

Resources for the TILT Framework

Foundational Research & Framework Analysis

These resources define the academic standards for transparency and provide the data behind its effectiveness.

- Palmer, M. S., Gravett, E. O., & LaFleur, J. (2018). *Measuring Transparency: A Learning-Focused Assignment Rubric*. This peer-reviewed article introduces a rubric designed to evaluate the "learning-focused" quality of assignments. It breaks down transparency into concrete, measurable components—such as how well the assignment describes the knowledge students will gain and the specific steps required to succeed.
 - [Read the Full Text](#)
- Winkelmes, M. A., et al. (2016). *"A Teaching Intervention that Improves Outcomes for Underrepresented Students."* This landmark study demonstrates how making the "hidden curriculum" of college explicit through transparency significantly increases student success, particularly for first-generation and minoritized students.
 - [Read the Article \(AAC&U\)](#)

Practical Implementation & Institutional Guides

These resources offer specific templates and institutional examples for applying TILT in the classroom.

- Winkelmes, M.-A. (2014). *Transparent Assignment Design Template*. This is the original, foundational tool created by Dr. Mary-Ann Winkelmes to help faculty restructure assignments. It organizes instructions into three vital sections: **Purpose** (why we are doing this), **Task** (what exactly to do), and **Criteria** (what success looks like).
 - [Access the Official Template](#)
- Center for Effective Teaching and Learning (CETL). (n.d.). *Transparency in Learning and Teaching - TILT*. Cal State LA. This university-level resource provides faculty with a local context for TILT, including several downloadable templates and a "Transparent Assignment Framework" that helps instructors move from theory to practice in their specific courses.
 - [Visit the Cal State LA TILT Portal](#)
- TILT Higher Ed: Examples and Resources. This is the primary clearinghouse for the national TILT project, featuring a massive gallery of "before and after" examples across dozens of disciplines.
 - [Explore the Gallery](#)

Comprehensive Book

- Winkelmes, M. A., Boye, A., & Tapp, S. (Eds.). (2019). *Transparent Design in Higher Education Teaching and Learning*. A deep-dive guide that covers implementing TILT at a programmatic level and across diverse academic environments.
 - [View at Routledge](#)

Resources for Fink's Taxonomy of Significant Learning

Foundational Research & Theory

These resources explain the core theory of the taxonomy and why it is designed as an interactive, non-hierarchical model.

- **Fink, L. D. (2003). *What is "Significant Learning"?*** This foundational article summarizes the core of Fink's theory. He argues that for learning to be "significant," it must result in some kind of lasting change in the learner's life by connecting different types of knowledge.
 - [Read the Article \(University of Oklahoma\)](#)
- **Fink, L. D. (2013). *Creating Significant Learning Experiences: An Integrated Approach to Designing College Courses.*** This is the definitive book on the subject. Fink provides a step-by-step guide on "Integrated Course Design," showing how to align learning goals with teaching activities and feedback/assessment.
 - [View at Wiley/Jossey-Bass](#)

Practical Toolkits & Implementation

These guides provide worksheets and verbs to help you write learning objectives that span all six categories of the taxonomy.

- **A Self-Directed Guide to Designing Courses for Significant Learning.** This widely-used workbook by Fink provides a streamlined version of his design process. It includes a specific "Fink's Taxonomy Worksheet" for drafting goals in categories like the *Human Dimension* and *Learning How to Learn*.
 - [Access the Guide \(PDF\)](#)
- **Fink's Taxonomy Verb List (University of Buffalo).** A practical resource for instructors, this list provides specific "action verbs" for each of the six dimensions, making it easier to write transparent and measurable learning outcomes for your syllabus.
 - [Visit the Verb List Portal](#)
- **Comparing Bloom's and Fink's Taxonomies (Vanderbilt University).** This resource is excellent for those already familiar with Bloom's Taxonomy. It explains how Fink's model expands into affective and relational domains (like *Caring* and *Integration*) that Bloom's does not cover as explicitly.
 - [Read the Comparison](#)
