

THIS IS FOR TRANSFER



Navigating This Document



Kara Taczak



Sharon Mitchler



Table of
Contents



Liane Robertson



Sonja Andrus



Howard Tinberg

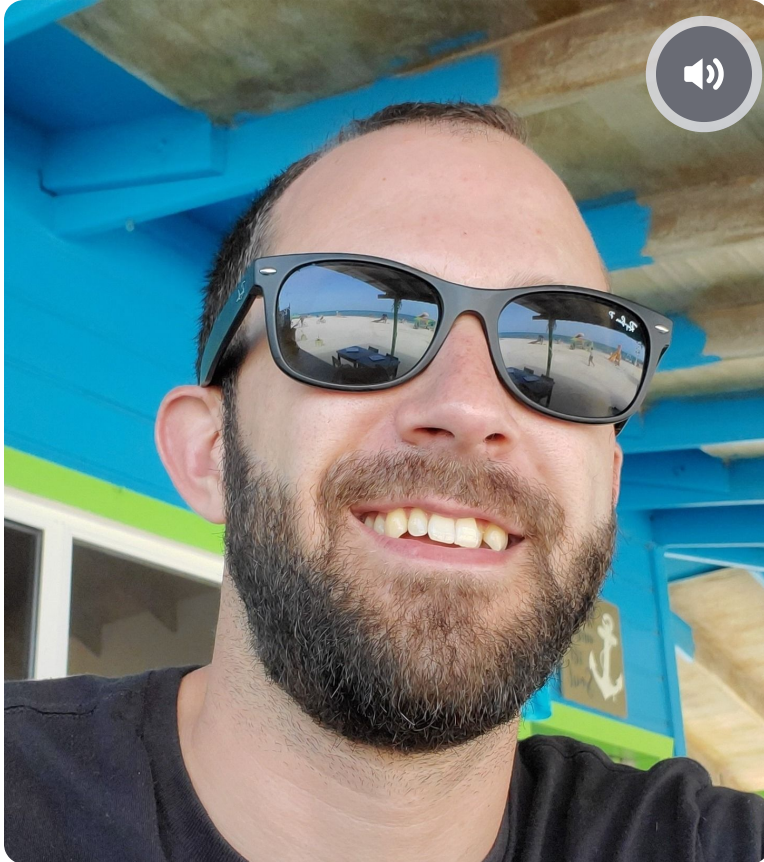


Matthew Davis



[Link to artist site](#)

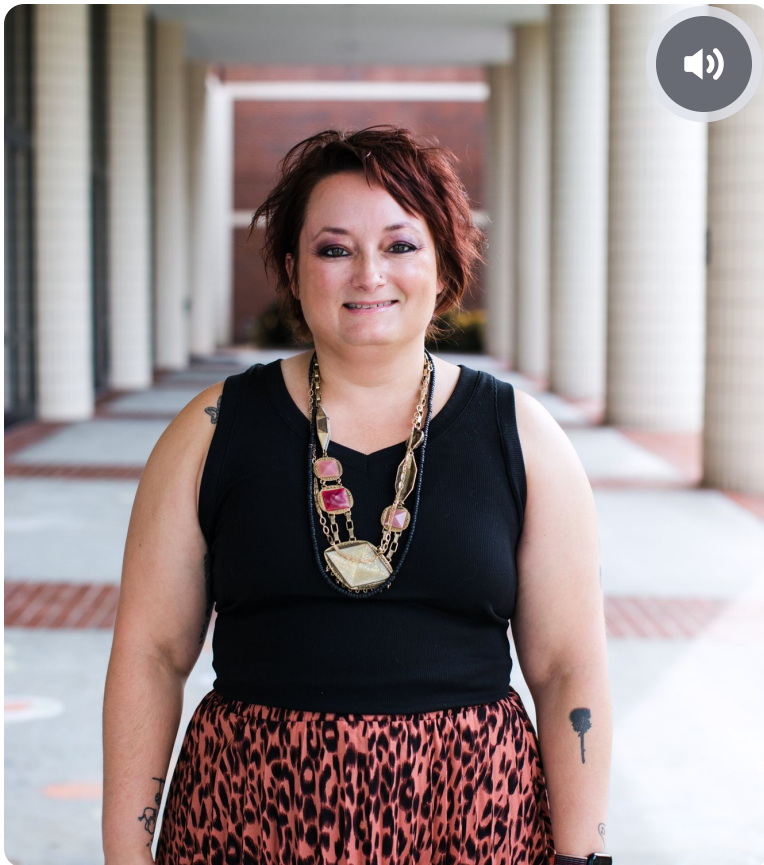
Samantha Gase



Matthew Davis

Matthew Davis is an associate professor of English at the University of Massachusetts Boston, where he has directed the composition program, professional writing program, and the Center for Media & Society. He currently serves as UMB's inaugural WAC co-director and as a co-editor of the journal *Composition Studies*; he publishes on transfer, multimodality, and digital rhetoric.





Kara Taczak

Kara Taczak is an Assistant Professor at the University of Central Florida, the co-editor of *College Composition and Communication* (CCC). Her award-winning research centers on composition theory and pedagogy, specifically focusing on Teaching for Transfer (TFT) and reflection. Her work has appeared in numerous edited collections, as well as in *CCC*, *Computers and Composition*, *Writing Spaces*, *Writing & Pedagogy*, *International Journal of Work-Integrated (IJWIL)*, *The WAC Journal*, *Composition Forum*, and *Teaching English in the Two-Year College*.



Navigating This Document

This document is an interactive PDF. You will find buttons that you can press to open additional windows to read information, play audio clips, watch videos, move between pages, and more.

Buttons appear as a variety of icons on the background images, designed appropriately for the content behind them. Some elements have multiple layers of interactivity available.



Sharon Mitchler

Sharon Mitchler is professor of English and Humanities at Centralia College, a rural community college in Washington State. She is a former national chair of the Two-Year College English Association. Her research interests include Teaching for Transfer (TFT) and critical rural pedagogy.





Table of Contents

1. T is For Transfer
 - a. Navigating this Document
 - b. Author Bios
2. Transfer Passport Map, page 1
 - a. Building a Foundation for Teaching for Transfer
 - b. Teaching for Transfer (TFT and Other Curricula)
3. Transfer Passport Map, page 2
 - a. Research Phases of TFT and Adaptations to TFT
 - b. The Future of Transfer Research
4. References
5. Appendices
 - a. TFT Research Findings Across Multiple Contexts



Liane Robertson

Liane Robertson is Associate Professor and Director of First-Year Composition at the University of South Florida. She is co-author of the award-winning *Writing Across Contexts: Transfer, Composition, and Sites of Writing*. Her work in writing knowledge transfer, reflection and writing pedagogy has been published in *College Composition and Communication*, *The WAC Journal*, *Composition Forum*, and several chapters in edited collections. Her current research is focused on knowledge transfer and AI literacy and the role of transfer in student engagement.



Sonja Andrus

Sonja Andrus is Professor of English at University of Cincinnati Blue Ash College. Her research interests include Teaching for Transfer (TFT), writing program administration, and assessment.





Howard Tinberg

Howard Tinberg, a professor of English (emeritus) at Bristol Community College, Massachusetts and former editor of the journal *Teaching English in the Two-Year College*, is the author of *Border Talk: Writing and Knowing in the Two-Year College* and *Writing with Consequence: What Writing Does in the Disciplines*. He is co-author of *The Community College Writer: Exceeding Expectations*, and *Teaching, Learning and the Holocaust: An Integrative Approach*. He is co-editor of *Deep Reading: Teaching Reading in the Writing Classroom*, *What is "College-Level" Writing?* and of *What is "College-Level" Writing? Vol 2*. He is a former Chair of the Conference on College Composition and Communication, the premier national organization for college teachers of writing and rhetoric.





TRANSFER

A Research Timeline

1. Early Research: 1901

Early research on learning transfer done in laboratory setting (Thorndike and Woodworth)

4. Learner and Environment: 2012

Research finds that transfer occurs in the interaction between learner and environment (Composition Forum, volume 26)

2. Breakthrough: 1992

Research finds that context and the complexity of the task influence transfer (Perkins and Salomon)

5. Sites of Transfer: 2014

Research finds that transfer occurs across disparate contexts (Yancey, Robertson, Taczak)

3. Role of the Social: 2003

Research finds that social context influences transfer (Beach)

6. Readiness to Learn: 2024

Research finds that disposition or readiness-to-learn influences transfer (Davis, Mitchler, Robertson, Taczak, Tinberg, Wouldgo)

Understanding a Research Timeline

Transfer has been studied for over a century. Understanding the history of the road to the TFT curriculum, and Yancey's other work in transfer-related research, is essential. Click the link above to view the full infographic.

TRANSCRIPT FOR WRITING ACROSS CONTEXTS

Hello! I am going to be talking about Writing Across Context, a book near dear and to my heart, as I am one of the co-authors on it. I am Kara Taczak, the other co-authors are Kathleen Blake Yancey and Liane Robertson.

The book is about to turn 10 years old in 2024 so we're about to celebrate this big milestone for it celebrating the decade anniversary of it coming up here so very exciting for that, and so I'm just gonna get into a quick overview summary of what the book is all about and touch on a couple other quick points about it.

The first thing that I wanted to mention is the book one two national awards, the first was the Council of Writing Program Administrators Best Book Award in 2016, and it also won the Conference College Composition and Communication Research Impact award in 2015, so very exciting to have one both of those awards. So what is the book about? Well we focused on three first year composition curricular to determine the efficacy of each finding that one them, The TFT or Teaching for Transfer curriculum, supported students transfer of writing knowledge and practice and ways of the other curriculum one and expressive is curriculum and the other a media cultural studies curriculum did not. It also provides a pretty comprehensive view of the research on transfer of writing knowledge and practice in that moment so in 2014. Additionally, it also provides the three signature interlocking components of TFT, the first being the key terms, the second systematic focus on reflection, which includes readings and activities and assignment, and the third the student's development of a theory writing that they can use to frame new writing situations. And for a more specific breakdown of these interlocking components, you can see another part of the map called the Teaching for Transfer curriculum that breaks down those three components.

Also important in the book is a part where we review the data and trace out the students' use of prior knowledge. Here with your eyes that prior knowledge occurs in three different ways. First is assemblage and an assemblage what often occurs is students graft disconnected sometimes arbitrary new concepts onto earlier prior knowledge. The second is a remix or a process which students integrate new knowledge of prior knowledge for a much more sophisticated and flexible account. And then the last is a critical incident or more of a setback a situation where students encounter a failure in writing and use it to retheorize their own understanding of writing. And with each of these three uses of prior knowledge we give specific examples from the research them from research itself.

We also include in the appendices specific research materials, we include the original TFT syllabus, and we include lesson plans so that others might use an adapt from them.

Since the book has come out in 2014, we have had two other phases of research happen so we consider the Writing Across Contexts to be the first phase of research and with each phase of research we have been concerned with the efficacy of the curriculum and whether or not it could support different institutional type different student demographics and be used in other writing classrooms. And we have found that the TFT curriculum is in fact adaptable and can be used in different types of an all of these different types of contexts and for more information on each of these phases we do have a another section on the map that goes into the institutional types, the questions that were asked, and the specific findings so you can just click on that part of the map to hear more.





Transfer Discussions

Statement on Writing Transfer (2011)

<https://www.centerforengagedlearning.org/publications/elon-statements/elon-statement-on-writing-transfer/>

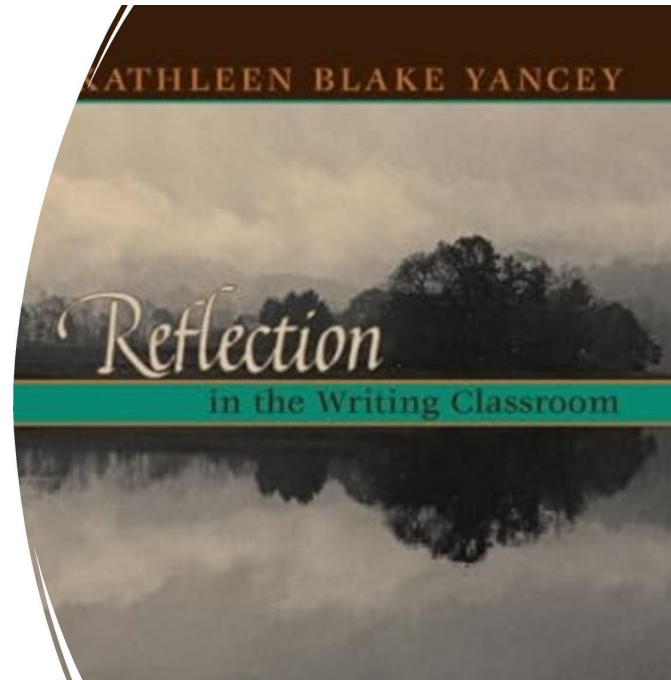
Critical Transitions: Writing and the Question of Transfer

In 2011, scholars who were engaged in writing transfer research gathered for the Elon Research Seminar and attended the inaugural Conference on Writing and the Question of Transfer. At “transfer camp” multiple collaborations, ideas for research, edited collections and other publications, profiled ongoing and emerging transfer research in writing studies.



Yancey & Reflection

When reflection is woven into the writing curriculum, it becomes “discipline, a habit of mind/spirit/feeling that informs what we do, always tacitly, sometimes explicitly, and that making such understanding explicit is a good” and when students use reflection, they “learn to know their work, to like it, to critique it, to revise it, to start anew” at the same time they “invent [writing] identities” (Yancey, 1998, pp. 201-202).





Transfer-Focused Teaching (Transcript)

The theory of knowledge transfer poses this crucial question: Can such transfer be taught or is transfer accidental or ad hoc, dependent on uncontrollable variables and the idiosyncrasies of individual learners? The question is particularly resonant for those who teach writing, notably through the universally required course, first-year composition, which carries the promise of preparing students to succeed as writers across varied contexts and situations (see Yancey, Robertson, and Taczak for an example of “teaching for transfer” in composition and Downs and Wardle for their “writing about writing” curriculum). Considerations of writing transfer has prompted reflection within the field of writing studies as to what constitutes “threshold concepts,” concepts and ways of knowledge at the core of a discipline (Meyer and Land; Adler-Kassner and Wardle). To what extent does transfer depend on the explicit teaching of those concepts?

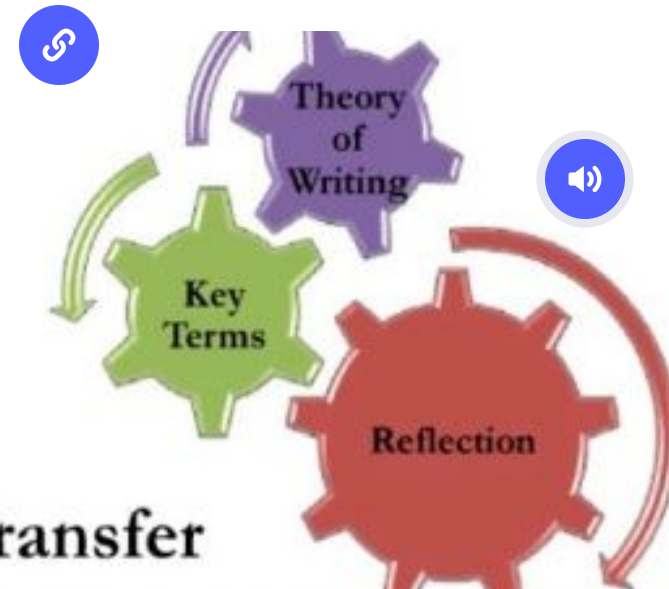
TFT Curriculum

3 Central, Interlocking Elements

Key Terms: Eight key terms guide readings, class activities, and major assignments. They are introduced, modeled, and reiterated throughout the term: rhetorical situation/exigence, audience, genre, reflection, knowledge, context, discourse community, and purpose.

Reflection: Reiterative and intentional, reflection is designed as a 360-degree practice in three ways: (a) through students' reading of reflective theory; (b) through informal reflective activities; and (c) through reiterative reflective assignments linked to reflective activities.

Theory of Writing: Space to theorize and develop framework by reflectively engaging key terms & their writing experiences.



- **Each element is essential** for successful transfer.
- Also important is the **alignment of readings** to your student population.
- **Scaffolding the assignments** should consider your local context.
- **Deliberate discussion in class about how knowledge transfer works** is an important part of the curriculum.



Transfer of Transfer

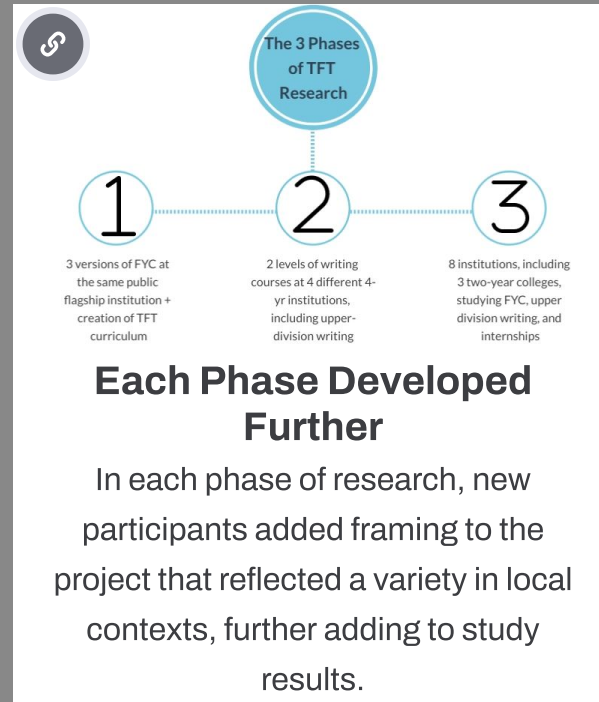
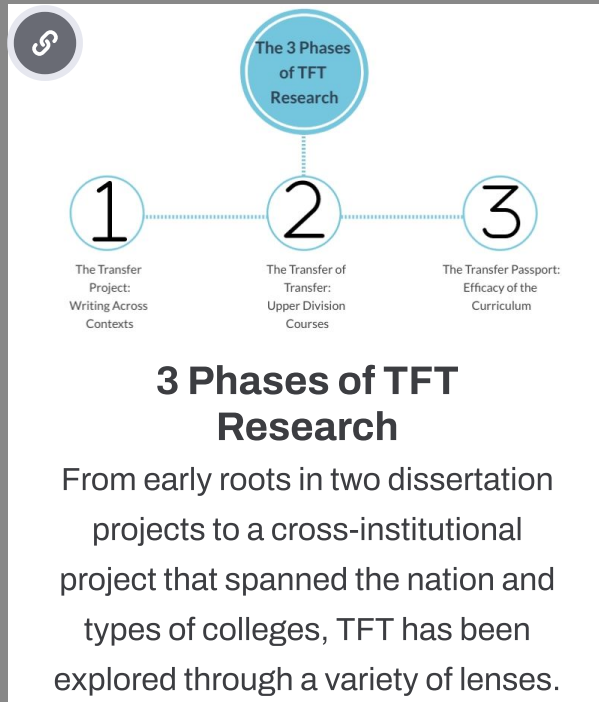
This study engaged TFT in different types of courses and at different institutions than our first iteration. Findings around students' preparation for transfer and their adaptation of transfer principles -- the writing transfer mindset and just-in-time concepts emerging from this study -- informed our understanding of students' use of content in ways they found most useful.

- Writing-transfer-mindset and just-in-time concepts
- Multiple institutions and types of institutions
- Multiple types of courses (FYC, technical & professional writing)

[View a related infographic](#)



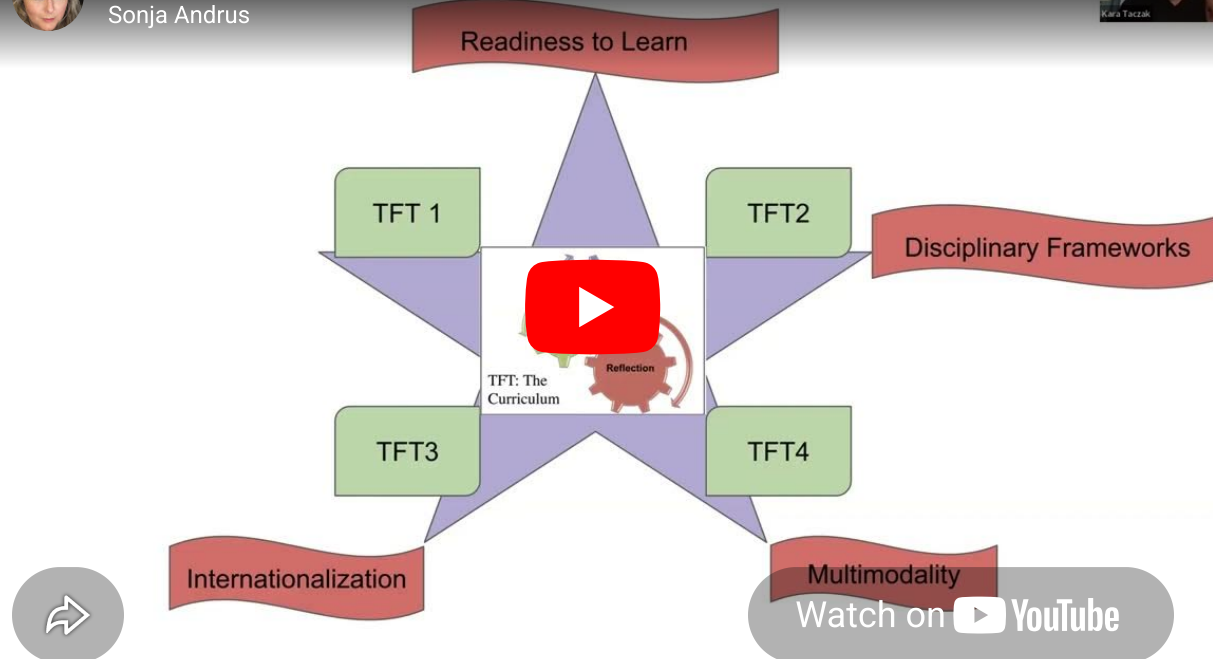
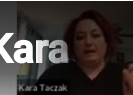
Multiple Phases of TFT Research





Some Final Thoughts on TFT with Matthew Davis and Kara

Sonja Andrus



In this video, Matthew Davis and Kara Taczak discuss several TFT-related research issues, including recent trends in TFT research, international transfer research, and the future of TFT research.



Field-based Funding for Research

IRB-approved at each phase, TFT research involved multiple interviews, surveys, and analysis of written work subjects produced.

Research funds from discipline-specific sources were central to the completion of the research work across all three phases of TFT research.

Grants allowed for research team gatherings, which made planning and coding fully collaborative and resulted in richer insights during analysis.

Funding TFT Research

Seeking Grants, Winning Funding, Completing Promises

CCCC Research Grants

Multiple phases of transfer-related research have been funded by CCCC Research Grants



Conference on
College Composition
& Communication

CWPA Research Grants

Council of Writing Program Administrators Research Grant program funded some transfer-based research.



COUNCIL OF WRITING
PROGRAM ADMINISTRATORS



Keeping Promises Made

Making good on the research and publication promises to secure a grant means working as a team to complete the project on deadline and present results at conferences and in journal articles (Yancey et al. 2023)





Research Phases Build Collaboratively Upon Themselves

Sonja Andrus

TEACHING
FOR
TRANSFER

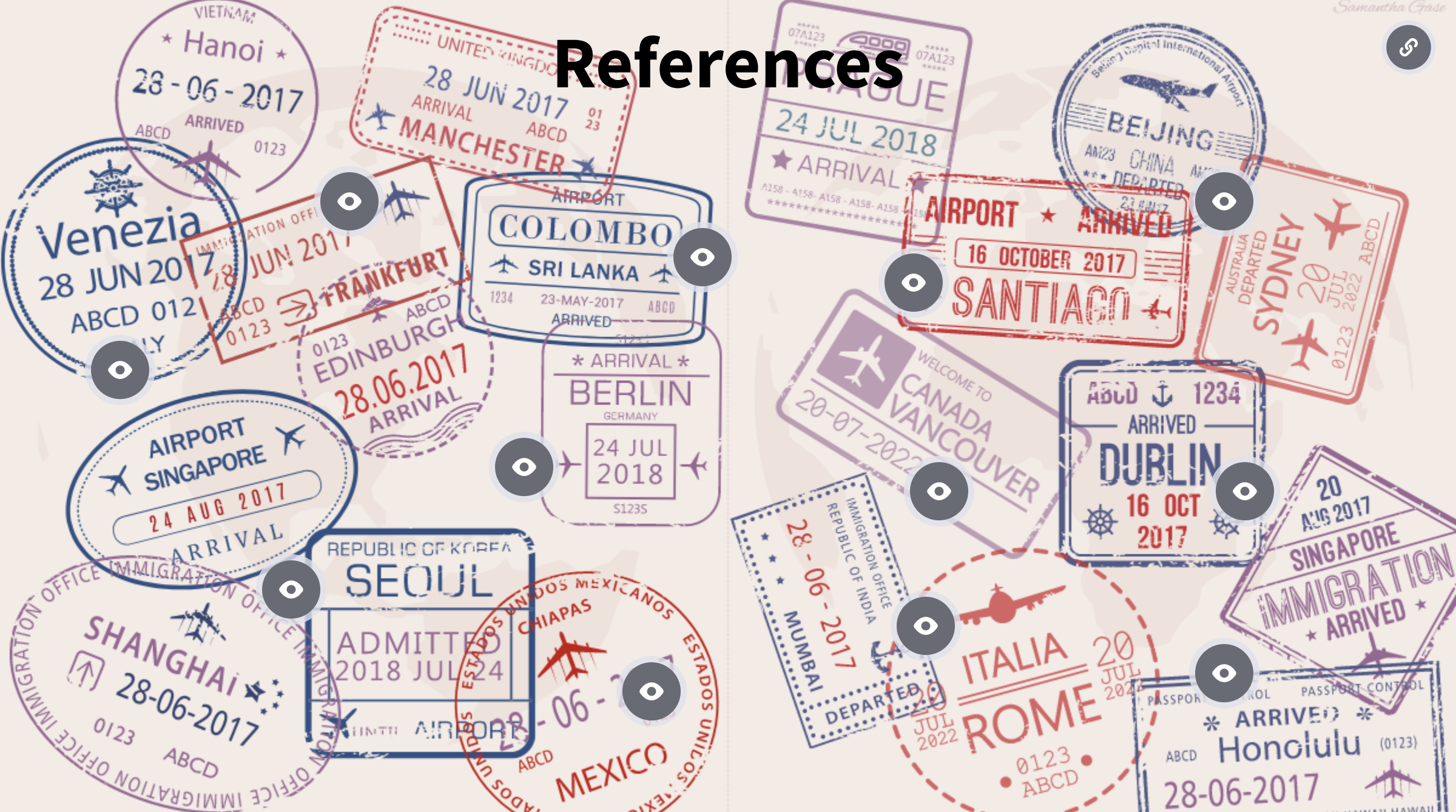


Watch on  YouTube

The video above discusses the phases of TFT research and the ways Kathleen Blake Yancey ensured collaboration among the researchers, and among the research phases.



References





Special Issue: Writing and Transfer

Wardle, Elizabeth, ed. Special Issue: Writing and Transfer.
Composition Forum. 46 Fall 2012.



"Consequential Transitions"

Beach, King. "Consequential Transitions: A Developmental View of Knowledge Propagation Through Social Organizations." Tuomi-Gröhn, Terttu, and Yrjö Engeström, eds. *Between School and Work: New Perspectives on Transfer and Boundary-crossing*. Bingley, UK: Emerald Group Publishing, 2003. 39-61. Print.



“Transfer of Learning.”

Perkins, D. N., & Salomon, G. (1992). Transfer of Learning. In T. Husén, & T. N. Postlethwaite (Eds.), *The International Encyclopedia of Education* (2nd ed., pp. 425-441). Oxford: Pergamon.



Reflection in the Writing Classroom

Yancey, Kathleen Blake. *Reflection in the Writing Classroom*. Utah State UP, 1998.



“Notes toward a Theory of Prior Knowledge and Its Role in College Composers’ Transfer of Knowledge and Practice.”

Robertson, Liane, Kara Taczak, and Kathleen Blake Yancey. “Notes toward a Theory of Prior Knowledge and Its Role in College Composers’ Transfer of Knowledge and Practice.” *Composition Forum*, vol. 26, 2012.

A white 'X' icon inside a dark gray circle, located in the top right corner of the white content box.

“The Teaching for Transfer Writing Curriculum: Supporting Student Success through Key Terms and Reflective Practice.”

Yancey, Kathleen Blake, Matthew Davis, Liane Robertson, Kara Taczak, and Erin Workman. “The Teaching for Transfer Writing Curriculum: Supporting Student Success through Key Terms and Reflective Practice.” AAC&U, San Francisco, Jan. 2017.



"The Teaching for Transfer Curriculum: The Role of Concurrent Transfer and Inside- and Outside-School Contexts in Supporting Students' Writing Development."

Yancey, Kathleen B., et al. "The Teaching for Transfer Curriculum: The Role of Concurrent Transfer and Inside- and Outside-School Contexts in Supporting Students' Writing Development." *College Composition and Communication*, vol. 71, no. 2, 2019, pp. 268-295.

A circular button with a white 'X' icon on a dark background, located in the top right corner of the white content box.

“Writing across College: Key Terms and Multiple Contexts as Factors Promoting Students’ Transfer of Writing Knowledge and Practice.”

Yancey, Kathleen Blake, Matthew Davis, Liane Robertson, Kara Taczak, and Erin Workman. “Writing across College: Key Terms and Multiple Contexts as Factors Promoting Students’ Transfer of Writing Knowledge and Practice.” *The WAC Journal*, vol. 29, 2018, pp. 42-63.



Writing Across Contexts: Transfer, Composition, and Sites of Writing

Yancey, Kathleen Blake, Liane Robertson, and Kara Taczak. *Writing Across Contexts: Transfer, Composition, and Sites of Writing*. Utah State UP, 2014.

"The Influence of Improvement in One Mental Function upon the Efficiency of Other Functions."

Thorndike, Edward L., and Robert S. Woodworth. "The Influence of Improvement in One Mental Function upon the Efficiency of Other Functions." *Psychological Review*, vol. 8, no. 3, 1901, pp. 247–261.



“Teaching Writing for Transfer: A Practical Guide for Teachers.”

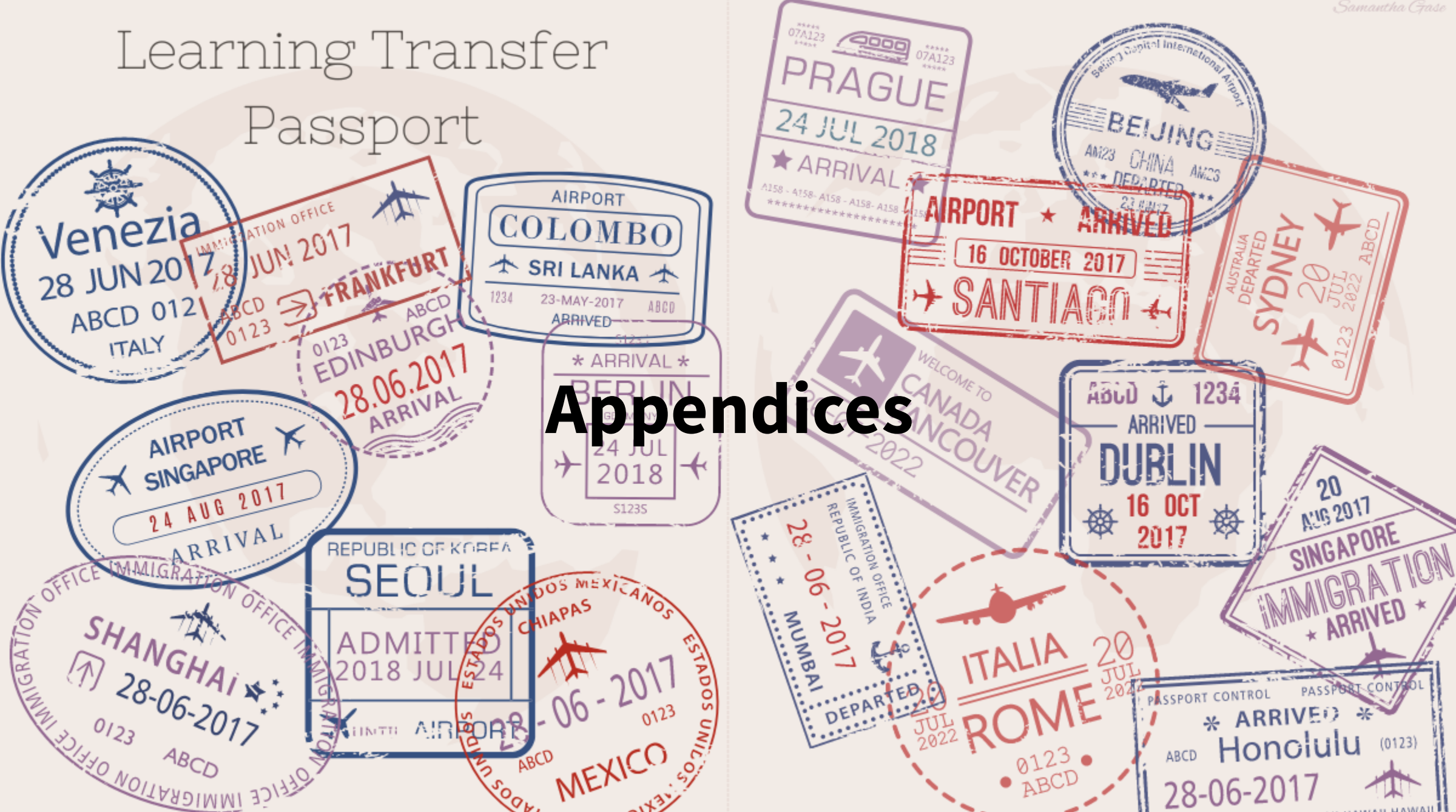
Andrus, Sonja, Sharon Mitchler, and Howard Tinberg. “Teaching Writing for Transfer: A Practical Guide for Teachers.” *Teaching English in the Two-Year College*, vol. 47, no. 1, 2019, pp. 76-89.



"Into the Wild: Teaching for Transfer in the Two-Year College"

Andrus, Sonja, Sharon Mitchler, and Howard Tinberg. "Into the Wild: Teaching for Transfer in the Two-Year College." *Composition Studies*, vol. 49, no1. 2021, pp. 14-15.

Learning Transfer Passport



Appendices

TRANSFER

A Research Timeline



1. Early Research: 1901

Early research on learning transfer done in laboratory setting (Thorndike and Woodworth)



2. Breakthrough: 1992

Research finds that context and the complexity of the task influence transfer (Perkins and Salomon)



3. Role of the Social: 2003

Research finds that social organizations influence transfer (Beach)

4. Learner and Environment: 2012

Research finds that transfer occurs in the interaction between learner and environment (Composition Forum, volume 26)



5. Sites of Transfer: 2014

Research finds that transfer occurs across disparate contexts (Yancey, Robertson, Taczak)



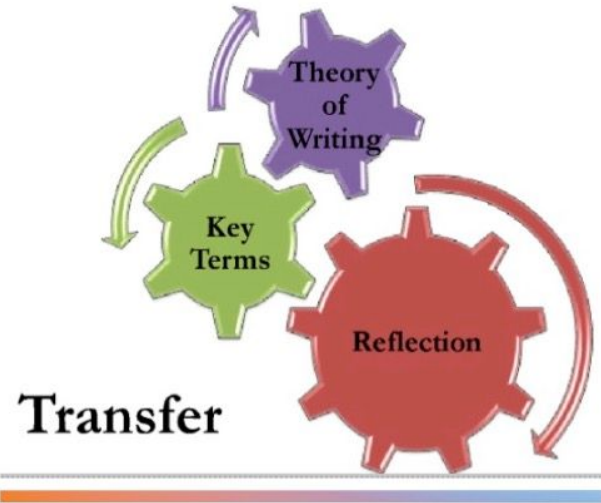
6. Readiness-to-Learn: 2024

Research finds that disposition or readiness-to-learn influences transfer (Yancey, Andrus, Davis, Mitchler, Robertson, Taczak, Tinberg, Wouldgo)



Teaching for Transfer: The Curriculum

- **Key Terms:** Eight key terms guide readings, class activities, and major assignments. They are introduced, modeled, and reiterated throughout the term: rhetorical situation/exigence, audience, genre, reflection, knowledge, context, discourse community, and purpose.
- **Reflection:** Reiterative and intentional, reflection is designed as a 360-degree practice in three ways: (a) through students' reading of reflective theory; (b) through informal reflective activities; and (c) through reiterative reflective assignments linked to reflective activities.
- **Theory of Writing:** Space to theorize and develop framework by reflectively engaging key terms & their writing experiences.



Funding TFT Research

Seeking Grants, Winning Funding, Completing Promises

CCCC Research Grants

Multiple phases of transfer-related research have been funded by CCCC Research Grants



CWPA Research Grants

Council of Writing Program Administrators Research Grant program funded some transfer-based research.



COUNCIL OF WRITING
PROGRAM ADMINISTRATORS

Keeping Promises Made

Making good on the research and publication promises to secure a grant means working as a team to complete the project on deadline and present results at conferences and in journal articles (Yancey et al. 2023)



The 3 Phases
of TFT
Research

A diagram showing the three phases of TFT research. At the top is a blue circle containing the text 'The 3 Phases of TFT Research'. Below it, three circles containing the numbers 1, 2, and 3 are connected by a horizontal dotted line. A vertical dotted line also connects the top circle to the middle circle (2). Below each numbered circle is a descriptive text. A horizontal dashed line is at the bottom of the diagram.

1

The Transfer
Project:
Writing Across
Contexts

2

The Transfer of
Transfer:
Upper Division
Courses

3

The Transfer Passport:
Efficacy of the
Curriculum

The 3 Phases of TFT Research

```
graph TD; Title((The 3 Phases of TFT Research)) --- Phase1((1)); Title --- Phase2((2)); Title --- Phase3((3)); Phase1 --- Desc1[3 versions of FYC at the same public flagship institution + creation of TFT curriculum]; Phase2 --- Desc2[2 levels of writing courses at 4 different 4-yr institutions, including upper-division writing]; Phase3 --- Desc3[8 institutions, including 3 two-year colleges, studying FYC, upper division writing, and internships];
```

1

3 versions of FYC at the same public flagship institution + creation of TFT curriculum

2

2 levels of writing courses at 4 different 4-yr institutions, including upper-division writing

3

8 institutions, including 3 two-year colleges, studying FYC, upper division writing, and internships

3 Phases of Research Teams

TFT RESEARCH

Each team collaborating with the next,
each iteration building on what came before



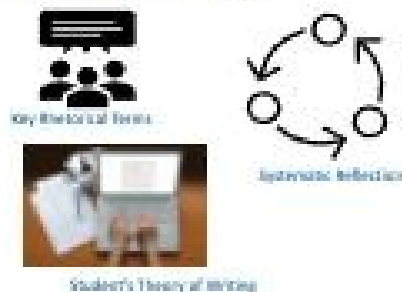
TFT Origins: 2008-2011

Curriculum developed for two studies: how content transfers; how reflection aids transfer

Key Findings – Transfer Aided By:

- Curriculum of rhetorical terms systematic reflection, theory of writing
- Writing-specific content, students learn to articulate knowledge and aim for transfer
- Prior knowledge not always helpful in new contexts; can inhibit transfer (Yancey et al., *Writing Across Contexts*, 2014)

TFT Curriculum



Toward Phase Two

Expanded from one institution/FYC context to five sites:

- Additional instructors; TFT at other sites
- Adaptation across multiple contexts – FYC variations, upper division, and internships
- Incorporating multimodal curricular elements as part of conceptual content

Transfer of Transfer Project: 2012-2016

Adaptation to New Institutional Sites of Research:

- Variety of institutional types and student populations
- Adaptation of curriculum appropriate to local site needs
- Role of visual mapping in tapping tacit knowledge (Florida State University)
- TFT as conceptual base for introductory course in writing major (Umass-Boston)
- TFT as conceptual base for technical writing course (William Paterson University of NJ)
- Content in FYC 10-week adaptation (University of Denver)

Key Findings:

- Adaptable to different sites, curriculum, student populations
- Students have multiple purposes for learning – both in and out of school, and often concurrently
- Students engage in *just-in-time* writing transfer (Yancey et al., *CCC 71.2*, 2019)
- Writing transfer mindset allows students to repurpose knowledge for new writing tasks (Yancey et al., *WAC Journal* 29, 2018)
- Students demonstrate greater agency; use of knowledge
- Demonstrate their writing vocabulary to articulate their “understanding of writing as always and at once specific and contextual” (Yancey et al., *WAC Journal* 29, p. 23, 2018)
- Student-centered model, rather than classroom at center; classroom as one site of multi-contextual writing development within students’ writing lives (e.g. Yancey et al., 2022)

Toward Phase Three

More institutional types, populations, adaptations; more geographic variety

In what ways does TFT help students transfer knowledge and practices of writing across contexts?

TFT adaptable to wider range of

Writing Passport Project: 2017-2019

Additional Sites/Types:

- Study involves 3 community colleges and 5 four-year institutions of various types
- Supported by research grants from CCCC and CWPA
- Explored adaptability and value of TFT in very different contexts, as well as ways it might be adapted further

Key Findings:

- TFT approach supports diverse students writing in different curricular contexts, at both two- and four-year institutions
- Flexibility of TFT curriculum allows for alternative approaches to assignments and readings, etc. (Andrus et al., 2021 and 2019; Tinburg et al., 2021)
- TFT aligns with students’ writing development, which occurs in multiple contexts, both in school and out, concurrently (as found in Phase II)
- Students’ readiness for college writing (Yancey et al., 2023) is connected to writing processes and willingness to engage with writing concepts
- Readiness to learn provides a framework for understanding and assisting students in navigating across various college writing contexts

Future TFT Research

- Continued adaptation to diverse range of contexts, purposes, disciplines, sites
- Interchangeability of TFT elements
- Instructor support or professional development for curriculum adaptations and/or program adoption, assessment, and research