Teaching for the Transfer of Learning
Intersections in a Multi-Disciplinary Learning Environment
Pratt Institute, Brooklyn, NY
Contexts and Connections

Interior Design and multi-disciplinary thinking

Transfer Sessions Project as model
Contexts and Concerns

knowledge of what is being taught
framework for faculty engagement
stated goals and actual product
Interior Design and multi-disciplinary thinking

collaboration across disciplines for innovative thinking

share language, frameworks, culture

possibilites and resiliencies
Transfer Sessions Project as model

collecting information

building community

framework for finding intersections

In art and design education
The FLC

topic-based learning community of cohorts
Transfer of Learning
Faculty Learning Community (FLC)
Transfer of Learning
Faculty Learning Community (FLC)

faculty-led, faculty empowerment
Transfer of Learning
Faculty Learning Community (FLC)

group of faculty-led, faculty empowerment

teacher as learner
share what and how we teach
make learning more explicit
Transfer of Learning
Faculty Learning Community (FLC)

faculty-led, faculty empowerment

teacher as learner
share what and how we teach
make learning more explicit

working collectively and collaboratively
with trust, camaraderie, mutual understanding, and friendship
Year 1 groundwork
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
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
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
- site-specificity

Design IV
- composition
- transparencies
- interaction of color and light
- materiality
- narrative mapping
- spatial mapping
- site-specificity
- analysis
- program
- research
Visualization / Representation

- composition
- transparencies
- materiality
- spatial mapping
- analysis

Light, Color, and Design

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

Design IV

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

Visualization / Representation
- composition
- transparencies
- materiality
- spatial mapping
- analysis

Light, Color, and Design
- composition
- transparencies
- interaction of light and color
- materiality
- narrative mapping
- spatial mapping
- site-specificity

Interior Design (junior year)

Design IV
- composition
- transparencies
- interaction of color and light
- materiality
- narrative mapping
- spatial mapping
- site-specificity
- analysis
- program
- research
Visualization / Representation
- composition
- transparencies
- materiality
- spatial mapping
- analysis

Light, Color, and Design
- composition
- transparencies
- interaction of light and color
- materiality
- narrative mapping
- spatial mapping
- site-specificity

Design IV
- composition
- transparencies
- interaction of color and light
- materiality
- narrative mapping
- spatial mapping
- site-specificity
- analysis
- program
- research
Visualization / Representation

- composition
- transparencies
- materiality
- spatial mapping
- analysis

Light, Color, and Design

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

Design IV

- composition
- transparencies
- interaction of color and light
- materiality
- narrative mapping
- spatial mapping
- site-specificity
- analysis
- program
- research
Year 1 Research Questions

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
Transfer Sessions
Project
Year 2 Transfer Sessions

goals

- 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 and expand **community** of faculty who are interested in fostering better transfer of learning
- Collect more data
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
Year 2 Transfer Sessions

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

participants

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

Pratt Transfer of Learning FLC
<table>
<thead>
<tr>
<th><strong>Visualization/Representation/Concept</strong></th>
<th><strong>Language of Drawing I</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st year 1st semester</strong></td>
<td></td>
</tr>
<tr>
<td><strong>IN</strong></td>
<td><strong>IN</strong></td>
</tr>
<tr>
<td>using concepts related to the creation</td>
<td>knowledge of using hand-drawings tools</td>
</tr>
<tr>
<td>of convincing illusions of space and</td>
<td>develop multi-view drawings through orthographic representation</td>
</tr>
<tr>
<td>form such as; line weight and variation, overlapping form, scale relationships and overall design of the page</td>
<td>experience in <strong>communicating knowledge</strong> of graphic convention through presentations, review and critique</td>
</tr>
<tr>
<td>representing objects in an observed perspectival context</td>
<td></td>
</tr>
<tr>
<td>paraline drawing used in relation to construction drawing in visualizing and inventing basic objects and spaces</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>OUT</strong></td>
</tr>
<tr>
<td>constructing and inventing in both axonometric and linear one and two-point perspective modes, representing observed and invented forms and spaces</td>
<td>understand concepts of <strong>narrative</strong> in drawings and diagramming</td>
</tr>
<tr>
<td>sketches as an effective method of <strong>trying out and developing ideas</strong> in support of the final drawing</td>
<td>knowledge in the use of axonometric projection and perspective projection</td>
</tr>
<tr>
<td>gain experience in sustaining a <strong>process</strong> through many stages of <strong>iteration</strong></td>
<td>understanding of appropriate application of specific drawing systems</td>
</tr>
<tr>
<td>understanding of concepts associated with creating form, space, and design on the page used inventively and imaginatively to create new forms, spaces and expressions</td>
<td>skills in <strong>graphic and verbal presentation</strong></td>
</tr>
<tr>
<td></td>
<td>select and apply analog and digital drafting tools and media</td>
</tr>
<tr>
<td></td>
<td>practice craft, thinking through making and understand the importance of <strong>iterative making processes</strong></td>
</tr>
</tbody>
</table>

**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.
Year 2 Transfer Sessions

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

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

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

Fine Arts
- Fine Arts
- Industrial Design
- Art & Design Education
- Communications Design
- Interior Design
## Light, Color, and Design Studio
**1st year 2nd semester**

**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

## New Media II
**3rd year 2nd semester**

**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.

Quilt of Hands “Net”

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)
Year 2 process **Transfer Sessions**

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

What were our challenges?
Year 3 and **beyond**

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

Data Visualization Project

Expand community

Formal analysis and Code Books

Student-centered focus
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

Faculty

Share pedagogical strategies

Collectively define processes that support student learning sharing pedagogical strategies

Builds community

Teacher as learner
How is this model helpful?

Students

- 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