

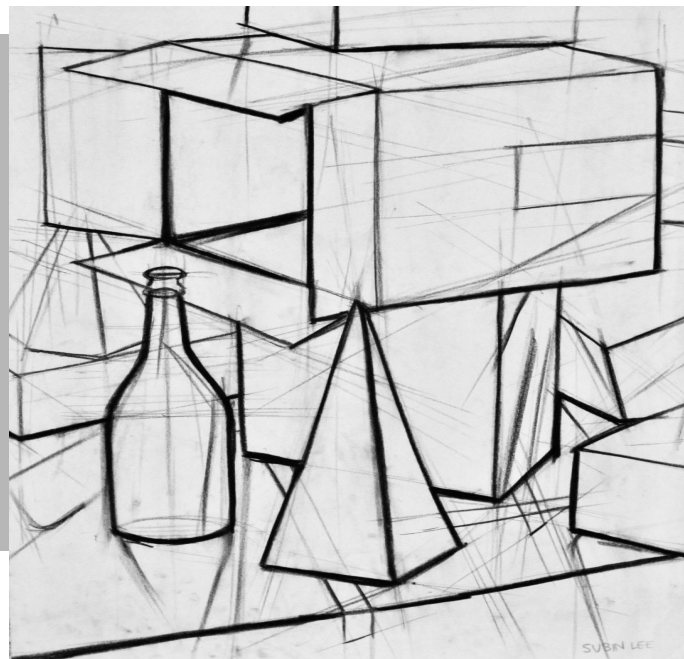
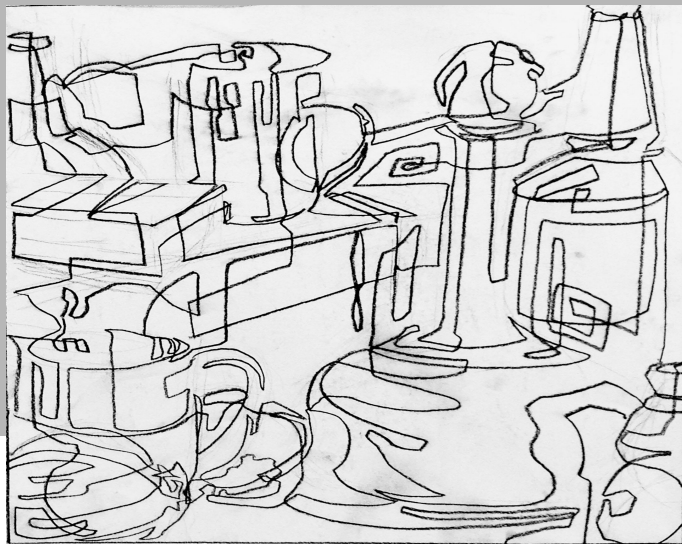
# The Challenge of Teaching for Transfer

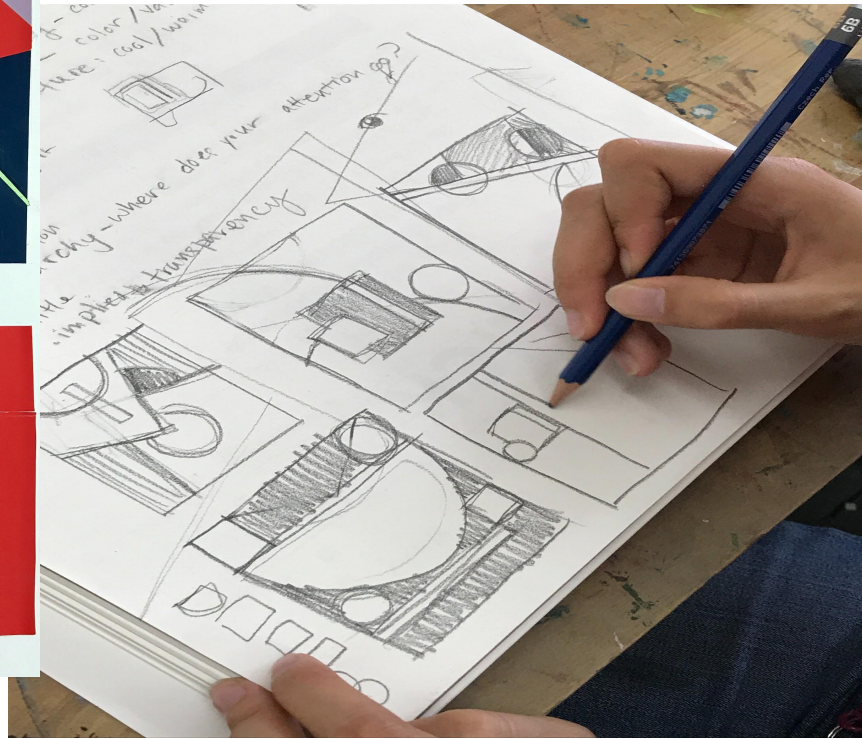
- semester to semester
- year to year
- discipline to discipline





Transfer In:  
What skills, knowledge and understandings does each student bring to the class?



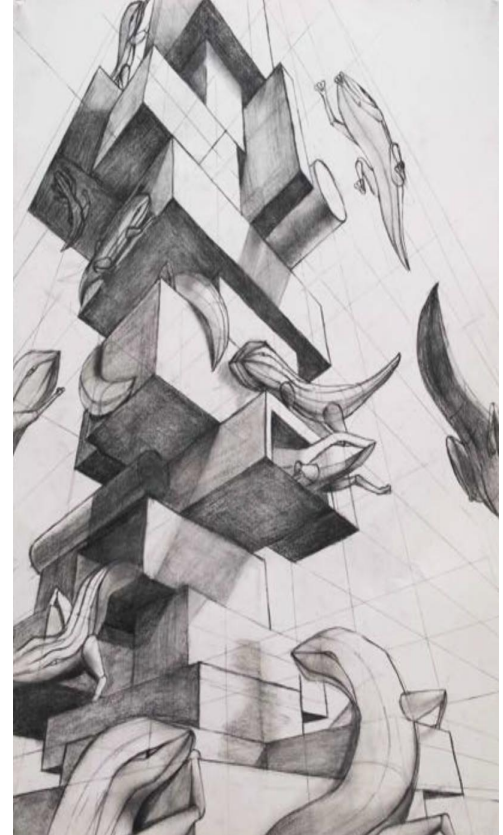
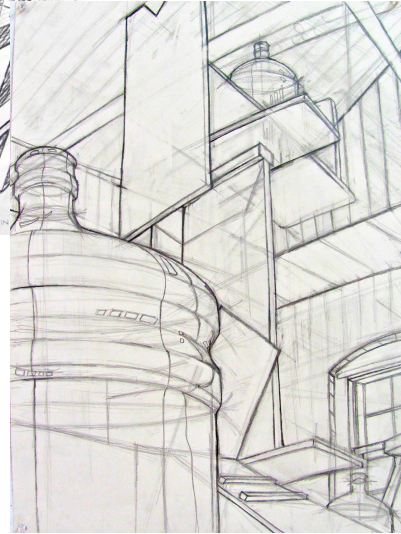
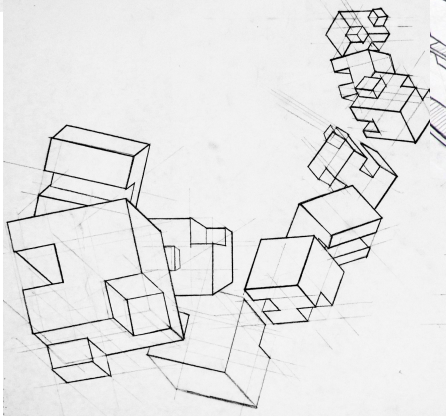
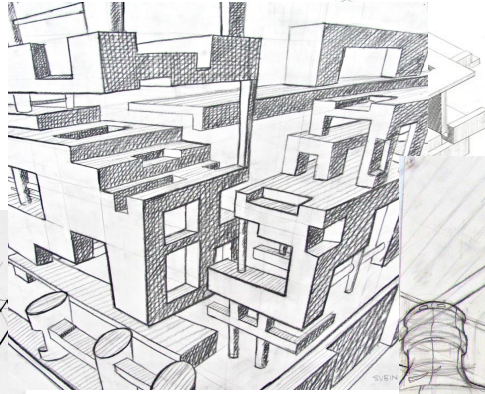
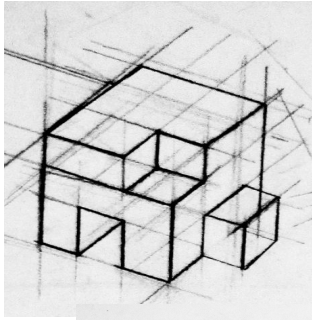


## Beginnings:

How do we assess and build on the skills, knowledge and understanding students bring to college?



# transfer within a course

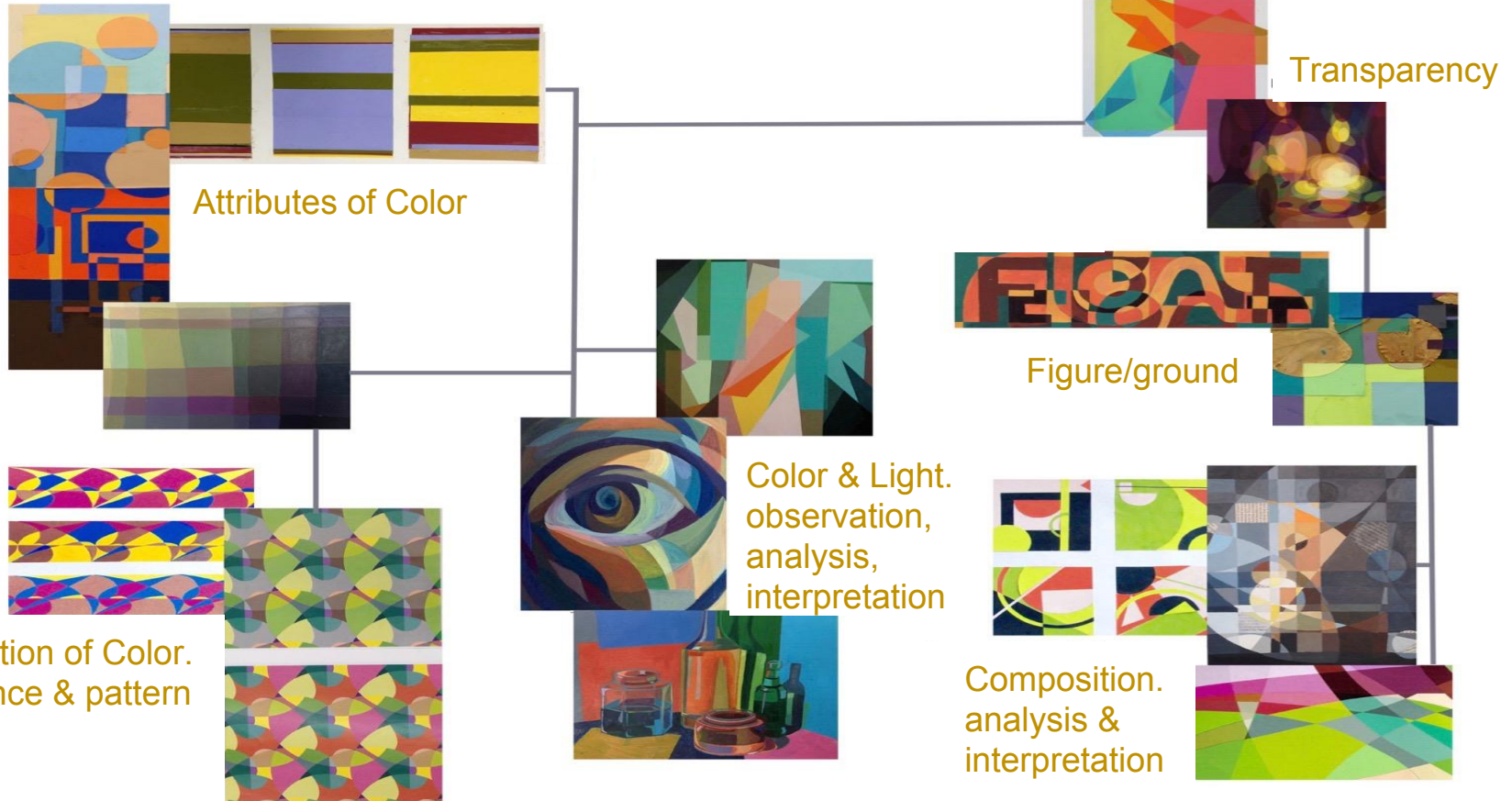


FOUNDATION Visualization / Representation

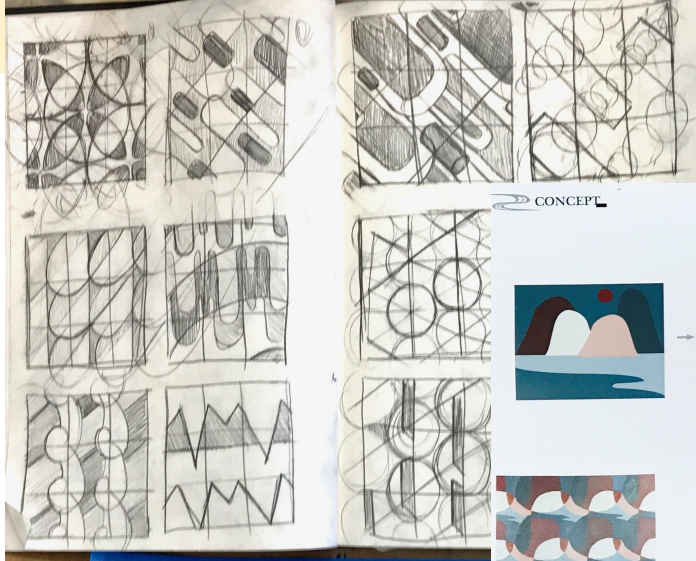


# Transfer within first semester

Foundation Light Color Design



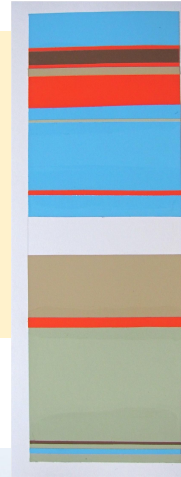
# Transfer of skills, knowledge & processes



CONCEPT



PATTERN



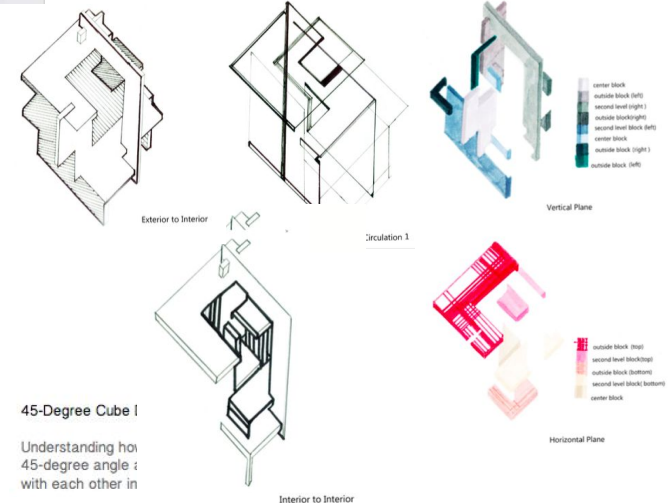
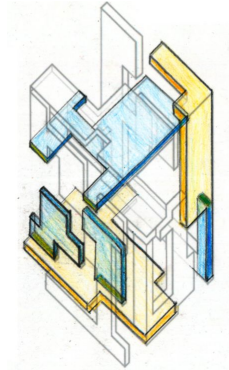
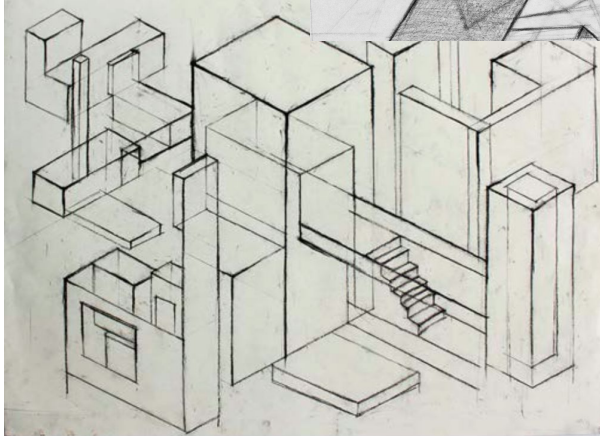
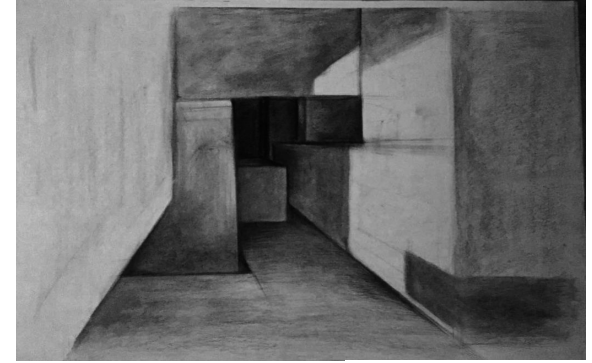
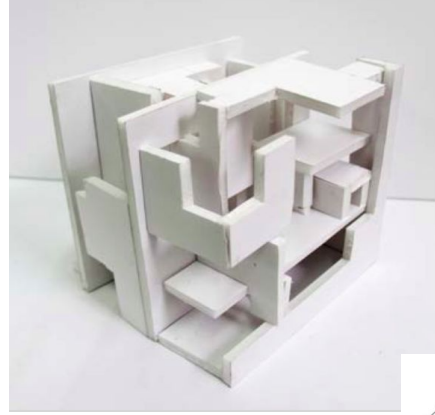
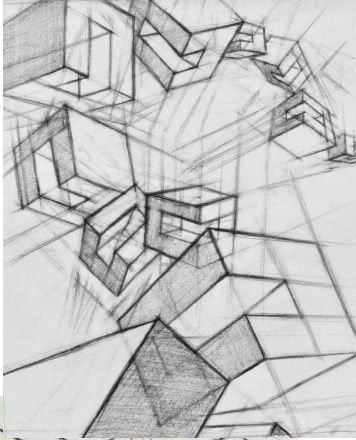
DISPLAY



# Transfer of skills & knowledge between courses and years

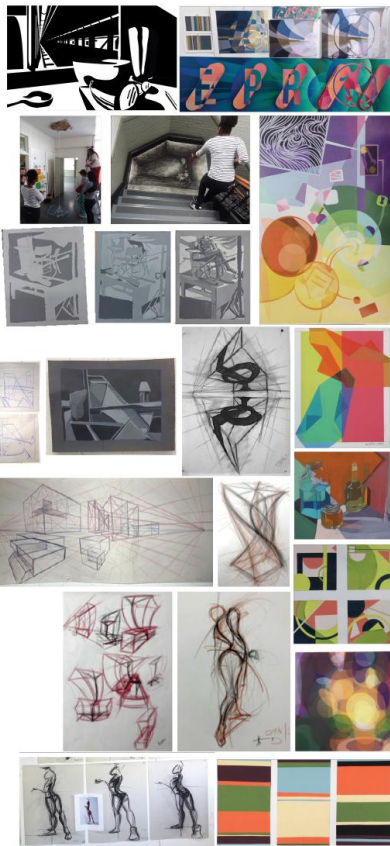
Foundation 1st year 1st semester

Interior Design 2nd year 1st semester





## freshman

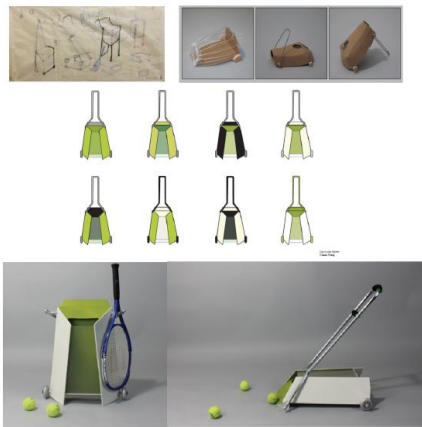


### Thesis

Disability and Evelyn Glennie

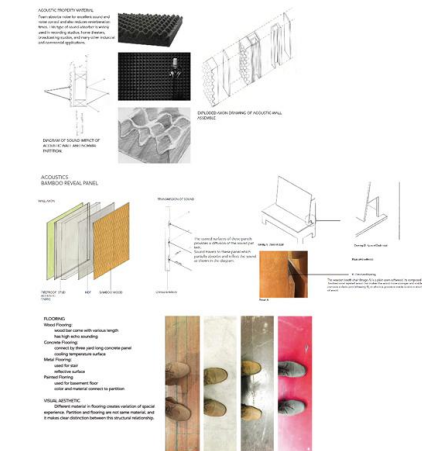
This paper uses the life and career of Glennie as a case study to expose how artistry can surpass disability. By examining scientific studies about deafness, musical training for the hearing impaired and the concept of internal motivation, the paper shows how Glennie became a talented musical despite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

## sophomore



industrial design

interior design



## junior

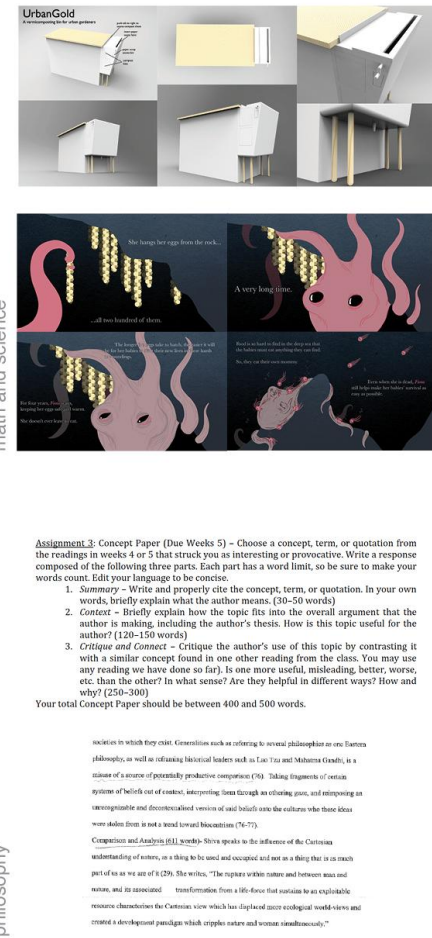


interior design

industrial 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.

societies in which they exist. Generation such as referring to several philosophers as one Eastern philosophy, as well as reframing historical leaders such as Lao Tzu and Zhuangzi (Gentry), is a measure of a source of potentially productive comparison (98). Taking fragments of certain systems of beliefs out of context, interpreting them through an existing gaze, and interpreting an unrecognizable and decontextualized version of said beliefs into the culture where those ideas were added from is not a trend toward biocentrism (74-77).

**Comparison and Analysis (81)** Wendy Silver 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 itself part of us as we are of it (29). She writes, "The rupture within nature and between man and nature, and its associated transformation from a life-force that sustains to an exploitable resource characteristic for Cartesian view which has displaced more ecological world-views and created a development paradigm which exploits nature and women simultaneously."

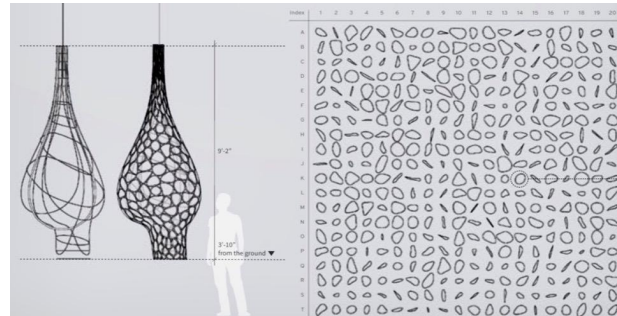
# Transfer between courses & years



## Research, process, pattern, structure

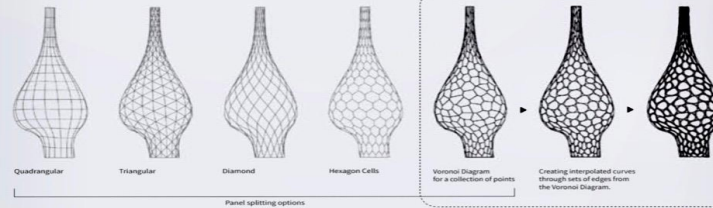


Foundation



### Panel Splitting

We re-engineered the 3D-Printer system to afford natural fiber filaments. But the maximum size the machine can handle was 9 x 9 x 9 inch volume, so we had to split the panel into smaller pieces than that. We tested prototypes of various module shapes, from regular to irregular. The type finally developed was a distorted circular shape calculated from the Voronoi Diagram.



We have studied knotting methods using fibers to combine members with traditional applications of natural materials without the use of adhesives or artificial joining members. This is necessary for binding between panels and panels, panels and frames, and frame members.

To assemble 400 panels by hand, we unrolled the index of the surface in an elongated shape. Then we assemble them as a spiral along the frame like a reverse order of peeling an apple.

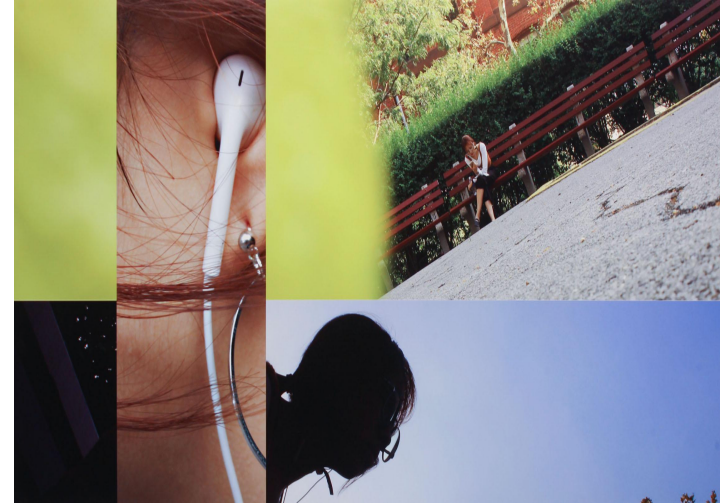
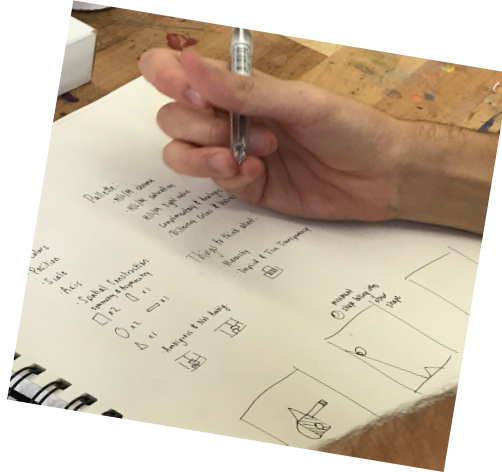
**Automated Weaving:**  
The machine recognizes the pin position of each frame and performs three layer movements based on this position. We engineered the nozzle of the machine to release humming wires at a constant speed, and the machine's nozzles move in order as the pattern algorithm commands from the computer.

3rd year Interior Design





Transfer: learned skills, knowledge and processes applied in new and different contexts and media.



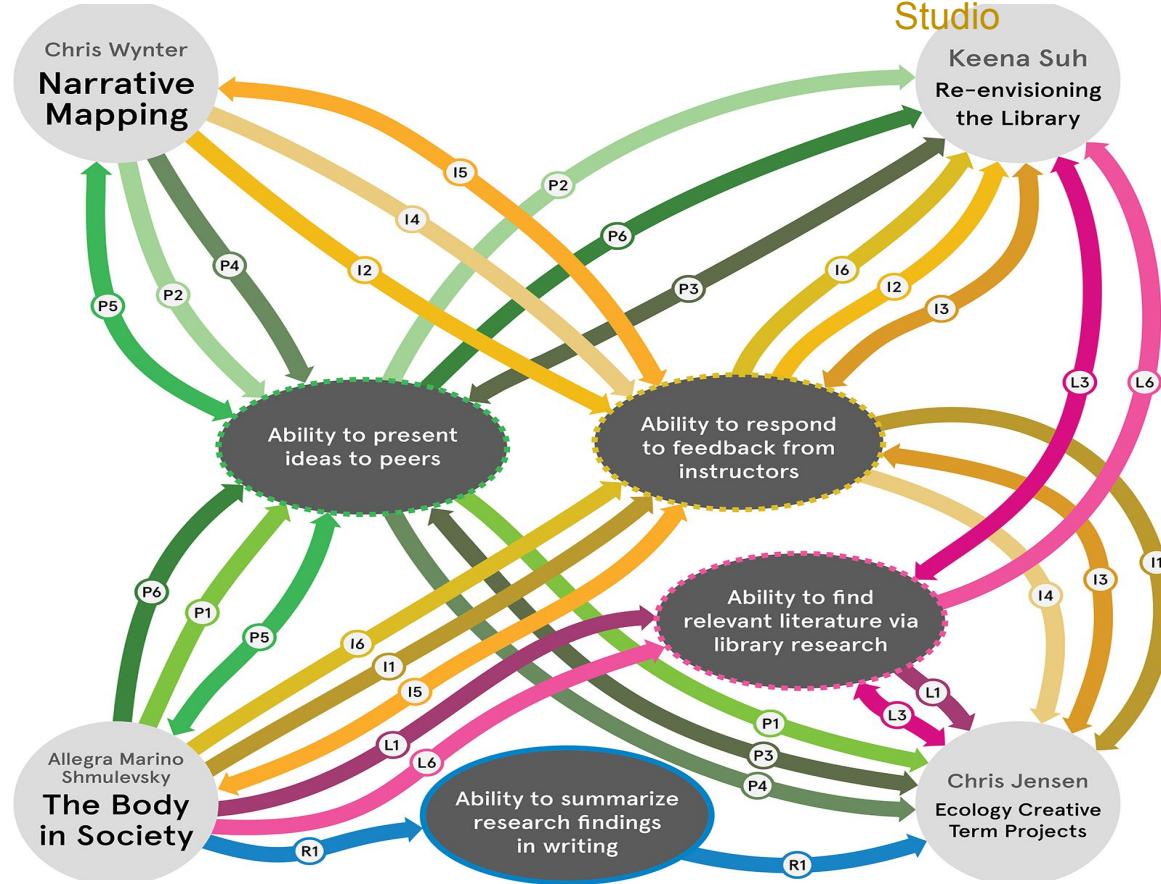
Foundation LCD & 4D  
composition & grid structures

First-Year studio

Junior  
Studio

Mapping  
elements of  
transfer  
between  
disciplines\*

\*based on  
FLC research

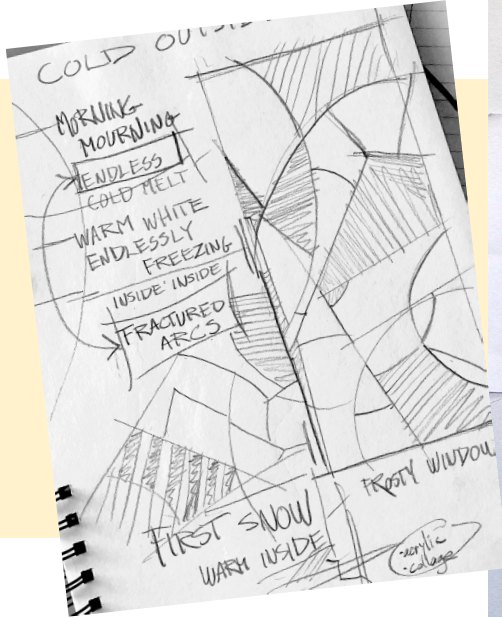


First-Year General Education

Junior & Senior General Education

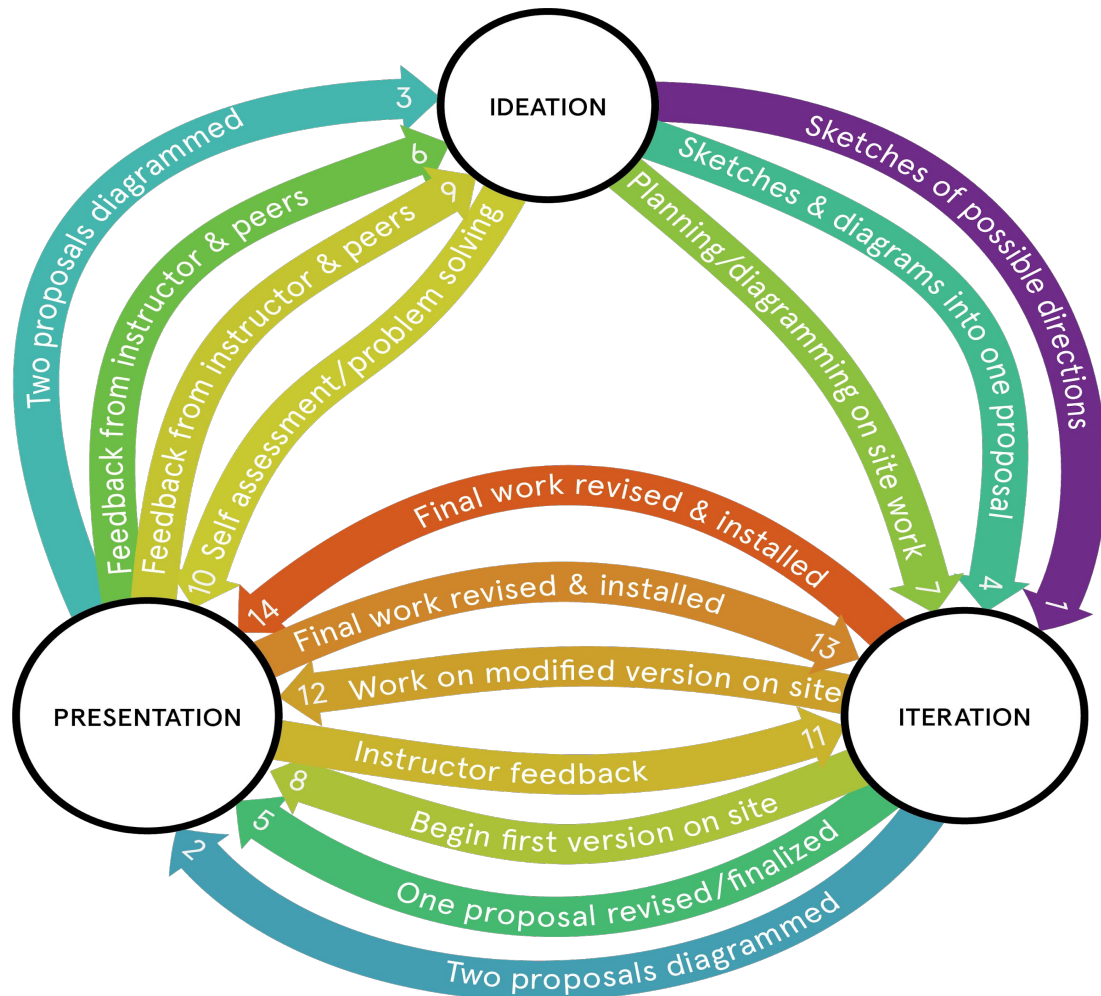


# Transfer of learned processes



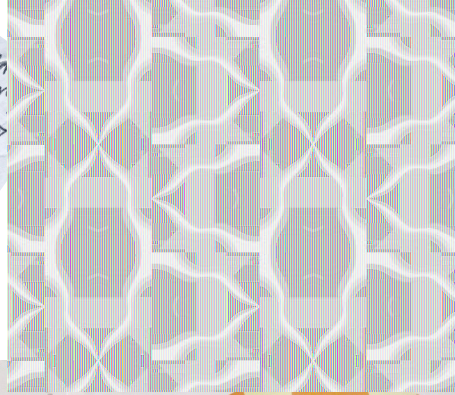
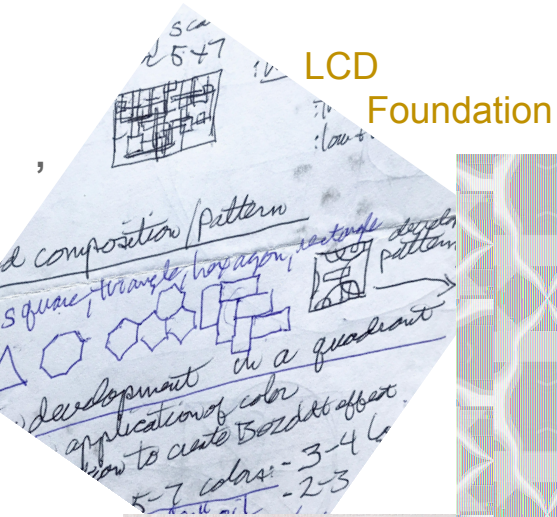
Ideation - Iteration - Presentation (IIP)





Identifying  
**Ideation**  
**Iteration**  
**Presentation**  
in General Education  
& Studio courses.

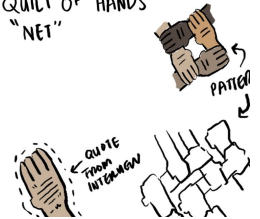
# Are students made aware of transfer of knowledge and processes between courses and between years?



New Media II 3rd year 2nd semester

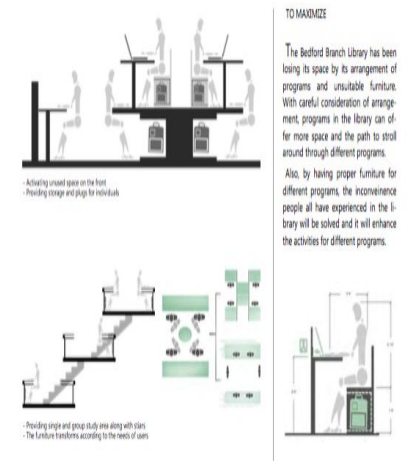
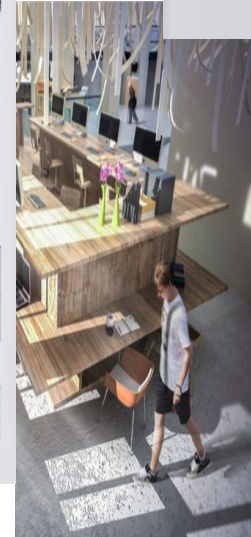
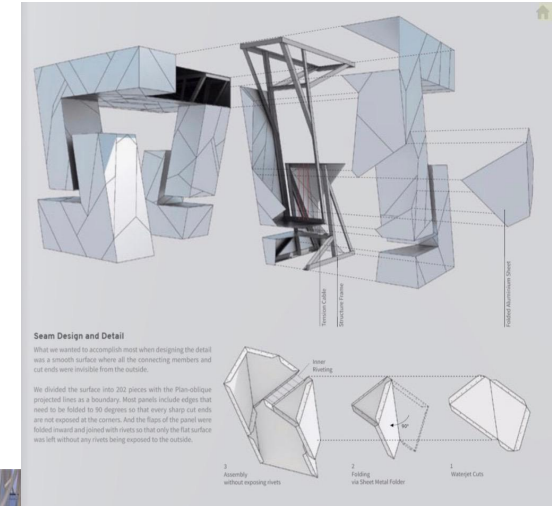
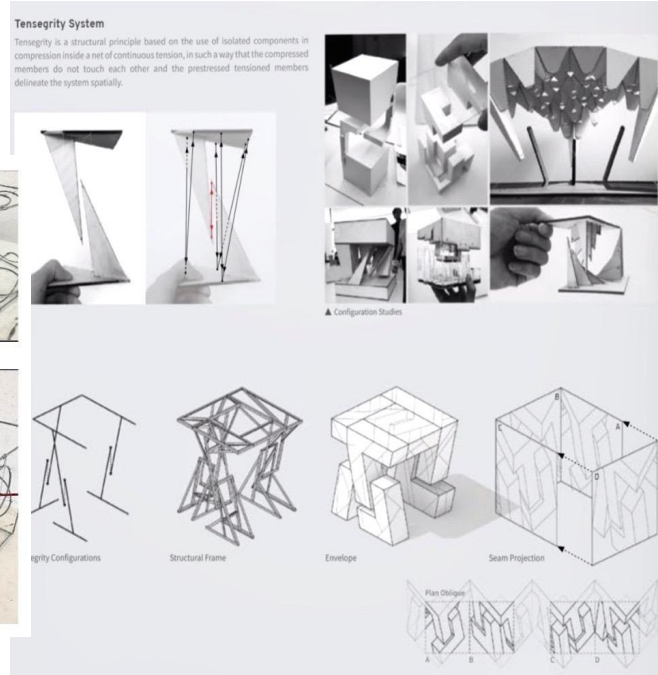
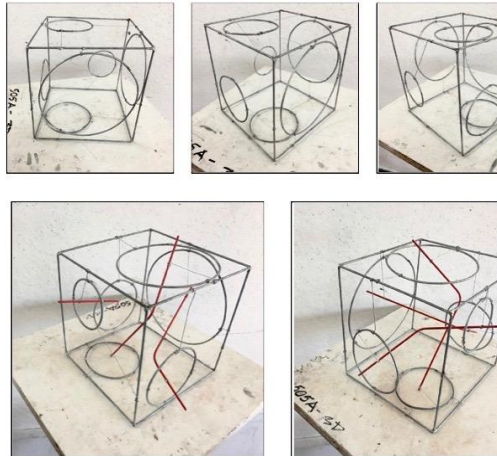


QUILT OF HANDS  
"NET"





# Are faculty aware of transfer of learned skills, knowledge and processes between courses and between years?



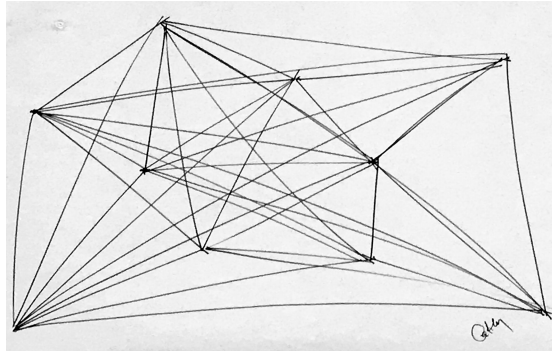
2nd year Industrial Design

4th year Interior Design

# How can faculty observe transfer of skills, knowledge and processes to other courses, disciplines and levels, as well as within their own courses?



Foundation LCD  
& 4D writing

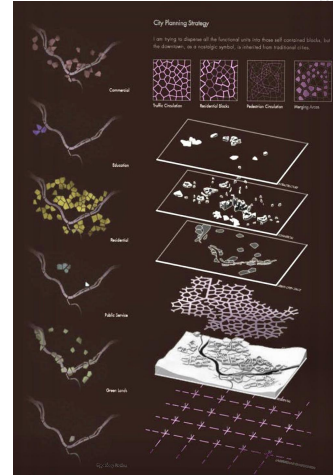


2nd Year Ind Design

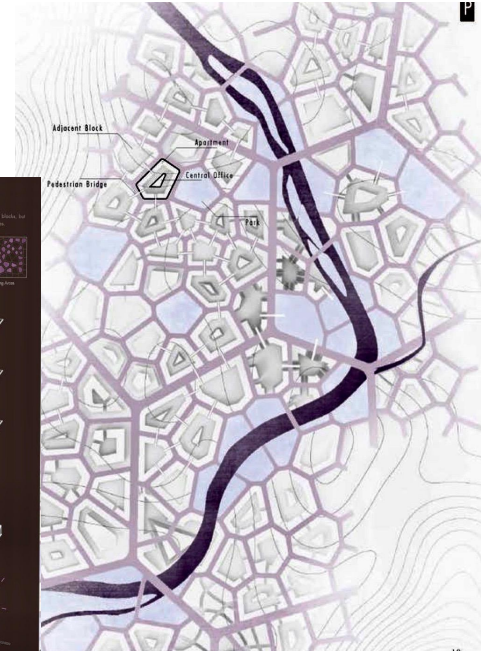
## Mapping Process

I was pretty limited with creating the sequence since I did not have images that created variation. I took more pictures when I went camping and I took movement pictures to help create a flow in certain areas of my video. Since we had an option of taking images from the Internet and combining it with the ones we took with the camera, it helped in making the process more cohesive...

## Mapping

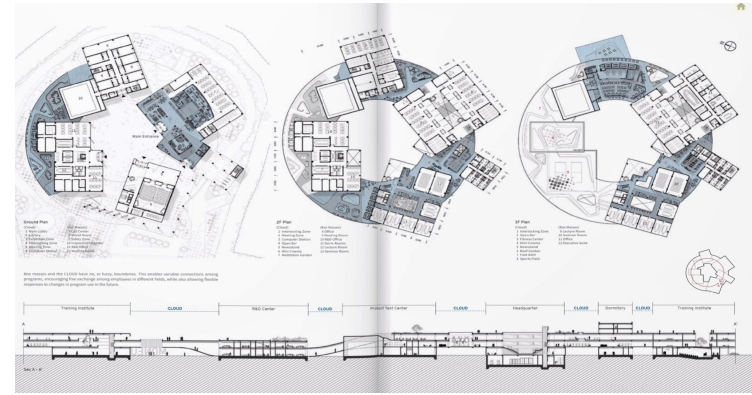


4th Year Interior Design





# FLC Transfer Sessions



Finding parallels and convergence in faculty transfer session



transfer between courses & year

## Examples from Transfer Sessions

Foundation : 1st year 1st semester



Industrial Design : 3rd year



Contour : Volume : Negative & positive space



Transfer can only be understood by creating scenarios  
where faculty speak and share

