Teaching for the Transfer of Learning in Art and Design Education
Pratt Institute, Brooklyn, NY
Transfer of Learning
Faculty Learning Community (FLC)

Brian Brooks
Foundation

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

Scott VanderVoort
Industrial Design
(FLC Emeritus)

Chris Jensen
Math & Science

Keena Suh
Interior Design

Allegra Marino Shmulevsky
Intensive English Program

School of Art
Art and Design Education
Digital Arts
Film/Video
Fine Arts
Photography

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

School of Liberal Arts
and Sciences
Critical and Visual Studies
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)
opportunities and challenges in an Art + Design education

different schools
many disciplines
variety of media, modes of representation
languages
vocabulary
concepts
different learning environments (studio/non-studio)
discipline-specific knowledge
integration with general education courses
What is Transfer of Learning?
the application of what has been learned in one context to new contexts

What is being transferred?
concepts, skills, vocabulary
processes of thinking

How is Transfer of Learning evident?
within a course, within a sequence, within and across disciplines, different levels, post-curricular
Transfer FLC

**goals**
understanding Transfer in the Context of Art & Design education

**process**
explorations from Transfer Faculty Learning Community (FLC), Transfer Session as model

**impact**
faculty empowered in participatory and collaborative process for more effective teaching and learning
Year 1 process Cross-Disciplinary Comparisons

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

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

POTENTIAL TRANSFER
Conceiving of a research approach to studying the potential for transfer in the Pratt Art & Design education
Year 1 process mapping potential paths of transfer
Year 1 process **mapping transferable processes**

1st year Foundation

Jr/Sr Ecology
Visualization / Representation

- composition
- transparencies
- materiality
- spatial mapping
- analysis

Light, Color, and Design

- composition
- transparencies
- interaction of color and light
- materiality
- narrative mapping
- spatial mapping

Design IV

- composition
- transparencies
- interaction of color and light
- materiality
- narrative mapping
- spatial mapping
- site-specificity
- analysis
- program research

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

How is the transfer of learning evident?

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?
Year 2 Process

- GAEL SCHOOL (INCLUDING GEMED)
- SCRIPT-BASED EDUCATION
- FEEDBACK ON... "ENGAGE REFLECTION ON..."
- STUDENT-CENTERED APPROACH
- MAPPING PLATFORM
- STUDEMS CAN ADD WORK
- ALWAYS NARROW

"MISSING LINK"

Pratt Transfer of Learning FLC
Year 2 **Transfer Sessions**

- Expand how faculty *contextualize their teaching* within the broader Pratt education for effective teaching and learning
- Broaden each faculty participant’s *perspective* on their teaching by introducing the “transfer lens”
- Seek opportunities to *learn* from the pedagogical strategies of colleagues
- Build a *community* of faculty who are interested in fostering better transfer of learning
Year 2 Transfer Sessions

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

- Transfer In List
- Project Guidelines
- Transfer Out List
- Examples of student work

Framework/Process

Transfer of Learning FLC
Year 2 Transfer Sessions

Participants:
- 33 faculty
- 11 departments
- 10 sessions

Humanities & Media Studies
- History of Art & Design
- Intensive English Program

Math & Science
- Social Science & Cultural Studies
- Humanities & Media Studies

Foundation:
- Visualization & Representation
- Light Color & Design
- Time & Movement
- Studio Language

Fine Arts
- Industrial Design
- Art & Design Education
- Communications Design
- Interior Design
## Year 2 Transfer Sessions

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**Foundation:**

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Year 2 Transfer Sessions

Humanities & Media Studies
History of Art & Design
Intensive English Program

Math & Science
Social Science & Cultural Studies
Humanities & Media Studies

Foundation:
Visualization & Representation
Light Color & Design
Time & Movement
Studio Language

Fine Arts
Industrial Design
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Year 2 Transfer Sessions

participants

Humanities & Media Studies
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Fine Arts
Industrial Design
Art & Design Education
Communications Design
Interior Design
**Visualization/Representation/Concept**

1st year 1st semester

**IN**
using concepts related to the creation of convincing illusions of space and form such as: line weight and variation, overlapping form, scale relationships and overall design of the page

representing objects in an observed perspectival context paraline drawing used in relation to construction drawing in visualizing and inventing basic objects and spaces

**OUT**
constructing and inventing in both axonometric and linear one and two-point perspective modes, representing observed and invented forms and spaces

sketches as an effective method of trying out and developing ideas in support of the final drawing

gain experience in sustaining a process through many stages of iteration

understanding of concepts associated with creating form, space, and design on the page used inventively and imaginatively to create new forms, spaces and expressions

**Language of Drawing I**

2nd year 1st semester

**IN**
knowledge of using hand-drawings tools

develop multi-view drawings through orthographic representation

experience in communicating knowledge of graphic convention through presentations, review and critique

**OUT**
understand concepts of narrative in drawings and diagramming

knowledge in the use of axonometric projection and perspective projection

understanding of appropriate application of specific drawing systems

skills in graphic and verbal presentation

select and apply analog and digital drafting tools and media

practice craft, thinking through making and understand the importance of iterative making processes

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Pratt Transfer of Learning FLC
Visualization/Representation/Concept
1st year 1st semester

Language of Drawing I
2nd year 1st semester

45-Degree Cube Drawing
Understanding how the cube appears from a 45-degree angle and how the pieces interact with each other in the position.
Visualization/Representation/Concept
1st year 2nd semester

IN
1, 2, and 3 point perspective to convey a range of credible spaces and figures in a space, observed and/or imagined commitment to process and openness to critique, dialogue and trouble-shooting with colleagues and professor

Students share a common practiced and standardized vocabulary

OUT
gathering and analyzing visual information
development of ideas through experimentation (iterations) and final synthesis using a range of research & active problem solving

how “meaning” may be conveyed through format: relationship between drawing vocabulary and constructs and forms of presentation

greater awareness of the potentials of cross/inter-disciplinary referencing

Evolution
2nd year

IN
mode of artistic production that will allow them to complete an art/design work competency with English grammar and syntax

write and structure an essay

oral presentation skills

comfortable engaging in group critique of their peer's work

OUT
possess science literacy

conduct and use research as a tool to develop art/design work

presentation of information in writing, including development of a thesis, research narrative synthesizing multiple lines of evidence and building towards a conclusion

assess work in terms of its conceptual depth and clarity in communicating concepts

Pratt Transfer of Learning FLC
Evolution
2nd year

Term Project Summary

Adaptation is a crucial element in whether or not a species can survive and reproduce. A select few have developed a tactic known as camouflage to better blend into their surroundings for hunting or hiding purposes, such as the octopus. The spectrum of camouflaging ability ranges from specific patterning and colorations of organisms to the ability to manipulate appearance reflexively. Through my research, I will be discussing how the octopus physically transforms its appearance through its complex layerings of skin, the various classifications of patterning involved in octopus camouflage, and the cognitive abilities of this cephalopod to decide what and where to use this adaptation. My project will be focusing on the process and effects of reflexive camouflaging on the organism itself and its predators/prey. My goal is to create a visual representation of this process and how it might be experienced in a setting like New York.
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**IN**
- Consider fundamental elements and principles of design and composition
- Control attributes of color (hue, value and saturation) and color interaction
- Create specific visual effects with color and design relationships

**OUT**
- Develop a set or series for a **given purpose**, creating unity through consistent visual elements and variety with different compositional arrangements and color palettes
- Ability to use **Illustrator** to draw and replicate shapes, modify them and adjust stroke/fill to evoke different color and light effects/experiences
- Develop a cohesive color palette
- Present **process** and **narrative** of design

**IN**
- Knowledge of **illustration and design software** (Adobe Illustrator and Photoshop)
- Refined drafting skills to **execute an idea concept** through a desired visual style
- Ability to think in three-dimensional terms

**OUT**
- Material knowledge (fabrics, wood, plastics, 3D printing)
- Construct files and set up artwork to be sewn, manufactured, cut, printed, reproduced
- Gain strategic long-term timeline **planning skills**
- Familiarity with manufacturing production processes
- Ability to conduct **research**
- Ability to perform prototyping
- Capable of **thoughtful design**: art and design to bring attention to a cause or a movement
New Media II
3rd year 2nd semester

This campaign is designed to empower American immigrants to join in unity. Interviews were conducted asking questions regarding the immigration experience. The targeted audience was mostly first generation Americans and immigrant students on the Pratt campus, a school whose international population is at 25%.

I have constructed a “unity net” using different arms to represent each person. Each arm is printed on fabric and sewn together in a woven pattern. It acts as a symbol of solidarity and support for future generations of immigrants joining our community in the United States of America.

THE RESULTS

Taking similar themes and feelings among the different interviews I conducted, I incorporated that into the art. I have printed and fabric printed out samples of what the final will look like.

I wish to continue this project throughout the semester, collecting more interviews and adding more hands to the installation.
What is the potential for student transfer of ability to:

- plan a **process** of project development?
- give and respond to **feedback/critique**?
- **self-assess** and **self-reflect**?
- **analyze** existing work
- translate between **visual and written languages**?
- perform the **research** necessary to inform a project?
Year 2 process **Transfer Sessions**

- Open-ended process
- Faculty-led, ground-up process
- Sharing strategies, goals, perspectives
- Finding intersections, overlaps, and opportunities
- Participatory process
- Immediate application
- Environment (scale and atmosphere)

What worked?
Year 2 process **Transfer Sessions**

- Participant availability and scheduling
- Recruiting participants
- Data collection
- Data analysis
- Visualization tools

What were our challenges?
Year 2 process **Transfer Sessions**

**Next steps**

- **Transfer sessions database project**
  - Creating a searchable, sortable means of analyzing all of the qualitative data that we have collected via these sessions

- **Narrative account**

- **Formal analysis driven by Research Questions**

- **Teaching and Learning Center**
How is this model helpful?
How is this model helpful?

Structured dialogue and method for gathering data

Provides **context** for more effective teaching and learning

Share pedagogical strategies

Collectively define processes that support student learning

Sharing pedagogical strategies

Builds **community**

Teacher as learner
How is this model helpful?

- Strengthens metacognitive skills
- Foster independent thinking
- Relational thinking
- Risk-taking, experimentation and innovation
- Elasticity, adaptability, resiliency
- Transfer knowledge and processes appropriate for different and changing contexts in academia and beyond
How is this model helpful?

Institute

Curriculum design and development, think about interdisciplinarity, curriculum that supports individual learning
Adaptation is a crucial element in whether or not a species can survive and reproduce. A select few have developed a tactic known as camouflage to better blend into their surroundings for hunting or hiding purposes, such as the octopus. The spectrum of camouflaging ability ranges from specific patterning and coloration of organisms to the ability to manipulate appearance reflexively. Through my research, I will be discussing how the octopus physically transforms its appearance through its complex layerings of skin, the various classifications of patterning involved in octopus camouflage, and the cognitive abilities of this cephalopod to decide what and where to use this adaptation. My project will be focusing on the process and effects of reflexive camouflaging on the organism itself and in predator/prey. My goal is to create a visual representation of this process and how it might be experienced in a setting like New York.