

Workshop: Discovering the potential for transfer of learning through cross-disciplinary pedagogical dialogue

Pratt

Transfer of Learning FLC

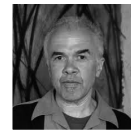
General Education

First Year

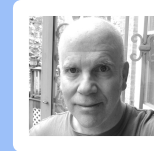


Allegra Marino Shmulevsky
Intensive English Program

Studio Education

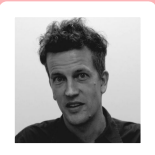


Chris Wynter
Foundation



Brian Brooks
Foundation

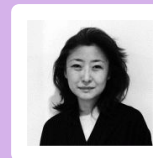
Beyond the First Year



Chris Jensen
Math & Science



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



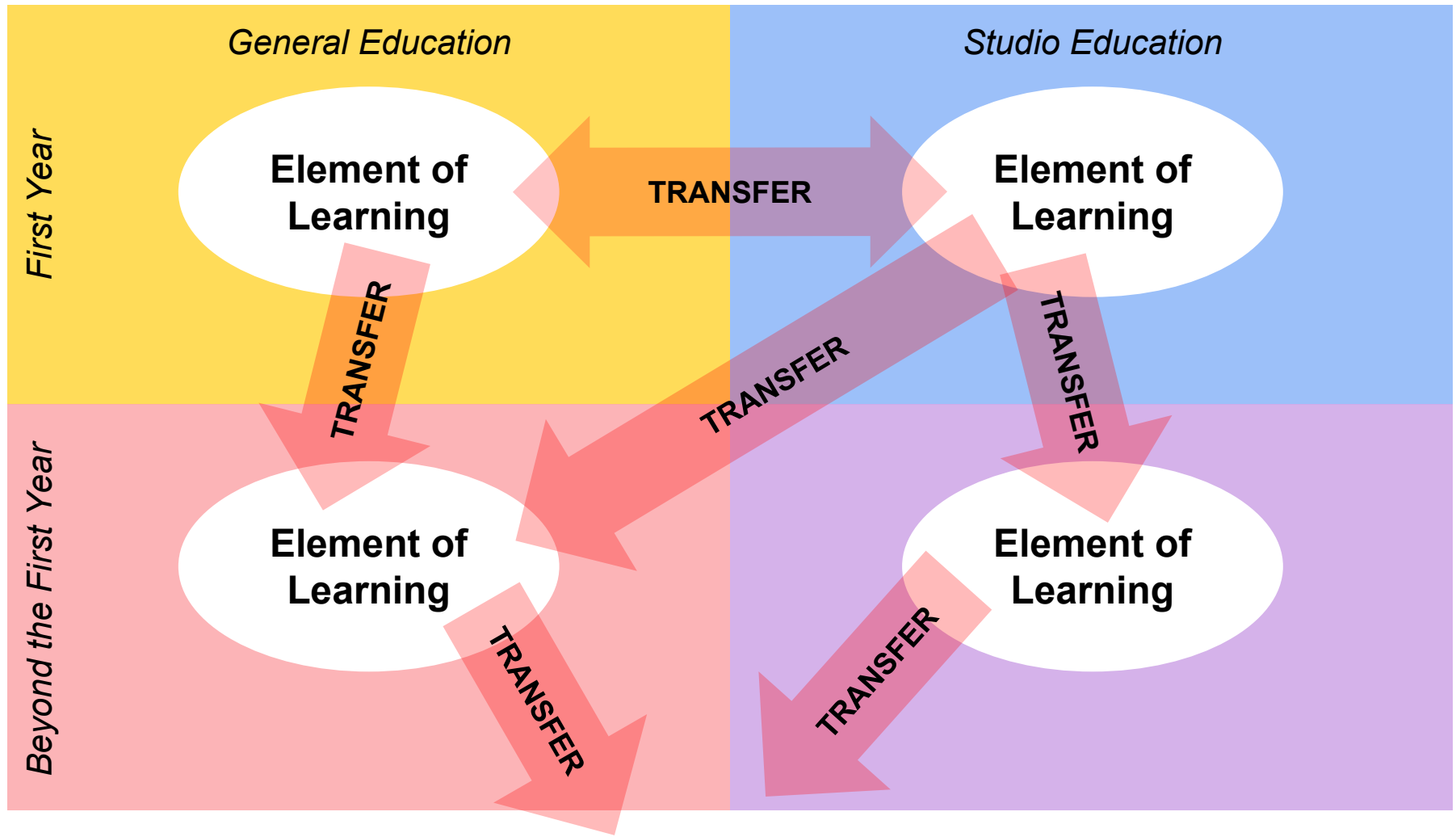
Keena Suh
Interior Design



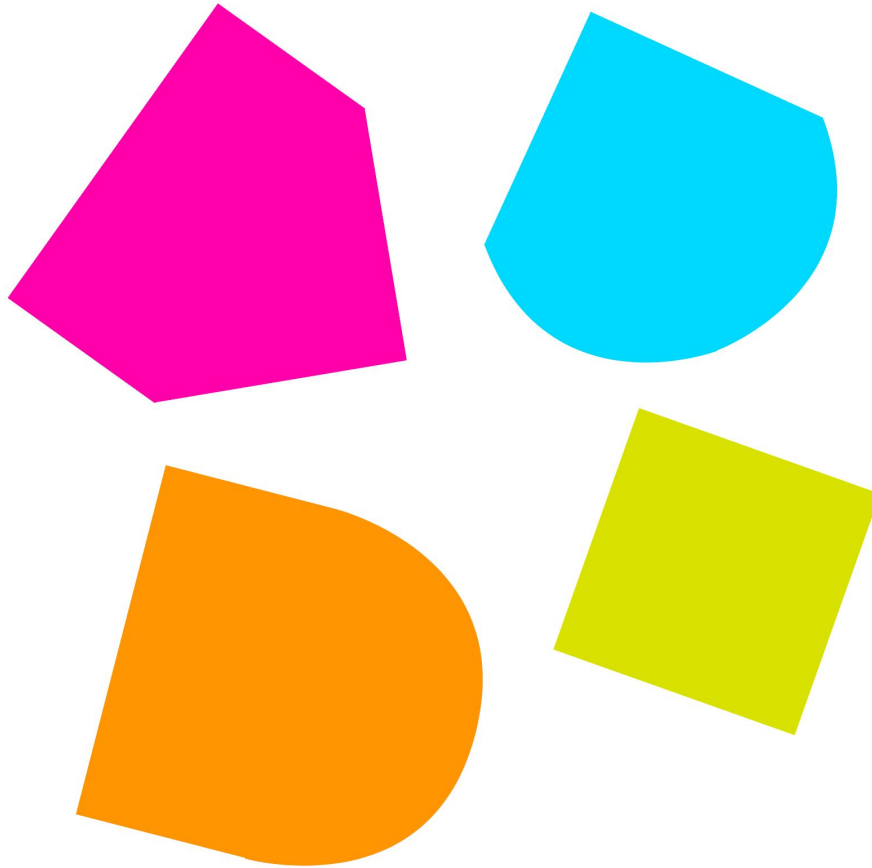
Scott Vandervoort
Industrial Design
(FLC Emeritus Bali)

What is *Transfer of Learning*?

The application of what has been learned in one context to new contexts



Year 1 Process : Cross-Disciplinary Comparisons



DISCIPLINARY DIFFERENCES

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

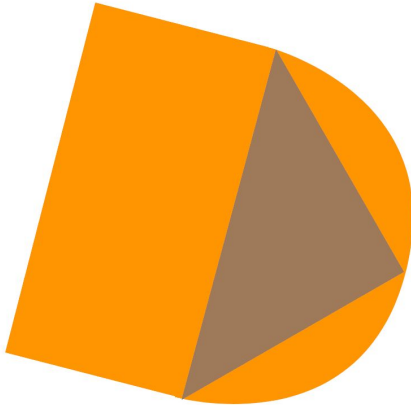
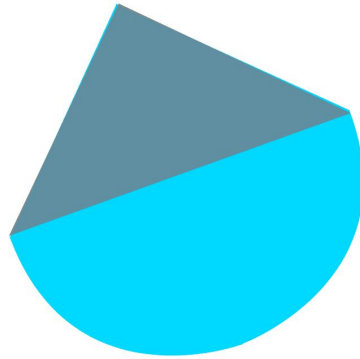
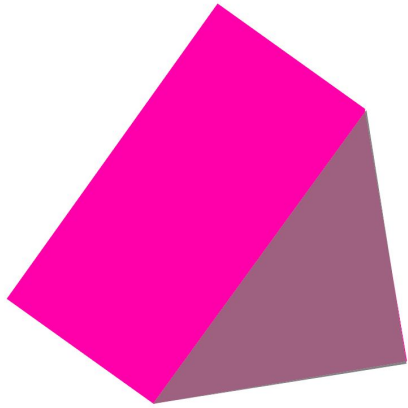
COMMON APPROACHES

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

POTENTIAL TRANSFER

Conceiving of a research approach to studying the potential for transfer in the Pratt art & design education

Year 1 Process : Cross-Disciplinary Comparisons



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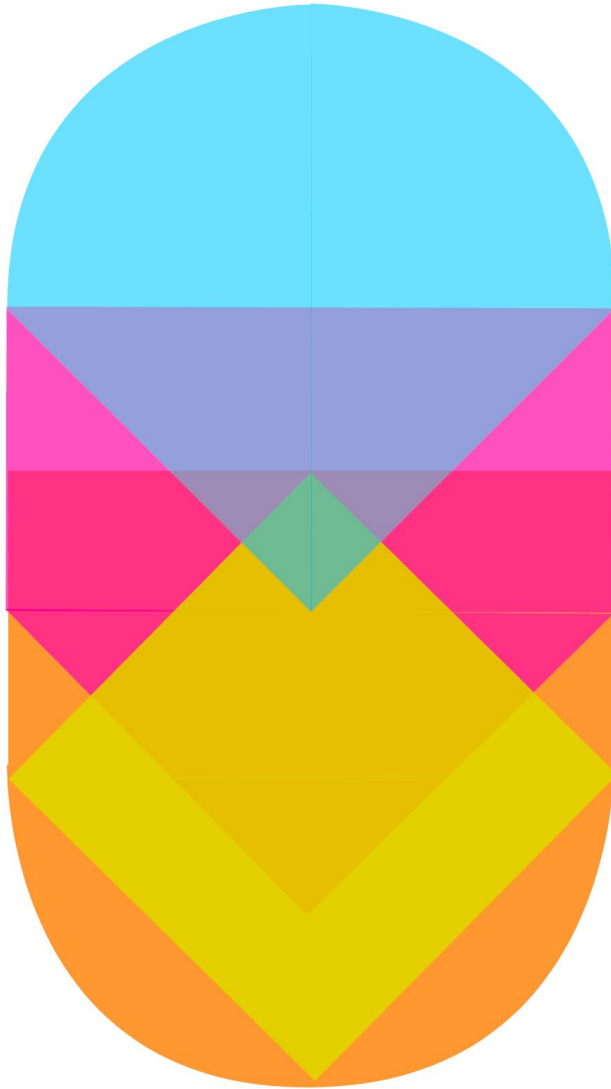
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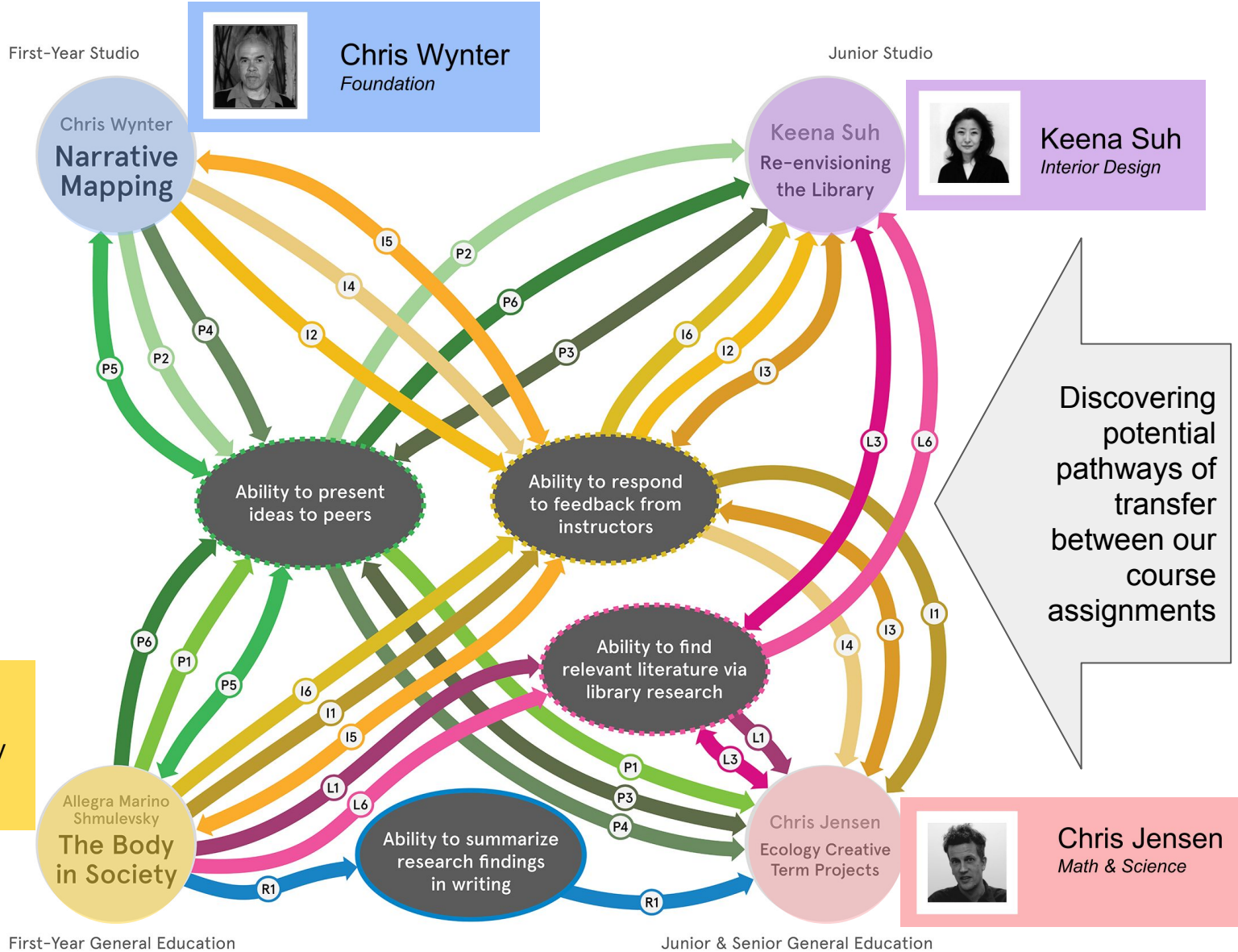
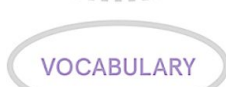
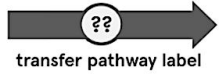
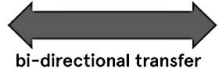
Coming to a common understanding of what “transfer of learning” means

POTENTIAL TRANSFER

Conceiving of a research approach to studying the potential for transfer in the Pratt art & design education

Year 1 Process : Mapping Transfer Connections

Key



Year 1 Process : Process as Transferable

FLC – TRANSFER OF LEARNING
IIP PROCESS

Ideation – Iteration – Presentation

Ideation

Presentation



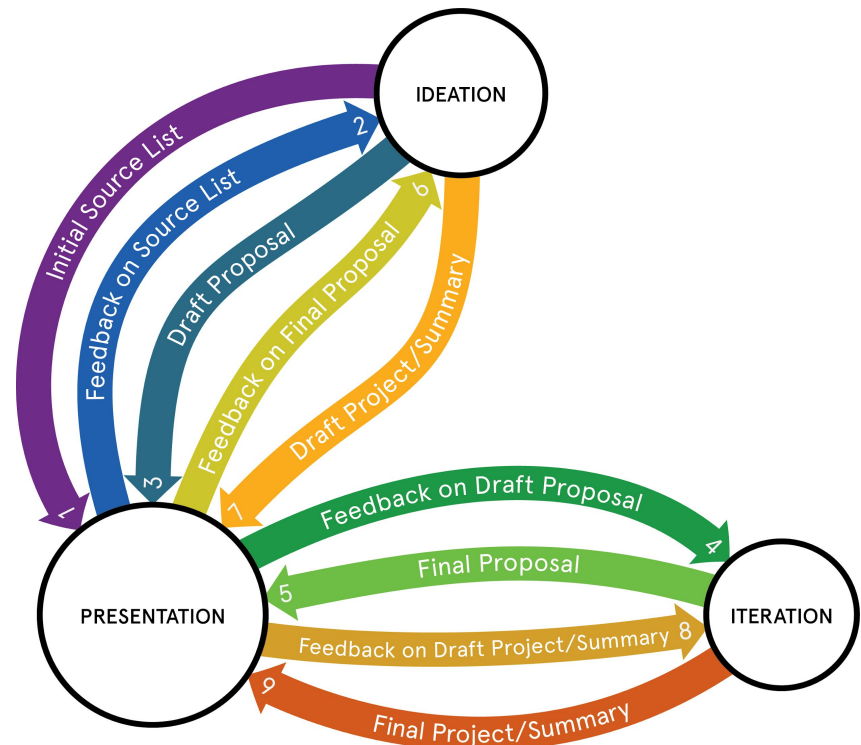
Iteration



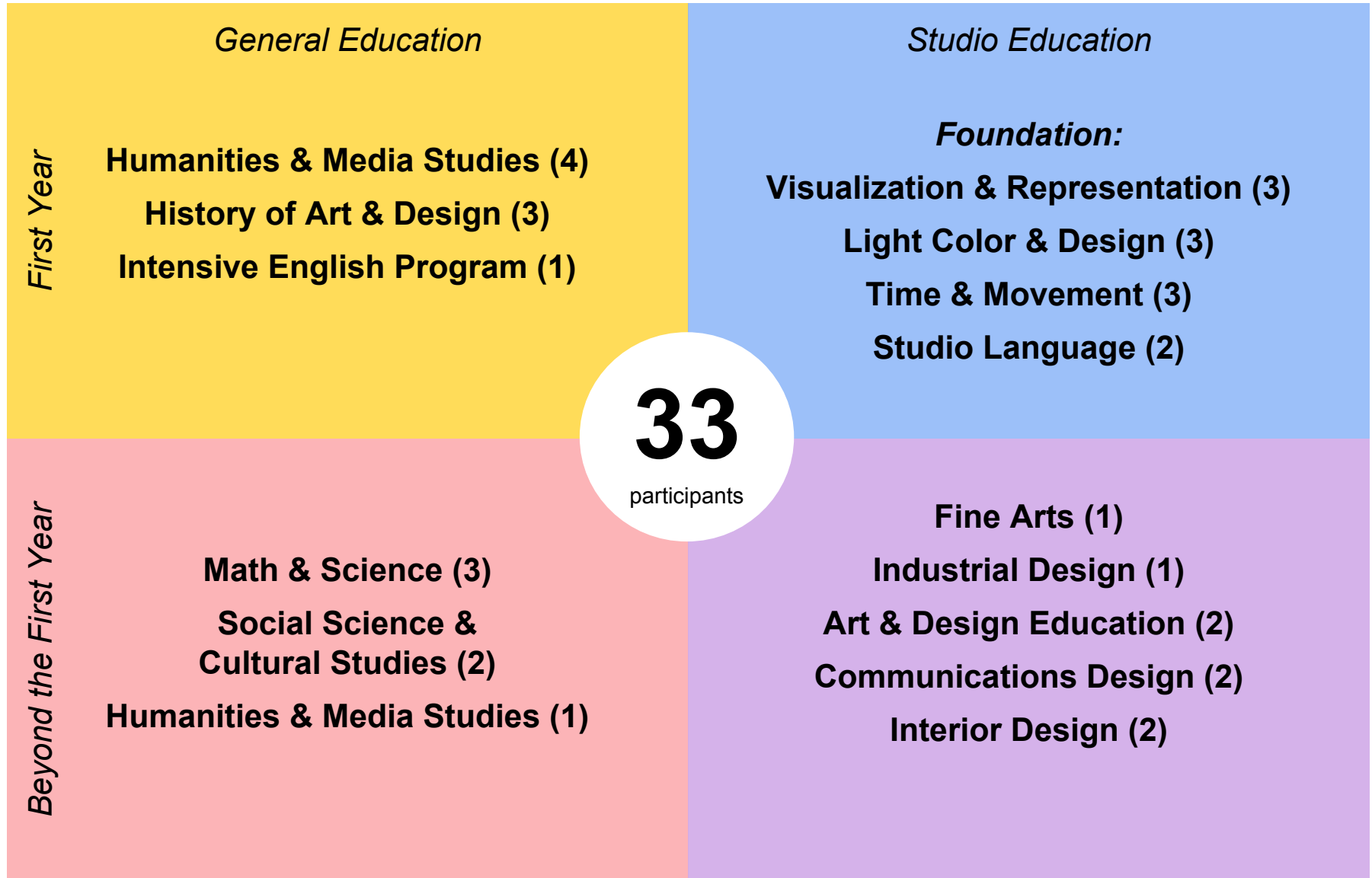
Exploring the
potential for
transfer of
process

Year 1 Process : Process as Transferable

The IIP framework allows for the comparison of different project processes:



Year 2 Process : Transfer Sessions



Year 2 Process : Transfer Sessions

Goals of the *Transfer Sessions*:

- Expand how faculty contextualize their teaching within the broader Pratt education
- Broaden each faculty participant's perspective on their teaching by introducing the “transfer lens”
- Learn more about what transfer of learning means across the broader Pratt undergraduate (Art & Design) curriculum
- Build a community of Pratt faculty who are interested in fostering better transfer of learning

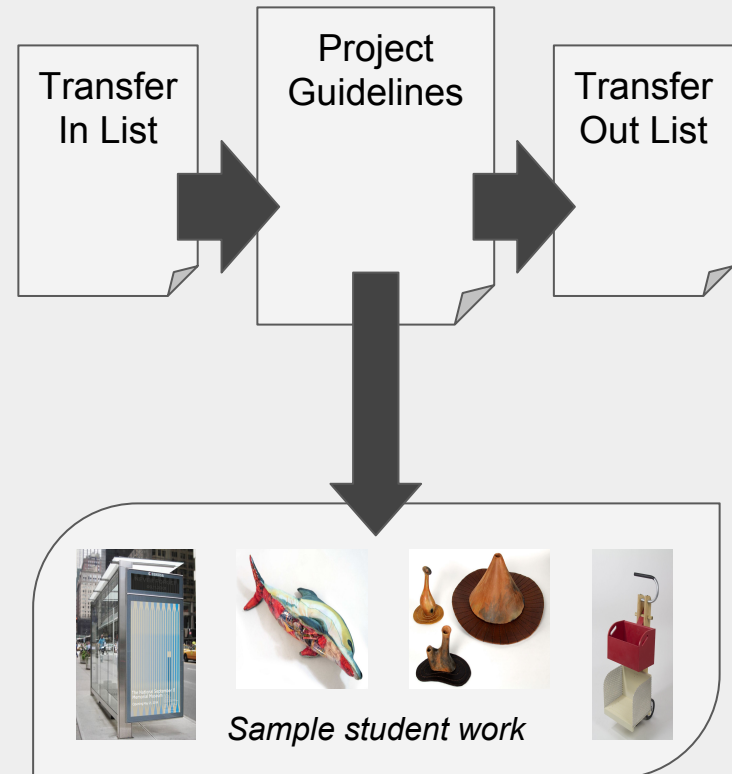
Year 2 Products : Outreach and Data

Professional development and faculty outreach

- 10 sessions
- 33 faculty participants
- 11 different departments
- 166 elements of learning transferred in
- 249 elements of learning transferred out

Data on the nature of transfer of learning at Pratt

(from each participant)



Group Exercise : Step 1 of 3

Transfer of Learning FLC Workshop
Pratt Teaching as Learning As Teaching Conference 2018

Name: _____ Academic Department: _____

Check the box(es) that best describe your teaching: ☐ Studio ☐ General Education ☐ Other

Instructions: Consider whether each of the following “elements of learning” transfers IN or OUT of one of your classes. Check all IN and OUT boxes that apply to your teaching.

Transfers In?	Element of Learning	Transfers Out?
Topic = Process		
<input type="checkbox"/> IN	Using ideation to generate directions/possibilities/solutions (or something else)	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	How to conceptualize/plan/execute a work of art/design/writing (or something else)	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Using iteration and selection/revision to improve the quality of work produced	<input type="checkbox"/> OUT
Topic = Feedback		
<input type="checkbox"/> IN	How to provide effective feedback in response to work produced by peers	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	How to respond to critique from peers, instructors, or external judges	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Using feedback as a means to refine a work throughout the stages of the project	<input type="checkbox"/> OUT
Topic = Analysis		
<input type="checkbox"/> IN	Deducing the argument, intent, strategy, and/or goal of a work	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Deconstructing an existing work into its constituent design elements or components	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Achieving the goals of a work by employing appropriate design elements	<input type="checkbox"/> OUT
Topic = Self-Assessment		
<input type="checkbox"/> IN	How to reflect on one's own processes as an overall learner and problem-solver	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Considering what one already knows/needs to know in order to complete a project	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Identify understanding that was transferred from an earlier educational experience	<input type="checkbox"/> OUT
Topic = Vocabulary		
<input type="checkbox"/> IN	Becoming familiar with discipline-specific vocabulary	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Connecting vocabulary from different disciplines with similar conceptual meaning	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Appropriately employing discipline-specific vocabulary in oral and/or written forms	<input type="checkbox"/> OUT

- Complete the form distributed to you by one of our FLC members by considering which “elements of learning” transfer IN or OUT of your courses.
- Let us know if you have any questions as you complete the form!

Transfer of Learning FLC Workshop
Pratt Teaching + Learning Conference 2018

Name: _____ Academic Department: _____

Check the box(es) that best describe your teaching: ☐ Studio ☐ General Education ☐ Other

Instructions: Consider whether each of the following “elements of learning” transfers IN or OUT of one of your classes. Check all IN and OUT boxes that apply to your teaching.

Transfers In?	Element of Learning	Transfers Out?
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Topic = Vocabulary		
<input type="checkbox"/> IN	Familiarity with discipline-specific vocabulary	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Connecting vocabulary from different disciplines with similar conceptual meaning	<input type="checkbox"/> OUT
<input type="checkbox"/> IN	Appropriately employing discipline-specific vocabulary in oral and/or written forms	<input type="checkbox"/> OUT

Group Exercise : Step 2 of 3

- Based on what elements of learning you checked off and your own interests, move to some of the five “topic tags” throughout the room.
- Introduce yourself to other people at your tag and compare lists to find elements of learning that you share in common.
- Explain to each other how these shared elements of learning factor into your teaching.
- Prepare to share any “pathways of transfer” that you discovered in your group.

Group Exercise : Step 3 of 3

- Let's share with the whole group!
- Please report any interesting “pathways of transfer” that you discovered to the rest of the groups.

Our Expanding Community... and Next Steps

Pratt

MY DASHBOARD MY COURSES

Home / Courses / Administrative Sites & Specific Resources / Transfer Project

Project Overview & Basic Information

TRANSFER HERE

The *Transfer Sessions Project* is produced by the *Transfer of Learning Faculty Learning Community*, an initiative of the Office of the Provost.

Transfer Sessions bring faculty from different disciplines together to discuss the connectivity that *does exist or could exist* between our courses. Although certainly pockets of collaboration between faculty in different departments and programs exist, for the most part the undergraduate Pratt education has been treated as a series of separate parts, each isolated in what students learn. Exploring the potential for transfer of learning means looking for commonality in what we want students to be able to understand, to create, and to present. Through the series of faculty dialogues fostered by the *Transfer Sessions Project*, we seek to:

- **Spread the word** to our fellow faculty about our efforts to understand **transfer of learning** at Pratt;
- **Share what we have learned** about the potential for **transfer of learning** within a Pratt undergraduate education
- Learn more about the potential for **transfer of learning** within a Pratt undergraduate education **from our participants**;
- **Empower our participants** to see their own teaching in the context of the larger Pratt undergraduate education
- **Create an on-campus community** of faculty who are interested in **improving how learning transfers** within a Pratt undergraduate education.

What is Transfer of Learning?

Transfer of Learning is defined as the application of what has been learned in one context to new contexts. This could mean:

1. using what was learned earlier in a course to meet challenges posed later in that course (*intra-*

Transfer FLC

Narrative account of the project

Formal analysis driven by *Research Questions*

External Publications

Transfer to ???



Transfer FLC Research Questions

Within our existing curriculum, what's the potential for student transfer of...

- The ability to **plan a process of project development?**
- The ability to **give and respond to feedback/critique?**
- The ability to **self-assess** and **self-reflect?**
- The ability to **deconstruct existing work** and **plan/conceptualize a work by playing with constituent design elements?**
- The ability to **translate between visual and written languages?**
- The ability to **perform the research necessary to inform a project?**

The *Transfer Sessions Project* Database

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

