Chapter 7

# Implementing TILT in Business Education:
## Content, Pedagogies, and a Generalized Toolkit

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## ABSTRACT

*Students accrue the benefits of college education unevenly. In particular, students from minority, underrepresented groups who are often the first in their family to go to college are likely to accrue less benefit. At the same time, the effectiveness of different pedagogies is typically not examined from their perspectives. TILT aims to rectify this by modifying pedagogical implementations, with emphasis on the two underlying principles of access and relevance. This chapter identifies common pedagogies in college business education, such as lectures, case method, and problem solving, and discusses implementation of these pedagogies in a manner aligned with TILT. The experiences of doing so at a PBI (Predominantly Black Institution) are presented.*

## INTRODUCTION

Pedagogies are how teaching establishes links between content and student learning outcomes. The principles of TILT (Transparency in Learning and Teaching) are

embedded within those of good teaching and the efficacy of its practice has been established for college education (Winkelmes et al., 2016).

As is clear from its name, TILT aims to build transparency into learning processes. Its underlying principles are access and relevance. These principles imply that students should be able to understand the work that is required of them, as well as reasons why such work was designed in a particular manner. TILT also advocates for enabling students to perceive learning to be useful. Communicating these reasons and adhering to these principles helps build an environment of confidence and clarity, as well as to motivate and keep students engaged in learning processes.

Despite cited evidence of success with specific TILT techniques in certain courses, scaling up to wider implementation could prove difficult due to inherent variabilities across academic programs. It is likely that each discipline, indeed each course, will need TILT approaches that are tailored to its content and student learning objectives. A further challenge is that TILT requires students to be willing participants in learning about how various pedagogies work. In this regard, it may be helpful to keep in mind Bandura's views of self-efficacy: people tend to avoid tasks and situations that they believe exceed their capabilities and take on tasks and activities that they believe they can handle (McCarthy & McCarthy, 2006, p. 201). Skills are developed by taking on challenges, but a student with low self-efficacy will not take these on. For some students it might take effort to attain a level of comfort with the idea of TILT itself; a precursor to which could be the development of self-efficacy.

In this chapter, we focus on TILT in undergraduate business education and its implications for instructional practices and choice of content. Winkelmes (2013) noted that TILT implementations, while benefiting all students, have significantly high positive impact for those who are "first-generation, low-income and underrepresented". This encouraged us to incorporate TILT practices in the business program at our college, a Predominantly Black Institution (PBI). We discuss key aspects of TILT, namely Purpose, Task, and Criteria, in the context of various business education pedagogies and present our experiences in implementing them. We conclude with recommendations for making business education more aligned to TILT.

## BUSINESS EDUCATION: GOALS AND DIMENSIONS

Business is one of the most popular undergraduate majors in the United States. According to Hinrichs (2015), more than 10% of undergraduate Black students are business majors. For Hispanic, Asian, and White students, the percentages are 7.7%, 8.2%, and 6.5% respectively. Business students typically either go on to work for organizations, large and small, or look to start their own business ventures. Colleges

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