



## Transfer of learning [ cognition, instruction, and reasoning /

Haskell, Robert E.

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Monografía

Educators and educational psychologists recognize transfer of learning as perhaps the most significant issue in all fields of instruction. Transfer of learning cuts across all educational domains, curricula, and methods. Despite its importance, research and experience clearly show that significant transfer of learning in either the classroom or in everyday life seldom occurs. Simply put, transfer of learning is illustrated by the phrases "It reminds me of..." or "It's like..." or "It's the same as...". This book addresses the fundamental problem of how past or current learning is applied

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**Contenido:** Front Cover; Transfer of Learning; Contents; Foreword; Introduction; Part I: What Transfer of Learning Is; Chapter 1. The State of Education and the Double Transfer of Learning Paradox; A World at Risk: National Reports; Corporate Business Training and Transfer; The Double Transfer of Learning Paradox: Importance; The Double Transfer of Learning Paradox: Failure; Conclusion; Notes; Chapter 2. Transfer of Learning: What It Is and Why It's Important; The Basics of What Transfer of Learning Is; Evolution of Transfer from Rats to Chimps to Humans A General Scheme for Understanding the Levels and Kinds of TransferImportance of Transfer of Learning; Tricks of the Trade: Now You See It, Now You Don't; Conclusion; Notes; Chapter 3. To Teach or Not to Teach for Transfer: That Is the Question; Instructional Prospectus for the 21st Century; Implications for Instruction and a Prescriptive Remedy; From Research to Useful Theory; Conclusion; Notes; Chapter 4. Transfer and Everyday Reasoning: Personal Development, Cultural Diversity, and Decision Making; Reasoning about Everyday Events; Reasoning with Single Instances Legal Reasoning and TransferPersonal Development, Human Diversity, and the Problem of Other People's Minds; Social Policy Decision Making and

Transfer Thinking; Notes; Chapter 5. A Brief History of Transfer and Transfer as History; Texts on Transfer of Learning; General History; Seven Models of Transfer; General Models of Mind; Neo-Identical Elements Model Revisited; The Formal Discipline Model Revisited; Conclusion; Notes; Part II: What Makes Transfer of Learning Work; Chapter 6. Knowledge Base and Transfer: On the Usefulness of Useless Knowledge; Kinds of Knowledge and What They Do The Usefulness of Useless KnowledgeIrrelevant Knowledge: The Counterintuitive Nature of Instructing for Transfer; Expertise and Knowledge; Conclusion; Notes; Chapter 7. The Spirit of Transfer and Personality: Motivation, Meaning, and Emotion; The Spirit of Transfer; Personality, Meaning, and Encoding for Transfer; Feeling and Transfer: What's Feeling Got to Do with It?; Transfer and the Ancient Notion of the "Good Man"; On Transfer and Wisdom; Conclusion; Notes; Chapter 8. Cultures and Contexts of Transfer: Social Origins and Support Systems; The Social Bases of Transfer; Context and Transfer Cultures of TransferCampus Culture and Transfer; Conclusion; Notes; Chapter 9. When Theory Fails: The Importance of a Learner's Theoretical Knowledge for Transfer; When Theory Fails: Children and Theoretical Knowledge; Theory, Transfer, and the Learning of Science; Yet Another (Apparent) Paradox and Mystery of Transfer; Ptolemaic Theory: "Pop" Theory, Transfer, and the Cult of Experience; Marketplace Instruction: Cyclical Poets; Notes; Chapter 10. The Two Faces of Practice: Transfer and That Old-Time Lesson Drill; What Do We Mean by Practice?; Good Practice versus Bad Practice: What They Do Ptolemaic Practice and Practica

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