

# TRANSFER GOALS



## **Definition**

Transfer Goals highlight the effective uses of understanding, knowledge, and skill that we seek in the long run; i.e., what we want students to be able to do when they confront new challenges – both in and outside of school. There are a small number of overarching, long-term transfer goals in each subject area. For example, a long-term aim in mathematics is for students to be able to solve “real world” problems on their own. For example, a long-term transfer goal in history is for students to apply the lessons of history when considering contemporary issues.

In every case, the ability to transfer learning manifests itself in not just one setting but in varied situations. Transfer is about independent performance in context. You can only be said to have fully understood if you can apply your learning without someone telling you what to do and when to do it. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there. Transfer is about intelligently and effectively drawing from your repertoire, independently, to handle new contexts on your own. In the real world, no teacher is there to direct and remind you about which lesson to plug in here or there: transfer is about intelligently and effectively drawing from your repertoire, independently, to handle particular contexts on your own. The goal of transfer thus requires that an instructional plan (in Stage 3) help the student to become increasingly autonomous, and the assessments (in Stage 2) need to determine the degree of student autonomy.

Transfer goals have several distinguishing characteristics:

- They are long-term in nature; i.e., they develop and deepen over time.
- They are performance based; i.e., require application (not simply recall).
- The application occurs in new situations, not ones previously taught or encountered; i.e., the task cannot be accomplished as a result of rote learning.
- The transfer requires a thoughtful assessment of which prior learning applies here; i.e., some strategic thinking is required (not simply “plugging in” skill and facts).
- The learners must apply their learning autonomously on their own, without coaching or excessive hand-holding by a teacher).
- Transfer calls for the use of habits of mind; i.e., good judgment, self regulation, persistence along with academic understanding, knowledge and skill.

# Long Term Transfer Goals

## *examples*

*Students will be able to independently use their learning to:*

### **History**

- Use knowledge of patterns of history to better understand the present and prepare for the future.
- Critically appraise historical claims and analyze contemporary issues.
- Participate as an active and civil citizen in a democratic society.

### **Health and Physical Education**

- Make healthful choices and decisions regarding diet, exercise, stress management, alcohol/drug use throughout one's life.
- Play a chosen game skillfully and with good sportsmanship.

### **Mathematics**

- Make sense of never-before-seen, “messy” problems and persevere in solving them.
- Construct viable arguments involving mathematics and statistics and critique the reasoning of others.

### **Performing & Fine Arts**

- Find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing, and responding to art as an adult.
- Respond by analyzing and interpreting the artistic communications of others.

### **Reading**

- Read and respond to text in various genres (literature, non-fiction, technical) for various purposes (entertainment, to be informed, to perform a task).
- Comprehend text by inferring and tracing the main idea, interpreting (“between the lines”), critically appraising, and making personal connections.

### **Research**

- Locate pertinent information from varied sources (print, on-line; primary, secondary).
- Critically evaluate sources and information (e.g., for accuracy, completeness, timeliness, lack of bias, properly referenced).

### **Science**

- Evaluate scientific claims and analyze current issues involving science or technology.
- Conduct a sound investigation to answer an empirical question.

### **World Language**

- Effectively communicate with varied audiences and for varied purposes while displaying appropriate cultural understanding.

### **Writing**

- Write in various genres for various audiences in order to explain (expository), entertain (narrative/poem), argue (persuasive), guide (technical), and challenge (satirical).
- Carefully draft, write, edit, and polish one's own and others' writing to make it publishable.