

Three Questions toward Teaching for Transfer— *What, Where, How?*

WHAT might transfer? (What skills, concepts, knowledge, strategies?)

To WHERE might it transfer? (What contexts, situations, areas of application?)

HOW might one get the transfer? (What kinds of bridging and/or hugging?)

Ten Tools for Teaching for Transfer— *Ways of Hugging and Bridging*

<p>Hugging (designing for low road transfer): Making the learning experience more like the ultimate applications. Students do and feel something more like the intended applications.</p>	<p>Bridging (designing for high road transfer): Making conceptual connections between what's learned and other applications. This is more cerebral, less experiential. Students generalize and reflect.</p>
<p>1. Setting expectations: Simply alert learners to occasions where they can apply what they are learning directly, without transformation or adjustment. <i>Example:</i> "Remember, you'll be asked to use these pronouns correctly in the essay due at the end of the week."</p>	<p>6. Anticipating applications: Ask students to predict possible applications remote from the learning context. <i>Example:</i> After students have practiced a thinking skill or other skill, ask, "Where might you use this or adapt it? Let's brainstorm. Be creative." List the ideas and discuss some.</p>
<p>2. Matching: Adjust the learning to make it almost the same experience as the ultimate applications. <i>Example:</i> In sports, play practice games. In drama, full costume rehearsals.</p>	<p>7. Generalizing concepts: Ask students to generalize from their experience to produce widely applicable principles, rules, and ideas. <i>Example:</i> After studying the discovery of radium, ask, "What big generalizations about scientific discovery does the discovery of radium suggest? Can you support your generalizations by other evidence you know of?"</p>
<p>3. Simulating: Use simulation, role playing, acting out, to approximate the ultimate applications. <i>Example:</i> Simulated trials, simulated senate discussions, etc., as preparation for understanding and participating in government as a citizen.</p>	<p>8. Using analogies: Engage students in finding and elaborating an analogy between a topic under study and something rather different from it. <i>Example:</i> Ask students to compare and contrast the structure of the human circulatory system with the structure of water and waste services in a city.</p>
<p>4. Modeling: Show, demonstrate rather than just describing, discussing. <i>Example:</i> A math teacher demonstrates how a problem might be solved, "thinking aloud" to reveal inner strategic moves.</p>	<p>9. Parallel problem solving: Engage students in solving problems with parallel structure in two different areas, to gain an appreciation for the similarities and contrasts. <i>Example:</i> Have students investigate a (nonsensitive) problem in their home environment and a study problem in school, using the same problem solving strategy. Help them to draw out the parallels and differences.</p>
<p>5. Problem-based learning: Have students learn content they are supposed to use in solving problems through solving analogous kinds of problems, pulling in the content as they need it. <i>Example:</i> Students learn about nutritional needs under different conditions by planning the menu for a desert trek and a long sea voyage, getting nutrition information out of their texts and other sources as they work.</p>	<p>10. Metacognitive reflection: Prompt and support students in planning, monitoring, and evaluating their own thinking. <i>Example:</i> After a quiz or indeed any thought-demanding activity, have students ask themselves, "What went well, what was hard, and how could I handle what was hard better next time?"</p>

Some of these ideas are drawn from *How to Teach for Transfer* by Robin Fogarty, David Perkins, and John Barell, Palatine, Illinois: Skylight Publishing, 1992.