Identifying Transfer of Learning Pathways across Disciplines
Foundation

Light, Color, and Design
Space, Form, and Process
Time and Movement
Visualization / Representation

School of Art

Art and Design Education
Digital Arts and Animation
Film and Video
Fine Arts
Photography

School of Design

Communications Design
Fashion
Industrial Design (Scott VanderVoort)
Interior Design (Keena Suh)

School of Liberal Arts and Sciences

Social Science and Cultural Studies (Eric Godoy)
History of Art and Design
Humanities and Media Studies
Mathematics and Science (Chris Jensen, co-facilitator)
The Writing Program
Intensive English Program (Allegra Marino Shmulevsky)
Transfer

apply skills and concepts from one context to another and to be critical about how we apply our knowledge in changing contexts
Transfer of Learning FLC

Plan for Exploring Transfer by Comparing Projects that Each of Us Assign in our Classrooms

Group A (Keena, Allegra, Chris W., & Chris J.)

Group B (Brian, Eric, Scott)

Our process:

- Each member of our group
  - selected a project designed in one of his/her classes
  - to be examined for both the purposes and standards of this project against our standards

1. What are the learning objectives of the project?
2. How are the instructions given to students?
3. In what ways are students expected to engage with the assignment?
4. What steps do the students take toward completion of the task they have to perform through these steps?
5. What are the "key elements" that make up the experience of the project?
6. To what extent do you intend your feedback to students involve the completion of the project?
7. What shape do the project's data entries take?
8. What role does the assignment play in feedback?
9. Are students able to access the assignment feedback?
10. In what ways do the students evidence that they have understood the assignment?
11. How are the projects "transferred" or "transliterated"?
12. What are some ways the project can be "transferred" or "transliterated"?
13. What is the role of the project in your assigned discipline?
14. In what ways do you seek support to make this project viable?

Questions to answer as we present our projects:

1. Are there overlapping concepts and teaching practices?
2. Do we have equivalent terms and vocabulary in our processes?
3. Do we teach students to look for where transfer happens in their learning at all?
4. Are we aware of the learning outcomes of those disciplines or class years to which we seek transfer?

Faculty Action Research Questions

What do we hope to learn from this process?

Can what we learn be beneficial to Pratt's Teaching & Learning Practice?
TRANSFER IN LIGHT, COLOR, and DESIGN

FIRST SEMESTER LEARNING
the foundation of second semester projects

- interpreting text, image and synthesized design
- figure-ground studies with transparency, layering

Transparency: collage study and applied to evoke radiant light (digital)

Studies of Attributes of Color:
- hue, value, saturation, chroma (collage & acrylic)
- mixing & studies of color interaction
- complementary & analogous hues
- tension, harmony, contrasts

Patterns with same palette, but varying the placement of the colors to create a different spatial and emotive quality in each. Also creating simultaneous contrasts (acrylic & digital)

Composition studies: creating different spaces and mood with the same elements and hues. (collage)

*Figure-Ground Studies:*

- Textures & color dynamics from observation applying knowledge of attributes, color phenomena, and transparency (digital, acrylic, oil)

our focus
our methods
two groups
methods of exploration
methods of analysis
methods of visualization
our results

who we are

our focus
our methods
two groups
methods of exploration
methods of analysis
methods of visualization
our results

group red

Mapping transfer in projects

transfer within a course and across two-semester sequence
TRANSFER IN LIGHT, COLOR, and DESIGN

Second Semester Final Project: An evocative visual mapping of a transitional narrative written by a peer student

- final: digital print & wood
- concept sketches
- palette studies (collage)
- iterative color composition studies digital & acrylic
- palette, format, and composition revision

Our results
Transfer of Learning

group red
mapping transfer in projects

transfer across disciplines and grade levels

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FLC Transfer of Learning
Transfer of Learning

Group Red

Mapping transfer in projects

Transfer across disciplines and grade levels

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methods of visualization

Our results

Key

uni-directional transfer

bi-directional transfer

transfer pathway label

Skill

Process

Vocabulary

First-Year Studio

Chris Wynter

Narrative Mapping

Ability to map and organize space

Ability to document a creative process

Ability to employ conceptual sketching to develop a design

First-Year General Education

Allegra Marino

Shmulovsky

The Body in Society

Junior Studio

Keena Suh

Re-envisioning the Library

Development of sustainable design strategies

Junior & Senior General Education

Chris Jensen

Ecology Creative Term Projects

First-Year General Education
IDEATION
Through brainstorming possibilities

ITERATION
Of drafts and versions

PRESENTATION
At various stages for feedback

IIP
IDEATION
Through brainstorming possibilities

ITERATION
Of drafts and versions

PRESENTATION
At various stages for feedback

IIP
POSSIBLE GUIDING MODELS
Light, Color, and Design

Making/Faking Nature

Three-Dimensional Design III

- **Light, Color, and Design**
  - **Abstract Jack & Jill**
  - **Section**
  - **Projections**
  - **Presentation**

- **Making/Faking Nature**
  - **Conceptions of Wilderness**
  - **Iteration**
  - **Conception 2**
  - **Presentation**

- **Three-Dimensional Design III**
  - **CD Recess's Study**
  - **Mat**
  - **Projections**
  - **Presentation**
Visually mapping transfer...
Foundation

Visualization / Representation

- line variation and logic
- size contrast
- overlapping layers of elements in space
- contours
- materiality

Industrial Design (junior year)

Design III

- composition
- line variation and logic
- size contrast
- overlapping layers of elements in space
- space-light-shadow
- contours
- negative space
- materiality
- frame, edges, surface, space

Pratt FLC Transfer of Learning
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Light, Color, and Design
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- spatial mapping
- site-specificity

Interior Design (junior year)

Design IV
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- interaction of color and light
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- spatial mapping
- site-specificity
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- program
- research
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To understand the content, it's important to consider the context of the field and the specific areas of study. For instance, in the field of interior design, courses such as Foundation, Math and Science, and Philosophy play a crucial role. These courses provide a strong foundation in the principles of design, mathematical concepts, and critical thinking, which are essential for the development of a successful career in interior design.

In the senior year, students focus on advanced topics, such as more specialized courses in the field of interior design. These courses are designed to deepen the students' understanding of the subject and prepare them for professional practice. The senior Capstone course is a culmination of the student's four years of study, where they apply the knowledge and skills acquired throughout their education to a real-world project.
FlC Transfer of Learning

Foundation | IEP (freshman year) | Math and Science (junior year) | Philosophy (senior year)

Communication Design Major

Visualization / Representation
- narrative mapping
- color, composition, transparencies

English
- research
- comparative analysis
- structuring argument
- body and society

Ecology
- narrative mapping
- color, composition, transparencies
- research
- comparative analysis
- structuring argument
- body and society

Making/Faking Nature
- research
- comparative analysis
- structuring argument

Pratt
What might be transferred in a student’s education at Pratt, where and how?

How is the transfer of learning evident? (within courses, sequences, between disciplines and years)

What methods best explore transfer?

How can understanding transfer enhance teaching at Pratt?

Do tools and methods that enhance a student’s own awareness of transfer positively impact their learning?

Where do our explorations reveal opportunities for enhancing transfer?

What is the value of an interdisciplinary FLC in the context of an Art and Design school?
We welcome your questions, ideas and suggestions!
special thanks to

Heather Lewis
Faculty Learning Community Initiative Coordinator, Pratt Institute

Donna Heiland
Vice Provost for Academic Affairs, Pratt Institute

Office of the Provost, Pratt Institute