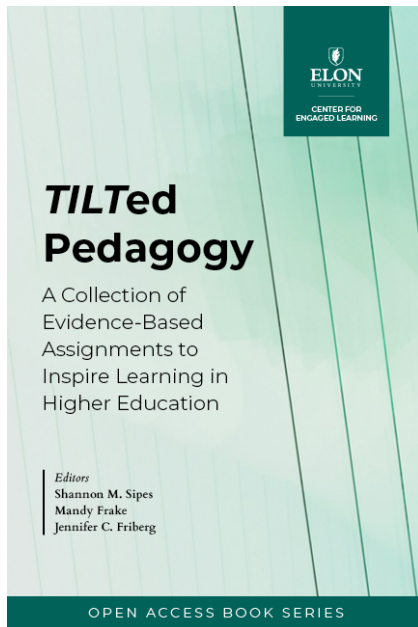


READING GROUP GUIDE



TILTed Pedagogy

A Collection of Evidence-Based Assignments to Inspire Learning in Higher Education

Edited by Shannon M. Sipes, Mandy Frake, and Jennifer C. Friberg

Fall 2026 | Center for Engaged Learning Open Access Series
Access supplemental resources including additional questions specific to each chapter at www.CenterForEngagedLearning.org/books/tilted-pedagogy.

FOR DISCUSSION

1. The book is organized around the SoTL Grand Challenges. Which challenge feels most urgent in your own teaching context, and why?
2. Many chapters highlight student choice (e.g., unessays, creative assignments, multimodal options). What does the book suggest about the relationship between autonomy and deep learning?
3. How does the book balance the need for structure (clear purpose, task, criteria) with the need for creativity and flexibility in assignments?
4. How does TILTed Pedagogy challenge traditional notions of rigor, especially in light of assignments that emphasize process, iteration, and revision?
5. If you were to redesign one major assignment in your course using insights from *TILTed Pedagogy*, what elements from the book would you prioritize—and why?

ABOUT THE BOOK

TILTeD Pedagogy: A Collection of Evidence-Based Assignments to Inspire Learning in Higher Education brings together instructors from across disciplines who demonstrate how transparent assignment design can transform student learning. Grounded in the Transparency in Learning and Teaching (TILT) framework, this open-access collection bridges research and practice through faculty-authored case studies that showcase assignments proven to foster deeper learning, greater engagement, and more equitable outcomes.

Organized around the Scholarship of Teaching and Learning's Grand Challenges, the book features adaptable assignments spanning disciplines and educational contexts. Each chapter explains the pedagogical foundations behind an assignment, provides implementation guidance and transparent teaching materials, reflects on lessons learned, and offers ideas for adapting the approach to new courses. Together, the chapters explore strategies for developing critical thinkers, increasing student engagement, supporting the learning process, and creating more inclusive learning environments.

ABOUT THE OPEN ACCESS SERIES

The Center for Engaged Learning at Elon University brings together international leaders in higher education to develop and to synthesize rigorous research on central questions about student learning. The CEL Open Access Book Series features concise, peer-reviewed books (both authored books and edited collections) for a multi-disciplinary, international, higher education audience interested in research informed engaged learning practices. All open access books are published under a CC BY-NC-ND 4.0 license. *Jessie Moore and Peter Felten co-edit the series.*

Learn more at www.CenterForEngagedLearning.org.

TABLE OF CONTENTS

Section 1: Developing Critical and Creative Thinkers

- 1 | Applying the TILT Framework in an Introduction to Theatre Course
- 2 | Investigating the Unfamiliar
- 3 | Creative Assignments and Reflective Writing
- 4 | Two-pass Assignments for Guiding Students Through the Transition to Rigorous Logical Reasoning

Section 2: Engaged Learning

- 5 | Backcasting
- 6 | Re-TILting the Scale
- 7 | Becoming Part of the Scientific Community via Peer Review
- 8 | Tilting Towards Learning Through Reflection

Section 3: Process of Learning

- 9 | The Unessay
- 10 | Applied Music Studio Through TILT
- 11 | Synthesizing, Reflecting, Applying, And TILting Course Content
- 12 | Knowledge Surveys

Section 4: Identities Affect Both Teaching & Learning

- 13 | Explaining Complex Concepts Through Visual Metaphors
- 14 | TILTeD Lesson Plan Adaptation Project
- 15 | Taking a TILTeD Perspective Using Case-Based Learning in Speech-Language Pathology
- 16 | Critical Autobiography for a Digital World