


**Transfer of learning theory pdf**

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# Transfer of learning theory pdf

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Not to be confused with learning transfer or knowledge transfer. Learning transfer occurs when people apply the information, strategies and skills they have acquired to a new situation or context. Transfer is not an activity in itself, but rather an integral part of the learning process. Researchers are trying to identify when and how transfer takes place and to propose strategies to improve it. Overview The formal approach to learning discipline (or mental discipline) believed that certain mental faculties could be strengthened by particular training courses and that these strengthened faculties were transferred to other situations, based on the psychology of the faculty which saw the mind as a set of modules or faculties. Separately assigned to various mental tasks. This approach led to school curricula requiring students to study subjects such as mathematics and Latin to strengthen reasoning and memory.[1] In 1901, Edward Thorndike and Robert S. Woodworth, challenging the formal discipline, postulated that the transfer of learning was limited or assisted by commonalities between the student and the student. The original context and the subsequent one[1]. The concept was originally introduced as a transfer of practice. They explored how individuals transfer learning from a similar context to another, and how "improved mental function" can affect a related context. Their theory implied that the transfer of learning depends on the similarity between the learning task and the transfer task, or on the fact that "the identical elements are involved in the influencing and influenced function", now known as the theory of identical elements[2]. Thorndike urged schools to design curricula with tasks similar to those students would encounter outside school to facilitate the transfer of learning[1]. Unlike Thorndike, Edwin Ray Guthrie's law of contiguity provided for limited learning transfer. Guthrie recommended studying in the exact conditions under which you would be tested, as he believes that "we learn what we do with specific stimuli".[1] It is expected that training in conditions as similar as possible to those in which the learners will have to perform will facilitate transfer[3]. It is also argued that transfer is not distinct from learning, as people do not encounter situations such as blank tabs[4]. Perkins and Salomon saw it as more of a continuum, without a clear line between learning and transfer.[5] Transference can also be referred to as a generalization. B. F. Skinner's concept of a response to a stimulus that occurs to other stimuli[3] Today, the transfer of learning comes from the described as the process and the actual measure in which past experiences (also called a transfer source) affect learning and performance in a new situation (the goal of transfer).[6] However, some controversy remains about how to conceptualize and explain the transfer of learning, on which is its prevalence, on which is its relationship with learning in Europe. Europe and if it really exists.[4] Transfer and Learning People keep propositions, or units of basic knowledge, in their long-term memory. When new information enters the working memory, long-term memory is searched for associations that combine with new information in the working memory. Associations reinforce new information and help make it meaningful.[7] Learning in different contexts can create more connections and promote the generalisation of skills or knowledge.[3] Links between past and new learning can provide a context or framework for new information, helping students to determine meaning and knowledge. the meaning and encouraging the retention of new information. These connections can build a framework of associative networks that students can turn to for solving future problems.[7] The information stored in the memory is "flexible, interpretative, generically altered, and its retrieval and transfer depend largely on the context"[4]. When Thorndike refers to the similarity of elements between learning and transfer, the elements can be conditions or procedures. Conditions can be environmental, physical, mental or emotional, and the possible combinations of conditions are innumerable. Procedures include sequences of events or information.[1] Although the theory is that the similarity of elements facilitates transfer, it is difficult to identify which specific elements have had an effect on the learner at the time of learning.[4] Factors that may influence transfer include:[7] Background and original learning level: how the learner acquired knowledge. Similarity: Commonalities between original and new learning, such as environment and other memory cues. Critical attributes: features that make something unique. Association: connections between multiple events, actions, fragments of information, and so on; as well as conditions and emotions connected to it by the learner. Learners can increase transfer through effective practice and by consciously abstracting knowledge. Abstraction is the process of examining our experiences for similarities. Methods of extracting knowledge include searching for the underlying principles in what you learn, creating models, and identifying analogies and metaphors, which help create associations and foster transfer.[5] Transfer Taxonomies The transfer of learning can be cognitive, socio-emotional, or motor.[5] Transfer Taxonomy The transfer of learning can be cognitive, socio-emotional, or motor.[5] 4] The following table presents the different types of transfer[3] Type Characteristics Positive transfer occurs when previous learning favours new learning. Negative Negative The negative transfer occurs previous learning hinders or interferes with new learning. Zero Transfer occurs when previous learning has no influence on new learning. Almost transfer occurs when many elements overlap between the conditions in which the learner has acquired knowledge or ability and the new situation. The transfer very far occurs when the new situation is very different from the one in which thelft happened. The literal transfer takes place when performing skill exactly as learned but in a new situation. Figure transfer occurs when general knowledge is applied to a new situation, often using analogies or metaphors. Low-road transfer occurs when consolidated skills transfer spontaneously, even automatically. High-road High-road transfer occurs when the instructor consciously and deliberately ("mindfully") evaluates the new situation and applies the previous learning to it. Next achieve high road transfer that is forward to achieve occurs when students think about possible other uses during learning. Go back by reaching High-road transfer which is back reaching occurs when students in a new situation think of previous situations that could apply. Teaching for transfer is less a deliberate activity by the apprentice which is the result of the environment at the time of learning. Teachers, who are part of the learning environment, can be a transfer tool (both positive and negative). [7] Recommendations for teaching transfer include hug and corruption strategies; provide an authentic environment and activities within a conceptual framework; encourage learning based on problems; community of practice; cognitive apprenticeship; and learning based on games. [5] Hugging and bridging and bridging as positive transfer techniques were suggested by Perkins and Salomon's research. [7] The embrace is when the teacher encourages the transfer by incorporating similarities between the learning situation and future situations where learning could be used. Some methods to embrace include simulation games, mental practice and contingency learning. [7] Bridging is when the teacher encourages transfer by helping students find connections between learning and assigning their existing knowledge to new concepts. Some methods for bridging include brainstorming, the development of analogies and metaconnaissance. [7] See also Wikiversity has Learning Resources on Learning Transfer Metaphor Analogy, Analog Priming (psychology) Affordance Language Transfer Problem solving Classical Condition Gavriel Salomon Educational scaffolding References ^ a b c d e Olson, Matthew H. (2015-07-22). Introduction to learning theories. Hergenhahn, B. R., 1934-2007 (Ninth ed.). New York. pp. 37-38, 60-62, 208-209. ISBN 978-1-317-35068-2. OCLC 914472558. ^ a b c d schunk, dale h. (2004.) theories of learning: an educational perspective (4th ed.) upper saddle river, N.J.: Pearson/Merrill/Prentice hall. pp. 20, 45, 57, 165, 217-224. isbn 0-13-038496-8. oclc 52418092. ^ a b d e helfenstein, sacha sachatransfer: revision, reconstruction and resolution (texts.) University of jyväskylä. isbnâ 951392386x. ^ a b c jajian, shiva (summer 2019.) 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