



New York State Migrant Education Program

Session 3 – Teacher: Teaching to Support Transfer

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Objectives - Overall

- The learner (1), text/material (2), teacher (3-7)
- LEARNER: Comprehension and learning
- TEXT: Layers of complexity
 - What makes texts or content complex?
 - What matters? Where is our focus?
- TEACHER: The importance of teaching to support transfer; vocabulary, materials, comprehension skills, and writing skills

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Objectives – This Session (3)

- Review: The learner and the text
- Selecting important ideas that transfer
 - Big ideas in social studies – civics and history
- Unit plans: Building knowledge and vocabulary
 - Reducing cognitive load
 - Depth of instruction
 - Breadth of instruction
 - Concept mapping across ideas
- ***See glossary for terms and explanations

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Review

- Learner processes information: Text-based (what the text says) and situation model (what the text means)
- Text presents information: Surface features (stated) and deep structure (unstated concepts)
- Learner – requires **prior knowledge** of the **concept** and must attend to **relevant** information so that **transfer** occurs
- Text has layers of complexity: Structure, language, knowledge

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Learning Conditions

- Students comprehend, learn, and are then able to apply (i.e., transfer):
 - (1) students require prior knowledge of the concepts.
 - (2) students need to know to look for the deep structure
- When students determine the deep structure of the text (concepts) and comprehend what the text means (construct a situation model), they are then likely to determine that the Boston Tea Party and the Montgomery Bus Boycott are both examples of rebellion.

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Questions or Comments?

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Selecting Ideas that Transfer

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HISTORY

Conflict: War and Rebellion
Movement: Migration and Immigration
Discovery: Exploration and Invention

(Lord, Noel, & Slevin, 2016)

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CONFLICT - REBELLION
NAEP content or concepts
Boston Tea Party; Shay's Rebellion
Underground Railroad
Women's voting rights
Civil rights
Workers' rights
Child labor
Political rights
Protest methods
OTHER REBELLIONS
Local
Recent

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CONFLICT – WAR
NAEP content or concepts
American Revolution
Civil War
World War II
Cold War
Communism
Vietnam
Military recruitment and spending
OTHER WAR-RELATED EVENTS
Recent wars
State-related

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MOVEMENT – IMMIGRATION
NAEP content or concepts
Pilgrims
English settlement
European settlers
Puritans
Southwest missions
Spanish colonies
Slave trade
US immigration: Early 20 th century Europeans
Ellis Island and the Statue of Liberty
OTHER
Current events
Local

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MOVEMENT - MIGRATION
NAEP content or concepts
Native Americans
Colonies
Westward expansion
US settlements
OTHER
Local
The Great Migration

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DISCOVERY	
NAEP content or concepts	Specific Concept
Early European exploration Lewis and Clark Lunar exploration	Exploration
Benjamin Franklin Elizabeth Fuller Inventions change lives	Invention

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CIVICS

Governance: Balance of Power and the Electoral Process

Citizenship: Citizen's Rights and Responsibilities
(Lord & Noel, under review)

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GOVERNANCE	
NAEP content or concepts	Specific concept
Three Branches of Government Rules and Laws: Purpose, who is protected; the process of law making Role of local government Functions of state Government US Constitution Declaration of Independence Roles of US President Roles of the Supreme court Peace Treaties United Nations – peace-keeping, purpose and plan	Balance of Power
Citizens vote and why it is important Relationship of democracy and voting Majority decides Term of office Political parties Name current president	Electoral Process

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CITIZENSHIP	
NAEP content or concepts	Specific Concept
Explain citizen's responsibilities and good citizenship Meaning of civic duty Defacing public property Dress rules Volunteerism Knowledge patriotic symbols and holidays: Statue of Liberty Independence Day Memorial Day Pledge of Allegiance MLK, Jr. - I Have a Dream speech	Citizen's Responsibilities
Exercise of a right Rights of US Citizens and Noncitizens Freedom of Assembly Discrimination Right to Legal Council Freedom of Speech	Citizen's Rights

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Instructional Unit: Citizen's Rights

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Topics/concepts	CONCEPT: Citizens' Rights
What information is already in the curriculum? What recurring concepts are evident? Categorize these topics, events, facts, etc. according to key recurring concepts Determine additional factual information (e.g., current events; varied examples)	<p><i>People or events who fought for citizens' rights</i></p> <ul style="list-style-type: none"> *Civil rights: Rosa Parks *Slavery: Underground Railroad *Women's suffrage *Migrant workers' right *Education rights <p><i>Current event/s</i></p> <ul style="list-style-type: none"> *Black Lives Matter movement *Parents fighting for families being deported and freedom of assembly *Malala Yousafzai: Education *Greta Thunberg: Climate/Environment <p><i>How actions influence change</i></p> <ul style="list-style-type: none"> *Bill of rights and various amendments including: 1st, 13th, 14th, 15th, 19th amendment

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Vocabulary	
Build language skills of key words associated with recurring concepts	Select key words Rights, activism, rebellion, citizen, privileges, assembly, freedom, liberties, amendments, bills, laws, and many other words related to citizenship and rights
Teach a novel concept or idea before labeling it. (Supports students' conceptual knowledge beyond memorization)	Include related words *Semantic gradients including synonyms and antonyms related to known and to-be-learned words (e.g., amend, adjust, alter, maintain, preserve, change, improve, uphold, sustain)
Teach the new word in conjunction with the known word, emphasize the use of the new word.	*Morphology including roots/bases and affixes: (e.g., amendment, amend/s; rebellion, rebel/s, rebellious).
Integrate words throughout a unit; the words should be selected according to topics and concepts and used repeatedly.	*Academic words: (e.g., defend, persuade, demonstrate, support) See https://www.academic-englishuk.com/vocabulary or other websites *Multiple meaning words (e.g., right, bill)
	Instructional approaches (next session)

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Let's try one - Immigration

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Topics/concepts	CONCEPT: Immigration
What information is already in the curriculum? What recurring concepts are evident?	Historical events
Categorize these topics, events, facts, etc. according to key recurring concepts	Current events
Determine additional factual information (e.g., current events; varied examples)	Additional information

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Vocabulary	Immigration
Build language skills of key words associated with recurring concepts	Select key words:
Teach a novel concept or idea before labeling it. (Supports students' conceptual knowledge beyond memorization)	Include related words: *Synonyms and antonyms related to known and to-be-learned words *Morphology including roots/bases and affixes:
Teach the new word in conjunction with the known word, emphasize the use of the new word.	*Academic words: *Multiple meaning words
Integrate words throughout a unit; the words should be selected according to topics and concepts and used repeatedly.	Instructional approaches (next session)

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Build Knowledge Around Key Concepts

- Identify *core concepts* that organize our understanding of content – immigration
- Determine *concrete cases* that will allow students to master these concepts effectively – Pilgrims, European settlers, etc.
- (Donovan & Bransford, 2005)

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Reduce Cognitive Load

- Working memory holds a small amount of information at one time
 - Therefore, instructional methods should avoid overloading memory (Sweiler, 1994)
- Reduce cognitive load by building and activating prior knowledge
- This knowledge must be retrieved automatically
- So, instruction needs to teach it well and provide opportunities to generalize to other settings

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How? Depth of Instruction

- Teach concept with relevant information
 - Students learn the concept with ideas that connect to prior knowledge.
- For instance, immigration, citizens' rights, rebellion, habitats, or the life cycles are part of students' everyday lives, they just need to know it.
- Relevant information provides a solid foundation
 - Connects known information with unknown
 - Serves as an anchor for learning

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How? Then Breadth of Instruction

- Teach the concept with varied examples or "constant practice in generalization." (Rugg, 1921)
- Provide students opportunities to detect differences and similarities of the same concept (patterns) across various situations.
 - Understand that the concept in one situation is also present in the second situation – detecting what is the same and what is different in both situations. This leads to transfer (Hattie & Donaghue, 2016).
- Students must learn concepts well enough to achieve *automatic retrieval and be able to recognize* these concepts in varied settings.
- Concept mapping across ideas

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CONCEPT MAPPING: Immigration

Movement/Time period	Transportation	Reason	Outcome/Assimilation	Other important ideas
Pilgrims/1600s	Boat	Religious freedom		

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Little Great White

- What are the deep structures or big ideas (concepts)?
- Are these ideas that recur – transferable? Can students use this information again?
- How can teachers make these ideas relevant?

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Recurring Ideas

- Bringing a white shark to the aquarium wasn't easy. For fifty years aquariums have tried to keep white sharks alive, but the sharks would not eat in captivity.
- The aquarium had a special floating pen waiting in coastal waters nearby. While the shark lived in the pen, she was fed the same things she would have eaten in the wild – smaller sharks and other fish. The floating pen helped her get used to living in a small space.
- As the white shark got bigger, she began hunting her tankmates. She bit and killed two soupfin sharks.

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Recurring Ideas

- What are relevant examples of habitat?
 - Determine information the student can understand and connect to. Teach for **depth** so that student understand the concept and **reduce cognitive load**.
- What are other examples of habitat?
 - Teach for **breadth** so that students can apply it in varied settings. This promotes **learning and transfer**.

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Recurring Language

- What words can we teach that we will revisit?
- Are there familiar words to connect with advanced words? Environment, dwelling, natural home, and more
- For English Language Learners – are there cognates to support learning the new word?
- Habitat – *natural home* of an animal, plant, organism
- Human habitats – shelter (relevance and depth)
- Shark habitat – ocean (depth)
- Animal habitats – various (breadth)

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Language Demands

- Build language skills of key words associated with recurring concepts
- Teach a novel concept or idea before labeling it.
- Teach the new word in conjunction with the known word, emphasize the use of the new word.
- Integrate words throughout a unit; the words should be selected and used repeatedly.

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Next Session: TEACHER

- Examples of concepts in Science and ELA
- **Vocabulary selection**
- **Vocabulary instruction**
 - Conceptual teaching
 - Synonyms and antonyms
- **Academic words**
- **Morphology**
- **Multiple meaning words**

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