



## Common Challenges & Misconceptions 2

**Anna C. Smedley, PhD; Director of Student and Community Engagement; Assistant Professor in Residence; University of Nevada, Las Vegas** [00:00:00] I am a transparent convert, because really, quite frankly, for two reasons. It's good for me and it's good for my students. It, it really helps me be more efficient and I'm a very busy woman. And so efficiency matters to me. And it's really better for my students because it helps them understand in advance what they're trying, what I want them to learn and how to be successful.

**David Copeland, PhD; Associate Professor; Department of Psychology; University of Nevada, Las Vegas** [00:00:23] The thing that surprised me the most about using these transparent methods was the benefit to me as an instructor, in that I was able to reconceptualize the assignments that I have in the class. Why am I assigning this? You know, why am I having them write a paper on this? Why do I have certain activities in the course? Why did I structure this entire course the way I did? What is the purpose of this? You know, what do I, what do I want them to get out of this? And so it really made me take a top down perspective for my course of things that I've tinkered with, maybe assignments that I've used, just because I've always used them over the years. And it really made me rethink, why am I using that? Do I think that this is the best assignment that students can be accomplishing these learning outcomes, you know, by having this assignment in here? Or should the assignment change? Should there be maybe an activity that leads up, that preps for that, you know, assignment?

**Sharon Jalene, PhD; Assistant Dean of Undergraduate Affairs; Assistant Professor in Residence; School of Integrated Health Sciences; University of Nevada, Las Vegas** [00:01:20] I think that the transparency project has benefited me as an instructor, maybe even more than it's assisted my students. As a new instructor, I did not have a background in education to assist me to design assignments, to create tests, to appropriately design a rubric. Having the transparency techniques allowed me to really sit down and make sure that what I was trying to deliver was somewhere in the information. And I, as an instructor that helped me a lot

**Anna C. Smedley, PhD** [00:01:54] For my students, when our work is transparent and they know what's expected of them, it really frees some of their time and energy up to then apply what I've asked them to learn.