Integrating Faculty Development and Research through a Cross-Disciplinary Faculty Learning Community (FLC)

**General Education**
- First Year
  - Allegra Marino Shmulevsky
    - Intensive English Program
- Beyond the First Year
  - Chris Jensen
    - Math & Science
  - Eric Godoy
    - Philosophy
    - (FLC Emeritus Illinois State University - Bloomington-Normal)

**Studio Education**
- Chris Wynter
  - Foundation
- Brian Brooks
  - Foundation
- Keena Suh
  - Interior Design
- Scott Vandervoort
  - Industrial Design
  - (FLC Emeritus Bali)
We will end with a Group Exercise

As you learn a little bit about how we have approached transfer of learning, begin thinking about one of your class assignments and the learning that you hope transfers in/out of this assignment.

Name: _________________________________  Institution: ____________________________

Name of your course: ____________________________________________________________

Year / Level you teach: (1st, 2nd, 3rd, 4th yr, beyond?) _________________________________

Briefly describe your class assignment:

<table>
<thead>
<tr>
<th>Learning students need to transfer into this assignment:</th>
<th>Learning that you hope that students are able to transfer out of this assignment:</th>
</tr>
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<tbody>
<tr>
<td>1.</td>
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What is *Transfer of Learning*?

The application of what has been learned in one context to new contexts.
Year 1 Process: Cross-Disciplinary Comparisons

DISCIPLINARY DIFFERENCES
Establishing mutual understanding of how each of our disciplines are taught at Pratt

COMMON APPROACHES
Coming to a common understanding of what “transfer of learning” means

POTENTIAL TRANSFER
Conceiving of a research approach to studying the potential for transfer in the Pratt art & design education
Year 1 Process: Cross-Disciplinary Comparisons

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**DISCIPLINARY DIFFERENCES**
Establishing mutual understanding of how each of our disciplines are taught at Pratt

**COMMON APPROACHES**
Coming to a common understanding of what “transfer of learning” means

**POTENTIAL TRANSFER**
Conceiving of a research approach to studying the potential for transfer in the Pratt art & design education
Discovering potential pathways of transfer between our course assignments.
Year 1 Process: Process as Transferable

FLC - Transfer of Learning
IIP Process
Ideation - Iteration - Presentation

Exploring the potential for transfer of process
Year 1 Process: Process as Transferable

- IDEATION
  - Sketches of possible directions
  - Planning/ diagramming into one proposal
  - Sketches & diagrams into one proposal
  - Two proposals diagrammed
  - Feedback from instructor & peers
  - Feedback from instructor & peers
  - Self assessment/ problem solving

- PRESENTATION
  - Final work revised & installed
  - Final work revised & installed
  - Work on modified version on site
  - Instructor feedback
  - Begin first version on site
  - One proposal revised/ finalized
  - Two proposals diagrammed

- ITERATION
  - Final work revised & installed
  - Final work revised & installed
  - Work on modified version on site
  - Instructor feedback
  - Begin first version on site
  - One proposal revised/ finalized
  - Two proposals diagrammed

Pratt Transfer of Learning FLC
Year 1 Process: Process as Transferable

IDEATION

1. Initial Source List
2. Feedback on Source List
3. Draft Proposal
4. Feedback on Final Proposal
5. Draft Project/Summary
6. Feedback on Final Proposal

PRESENTATION

7. Feedback on Draft Proposal
8. Feedback on Draft Project/Summary
9. Final Project/Summary

ITERATION

Final Proposal
Year 1 Process: Process as Transferable

The IIP framework allows for the comparison of different project processes:
Year 1 Process: Process as Transferable

FLC - TRANSFER OF LEARNING
IIP PROCESS

Ideation – Iteration – Presentation

Ideation

Presentation

Iteration
**Year 2 Process: Transfer Sessions**

**General Education**
- Humanities & Media Studies (4)
- History of Art & Design (3)
- Intensive English Program (1)

**Foundation:**
- Visualization & Representation (3)
- Light Color & Design (3)
- Time & Movement (3)
- Studio Language (2)

**Studio Education**
- Fine Arts (1)
- Industrial Design (1)
- Art & Design Education (2)
- Communications Design (2)
- Interior Design (2)

**First Year**
- Math & Science (3)
- Social Science & Cultural Studies (2)
- Humanities & Media Studies (1)

**Beyond the First Year**
- 33 participants
Year 2 Process: Transfer Sessions

Goals of the *Transfer Sessions*:

- Expand how faculty contextualize their teaching within the broader Pratt education
- Broaden each faculty participant’s perspective on their teaching by introducing the “transfer lens”
- Learn more about what transfer of learning means across the broader Pratt undergraduate (Art & Design) curriculum
- Build a community of Pratt faculty who are interested in fostering better transfer of learning
Year 2 Products: Outreach and Data

Professional development and faculty outreach

- 10 sessions
- 33 faculty participants
- 11 different departments
- 166 elements of learning transferred in
- 249 elements of learning transferred out

Data on the nature of transfer of learning at Pratt
(from each participant)

Sample student work
**Humanities and Media Studies Literary and Critical Studies course**

Students are able to unify and develop body paragraphs in support of a working thesis and an overall argument.

Students can identify and work with these formal elements of literature: plot, structure, character, setting, theme, speaker and voice, tone, imagery, diction, figurative language, rhythm, and sound, dialogue, considerations pertinent to translation, genre expectations particular to tragedy.

Students are able to offer useful editorial support to their classmates.

Students will be able to use writing as a tool for thinking.

Students will be able to use writing in a way that clearly conveys their thoughts to others.

Students will be able to understand the critical/theoretical as a longstanding and continuing conversation that can include them.

**Foundation Time & Movement course**

How to conceptualize a design project (how to link idea and visuals)

How to execute a design project (process and revisions/refinement)

Basic frame animation execution and principles (12 principles of animation)

A better critique vocabulary, and a more thoughtful approach to critique

A solid understanding of what Pratt expects in terms of workload, attendance, deadlines and quality.

**Communication Design Research, Analysis & Process course**

An appreciation of the crucial role of research in the design process

The ability to iterate as part of the design process

The ability to create prototypes as part of the design process

The ability to accept and address feedback

The ability to be critical about their own work.

The ability to be flexible throughout the design process

**Art & Design Education Foundation in Art & Design Education course**

Introductory knowledge of their studio core at the post-secondary level.

Introductory knowledge of how to plan a learning experience for a group of students (design guiding questions, structure timing, assemble necessary materials)

How to organize studio core content—artists, tools, materials, concepts, language—in preparation for teaching others

How to plan an art making activity and lead participants through it

How to develop instructional materials to support participants’ learning

Understanding of issues that teachers may encounter in instructing others in their studio core
**Humanities and Media Studies**

**Literary and Critical Studies course**

- How to conceptualize a design project (how to link idea and visuals)
- Design & Communication

- How to execute a design project (process and revisions/refinement)
- Ideation, Iteration, Presentation – IIP

- Basic frame animation execution and principles (12 principles of animation)
- Form Analysis

- A better critique vocabulary, and a more thoughtful approach to critique
- Feedback / Critique

- A solid understanding of what Pratt expects in terms of workload, attendance, deadlines and quality.
- Organization & Learning Skills

**Communication Design**

**Research, Analysis & Process course**

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- Form Analysis

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- Feedback / Critique

- Students will be able to use writing as a tool for thinking.
- Ideation, Iteration, Presentation – IIP

- Students will be able to use writing in a way that clearly conveys their thoughts to others.
- Design & Communication

- Students will be able to understand the critical/theoretical as a longstanding and continuing conversation that can include them.
- Self Reflection

**Art & Design Education**

**Foundation in Art & Design Education course**

- Introductory knowledge of their studio core at the post-secondary level.
- Form Analysis

- Introductory knowledge of how to plan a learning experience for a group of students (design guiding questions, structure timing, assemble necessary materials).
- Design & Communication

- How to organize studio core content—artists, tools, materials, concepts, language—in preparation for teaching others.
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- How to plan an art making activity and lead participants through it.
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- How to develop instructional materials to support participants’ learning.
- Design & Communication

- Understanding of issues that teachers may encounter in instructing others in their studio core.
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**Research, Analysis & Process course**

- Students will be able to understand the critical/theoretical as a longstanding and continuing conversation that can include them. **SELF REFLECTION**

**Foundation**  
**Time & Movement course**

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An appreciation of the crucial role of research in the design process **DESIGN & COMMUNICATION**

The ability to iterate as part of the design process **IDEATION, ITERATION, PRESENTATION – IIP**

The ability to create prototypes as part of the design process **IDEATION, ITERATION, PRESENTATION – IIP**

The ability to accept and address feedback **FEEDBACK / CRITIQUE**

The ability to be critical about their own work **SELF REFLECTION**

The ability to be flexible throughout the design process **ORGANIZATION & LEARNING SKILLS**

**Communication Design Research, Analysis & Process course**

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**Art & Design Education Foundation in Art & Design Education course**
**Humanities and Media Studies** Literary and Critical Studies course

**Communication Design** Research, Analysis & Process course

**Foundation** Time & Movement course

**Art & Design Education** Foundation in Art & Design Education course

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**Dream Journaling**

**Narrative Forms & Theories**

**Voiceover in Media**

**Introduction to Audio Design I**

**Introduction to Audio Design II**

**Communication Design** Research, Analysis & Process course

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**Communication Design** Research, Analysis & Process course

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**Art & Design Education** Foundation in Art & Design Education course

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Foundation Time & Movement course

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**Foundation Time & Movement** course

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- Understanding of issues that teachers may encounter in instructing others in their studio core **DESIGN & COMMUNICATION**
Ability to visually analyze historical works

Ability to analyze visual form in relation to meaning & cultural context

Ability to design a work using spatial analysis
Our Expanding Community… and Next Steps

Transfer FLC

External Publications

Transfer to ???

Pratt Transfer of Learning FLC

Teaching & Learning Center

Project Overview & Basic Information

The Transfer Sessions Project is produced by the Transfer of Learning Faculty Learning Community, an initiative of the Office of the Provost.

Transfer Sessions bring faculty from different disciplines together to discuss the connectivity that does exist or could exist between our courses. Although certainly pockets of collaboration between faculty in different departments and programs exist, for the most part the undergraduate Pratt education has been treated as a series of separate parts, each isolated in what students learn. Exploring the potential for transfer of learning means looking for commonality in what we want students to be able to understand, to create, and to present. Through the series of faculty dialogues fostered by the Transfer Sessions Project, we seek to:

- Spread the word to our fellow faculty about our efforts to understand transfer of learning at Pratt;
- Share what we have learned about the potential for transfer of learning within a Pratt undergraduate education from our participants;
- Empower our participants to see their own teaching in the context of the larger Pratt undergraduate experience;
- Create an on-campus community of faculty who are interested in improving how learning transfers within a Pratt undergraduate education.

What is Transfer of Learning?

Transfer of learning is defined as the application of what has been learned in one context to new contexts. This could mean:

1. using what was learned earlier in a course to meet challenges posed later in that course (intra-
Transfer FLC Research Questions

Within our existing curriculum, what’s the potential for student transfer of...

- The ability to **plan a process of project development**?
- The ability to **give and respond to feedback/critique**?
- The ability to **self-assess** and **self-reflect**?
- The ability to **deconstruct existing work** and plan/conceptualize a work by playing with constituent design elements?
- The ability to **translate between visual and written languages**?
- The ability to **perform the research necessary to inform a project**?
The *Transfer Sessions Project* Database

Creating a searchable, sortable means of analyzing all of the qualitative data that we have collected via these sessions.

<table>
<thead>
<tr>
<th>Project Guidelines</th>
<th>Samples</th>
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Sample student work

<table>
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<tr>
<th>Descriptive Data</th>
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Please take about 3 minutes to complete this form by identifying a class assignment and the learning that you hope students transfer in/out of this assignment.

Name: _____________________________ Institution: ___________________________

Name of your course: ___________________________________________________________

Year / Level you teach: (1st, 2nd, 3rd, 4th yr, beyond?) _______________________________

**Briefly describe your class assignment:**

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Group Exercise : Step 2 of 3

- Form a group of four
- Share the kinds of learning that you hope transfers in/out of your class assignment
- See if you can find possible “pathways of transfer” between the class assignments of each of your group members
- Prepare to share any “pathways of transfer” that you discover
Group Exercise: Step 3 of 3

- Let’s share with the whole group!
- Please report any interesting “pathways of transfer” that you discovered to the rest of the groups.