

## For elements that promote initial learning necessary for transfer (informed by Bransford & Zull)

	What is it? And role for learning?	What does it have to do with transfer?	How did ( <i>or could</i> ) it look in Linda Christensen's classroom?
Time to grapple followed by organizing information	<ul style="list-style-type: none"> <li>• Motivation – exploration can provoke hypotheses, questions and curiosity.</li> <li>• “Activates prior knowledge” – people will bring different schema that could be useful (smartnesses)</li> <li>• Engage active testing by first using the schema. The organizing lecture then provides tools for rethinking the test</li> </ul>	<ul style="list-style-type: none"> <li>• Using prior knowledge is an act of attempted transfer.</li> <li>• If learner doesn't connect new information/problem to prior knowledge/experience then may not adapt PK.</li> <li>• If new information is not integrated with PK, when move on to new situation, may use old PK without benefit of potentially new information.</li> </ul>	<p>Reading stories and making sense of themes using prior knowledge. Exploring how language, dialogue etc. is used to communicate meaning.</p> <p>Using stories with slightly different topic but same, as yet, not obvious to students, theme to shift awareness focus.</p> <p>Language use:</p> <ul style="list-style-type: none"> <li>• Exploring author's communicates toughness &amp; compassion in character.</li> <li>• Explore stories with purposeful focus on metaphor, dialogue and blocking</li> </ul>
Deliberate practice <i>vs. drill &amp; skill.</i>	<p>Student voice, Metacognition</p> <p>Involves monitoring skill &amp; understanding in light of goals, determining distance from goal, making plans for refinement.</p> <p>Strategic practicing has a purpose.</p>	<ul style="list-style-type: none"> <li>• Transfer is an act of reasoning. It is a process of deciding which knowledge or skill is appropriate.</li> <li>• Metacognition supports transfer when focus is on <u>when, where and why</u> to use skill/information. – vs. static evaluation of <u>did I memorize fact.</u></li> </ul>	<ul style="list-style-type: none"> <li>• Perhaps if play with generating many different ways to create character qualities through movement – use feedback loop to decide what's most effective.</li> <li>• Perhaps if used peer review as a way to gather information on how to revise literary devices in papers.</li> <li>• Perhaps if author's identified strengths in use of literary devices in their own papers, and ways they plan to refine. Then revising paper in light of this self-assessment.</li> </ul>
Contrasting Cases	<ul style="list-style-type: none"> <li>• Compare examples in order to reveal a shared big idea.</li> </ul>	<ul style="list-style-type: none"> <li>• Big ideas help people to connect to/ find relevant prior knowledge (oh! That's like...)</li> <li>• Big ideas help people see relationships between PK &amp; new situation because they are stripped of idiosyncratic details.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher carefully selected, crafted and solicited stories to challenge students current big idea (success=\$) to reveal a bigger idea about class and consumption.</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>• Provides energy and purpose for exploration.</li> <li>• Perhaps having a real purpose (beyond “doing it right”) help students engage a task and learning orientation. Does it invite full use of the thinking cerebral cortex?</li> </ul>	<p>← Transferability <i>creates</i> motivation for learning.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>