

1. Record Nr.	UNINA9910452634403321
Titolo	Learning transfer in adult education [[electronic resource] /] / Leann M. R. Kaiser, Karen Kaminski, Jeffrey M. Foley, editors
Pubbl/distr/stampa	San Francisco, : Jossey-Bass, 2013
ISBN	1-118-64826-9 1-299-40254-2 1-118-64825-0
Descrizione fisica	1 online resource (106 p.)
Collana	New directions for adult and continuing education ; ; no. 137, spring 2013
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Disciplina	374
Soggetti	Transfer of training Adult education Electronic books.
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 and index.
Nota di contenuto	Learning Transfer in Adult Education; Copyright; Contents; Editors' Notes; References; 1. Learning Transfer and Its Intentionality in Adult and Continuing Education; What Is Learning Transfer in Adult Education?; Models of Transfer; Barriers to Learning Transfer; General Tools to Improve Learning Transfer; Learning Transfer: Revisiting Its Importance to Adult Learning; References; 2. Leveraging Experiential Learning Techniques for Transfer; Experiential Education and Experiential Learning; Learning Transfer and Experiential Learning; Integrating Experiential Techniques Program 1: English as a Second Language Course Program 2: Online Personal Finance Course; Program 3: Continuing Education Vegetable Gardening Course; Conclusion; References; 3. Problem-Based Learning: A Learning Environment for Enhancing Learning Transfer; Learning Transfer; Problem-Based Learning; Conclusion; References; 4. Considering Components, Types, and Degrees of Authenticity in Designing Technology to Support Transfer; Defining Technology;

Defining Authenticity; Selecting Components of Authenticity; Applied Examples; Summary; References

5. Brain-Friendly Teaching Supports Learning TransferThe Relationship Between Cognitive Theory and Learning Transfer; Brain-Friendly Learning Environments; Conclusion; References; 6. Racial and Cultural Factors and Learning Transfer; The Learning Transaction; Theoretical and Anecdotal Evidence for Racial or Cultural Differences Influencing Transfer; Implications for Adult Education Practitioners; What Are the Risks of Using Any of These Approaches?; References; 7. Understanding Transfer as Personal Change: Concerns, Intentions, and Resistance; Adult Education and Change Concerns-Based Adoption ModelTheory of Planned Behavior; When Learners Resist Change; Conclusion; References; 8. Applying Transfer in Practice; Near Transfer; Not-So-Near Transfer; Farther Transfer; Intentionally Building Transfer in Instructional Design; Far Transfer; Conclusion; References; Index

Sommario/riassunto

Learning transfer is the use of skills and knowledge acquired in one situation or setting in a different environment. It is, fundamentally, the point of education. By consciously building it into our curricula, syllabi, and practice, we can greatly enhance the likelihood that students will integrate their learning and their lives. This issue examines learning transfer across the breadth of adult education. The authors approach the question practically, looking at techniques such as experiential or problem-based learning and the use of classroom technology as well as the perspectives o
