



# **Creating Transparent Clinical Assignments to Improve Confidence, Belonging, and Metacognition in Online Prelicensure Students**

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Neither the authors or presenter indicated that they have any real or perceived vested interest that relate to this presentation.  
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# Learner Objectives

At the end of the session today, the learner will:

1. Describe the TILT purpose
2. List the 3 components of the TILT process
3. Discuss the application of TILT to online and in person instruction

# TILT Framework



Transparency in Learning and Teaching

<https://tilthighered.com>

- National teaching and research project that began in 2009
  - Over 25,000 students in hundreds of courses across institutions in 7 countries
  - 2014 – 2015 partnership with Association of American Colleges and Universities to focus on advancing underserved students' success in higher education
- Helps faculty implement transparent teaching strategies
- Transparent methods help students understand how and why they are learning
- Used in STEM courses and newer use in Nursing

# TILT Framework

## 3 foci:

- Purpose
- Task
- Criteria

\*Easy to implement and can be done in written or verbal format.

FIGURE 1. TRANSPARENT ASSIGNMENT TEMPLATE

### Purpose

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

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# TILT Framework

## Transparency in Learning and Teaching

<https://tilthighered.com>

## Checklist for Designing Transparent Assignments:

<https://tilthighered.com/assets/pdffiles/Checklist%20for%20Designing.pdf>




### Checklist\* for Designing Transparent Assignments

This updated checklist incorporates revisions by faculty at the University of Houston, Downtown and staff at the Center for Teaching and Learning at Indiana University-Purdue University Indianapolis.

\*Students are the best judges of how transparent an assignment is. Invite them to parse the purposes, tasks and criteria for the assignment before they start working. This will help you to make the assignment even more transparent for them.

TRANSPARENT ASSIGNMENT CHARACTERISTICS			<i>If you select yes, explain how your assignment satisfies the criteria. If you select no, identify changes you will make to incorporate the criteria.</i>
Does the assignment have a stated due date(s) at the top?	YES	NO	
<b>PURPOSE SECTION</b>			
Does the assignment have a stated purpose that is marked in a section labeled "purpose"?	YES	NO	
Does the purpose define the learning objectives in language and terms that help students recognize how this assignment will benefit their learning?	YES	NO	
Does the "purpose" section of the assignment state that the assignment will help the student practice specific skills essential to success in the course, in school, in the field, and how the skills can serve in students' professional lives beyond school?	YES	NO	
Does the "purpose" section use terms from Bloom's Taxonomy of Educational Objectives (understanding, applying, analyzing, synthesizing, judging, evaluating, creating, inventing, etc.)?	YES	NO	
Does the "purpose" section specify what content knowledge the assignment will help the student become familiar with in the discipline?	YES	NO	
<b>TASK SECTION</b>			
Does the assignment have a "task" section?	YES	NO	
Does the "task" section define what activities the student should do/perform?	YES	NO	
Does the "task" section list actions/guidelines and/or recommend a sequence for students' efforts?	YES	NO	
Does the "task" section include "question cues" such as those from <i>Anderson and Krathwohl's revision of Bloom</i> ?	YES	NO	

 TILT Higher Ed

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# TILT Framework

Transparency in Learning  
and Teaching

<https://tilthighered.com>

Checklist for Designing  
Transparent

Assignments:

[https://tilthighered.com/  
assets/pdffiles/Checklist  
%20for%20Designing.pdf](https://tilthighered.com/assets/pdffiles/Checklist%20for%20Designing.pdf)



CRITERIA FOR SUCCESS SECTION			If you select yes, explain how your assignment satisfies the criteria. If you select no, identify changes you will make to incorporate the criteria.
Does the assignment have a "criteria for success" section?	YES	NO	
Does the "criteria for success" section define the characteristics of the finished product?	YES	NO	
Does the "criteria for success" section provide multiple specific examples of what these characteristics look like in practice?	YES	NO	
Will the instructor and students have collaboratively analyzed an example of good work before the students begin working? (Perhaps not stated on the assignment, but done in class prior to distribution)	YES	NO	
Will the students have identified how excellent work differs from adequate work before they students begin working? (Perhaps not stated on the assignment, but guided by teacher in class discussion prior to distribution)	YES	NO	
Does the "criteria for success" section include either: 1) a checklist of characteristics of successful work to help the student know if s/he is doing high quality work while s/he is working on the assignment? 2) a rationale for how students' learning will benefit from the uncertainty caused by the lack of information about characteristics of successful work?	YES	NO	
Will students use a checklist to provide feedback on peers' coursework? (Perhaps not stated on the assignment, but done in class at some point after assignment distribution)	YES	NO	
Does the "criteria for success" section indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course?	YES	NO	
Will the instructor ask students to reflect and comment on their completed, graded work, to identify changes to their learning strategies that might improve their work? (Perhaps not stated on the assignment, but done in class at some point after assignment distribution.)	YES	NO	







# Setting

- Online Prelicensure BSN program in Texas serving rural areas with decreased access to higher education
- Students with online assignments for submission
- Students needed improvement of understanding of assignments
- Students needed a format to build belonging and confidence as they are distantly located from their course faculty

# Why TILT?

- Desire for strengthening online community of students
- Connection between student and assignments
- Importance of students being aware of their thoughts and learning through assignments – Adult Learners

“Without transparency, many students spend a large portion of their time figuring out how to approach the work and/or how to acquire the needed resources. This reduces the amount of time they can spend actually doing the work, thus reducing work quality.” M.A. Winkelmes (2023)



## Activities

### Week 1 Activities:

**Attend large group orientation:** A large group live zoom session is scheduled for the first Monday of this course. You are expected to attend as this counts as 1.5 hours of clinical time.

**Attend small group orientation:** Your clinical instructor will communicate a date and time for your section to meet for orientation the first week of this course. This is mandatory as you will receive 1.5 hours of clinical time for this orientation.

**Complete Course Orientation Lessons:** These 5 lessons are designed to help you review concepts from the first trimester. There are two quizzes to complete once you have completed the review lessons. **The lessons and quizzes should be completed by the end of Week 3** (Sunday at midnight of Week 3). The lessons are below. The quizzes are listed under the assignments for the week (bottom of page).

- Orientation Lesson #1: Cellular Adaptation: Infection Control and Patient Safety (PPE)
- Orientation Lesson #2: Cellular Adaptation: Sterile Technique and Sterile Field
- Orientation Lesson #3: Medication Administration: Oral (PO) and Intramuscular (IM)
- Orientation Lesson #4: Intravenous Pumps
- Orientation Lesson #5: Respiratory Assessment, Oxygenation Skills, & Trach Suctioning

**Complete Virtual Simulation Activity:** This is a one-time virtual simulation activity created specifically for this course. It will take approximately 12 hours to complete and is **due by Sunday at midnight the third week of the course.**

**Complete Shadow Health:** Shadow Health assignment are due periodically throughout the course. It is recommended to start working on these beginning week 1.

**Attend Clinical Shift at Clinical Site as Scheduled:** You may not have a clinical day scheduled week 1. You will complete the clinical day 1 assignment after your first day of clinical.

# Clinical Assignment Example

## Prior to TILT

- Lists of activities
- Instructions without tying into purpose



## Assignments

- Orientation Quiz #1: PPE, Sterile Field, PO and IM Meds (Due Sunday Night of Week 2 at midnight)
- Orientation Quiz #2: Intravenous Pump Station Required Quiz (Due Sunday Night of Week 2 at midnight)
- Orientation Quiz #3: Respiratory Assessment, Oxygenation Skills, & Trach Suctioning Station Required Quiz (Due Sunday Night of Week 2 at midnight)
- Preceptor Agreement (Due 48 hours after each clinical day)
- Preceptor Daily Evaluation (Due 48 hours after each clinical day)
- Shadow Health Gerontology - Infection (Due Sunday Night of Week 1 at midnight)
- Day 1 Clinical Assignment (Due 48 hours after Clinical Day 1)
- Virtual Simulation Assignment Due Sunday Night of Week 2 by midnight (This Virtual simulation experience will take a total of 12 hours to complete).

# Clinical Assignment Example

**Prior to TILT**

## Welcome!

Welcome to NUR 3225 Professional Nursing Practice: Medical/Surgical II! This course builds on the concepts learned during the first trimester courses. Please begin by reviewing the information below. This page outlines the course expectations and weekly assignments.

### What is Different in Medical/Surgical II compared to the first Medical/Surgical Clinical?

1. This clinical rotation you will focus on care of 2 patients each week beginning clinical day 2. In Medical/Surgical I, you focused on a single patient each week. By the **second clinical day**, you will complete the head-to-toe assessment and AIR Notes on 2 patients each clinical day.
2. The concept map has evolved. This clinical rotation, you will still complete 3 concept maps. However, the concept maps are more complex...because you know more now! Please watch the video in the concept map section below to learn more about concept mapping.
3. The expectations are higher. You are now in your second trimester of nursing school. This means your faculty are expecting to see that your knowledge and critical thinking skills are growing in your assignments.



### Clinical Week Activities

This course is a 90 hour clinical course that includes 60 hours (5 days) in the clinical setting over 5 weeks. The other 30 hours of the course includes your orientation time, post conferences and other course assignments. Each week you have learning activities and assignment to complete for this course that coincide with your clinical experiences.

#### Week 1 Activities:

**Attend large group orientation:** A large group live zoom session is scheduled for the first Monday of this course. You are expected to attend as this counts as 2 hours of clinical time.

**Attend small group orientation:** Your clinical instructor will communicate a date and time for your section to meet for orientation the first week of this course. This is mandatory as you receive clinical time for this orientation.

**Complete Course Orientation Lessons:** These lessons are designed to help you review concepts from the first trimester and should take

# Clinical Assignment Example

Using TILT

## PURPOSE



Baylor University



## Clinical Week Activities

This course is a 90 hour clinical course that includes 60 hours (5 days) in the clinical setting over 5 weeks. The other 30 hours of the course includes your orientation time, post conferences and other course assignments. Each week you have learning activities and assignment to complete for this course that coincide with your clinical experiences.

### Week 1 Activities:

**Attend large group orientation:** A large group live zoom session is scheduled for the first Monday of this course. You are expected to attend as this counts as 2 hours of clinical time.

**Attend small group orientation:** Your clinical instructor will communicate a date and time for your section to meet for orientation the first week of this course. This is mandatory as you receive clinical time for this orientation.

**Complete Course Orientation Lessons:** These lessons are designed to help you review concepts from the first trimester and should take a total of 1 hour. There are quizzes associated with the orientation lessons. These are due at midnight the Sunday of Week 2. These quizzes are not averaged into your grade, but are a completion grade. In order to get a completion for the assignment, you need to achieve a grade of at least 8/10 (80%) on the quiz. You can take the quizzes multiple times to gain a grade of 8/10.

**Complete Shadow Health:** Shadow Health assignments are due periodically throughout the 5 weeks. It is recommended to work ahead on these assignments and not wait until the last minute.

**Attend Clinical Shift at Clinical Site as Scheduled:** You may not have a clinical day scheduled week 1. You will have a clinical day assignment due 48 hours after your clinical shift. If you complete 2 or more days at the clinical site within a week, you will have 72 hours after the last day of clinical that week to submit your assignments. Please review instructions for this assignment below.



### Week 2-5 Activities:

**Attend clinical days as scheduled at clinical site and complete the clinical documentation.**

**Attend Post-Conference:** You are expected to attend post-conference every week. This counts as clinical hours and cannot be made-up. Your clinical instructor will communicate the date and time of your post-conferences (the first week's post-conference is your small group orientation)

**Complete Shadow Health and Virtual Simulation Assignments:** You have Shadow Health assignments due periodically throughout the course. It is recommended that you spend some time each week working on the upcoming Shadow Health assignments.

# TASK Overview

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## Clinical Documentation Instructions

The clinical documentation for this clinical will be similar to the clinical documentation for medical/surgical I with the addition of completing AIR notes and a head-to-toe assessment

### Clinical Day 1

1. **Unit Seek and Find**
2. **Head-to-toe** (1 patient)
3. **Nursing Narrative AIR notes** (1 patient)
4. **Concept Map** (1 patient)
5. **Medication Sheet** (1 patient)

### Clinical Day 2-5

1. **Head-to-toe** (2 patients)
2. **Nursing Narrative AIR notes** (2 patients)
3. **Concept Map** (1 patient): You will need to complete a total of 3 concept maps before week 5. The first map must be submitted after clinical day 1. The second and third need to be completed during clinical days 2-4.
4. **Medication Sheet** (1 patient, should be same patient that you use for the concept map)

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## Documents Needed to Complete the Clinical Day Assignments

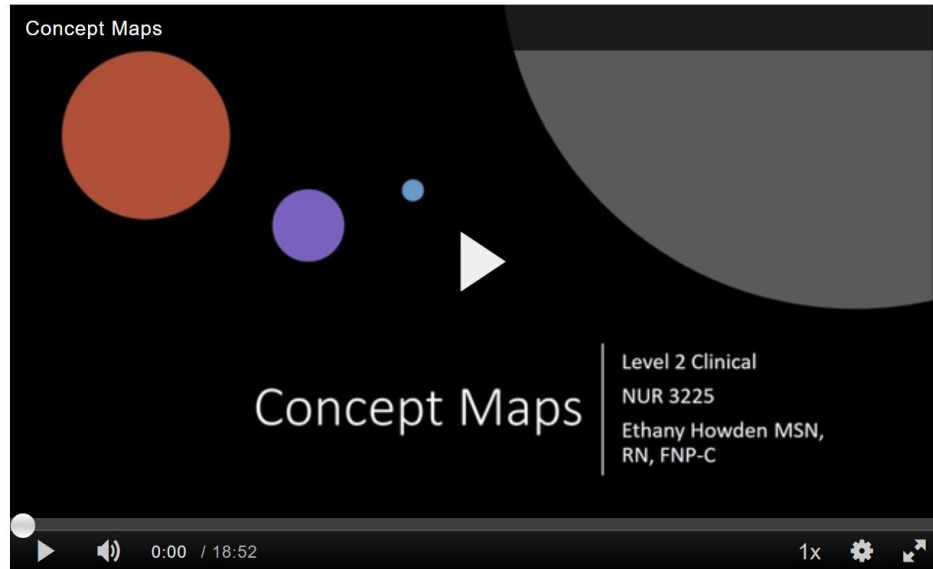
[J2 Clinical Day Packet.docx](#) ↓

[Medication Index Sheet.docx](#) ↓

[Unit Seek and Find/ Daily Tasks List.docx](#) ↓

## Concept Mapping

In NUR 3200 you started with flow chart to complete for your concept map. In this course, you are starting with a blank page for concept mapping. This is because you now have enough knowledge of the nursing process and nursing care, so complete a more complex concept map. Please watch the below video on concept mapping to know what your faculty are expecting.



## Criteria for Success





**By using TILT, improvement has been documented in the following areas:**

Academic Confidence

Sense of Belonging

Metacognition

## Video Resources

### Introduction to Transparency in Learning and Teaching Videos:

- <https://tilthighered.com/tiltexamplesandresources>
- [Transparency and Problem-centered Learning \(7-minute overview\)](#)
- [Transparent Instruction and Its Impact on Learning, University of Tokyo TV \(45 minutes\)](#)
- Transparency Framework for academic work
  - [Unwritten Rules for College Success](#), 39 second video
  - [Transparency Framework 1\) Purpose](#), 44 second video
  - [Transparency Framework 2\) Task](#), 25 second video
  - [Transparency Framework 3\) Criteria](#), 24 second video



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