

Promoting Integration and Transfer of Knowledge and Skills

Prompts for promoting integration and transfer at the start of projects:

- As you begin this project, what skills and strategies could you adapt from your prior experiences, including your coursework, activities with organizations, or employment?
- Where in your daily life have you encountered similar ideas or tasks? How do they relate to this project?

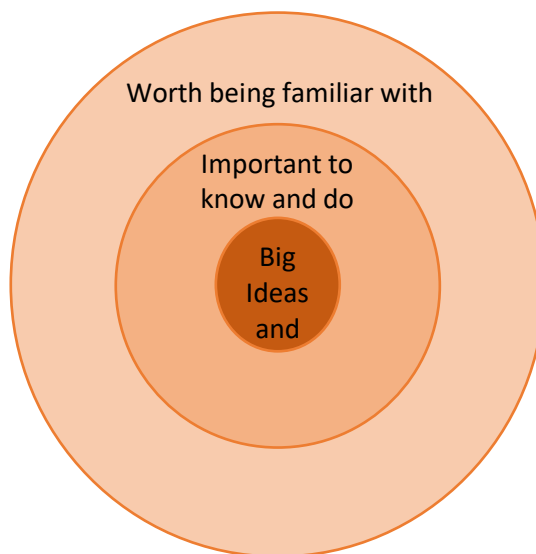
Prompts for promoting integration and transfer during projects:

Grant Wiggins and Jay McTighe (2005) describe *big ideas* as “pointing to ideas at the heart of expert understanding of the subject” (p. 69), somewhat akin to threshold concepts. *Core tasks* can represent key performance demands in a field. Collectively, they reflect what members of a discipline need to know and be able to do.

Signaling which content and practices are big ideas and core tasks—versus important to know and do, or worth being familiar with—may help students anticipate knowledge or skills they should expect to transfer to future courses or other work settings in the discipline.

Thinking about a course you’re currently teaching, which ideas or skills are...

- Big ideas and core tasks
- Important to know and do
- Worth being familiar with



Adapted from Wiggins & McTighe (2005)

Prompts for promoting integration and transfer at the end of projects:

- This project required you to practice [big idea or core task]; I find myself using that knowledge in my own disciplinary work when I...
- The [big idea or core task] you practiced in this assignment will be relevant when...
- How might you use this [big idea or core task] in your other courses in the discipline this term?
- When or where could you try out this [big idea or core task] in your daily life?

Reference

Wiggins, G., & McTighe, J. (2005). *Understanding by Design, Expanded 2nd Edition*. Alexandria, VA: Association for Supervision and Curriculum Development.

Supplemental resource to *Key Practices for Fostering Engaged Learning: A Guide for Faculty and Staff*, by Jessie L. Moore. Stylus Publishing / Center for Engaged Learning, 2023.