

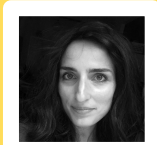
# Integrating Faculty Development and Research through a Cross-Disciplinary Faculty Learning Community (FLC)

# Pratt

Transfer of Learning FLC

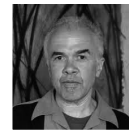
## *General Education*

*First Year*

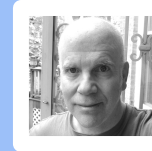


**Allegra Marino Shmulevsky**  
*Intensive English Program*

## *Studio Education*

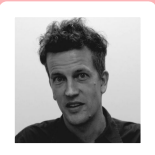


**Chris Wynter**  
*Foundation*



**Brian Brooks**  
*Foundation*

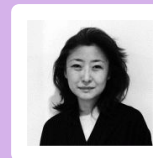
*Beyond the First Year*



**Chris Jensen**  
*Math & Science*



**Eric Godoy**  
*Philosophy*  
*(FLC Emeritus Illinois State University - Bloomington-Normal)*



**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:**

*Learning students need to transfer into this assignment:*

1.

2.

3.

*Learning that you hope that students are able to transfer out of this assignment:*

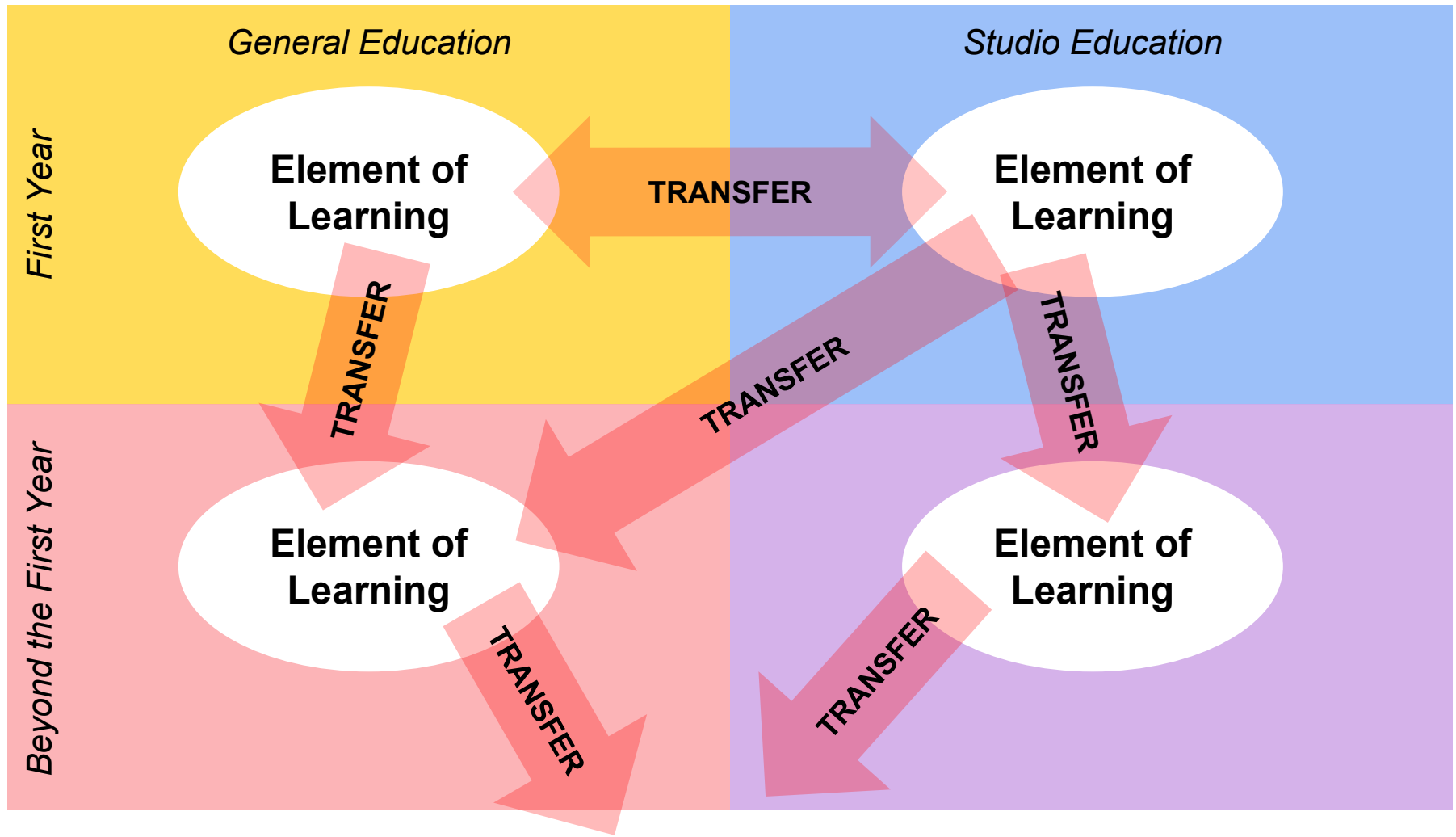
1.

2.

3.

# 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

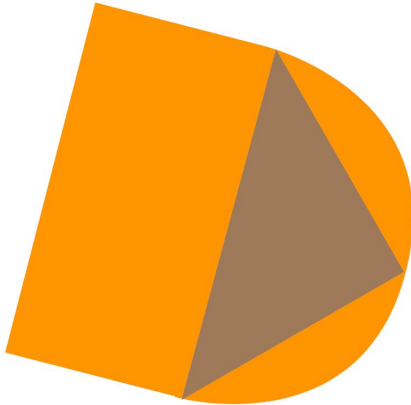
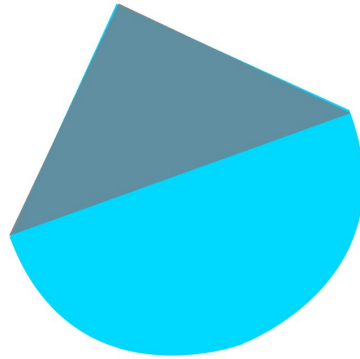
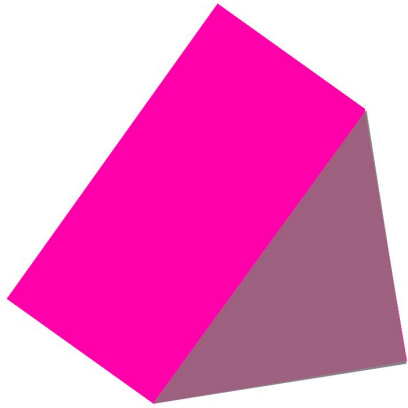
## **COMMON APPROACHES**

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

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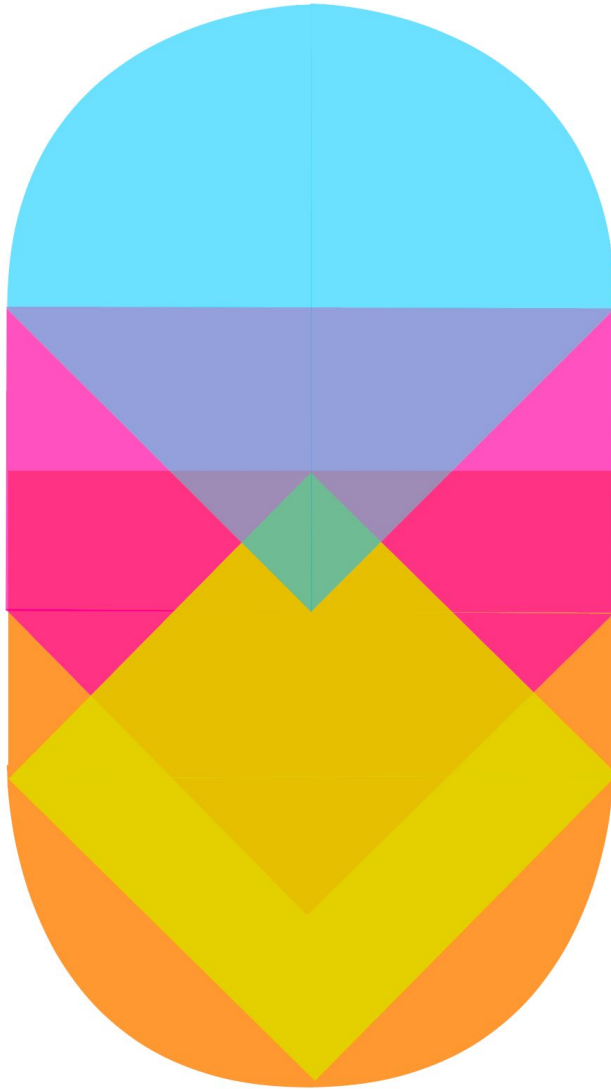
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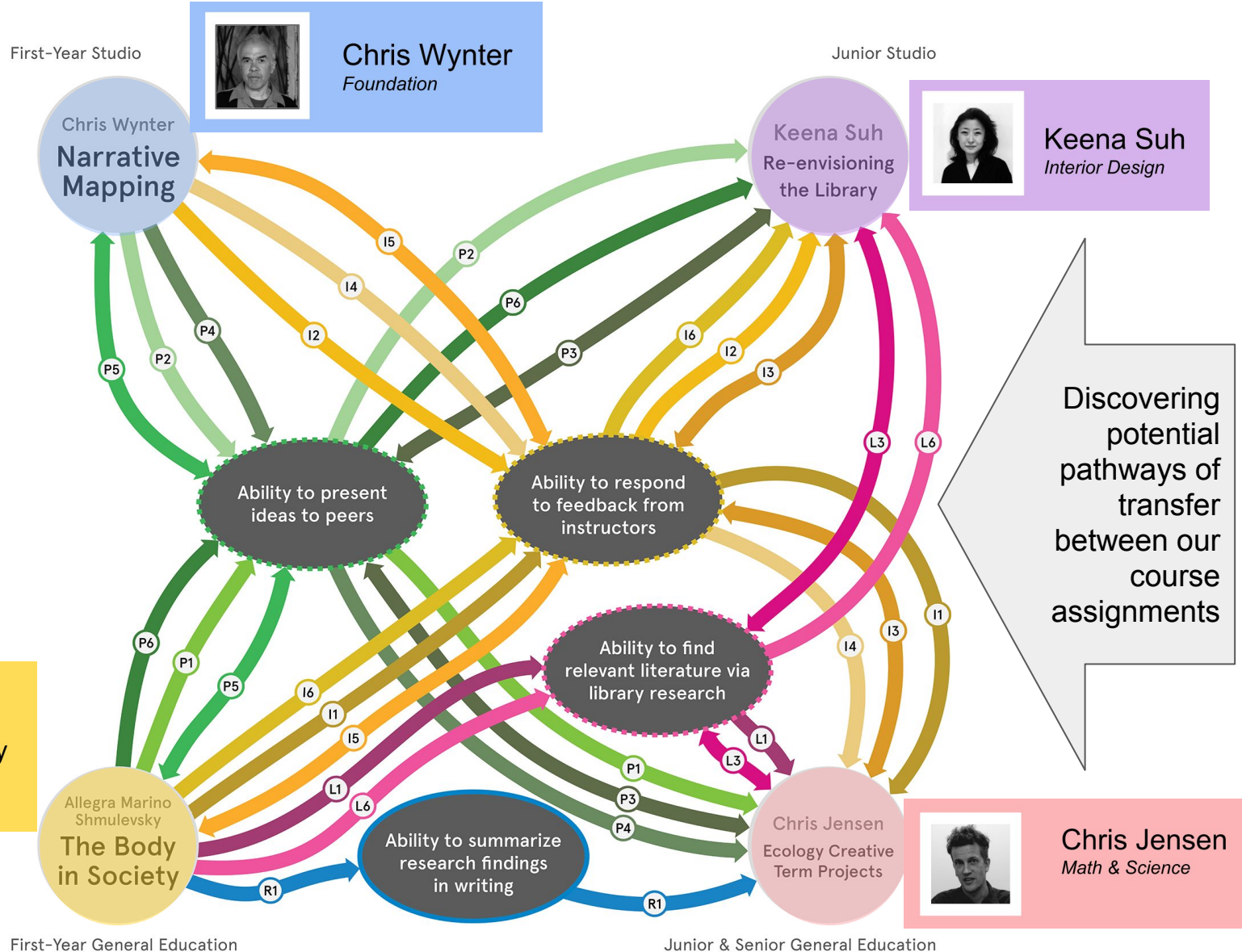
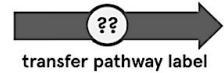
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# Year 1 Process : Mapping Transfer Connections

## Key



# Year 1 Process : Process as Transferable

FLC – TRANSFER OF LEARNING  
IIP PROCESS

Ideation – Iteration – Presentation

**Ideation**

**Presentation**



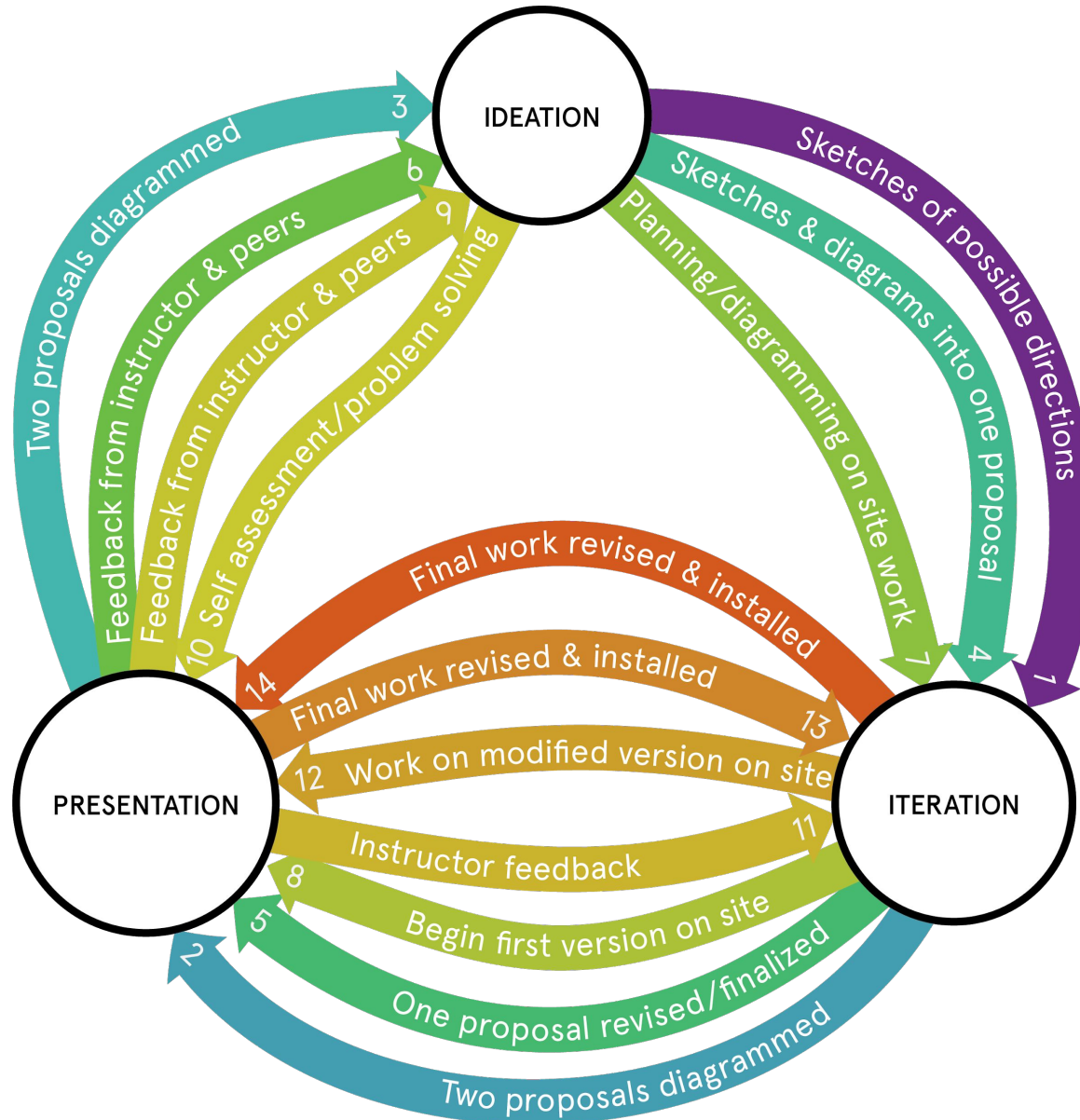
**Iteration**



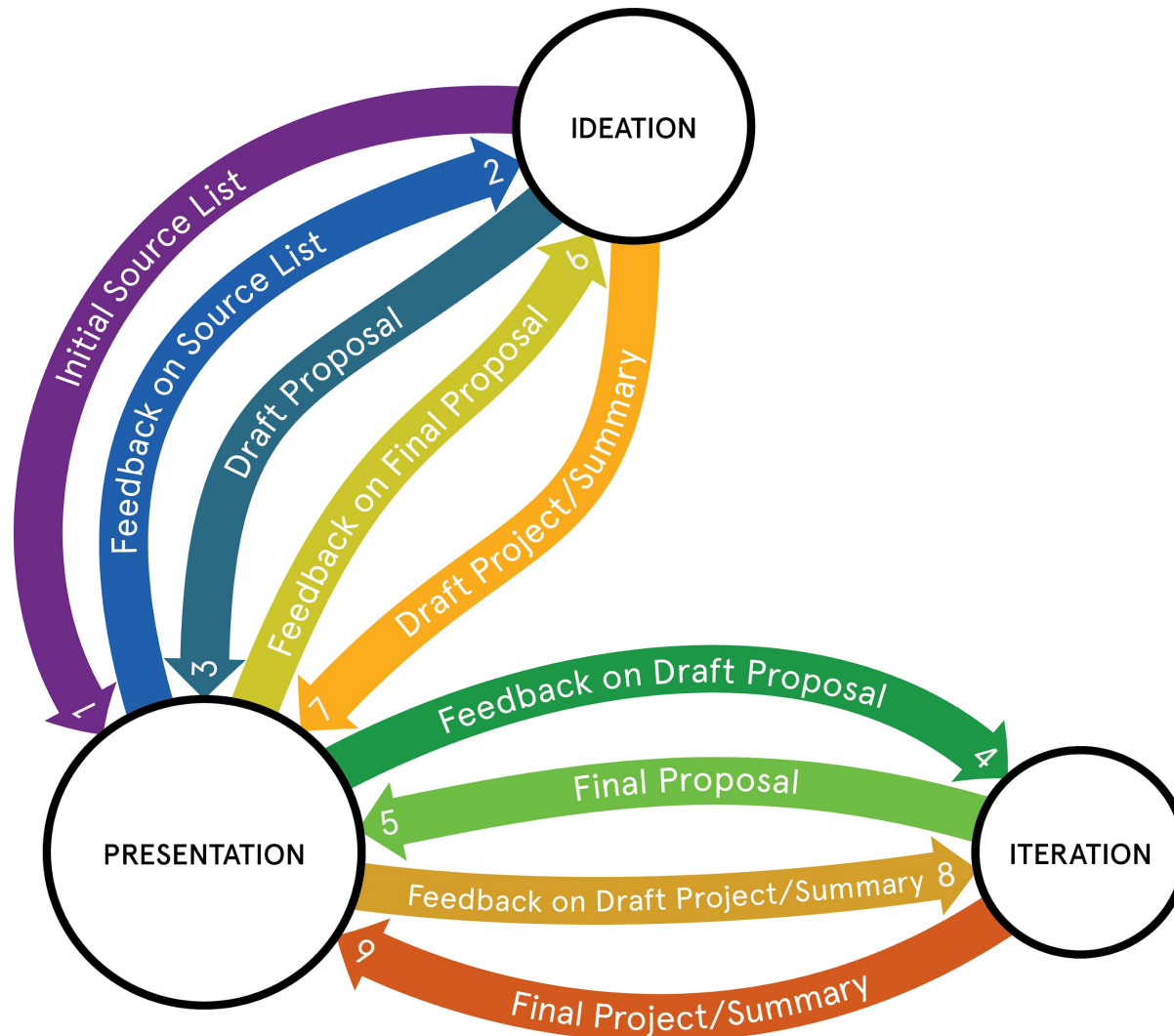
Exploring the  
potential for  
transfer of  
process



# Year 1 Process : Process as Transferable

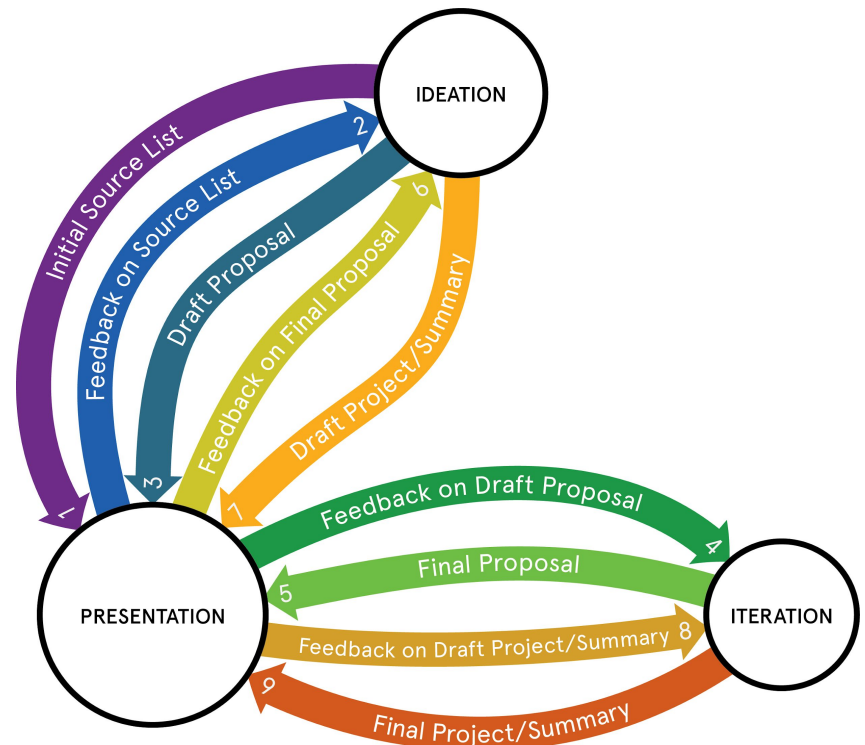


# Year 1 Process : Process as Transferable



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The IIP framework allows for the comparison of different project processes:



# Year 1 Process : Process as Transferable

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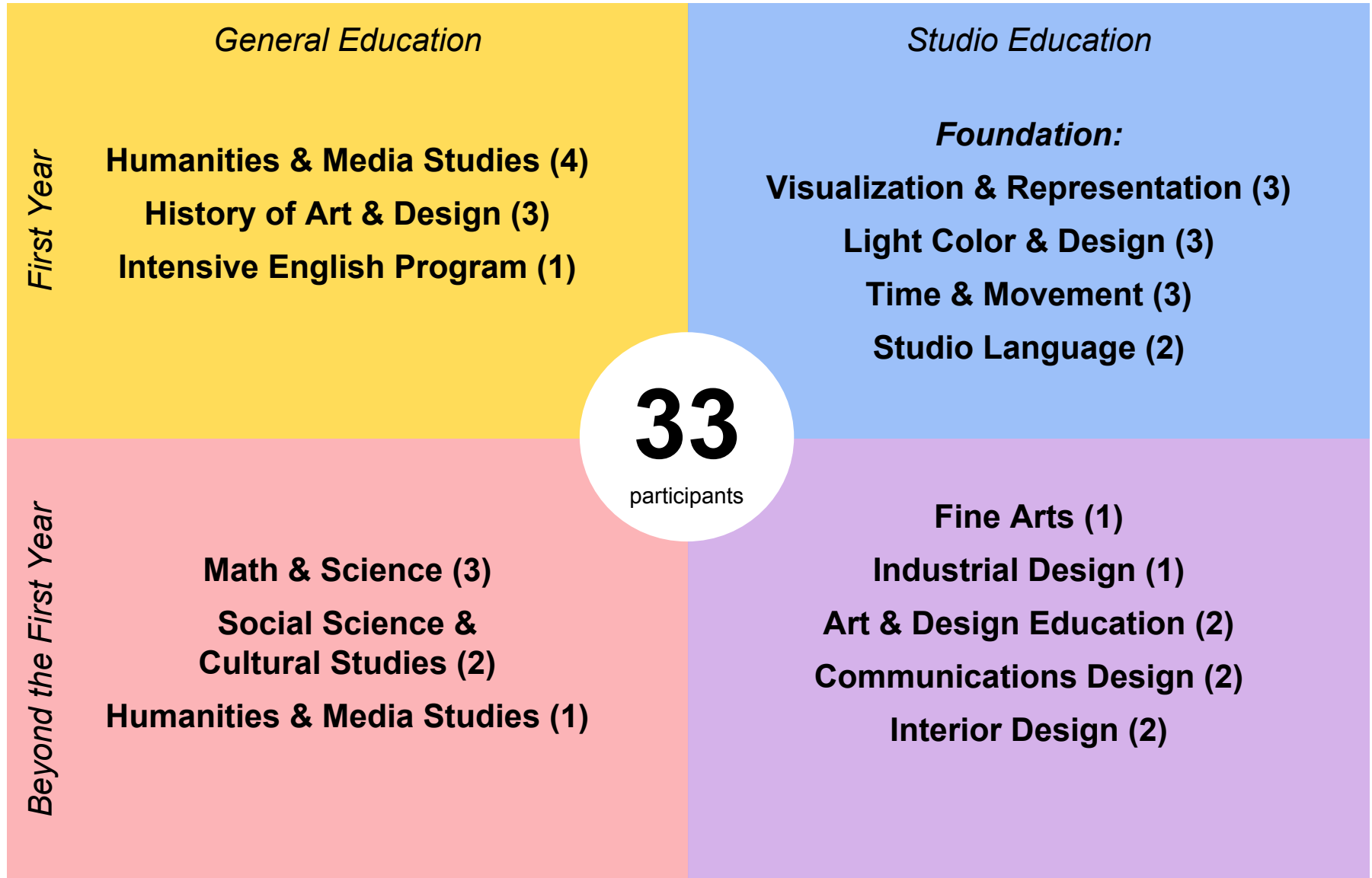
Ideation - Iteration - Presentation

**Ideation**

**Presentation**

**Iteration**

# Year 2 Process : Transfer Sessions



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## 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

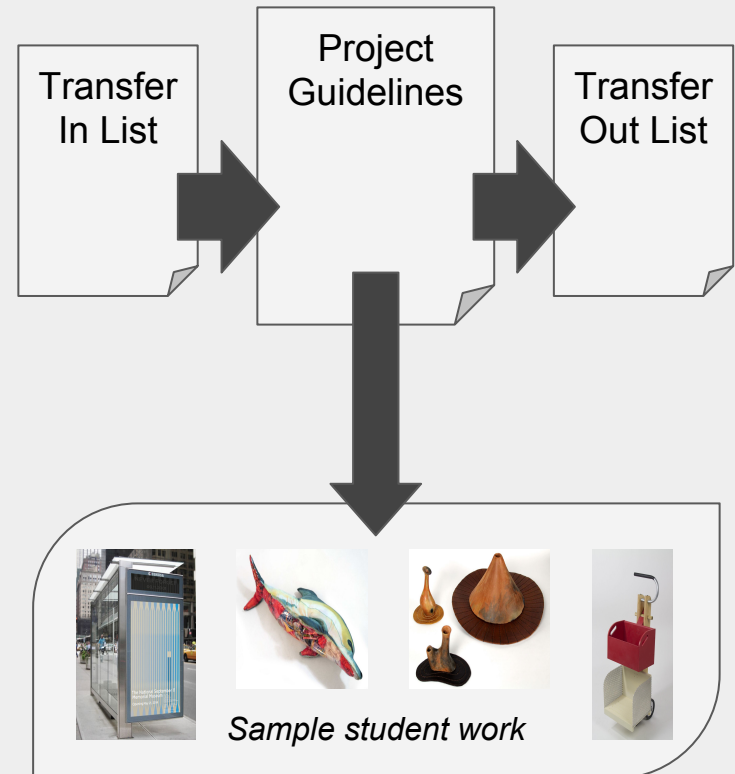
# Year 2 Products : Outreach and Data

## 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)



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



Museum Paper



Two interesting detailed paintings from Museum Paper. The first painting, 'Naked Man, Back View' by Lucian Freud, is an oil painting on canvas with the size of 72 inches. It depicts a realistic human figure of a famous male model, Leonardo da Vinci's Vitruvian Man, in a modern setting. The body form is compared to simplified colors and settings of background. It has warm tones of painting expressing lots of lightings on his skin. There are some small areas of shadow with light grey on his back. The painting is one-point perspective, which I see a further view of background behind the main focus of the painting, figure in the middle. The painting is detailed so that I can see even a little shadow on the chair where he is sitting on and the wall of the details is amazingly painted with different colors and thicknesses. Another painting, 'Venus and the Lute Player' is created in the year of 1591 to 1592. The other painting, 'Venus and the Lute Player' was created on canvas, size of 65 x 82.5 inches around ca. 1565 to 1570. The painting was actually unfinished at the time of his death, but later finished with higher

**Ability to visually analyze historical works**

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



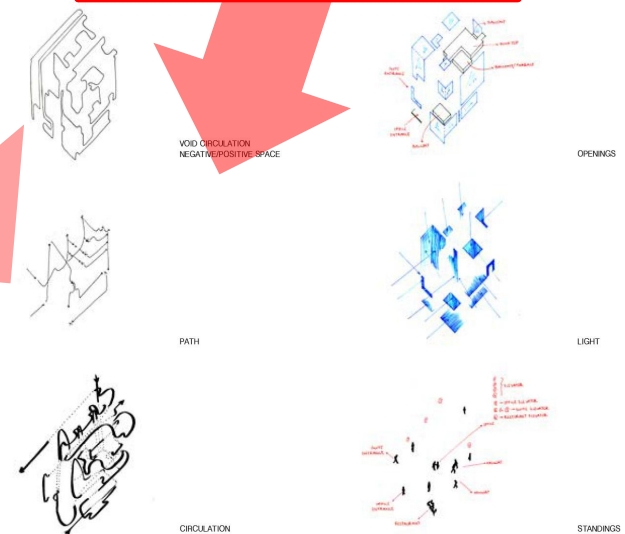
**Ability to design a work using spatial analysis**



DISRUPTIVE



DISRUPTIVE





# Our Expanding Community... and Next Steps

**Pratt**

MY DASHBOARD MY COURSES

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## Project Overview & Basic Information

# TRANSFER HERE

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
- Learn more 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 education
- **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

Narrative account of the project

Formal analysis driven by *Research Questions*

External Publications

Transfer to ???



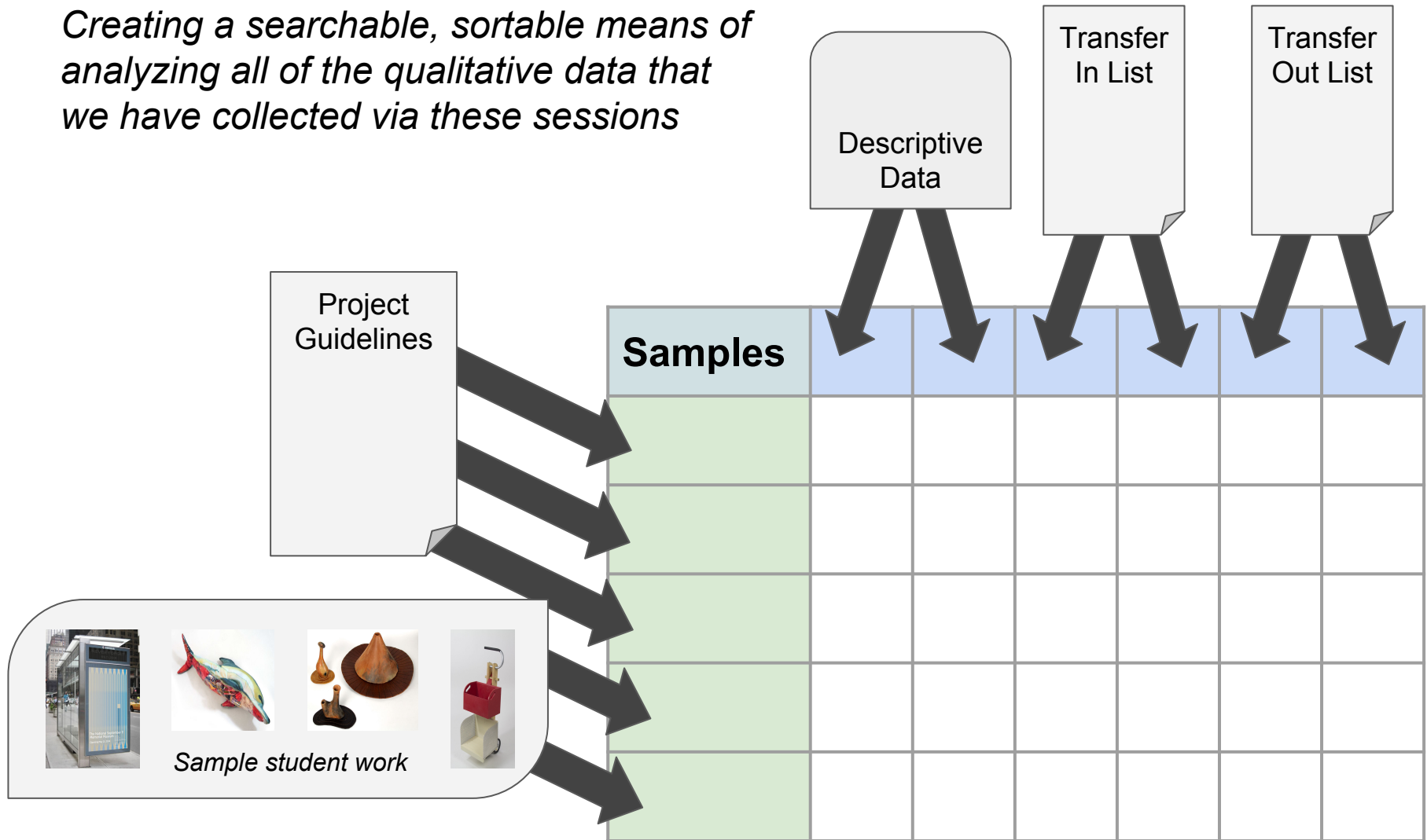
# Transfer FLC Research Questions

*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*



# Group Exercise : Step 1 of 3

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:**

*Learning students need to transfer into this assignment:*

1.

2.

3.

*Learning that you hope that students are able to transfer out of this assignment:*

1.

2.

3.

# 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