

Chapter 8

Effectiveness of TILT Across Online Learning Platforms

Hatem Bata

Albany State University, USA

ABSTRACT

This chapter will examine in depth the efficacy of applying TILT using qualitative methods and secondary data to online education to improve the learning experience of millennial learners. Furthermore, it seeks to apply the principles of TILT to online learning so that instructors can create an online learning environment that is transparent and student-centered including guidelines from best teaching practices. Moreover, the chapter will explore the challenges of designing online classes with TILT principles from the instructor, student, and administrator perspectives. The chapter will also examine the digital divide between minority or disadvantaged students and the European American students. Then it will offer technology and TILT solutions to try to bridge or leapfrog the digital divide.

INTRODUCTION

The Internet has revolutionized learning within higher education institutions (HEIs). Universities are now using the emerging information communication technology (ICT) infrastructure in their core businesses in order to improve the quality and cost-effectiveness of the learning experience and enhance accessibility of their students (Ellouni, 2004). Online learning can occur across time zones, and locations, overcoming distance is not an issue, thereby improving accessibility to the students and instructors. Online learning also encourages conversation and discourse leading to collaboration between learners, hence building their social and negotiation skills.

DOI: 10.4018/978-1-7998-9549-7.ch008

This in turn allows learners to share information, test understandings, and reflect on learning (Dickey, 2005).

Nevertheless, online learning materials should be designed properly so that students can reap the benefits of their learning experience by having high authenticity, interactivity, and collaboration (Ring & Mathieux, 2002). Creating content for online learning is challenging because it requires content, pedagogical, and technological skills. Each online class is unique because, it is situated within a particular discipline of knowledge with unique educational requirements (Eblen-Zayas, 2021). Moreover, every teacher needs to customize his/her classes to match with his/her teaching style, technological skill or comfort, and learning outcomes making it very challenging to design effective online teaching materials for students (Eblen-Zayas, 2021). In addition, the benefits of online education has not been reaped equally by all students. According to Xu and Jaggars (2013), minority and disadvantaged students have lower course completion rates and poorer grade performance in online classes, compared to their performance when enrolled in a hybrid or in a face-to-face course.

Transparency in Learning and Teaching (TILT) was created by Dr. Mary-Ann Winkelmas when she worked at the University of Nevada, Las Vegas to increase the graduation rate and retention of minority and disadvantaged students. TILT is a framework that encourages instructors to improve current assignments by providing them with an easy-to-follow template to modify assignments through inclusion of a clear, defined rationale, detailed explanation of expectations, and a grading rubric (Eblen-Zayas, 2021). TILT therefore increases the student's ability to be successful within the classroom. TILT increases the ability of the students to learn because knowledge taught in a transparent format reveals the purpose of the learning consequently, improving the student's engagement (Winkelmes et al., 2016). Redesigning online learning materials using TILT principles would include a clear and concise purpose, appropriate tasks, and criteria to increase academic confidence, sense of belonging, and metacognitive awareness of all students, with minority and disadvantaged students reaping the most benefits (Winkelmes et al., 2016).

The chapter will focus on the digital divide between minority or disadvantaged students and the Caucasian students. It will offer technology and TILT solutions to try to bridge or leapfrog the existing digital divide. The chapter will examine in depth the efficacy of applying TILT dimensions to online learning platforms by integrating outcome-based secondary data to improve the learning experience of minority millennial learners and to create online learning environments that are transparent and student-centered.

15 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/effectiveness-of-tilt-across-online-learning-platforms/306619

Related Content

Blind Students' Challenges in Social Media Communication: An Early Investigation of Facebook Usability for Informal Learning

Rakesh Babu (2015). *International Journal of Online Pedagogy and Course Design* (pp. 58-73).

www.irma-international.org/article/blind-students-challenges-in-social-media-communication/120665

Nurturing Inclusive Schools Through the Isibindi Ezikoleni Child and Youth Care Work Programme

Zeni Thumbadoo, Theresa Wilson, Nicia de Nobregaand Donald Nghonyama (2025). *Global Practices in Inclusive Education Curriculum and Policy* (pp. 121-162).

www.irma-international.org/chapter/nurturing-inclusive-schools-through-the-isibindi-ezikoleni-child-and-youth-care-work-programme/361194

Integrated Training Requires Integrated Design and Business Models

Arthur B. Jefferyand Mary F. Bratton-Jeffery (2004). *Instructional Design in the Real World: A View from the Trenches* (pp. 218-244).

www.irma-international.org/chapter/integrated-training-requires-integrated-design/23943

Online Discussion Groups

Steven D'Agustino (2008). *Encyclopedia of Information Technology Curriculum Integration* (pp. 664-669).

www.irma-international.org/chapter/online-discussion-groups/16775

Cultural and Contextual Affordances in Language MOOCs: Student Perspectives

Carolin Fuchs (2020). *International Journal of Online Pedagogy and Course Design* (pp. 48-60).

www.irma-international.org/article/cultural-and-contextual-affordances-in-language-moocs/248015