each other, opened new lines of inquiry through their interactions?
- Does your essay demonstrate how the conversation among the three scholars evolved through the citations you have identified?
- Does your essay conclude with a summary evaluating the influences of the three scholars and how those influences have contributed to the field?

TILT Information Literacy Design/Redesign Template

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