Transfer as Progressive Re-Mediation of Object-Oriented Activity in School

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I’ve been working with some colleagues on transfer. In this talk, I will present our theory of transfer as a progressive remediation of object-oriented activity. Building on sociocultural theories of learning, our approach explicitly articulates the role of students’ object or motive of activity in shaping how and when they treat mediators (i.e., conceptual tools such as visual tables for organizing problem solving) as applicable (i.e., transferable) to new formal learning contexts. This focus further highlights the need to consider tools in-use, to plan for shifts in how those tools are used, and to focus on the goals for which they are used. I will articulate the teacher’s role in helping students to move through a progression where they transfer a range of tools and goals into new contexts in sanctioned ways. I will briefly illustrate our approach using video data from the Video Mosaic Collaborative video repository to re-analyze episodes of transfer using this framework and offer guidelines for how practitioners can support transfer of mathematical tools and concepts based on this framework.

Dr. Sigley received his PhD in Education (concentration in mathematics education) and a MS in Statistics from Rutgers University. He has also developed and led professional development sessions based on the Japanese lesson study for teachers throughout New York, New Jersey, and Texas. Dr. Sigley's current research focuses on the design of learning environments, particularly those that help pre and in-service teachers attend to students' mathematical reasoning and justifications while the students engage in open-ended problem solving.