TRANSFERPHASE

Herstellung von Anwendungsbezügen.
In der Transferphase soll die Anwendbarkeit von Strukturen, die Aktualisierbarkeit in neuen Situationen erleichtert werden

Die Studierenden erhalten Gelegenheit, erworbene Kenntnisse zu üben, zu vertiefen, mit bereits bekannten zu vernetzen und auf unbekannte Sachverhalte anzuwenden

Transferüberlegungen:

VIELFACHE INTELLIGENZEN (Howard Gardner)

Vorschläge die die Vielfachen Intelligenzen betreffen:
sprachliche Intelligenz
- gib das Gelernte in eigenen Worten wieder
- denke eine andere Überschrift aus
- finde einen Slogan dafür
- erstelle einen Zweizeiler
- diskutiere das Gelernte

mathematische Intelligenz
- bring ein System in das Gelernte
- kategorisiere Kapitel und Inhalte
- lernen in Schritte, Abschnitten (sequenziell)
- versuche das Gelernte auch zu verstehen (warum?)
- gruppiere das Gelernte

visuelle Intelligenz
- setze Farben ein (unterstreichen, herausheben,…)
- visualisiere das Gelernte (vor dem geistigen Auge sehen)
- mache Mindmaps
- hebe das Wesentliche mit Farben heraus

kinästhetische Intelligenz
- mach Notizen
- mach Zuordnungsübungen
- unterstreiche, schneide aus, ziehe Linien /was zusammen gehört
- lerne mit Wortschatzkarten

musikalische Intelligenz
- schnipse zum Gelernten
- lies laut
- lies in Rap-Form

zwischenmenschliche Intelligenz
- lerne in Gruppen
- fragt einander aus
- erkläre jemandem das Gelernte

innerpersönliche Intelligenz
- schließe die Augen und stell dir die Unterrichtsstunde noch einmal vor
- frage dich, was dir besonders gut gefallen hat oder was für dich wirklich neu war
- führe ein „Lern" Tagebuch
- setze deine Stärken ganz bewusst ein
- ordne Lernlisten nach Vorlieben

naturalistische Intelligenz
- kategorisiere Dinge nach bestimmten Merkmalen
- finde Unterschiede und Gemeinsamkeiten zwischen den Lerninhalten
- bringe die Lerninhalte in eine bestimmte Reihenfolge

existentielle Intelligenz
- überlege, inwieweit das Gelernte für dich wichtig ist und was du daraus machen kannst
- überlege, was wohl ein Mensch vor Tausend Jahren zu diesen Erkenntnissen gesagt hätte
- überlege, welche Auswirkungen diese Erkenntnisse auf die Menschheit haben (könnten)

Vorschläge von **TASK-BASED LEARNING** (Jane Willis)

Auflisten – Eine Liste vervollständigen
- Dinge, die man an bestimmten Orten findet (Küche, am Strand,..)
- Alltagssituationen
- Strukturen, die man mit einem Wort verbindet,….

Orden und Sortieren
- Orden: in die richtige Reihenfolge bringen (zeitliche Ablauf)
- Ranking: persönliche Vorlieben, Wichtigkeit, Nutzen, Interesse
- Kategorisieren: Aussagen: zustimmen, nicht zustimmen,….

Vergleichen
- Zuordnen: Beschreibungen, Text mit Mindmap,,…
- Ähnlichkeiten finden: Personen, Geschichten,…
- Unterschiede finden:

Problemlösen
- Welche Antwort können wir auf dieses Problem geben?
- Anderen Schluss suchen

Gemeinsame Erfahrungen austauschen
- Anekdoten
- Erinnerungen
- Meinungen
- Persönliche Reaktionen

1 Listing	
Outcome	Completed list or draft mind map (see Focus 5).
Processes	Brainstorming, fact-finding
Starting points	Words, things, qualities, people, places, actions, job-related skills: • international English words, e.g. in sport, in pop songs • things found in particular places, e.g. in the kitchen, on the beach • everyday things, e.g. that you carry with you or that you often forget or lose • qualities looked for in a product, e.g. a good pen, a stereo system • qualities needed for particular jobs, e.g. teaching, being prime minister • personal characteristics, e.g. of a TV celebrity, an astronaut • features of a place, e.g. a holiday resort, a language school, a sports complex • things you do to, e.g. prevent crime, plan a party, move house • ways of doing things, e.g. remembering new words, cooking rice, saving money • common questions, e.g. that guests ask hotel reception staff, that tourists ask tourist guides
Follow-up tasks	• **Memory challenge games** (lists and sources can be hidden and students asked to recall as many items as possible in a specified time). • **Ordering and sorting tasks** (type 2) and comparing tasks (type 3) can be based on lists that students have made.

2 Ordering and sorting				
Outcome				
Processes	Sequencing	Ranking	Categorising	Classifying
Starting points	Jumbled lists/sets of instructions / texts / news reports	Personal experience of methods / things / features that can be sorted according to specific criteria/personal values	Headings / half-completed tables/charts followed by sets of statements, data from various sources	Everyday things or events, lists of items, words
Sample tasks	• Put the days of the week into the correct order. • Order the instructions for making an international phone call/the steps for doing a magic trick. • Rewrite this news report putting the events into chronological order.	• Agree on the best ways to learn a new language/ travel between two places /pass a driving test. • Rank these items in order of, importance/interest/ usefulness/value for money.	• Group the statements under these headings: agree, disagree, undecided. • Complete this chart/table with information from the text.	• How many ways can you find to classify the food you eat daily/the things you do at home /the things you read regularly/the countries in this list? • Think of five ways to classify the clothes you wear/the animals in the picture.
Follow-up tasks	• 'Spot the missing item' - Students remove one item from a sequence, and read the list out for other pairs to spot it.	• Groups present their rankings for the class to reach a consensus through discussion and debate.	• Students justify their decisions to the class, or give an oral presentation of their completed table or a section of it.	• 'Odd one out' - Students make up sets of four or five similar items and add one that doesn't match. They exchange sets and see if other pairs can spot it.

3 Comparing			
Outcome	Vary according to the individual task goals, but could be the items appropriately matched or assembled, or the identification of similarities and/or differences.		
Processes	Matching	Finding similarities	Finding differences
Starting points	Information from two different types of source (e.g. visuals and text) that can be matched in order to identify someone or something	Two or more sets of information on a common theme (from personal experience/visuals/texts) that can be compared to find similarities	Two or more sets of information on a common theme (from personal experience/visuals/texts) that can be contrasted to find differences
Sample tasks	• Descriptions Listen to/read these descriptions of different people/places and identify which person/place is which. • Narrative accounts Read/listen to these accounts, e.g. of a car accident, and say which of the four diagrams most accurately portrays what happened. • Following instructions Match this text to the map or diagrams, e.g. to trace a route on a map, to complete a floor plan of a house, to assemble a model.	• Compare, e.g. two characters in a TV series, reports of the same event from different newspapers. • Compare your own version with the official or original version, e.g. compare your story ending with the original story, your solution with the one in the text. • Compare ways of doing things in different towns or countries, e.g. funding the arts, making coffee, cooking rice.	• 'Spot the differences', e.g. between two pictures, two story endings, two accounts of the same incident. • Jigsaw viewing, e.g. contrast a film/video sequence with a written account containing factual errors. Half the class see the video, half read the text, then they come together to identify the factual errors. • Contrast systems, e.g. of education in different countries, of lending libraries.
Follow-up tasks	Students design parallel tasks based on their own data, or make their own changes to the original data		
	• e.g. after matching text to diagrams, students make floor plans of their own homes and describe these for their partner to draw.	• e.g. after finding similarities in news reports, students bring in other current newspapers with parallel news items.	• e.g. after finding differences between pictures, students change three things in their picture, rewrite the text including different factual errors or three additions and play "Spot the differences"

4 Problem solving				
Outcome	Solution(s) to the problem, which can then be evaluated			
Processes	Analysing real or hypothetical situations, reasoning and decision making			
Starting points	Short puzzles, logic problems	Real-life problems, personal experience, hypothetical issues	Incomplete stories/poems/ reports; visuals/snippets of audio or video recordings; concealed pictures, clue words for prediction and guessing games	Case studies with full background data, business and computer simulations
Sample tasks	• Cutting the cake What is the minimum number of straight cuts you must make to divide a round cake into eight equal pieces? • Crossing the river An old lady wants to cross the river with a wolf, a goat, and a cabbage. She only has a small boat and can only take two things at a time with her. How does she do it?	• What advice would you give in response to this letter from an advice column? • Decide on the best two places - cheap but safe -for a young person travelling alone to stay in your capital city. • Plan a dinner menu for overseas guests within a given fixed budget. (Other constraints, such as diet, can be added later to increase the challenge.)	• Make up your own version of the missing section/ ending of the story/report. • Work out a possible story-line from these clue words / phrases / pictures/ audio/video snippets. • Fill the gaps in this text with appropriate phrases. • Guess what's in this (covered up) picture/ (closed) bag.	• Social study of young offenders Decide on the best action to take to stop them reoffending. Previous solutions and statistics for reoffending are given. (Offenders' family backgrounds to be initially withheld.) • Aid for development Decide on three appropriate ways for your company/country to give aid to this developing country. • Product testing Play and report back on computer simulation games.
Follow-up tasks	Students do a comparing task, presenting, justifying and discussing their solutions for the class to vote on the best one(s).			

5 Sharing personal experiences				
Outcome	Largely social and far less tangible than with other tasks. Sharing personal experiences is something we do very often in daily life: we may simply be passing the time of day, being sociable or entertaining or hoping to get to know others better. This kind of casual social talk can happen naturally during other task types and, because it is so common outside the classroom, should be encouraged.			
Processes	Narrating, describing, exploring and explaining attitudes, opinions, reactions			
Starting points	Anecdotes:	Personal reminiscences:	Attitudes, opinions, preferences:	Personal reactions:
	• on given themes, e.g. terrible journeys, silly accidents. • about people, e.g. eccentric friends or relations, funny things done by children you know. • about things you own(ed), e.g. a favourite toy, old shoes, memorable presents.	• about past routines and experiences, e.g. early schooldays, traditional festivals and celebrations, friends you used to spend time with. • about single events you remember most clearly, e.g. moving house, visiting elderly relations, times of political /financial crisis. • about past regrets, e.g. three things you most regret doing/not doing.	• Find out what others think about films or TV programmes, personalities, current concerns and/or professional issues. • Talk about your preferences and find people with similar ones, e.g. in leisure activities, places to shop, clothes.	• to situations, e.g. heights, frightening things, extremes of climate. • What generally makes you, e.g. most annoyed, very happy, highly stressed, most relaxed. • Quizzes, e.g. personality ones from quiz books.
Follow-up tasks	• Students select the funniest/most vivid/most memorable experience they have heard, tell the class and give reasons for their choice. • Students tell another anecdote or personal story but it need not be true. Can the class guess whether it is true? • Learners identify and summarise the reminiscences/opinions/reactions they found they shared with others.			

Weitere Vorschläge für Transferübungen:

- Geschichte erfinden mit Redeanlässen aus den behandelnden Kapiteln
- Mindmap erstellen
- Chronologischen Ablauf erstellen
- Semantische Felder erstellen
- Aus dem Funktionalen Aspekt neue Situationen schaffen
    - über Vergangenes berichten
    - Ratschläge geben
    - Umfrage machen
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