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

General Education

First Year

Allegra Marino Shmulevsky
Intensive English Program

Beyond the First Year

Chris Jensen
Math & Science

Studio Education

Chris Wynter
Foundation

Brian Brooks
Foundation

Keena Suh
Interior Design

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

Scott Vandervoordt
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
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Year 1 Process: Mapping Transfer Connections

Discovering potential pathways of transfer between our course assignments

Key:
- uni-directional transfer
- bi-directional transfer
- transfer pathway label

Chris Wynter
Foundation

Keena Suh
Re-envisioning the Library

Chris Jensen
Ecology Creative Term Projects

Allegra Marino Shmulevsky
Intensive English Program

Allegra Marino Shmulevsky
The Body in Society

First-Year Studio

Chris Wynter
Narrative Mapping

Ability to present ideas to peers

Ability to respond to feedback from instructors

Ability to find relevant literature via library research

Ability to summarize research findings in writing

First-Year General Education

Junior Studio

Keena Suh
Interior Design

Chris Jensen
Math & Science

Junior & Senior General Education
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
The IIP framework allows for the comparison of different project processes:
Year 2 Process: Transfer Sessions

General Education

First Year
- Humanities & Media Studies (4)
- History of Art & Design (3)
- Intensive English Program (1)

Beyond the First Year
- Math & Science (3)
- Social Science & Cultural Studies (2)
- Humanities & Media Studies (1)

Studio Education

Foundation:
- Visualization & Representation (3)
- Light Color & Design (3)
- Time & Movement (3)
- Studio Language (2)

Fine Arts (1)
- Industrial Design (1)
- Art & Design Education (2)
- Communications Design (2)
- Interior Design (2)

33 participants
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)

Sample student work
Group Exercise : Step 1 of 3

- 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!

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<table>
<thead>
<tr>
<th>Transfers IN?</th>
<th>Element of Learning</th>
<th>Transfers OUT?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Topic = Process</td>
<td></td>
</tr>
<tr>
<td>☐ IN</td>
<td>Using ideation to generate directions/possibilities/solutions (or something else)</td>
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<td>☐ IN</td>
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<td>Becoming familiar with discipline-specific vocabulary</td>
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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.

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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

Transfer FLC

External Publications

Narrative account of the project
Formal analysis driven by Research Questions

Transfer to ???

Center for Teaching & Learning

Project Overview & Basic Information

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