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Titolo	Transfer, transitions and transformations of learning // edited by Howard Middleton, L. K. J. Baartman
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Descrizione fisica	1 online resource (173 p.)
Collana	International technology education studies
Altri autori (Persone)	BaartmanL. K. J MiddletonHoward
Disciplina	370
Soggetti	Transfer of training Transformative learning
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Preliminary Material / H.E. Middleton and L.K.J. Baartman -- Transfer, Transition, or Transformation? / Howard Middleton and Liesbeth Baartman -- Transfer in Technology through a Concept-Context Approach / Marc J. de Vries -- Transferring Knowledge versus Knowledge through Technology Education / Frank Banks and Malcolm Plant -- Transfer as an Iterative Process Between School and Work / Veronica Bjurulf -- Nurses' and Technicians' Communication and Learning at the Boundary / Liesbeth Baartman , Koeno Gravemeijer and Elly de Bruijn -- Transfer of Learning Through Integration of Theory and Practice in Technical Vocational Education / Nina Kilbrink -- Transferring Standards / Richard Kimbell -- Representation in the Transition from Novice to Expert Architect / Howard Middleton -- Education for Sustainable Development and the Transformation of Self / Margarita Pavlova -- Transforming Identities / Denise Macgregor -- Why Do They Not See What I See? / Lars Björklund -- Index / H.E. Middleton and L.K.J. Baartman.
Sommario/riassunto	This book explores one of the enduring issues in educational research and one of the challenges for formal education. That is, understanding

the relationship between learning in one context, setting or time and a subsequent related learning experience or activity. The chapters in the book examine the issue drawing on existing theory as starting points but using each author's own research to push existing boundaries of what we know in terms of the ideas captured in the title of the book: transfer, transitions and transformations of learning. The chapters explore the issue through a range of approaches and settings including: possibilities for a concept-context approach to transfer, transfer between knowledge domains, transfer as an iterative process between contexts, transfer as boundary crossing between vocations, transfer as integration of theory and practice, transferring standards in assessment, representation in the transition from novice to expert, transformation of self through sustainability education, transforming identities of first year design and technology teachers and the role of implicit knowledge in understanding the relationship between declarative and procedural knowledge in the transition to expertise. This book should be of interest to teachers in schools and the adult education sector, research students, teacher educators, researchers and policy-makers who are involved in learning in, through or with technology.

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