# Transparent Equitable Learning Framework for Students

At the beginning of the class meeting, review your learning expectations with the instructor. This helps to identify and address inequitable conditions for learning so that all students may begin with same readiness for learning in this class meeting. (Bring this document to help frame the conversation with your instructor.)

**Purpose:**

- What specific content knowledge will you gain from this class meeting?

- What skills will you practice during class?

- How you can use this knowledge and these skills in your life beyond the context of this class meeting, this course, and beyond college?

**Tasks:**

- What learning behaviors or actions will you use during class?
- Is there a sequence for these? (Are there recommended steps?)
- What roadblocks/mistakes can you avoid?
- What guidelines will you follow during class to check on your understanding and/or on your classmates' understanding?
- How will you notify the teacher as soon as their assistance is needed to ensure that all students have a fair opportunity to learn effectively during class?

**Criteria:**

- Checklist (How will you know you're doing what's expected?)

- What is your own standard for your achievement during class? How well must you be able to understand the lesson and apply the learning activities for you to succeed in this class meeting?