Carl Wieman Science Education Initiative presents

Tuesday, April 15th, 2008
11:00am
Michael Smith Lab 102

All are welcome.

Daniel Schwartz
Professor of Education
Stanford University

The Transfer of Learning

At some point in their careers, most people who teach science or mathematics discover that many students seem to do well enough on tests, but then they fail to use their knowledge when they presumably should. This is known as the transfer problem. Students apparently know what they should, but they do not spontaneously use it for the situation at hand. In this talk, I will present a larger frame to help clarify what types of educational experiences are likely to support transfer; why these "inquiry" methods are often incorrectly seen as conflicting with the tenets of direct instruction and more recently cognitive load; and, how it is possible to find out if your students are on a trajectory that will support future transfer.