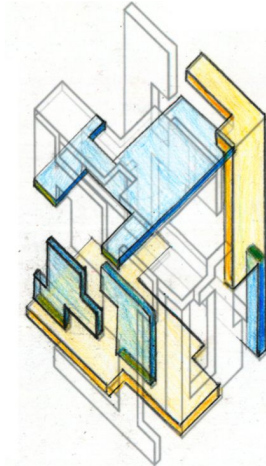
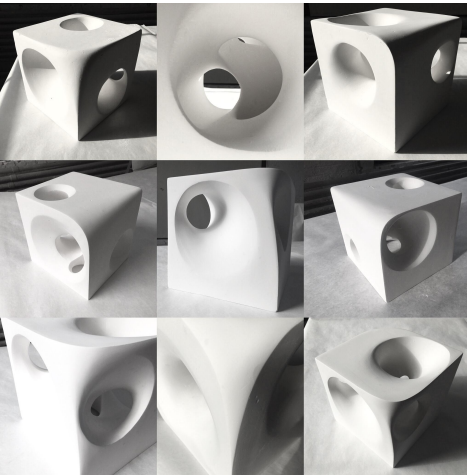


Teaching for the Transfer of Learning

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

possibilities and resiliencies

Transfer Sessions Project as model

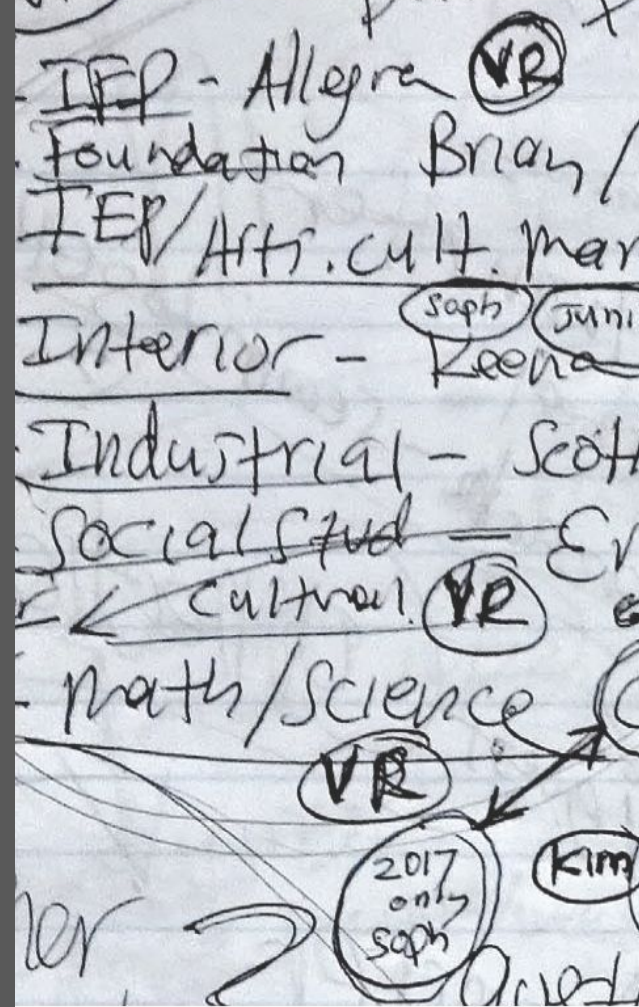
collecting information

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)



Brian Brooks
Foundation



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



Chris Jensen
Math & Science



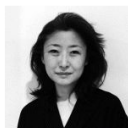
Chris Wynter
Foundation



Allegra Marino Shmulevsky
Intensive English Program



Scott VanderVoort
*Industrial Design
(FLC Emeritus)*



Keena Suh
Interior Design

Foundation

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

(Brian Brooks, co-facilitator)
(Chris Wynter)

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)

Transfer of Learning Faculty Learning Community (FLC)

faculty-led, faculty empowerment

Transfer of Learning Faculty Learning Community (FLC)

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

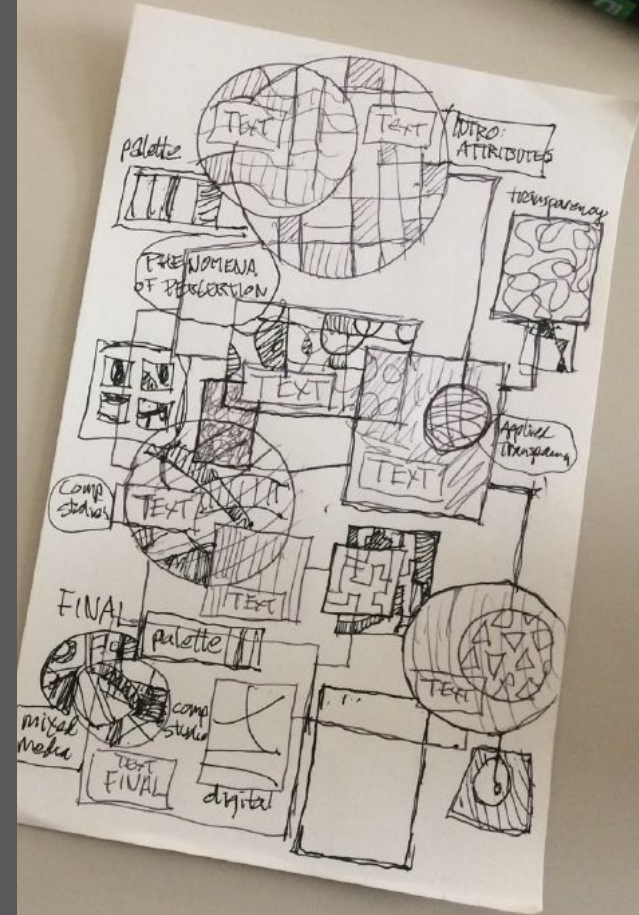
teacher as learner

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

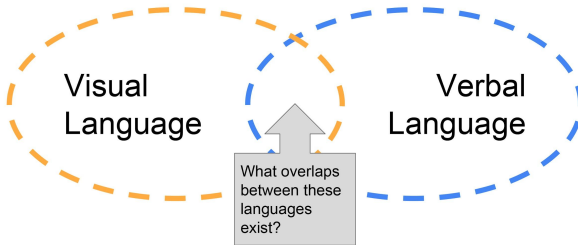
processes of thinking

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

How do each of our projects use language?



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

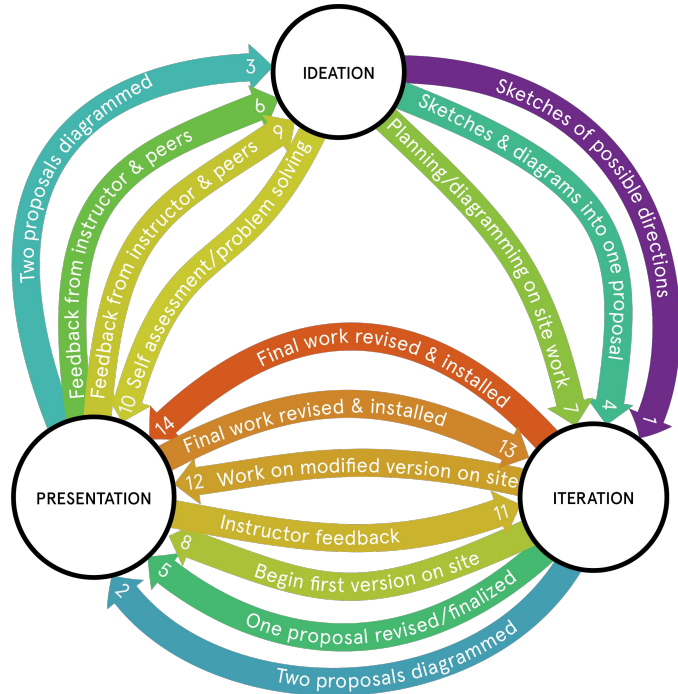
POTENTIAL TRANSFER

Conceiving of a research approach to studying the potential for transfer in the Pratt Art & Design education

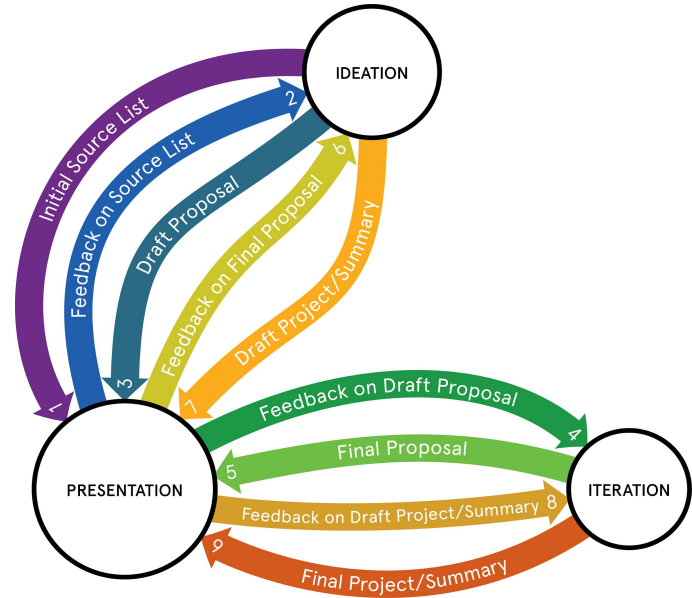
Pratt Transfer of Learning FLC



Year 1 process mapping transferable processes

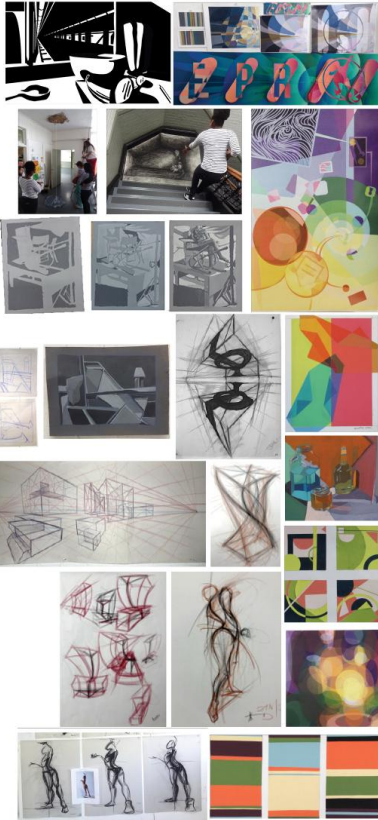


1st year Foundation



Jr/Sr Ecology

freshman



english foundation

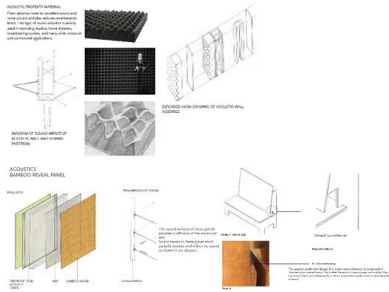
Thesis

► **Disability and Evelyn Glennie:**
This paper uses the life and career of Glennie as a case study to expose how society can suppress disability. By examining scientific studies about deafness, musical training for the hearing impaired and the concept of internal motivation, the paper shows how Glennie became a talented musical despite physical impairment.

sophomore



interior design



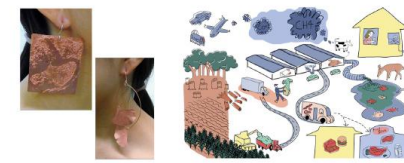
interior design



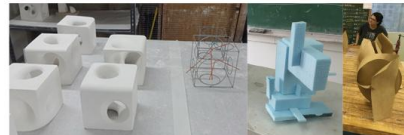
junior



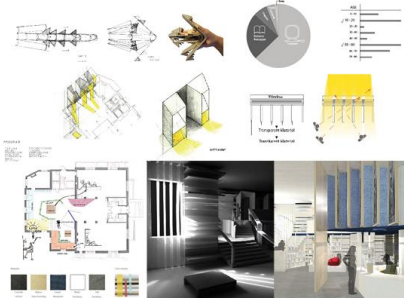
interior design



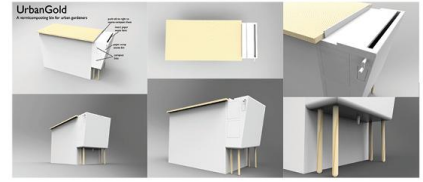
interior design



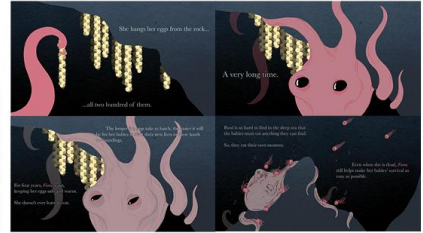
interior design



senior



math and science



philosophy

Assignment 3: Concept Paper (Due Weeks 5) - Choose a concept, term, or quotation from the readings in weeks 4 or 5 that struck you as interesting or provocative. Write a response composed of the following three parts. Each part has a word limit, so be sure to make your words count. Edit your language to be concise.

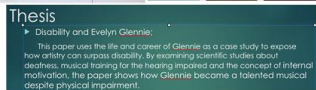
- Summary** - Write and properly cite the concept, term, or quotation. In your own words, briefly explain what the author means. (30-50 words)
- Context** - Briefly explain how the topic fits into the overall argument that the author is making, including the author's thesis. How is this topic useful for the author? (120-150 words)
- Critique and Connect** - Critique the author's use of this topic by contrasting it with a similar concept found in one other reading from the class. You may use any reading we have done so far). Is one more useful, misleading, better, worse, etc. than the other? In what sense? Are they helpful in different ways? How and why? (250-300)

Your total Concept Paper should be between 400 and 500 words.

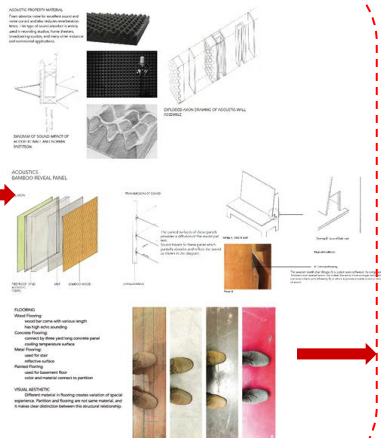
realization in which they exist. Conventions such as referring to several philosophers as one Eastern philosophy, as well as referring historical leaders such as Lao Tzu and Zhuangzi as Daoists, is a misuse of a variety of potentially provocative concepts (78). Taking fragments of certain systems of beliefs out of context, interpreting them through an existing gaze, and misquoting an incomprehensible and discredited version of and beliefs into the culture who these ideas were shared that is not a broad-based historical (78).

Conclusion and Analysis: (84) Evelyn Glennie speaks to the influence of the Cartesian understanding of nature, as a thing to be used and occupied and not as a thing that is in a much part of us as we are of it (29). She writes, "The mystery exists between matter and matter, and it is associated transformation from a little dense that contains but an explicable reason, characterizes the Cartesian view which has displaced more ecological world-views and created a developmental paradigm which strips nature and human consciousness."

english foundation



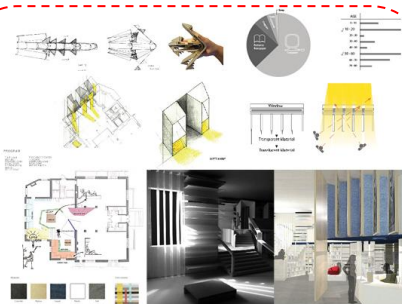
Interior design

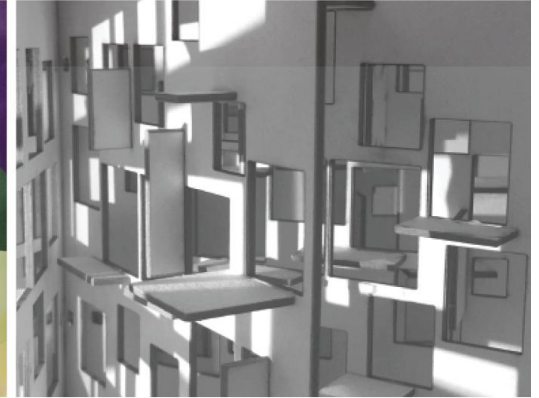
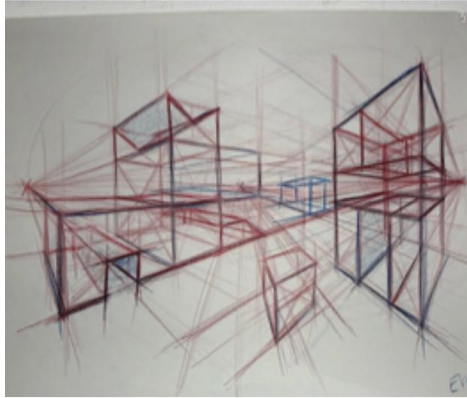


Interior design



interior design





Visualization / Representation

composition
transparencies

materiality

spatial mapping

analysis

composition

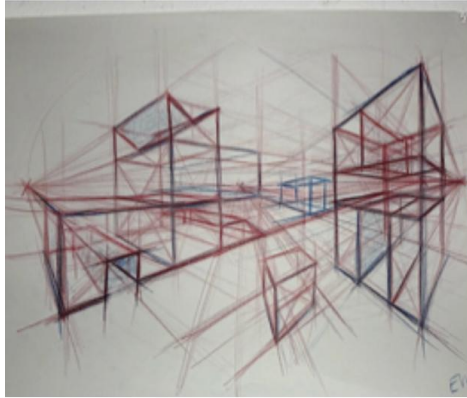
interaction of light and color
materiality
narrative mapping
spatial mapping
site-specificity

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



Visualization / Representation

composition
transparencies

materiality

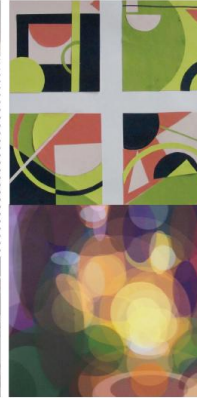
spatial mapping

analysis



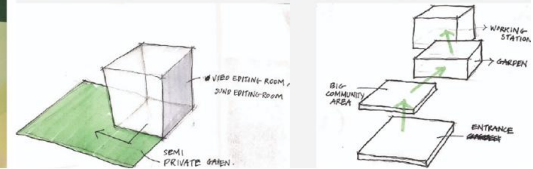
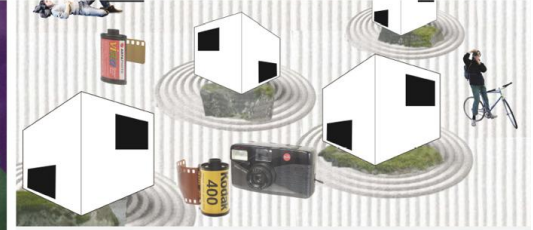
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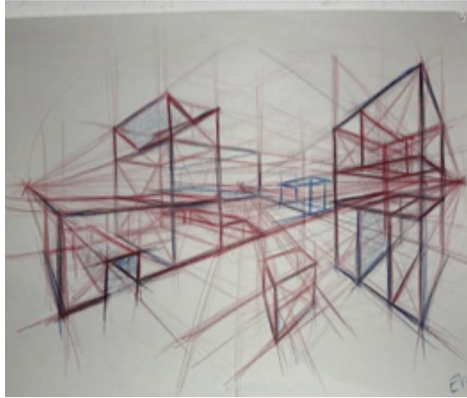
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Visualization / Representation

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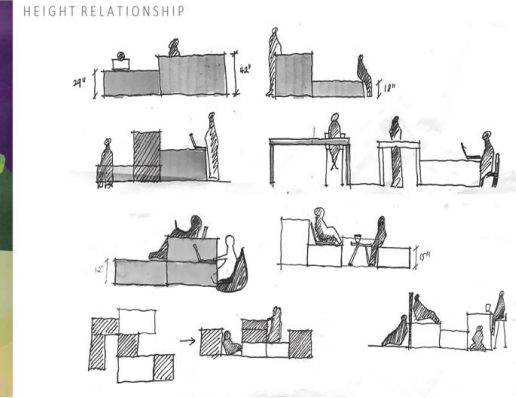
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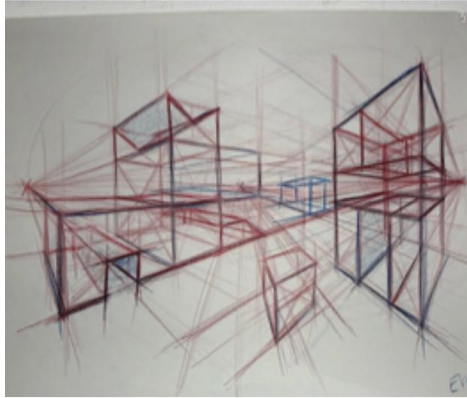
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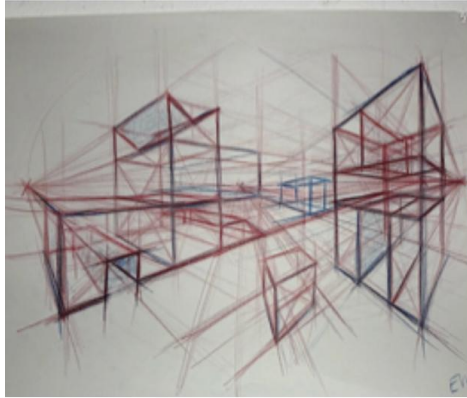
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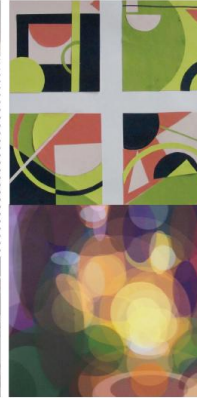
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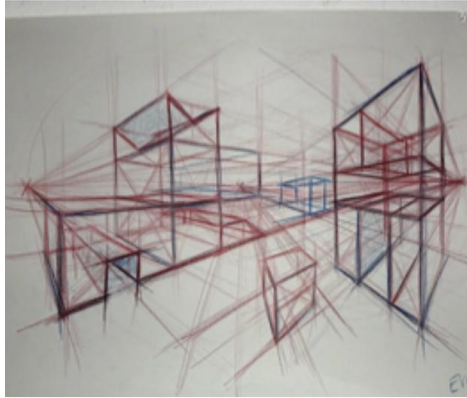
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transparencies

materiality

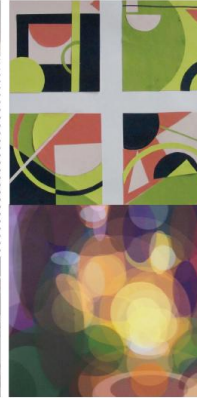
spatial mapping

analysis



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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?

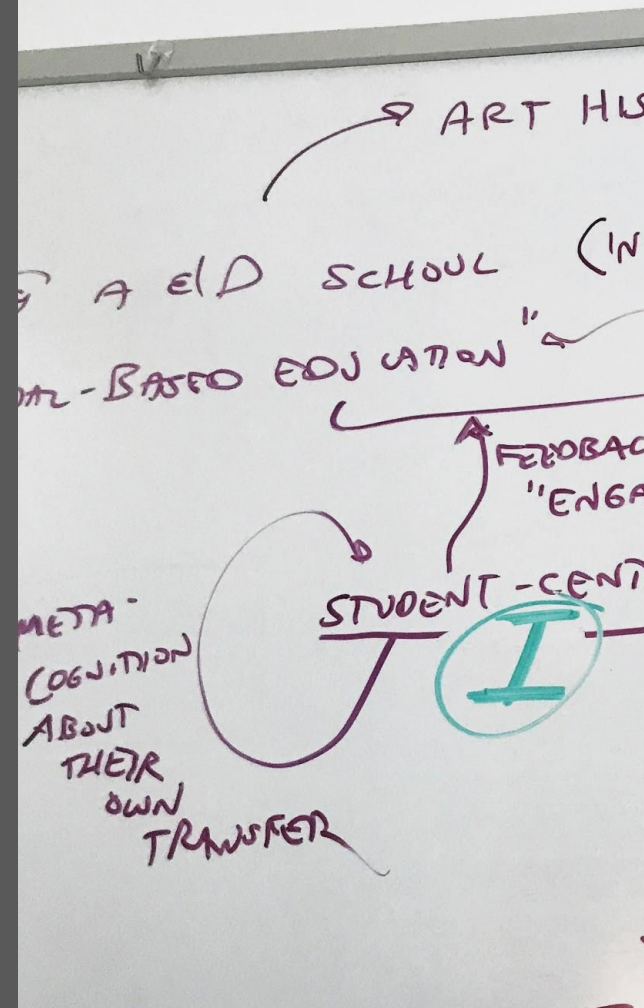
Do tools and methods that enhance a student's own awareness of transfer positively impact their learning?

Where do our explorations reveal opportunities for enhancing transfer?

Year 2

Transfer Sessions

Project



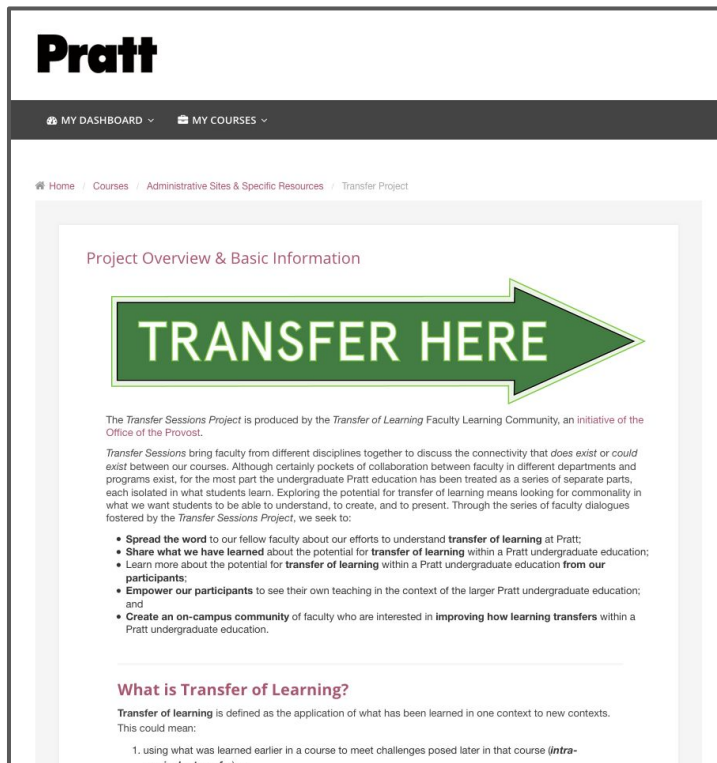
Year 2 Transfer Sessions

goals

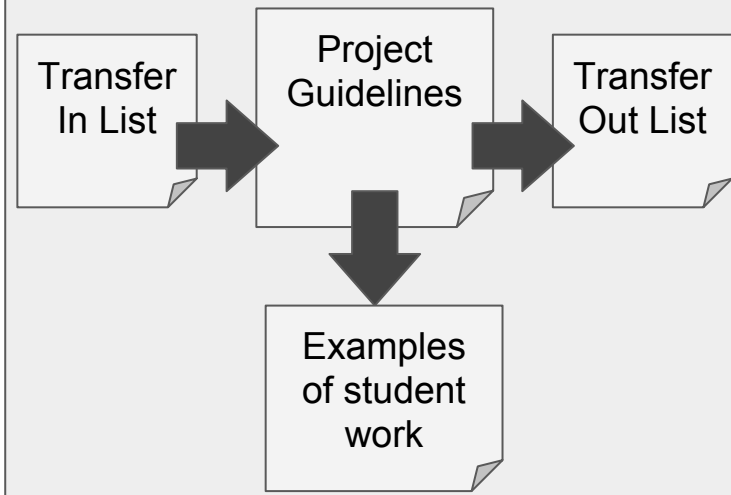
- Expand how faculty **contextualize their teaching** within the broader Pratt education for effective teaching and learning
- Broaden each faculty participant's **perspective** on their teaching by introducing the “transfer lens”
- Seek opportunities to **learn** from the pedagogical strategies of colleagues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

Year 2 Transfer Sessions

framework/
process



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



Year 2 Transfer Sessions

participants

33 faculty

11 departments

10 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

Industrial Design

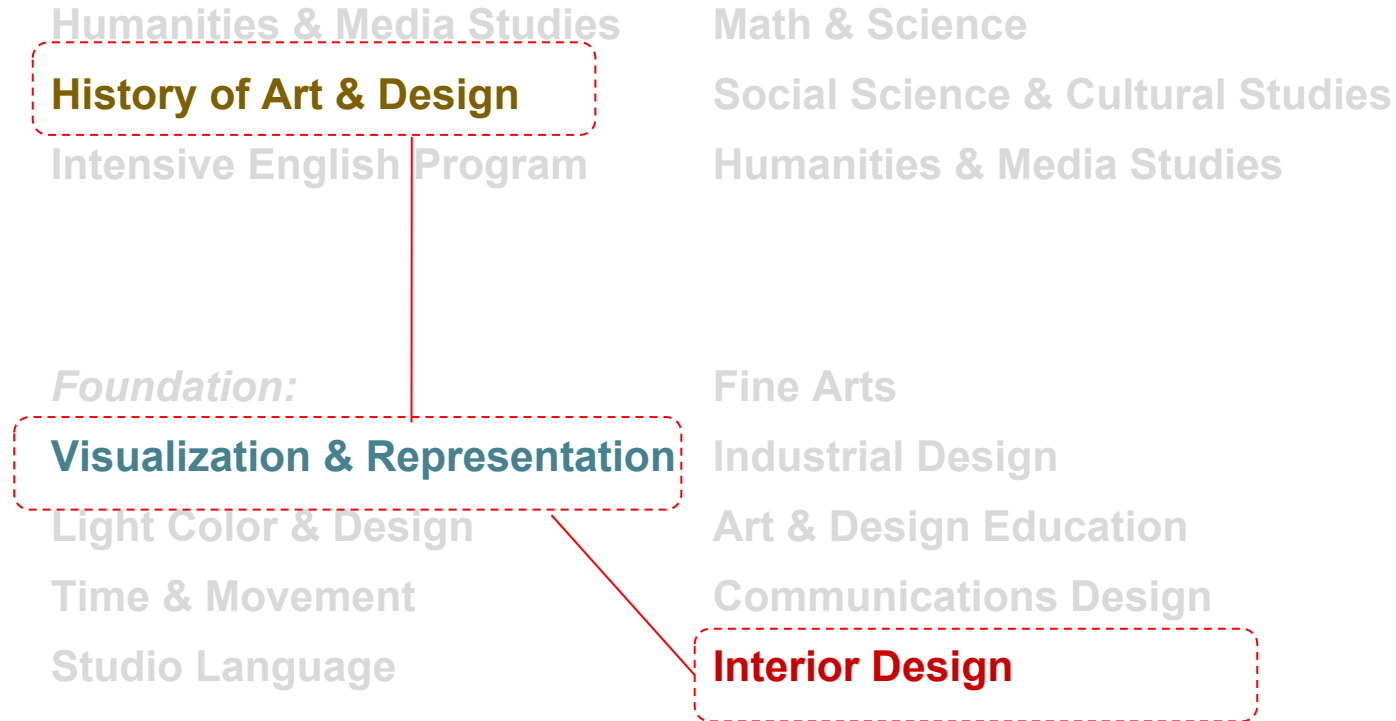
Art & Design Education

Communications Design

Interior Design

Year 2 Transfer Sessions

participants



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
parallel 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

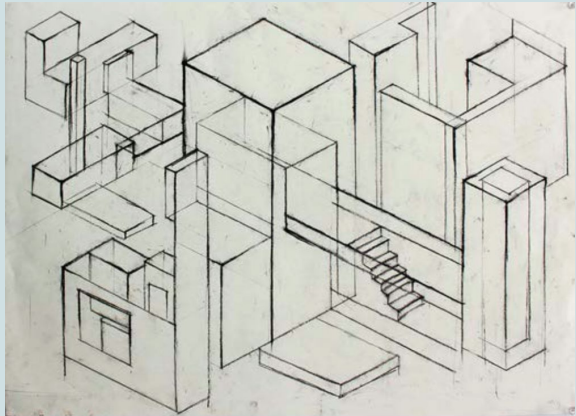
skills in graphic and verbal presentation

select and apply analog and digital drafting tools and media

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

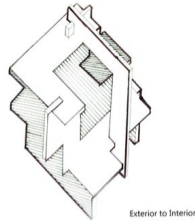
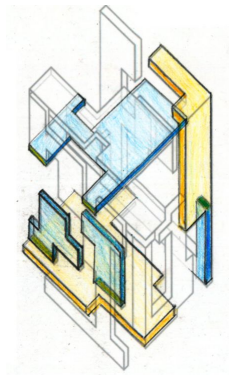
Visualization/Representation/Concept

1st year 1st semester

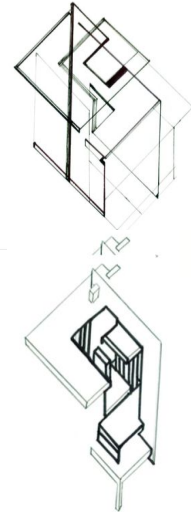


Language of Drawing I

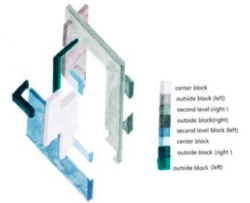
2nd year 1st semester



Exterior to Interior



Interior to Interior



Vertical Plane



Horizontal Plane

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

participants

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

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

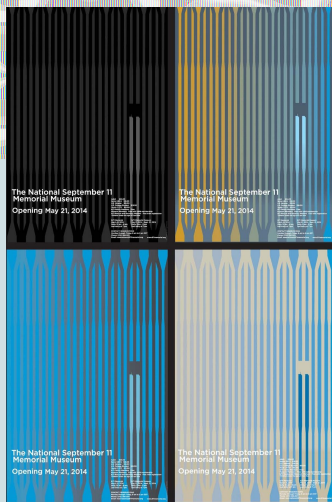
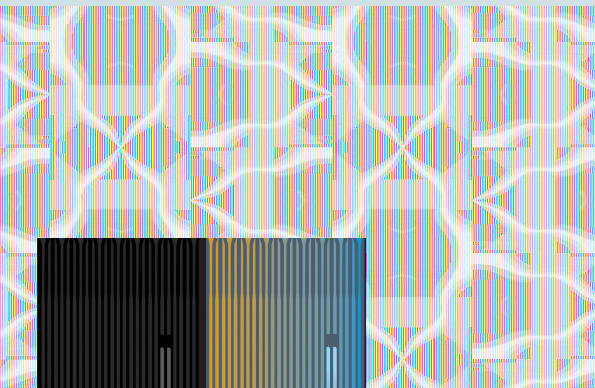
ability to conduct **research**

ability to perform prototyping

capable of **thoughtful design**: art and design to bring attention to a cause or a movement

Light, Color, and Design Studio

1st year 2nd semester

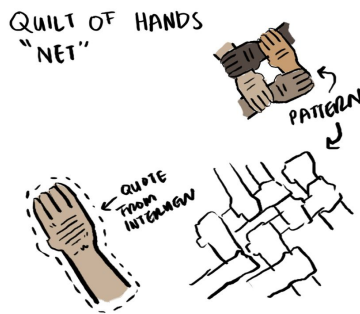
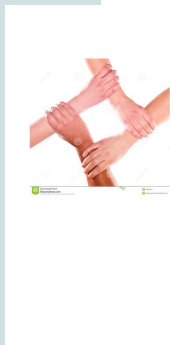


New Media II

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.

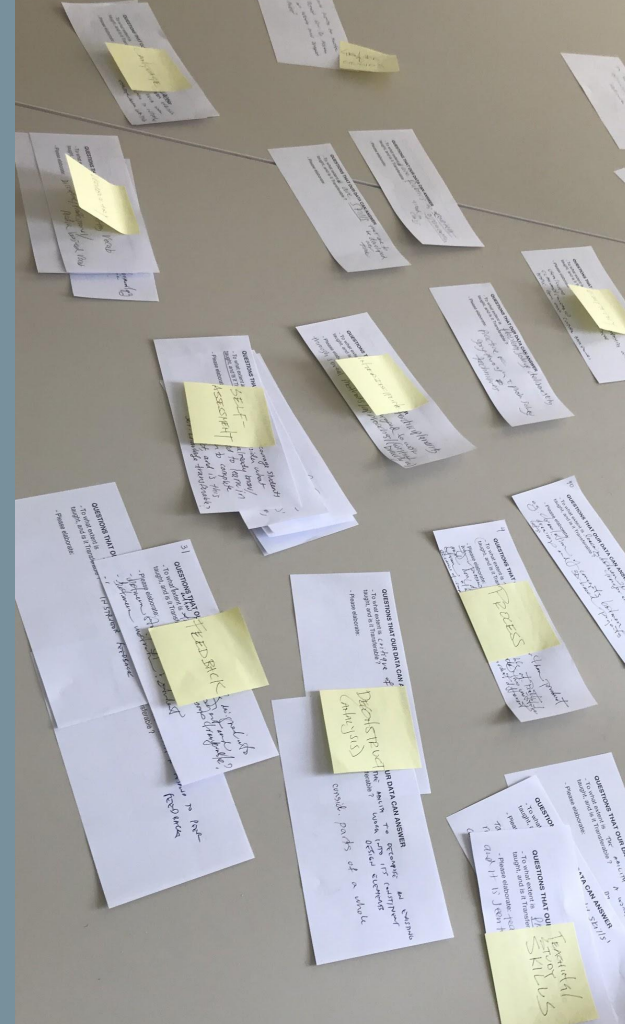
I WISH TO CONTINUE THIS PROJECT THROUGHOUT THE SEMESTER, COLLECTING MORE INTERVIEWS AND ADDING MORE HANDS TO THE INSTALLATION.



Year 2 Research Questions

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**

What worked?

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**

What were our challenges?

Participant availability and scheduling

Recruiting participants

Data collection

Data analysis

Visualization tools

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?

Faculty

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?

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