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Altri autori (Persone)	CreeVivienne E. <1954-> MacaulayCathlin
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Nota di contenuto	chapter 1 Transfer of learning / CATHLIN MACAULAY -- chapter Schema theory and information processing -- chapter Implications for teaching and learning -- chapter 2 The challenge of assessment / VIVIENE E. CREE -- chapter The critical professional -- chapter Issues in assessment -- chapter The process of assessing transfer of learning: what to assess? -- chapter 3 Competence, risk assessment and transfer of learning / HAZEL KEMSHALL -- chapter 4 Personal construct theory and the transfer of learning: the history of a moment -- NICK GOULD / The history of a moment Nick Gould -- chapter Intensity -- chapter Cognitive integration -- chapter Repertory grids as a reflexive technique -- chapter 5 Enquiry and action learning: a model for transferring learning -- VIVIENE E. CREE AND RALPH DAVIDSON / A model for transferring learning Vivienne E. Cree and Ralph Davidson -- chapter Process of EAL study units -- chapter The use of consultants -- chapter 6 Intentional observation: exploring transfer in action -- KAREN TANNER AND PAT LE RICHE / Exploring transfer in action Karen Tanner and Pat Le Riche -- chapter 7 Using a reflective diary in student

supervision / MIKE TAIT -- chapter What is a reflective diary? -- chapter As a tool for developing reflective practice -- chapter As a tool for assessment -- chapter 8 Critical incident analysis: facilitating reflection and transfer of learning -- HILARY DAVIES AND HELEN KINLOCH / Facilitating reflection and transfer of learning Hilary Davies and Helen Kinloch -- chapter 9 In praise of the process recording / GARY CLAPTON -- chapter 10 Mature students and transfer of learning / PAM GREEN LISTER -- chapter 11 Understanding and managing conflict in the learning process: Christians coming out -- YVONNE CHANNER / Christians coming out Yvonne Channer -- chapter 12 From the blackboard to the web / LIZ TIMMS -- chapter Figure 12.1 Community Portraits homepage. For Community Portraits, the walled and windowed space of conventional teaching, with its tables and chairs, black/white-board, overhead projector and ancillary equipment, is replaced by a structured learning environment (TELSIpro) that is mapped out on the participants computer screens. Once logged on to Community Portraits, participants see four buttons across the top of the screen allowing them to choose one of three activities (Document preparation, Sending mail or Chat) or to seek help. The selection of a button will lead to a list of options in the vertical column on the left of the screen. The main work area occupies the rest of the screen (Figure 12.1). Participants decide and allocate permissions for reading and revising any document -- chapter Community Portraits and the transfer of learning.

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#### Sommario/riassunto

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.

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