



Teaching For Transfer Fostering Generalization In Learning

Gregory J. Schraw, James C. Impara



Teaching For Transfer Fostering Generalization In Learning:

Teaching for Transfer Anne McKeough, Judy Lee Lupart, Anthony Marini, 1995 The transfer of learning is universally accepted as the ultimate aim of teaching Facilitating knowledge transfer has perplexed educators and psychologists over time and across theoretical frameworks it remains a central issue for today's practitioners and theorists This volume examines the reasons for past failures and offers a reconceptualization of the notion of knowledge transfer its problems and limitations as well as its possibilities Leading scholars outline programs of instruction that have effectively produced transfer at a variety of levels from kindergarten to university They also explore a broad range of issues related to learning transfer including conceptual development domain specific knowledge learning strategies communities of learners and disposition The work of these contributors epitomizes theory practice integration and enables the reader to review the reciprocal relation between the two that is so essential to good theorizing and effective teaching *Transfer of Learning* Robert E. Haskell, 2001 This text addresses the problem of how our past or current learning influences is generalised and is applied or adapted to similar or new situations It illustrates how transfer of learning can be promoted in the classroom and everyday life

Literacy Leader Fellowship Program Reports: no.1. Learning to think, learning to learn: what the science of thinking and learning has to offer adult education Eunice Nicholson Askov, 2000 **The Transfer of Learning** Dr Lex McDonald, Dr Sarah Leberman, Dr Stephanie Doyle, 2012-10-01 The book addresses a crucial issue for all involved in education and training the transfer of learning to new and different contexts Educators employers and learners face the problem of ensuring that what is learnt in the classroom is able to be adapted and used in the workplace It focuses on adult learners in professional and vocational contexts The authors provide an accessible book on the transfer of learning which draws on multi disciplinary perspectives from education psychology and management The Transfer of Learning will be useful both for postgraduate students and for practitioners wanting to deepen their understanding of transfer and for those interested in practical applications It combines theory and practice from international research and the authors own case studies of transfer involving learners engaged in professional development and study towards qualifications Theories of adult learning change and lifelong learning are discussed in relation to the transfer of learning The purpose of this book is to emphasise to tertiary educators and trainers the importance of transfer and in doing so highlight the participants voices as central foci in coming to an understanding of the process By doing this it balances the literature which has to date emphasized transfer from a trainer's and or organization's perspective There has been little if any substantive material on tertiary transfer issues and yet demands are increasing for tertiary education providers to be more accountable and more focused on developing students ability to use their learning in everyday work situations The book is unique in that it adopts a phenomenological perspective and underscores the significance of the participants voices in understanding issues *Transfer of Learning in Professional and Vocational Education* Vivienne E Cree, Cathlin Macaulay, 2002-01-04 Combining an accessible presentation of the

underlying theory of transfer of learning which explains how to put theory into practice this is a text which is relevant to teaching for transfer in any professional or vocational context The first part of the book looks at what transfer of learning means how it operates the implications for teaching issues such as assessment competence outcomes In the second part contributors present case studies from social work which show how specific teaching methods can be successfully used to make the maximum use of the student s previous experience These include personal construct psychology enquiry and action learning intentional observation critical incident analysis reflective diaries process recording information technology Information on each teaching method is presented in enough detail to allow the educator to go away and use it *Studies in Art Education* ,2004

Learning to Think, Learning to Learn Jennifer Cromley,2000 Focuses on a cognitive or constructivist approach to learning It assumes that teaching is not just about communicating facts or mechanical skills like math rules but is a process of coming to understand the world Maintains that all real learning involves active thinking mental models thinking about thinking getting info into memory memory how thinking develops the importance of teaching content what does good thinking look like critical active learning problem based learning supporting good thinking adult learning

Using Human Learning Strategies in the Classroom George R. Taylor,2002 This book provides a realistic approach to applying human learning in the classroom It s designed for the teacher who is aware of many different theories of learning and who might like to learn methods of transposing these theories to the classroom No knowledge of any kind of psychological pedagogy is required Professor Taylor s experience culled through over 30 years in the field combined with his flair for easily explaining complex matters makes an invaluable reading experience for today s teacher

Constructivism and Students with Special Needs Harris,Graham,1996-04 Two important issues are at the heart of intense debate and a number of reforms concerning today s schools One of these is pedagogy the art of science and teaching A second issue regards the goals of education Although there is widespread agreement that education involves far more than rote learning debate continues regarding what the goals of education should be and how they should be pursued This special issue focuses on the implications of constructivism for students with special needs including those with learning disabilities LD particularly within the current movement toward inclusion Contributing authors were asked to consider applied classroom concerns A central issue identified throughout was the tension between maintaining authentic meaningful context for learning emphasized in constructivist principles and providing the level of explicit instruction needed for all students to gain important skills and strategies Contributors provide both exemplars of integrative instruction and careful consideration of multiple issues faced by educators and students alike as they move toward implementation of constructivist principles in diverse classrooms

The Promise of Educational Psychology: Teaching manual for meaningful learning Richard E. Mayer,1999

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Issues in the Measurement of Metacognition Gregory J. Schraw,James C. Impara,2000

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