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Please enjoy this complimentary excerpt from *Learning that Transfers* by Julie Stern, Krista Ferraro, Kayla Duncan, and Trevor Aleo.

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Figure 2.23 Essential Shifts for Learning That Transfers

	In a Non-Transfer-Focused Classroom	In a Transfer-Focused Classroom
Student role	Receiver of knowledge Collector of disconnected bits of information	Director of their own learning Cognitive apprenticeship
Teacher role	Instructor of knowledge Director of learning	Designer of empowering lessons Modeling thinking
Curriculum	Atomized bits of knowledge and skills, not necessarily connected to students' lives	Deliberately builds organizing schema, honors students' prior knowledge and experiences
Assessment	What do students know and what can they do?	How well are students building organizing schema? How well are we teaching?
Instruction	Linear; students study one topic at a time then move on, mastery signals moving on to something new	Iterative; connected to students' prior knowledge, transfer deepens learning, understanding is interrogated
Leadership	Enforcer of rules Checker of grade books	Partners with teachers for long-term student growth
Parents	Called upon for grading, reporting, or student misbehavior	Partners with teachers for long-term student growth
Community	Operates separately from the school	Collaborator and provider of valuable, practical learning for students



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