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 of skills, knowledge & processes
Transfer of skills & knowledge between courses and years

Foundation  1st year  1st semester

Interior Design  2nd year  1st semester
Assignments:

1. Concept Paper (Due Week 12): Choose a concept, term, or quotation from the readings to write a 5 to 7-page concept paper. This paper should be well-written and should reflect the focus of the course. Make sure to cite your sources at the end of your paper.

2. Presentation (Due Week 12): Prepare a presentation on the topic of your choice. Your presentation should be well-organized and should clearly demonstrate your understanding of the topic. Make sure to include visual aids, such as graphs, charts, or images.

3. Final Project (Due Week 13): Develop a final project that reflects your understanding of the course material. Your project should be well-researched and should demonstrate your ability to apply the concepts learned in class to a real-world situation.

4. Final Paper (Due Week 13): Write a final paper that summarizes the key concepts and ideas covered in the course. Your paper should be well-organized and should clearly demonstrate your understanding of the course material. Make sure to include a bibliography of your sources at the end of your paper.

Your final Concept Paper should be between 400 and 500 words.
Transfer between courses & years

Research, process, pattern, structure

Foundation

3rd year Interior Design
Transferred elements of learning: studio & general education

Foundation                  IEP                        Math & Science      3rd year                 Philosophy    4th year
Communication Design Majors

Transferred elements of learning: studio & general education

Light Color & Design
composition / structure
mapping color

English
research comparative analysis
composition / structure

Ecology
research comparative Analysis
composition / structure
mapping color

Making/Faking Nature
research Comparative analysis
Composition / structure

Philosophy 4th year

The paper uses the life and career of Gliervii as a case study to explore how she can serve as a model for overcoming physical limitations. The paper shows how Gliervii became a talented musical director despite physical impairment.

Societies in which they exist. Generations such as referring to several philosophies as one Eastern philosophy, as well as referring to historical leaders, such as Lao Tzu and Mahatma Gandhi, is a misuse of a source of potentially productive comparison (76). Taking fragments of certain systems of beliefs out of context, interpreting them through an ethereal gaze, and imposing an unrecognizable and decentralised version of said beliefs onto the cultures who these ideas were taken from is not a trend toward biocentrism (76-77).

Comparison and Analysis (121 words): Shiva 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 as much 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 characterises the Cartesian view which has displaced more ecological world-views and created a development paradigm which cripples nature and woman simultaneously."

Thesis

Disability and Evelyn Gliervii:

The paper uses the life and career of Gliervii as a case study to explore how she can serve as a model for overcoming physical limitations. The paper shows how Gliervii became a talented musical director despite physical impairment.
Transfer: learned skills, knowledge and processes applied in new and different contexts and media.

Foundation LCD & 4D composition & grid structures
Mapping elements of transfer between disciplines*

*based on FLC research
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
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?

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...
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.