

ENG 7800

Learning Transfer



Archaeology Project



The Archaeology Project is an opportunity to look back at your past teaching and see in what ways your teaching does and does not facilitate learning transfer. For this project, you'll be asked to select one assignment you currently teach or one you have taught in the past. Then, you'll be asked to analyze the assignment. I want you to break down pieces of the assignment that may be facilitating transfer: near/far, low-road/high-road, backward-reaching/forward-reaching, vertical, etc. I'd also like you to break down the ways in which the assignment is *not* likely to be facilitating transfer: Where were you assuming transfer was taking place but there was no mechanism to facilitate it? The Archaeology Project is a low-stakes reflective exercise designed to help prepare you for the Assignment Project.

Requirements

- Projects should include any notes or assignment sheets from the original assignment. If none are available, a detailed description of the assignment is acceptable.
- The reflective part of the project should be between 1000 and 2000 words (or the multimodal equivalent).
- All projects should be submitted via Google Drive in your shared folder for the class. Please name your assignment with your name, the class, and the assignment (e.g. Malcolm Reynolds ENG 7800 Archaeology Project).
- A second copy of your project should be placed in the shared 7800 Class Folder for your peers.

Form

Archaeology Projects can take the form of a traditional paper, or they can be presented in a multimedia format: a podcast, a video, a website, etc. The expectations for any form are the same: I expect a clear explanation of the assignment, ways transfer may have been facilitated, and ways that transfer was not facilitated. Multimedia assignments can be dropped into Google Drive directly, or they can be uploaded to a different site and linked in a Google document.

Objectives

- To connect class discussions of learning transfer to your own teaching.
- To look for ways that learning transfer can be facilitated in practice.
- To reflect on types of learning transfer
- To interrogate assumptions about learning transfer.
- To prepare for the Assignment Project.

Due Date

- Archaeology Projects are due Monday, February 10th

Grading

The following grading criteria will be used to determine grades on the Archaeology Project:

Expectations	Exceeded	Met	Not Met
Explanation of Original Assignment	You have provided original documents presenting the assignment to your students and explained any additional necessary information.	You have provided original documents presenting the assignment to your students or provided a detailed explanation.	The original assignment is unclear or not explained completely.
Identification of Learning Transfer Sites	You have identified several pieces of the assignment that you think have facilitated learning transfer. You have explained in detail the mechanism by which you think it has been facilitated.	You have identified several pieces of the assignment that you think have facilitated learning transfer. You explain how they have facilitated it.	Sites of learning transfer have not fully identified, or it is unclear how learning transfer has been facilitated.
Identification of Types of Learning Transfer	You have pointed to at least three types of learning transfer you think have been facilitated and have explained how they have been facilitated.	You have pointed to specific types of learning transfer you think have been facilitated.	Types of learning transfer have not been identified or have been misidentified.
Identification of Sites Not Facilitating Learning Transfer	You have identified parts of the assignment in which learning transfer likely was not facilitated and explained in detail why not.	You have identified parts of the assignment in which learning transfer likely was not facilitated.	Parts of the assignment not facilitating learning transfer have not been identified or are not explained fully.
Reflection on Learning Transfer Assumptions	You have explained your thinking about why you thought learning transfer may be taking place in certain pieces of the assignment where it was not likely, and you have offered explanations for where those assumptions may have originated.	You have explained your thinking about why you thought learning transfer may be taking place in certain pieces of the assignment where it was not likely.	Assumptions are not interrogated or are not explained fully.

Grading (Continued)

Expectations	Exceeded	Met	Not Met
Use of Specific Examples	You have used specific examples from the original assignment to identify sites of learning transfer and/or assumptions for where learning transfer was taking place.	You have used specific examples from the original assignment to connect to your points about learning transfer.	Specific examples have not been used or do not connect to your points about learning transfer.
Format and Organization	Your organization makes the assignment easier to understand or you have used a non-paper format with reasonable organization.	Your organization is reasonable and easy to follow.	The organization for the project is hard to follow.
Attention to Assignment	Your project is within the word limits and is shared in both folders in Google Drive.	Your project is near word limits and is shared in both folders in Google Drive.	The project is far outside of word limits and/or is not shared in both folders in Google Drive.

Your grade for the Archaeology Project will be determined by the criteria above. A “not met” cancels out one “exceeded.”

		# Exceeded	# Met	# Not Met
A	100	8	0	0
	97.5	7	1	0
	95	6	2	0
A-	92.5	5	3	0
	90	4	4	0
B+	88.5	3	5	0
	85.7	2	6	0
B	85	1	7	0
	83	0	8	0
B-	80	0	7	1