

Strategies to Promote Transferable Understanding

Transferable understanding is the ability to apply knowledge and skills to new situations and contexts. It is an essential goal of education, as it enables students to become lifelong learners and problem solvers. However, research shows that students often struggle to transfer what they have learned to new situations.



Concept-Based Inquiry in Action: Strategies to Promote Transferable Understanding (Corwin Teaching Essentials) by Rupert Matthews

★★★★☆ 4.8 out of 5

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This article explores a range of effective strategies to promote transferable understanding in the classroom. These strategies include spaced practice, interleaving, retrieval practice, elaborative encoding, and making connections.

Spaced Practice

Spaced practice is a technique that involves distributing learning over time, with breaks in between. This allows students to forget and then re-learn the material, which strengthens their memory for it. Studies have shown that spaced practice can improve retention by up to 50% compared to massed practice (i.e., studying all of the material at once).

To implement spaced practice in the classroom, teachers can use a variety of methods, such as:

- Assigning homework assignments over multiple days or weeks
- Reviewing material from previous lessons at the beginning of each new lesson
- Quizzing students on material from previous lessons throughout the unit

Interleaving

Interleaving is a technique that involves mixing up different types of problems or questions within a single learning session. This prevents students from becoming too focused on a single topic and helps them to develop a broader understanding of the material. Studies have shown that interleaving can improve retention by up to 20% compared to blocking (i.e., practicing one type of problem at a time).

To implement interleaving in the classroom, teachers can use a variety of methods, such as:

- Assigning homework assignments that cover a variety of topics
- Creating quizzes or tests that mix up different types of questions

- Having students work on different types of problems in small groups

Retrieval Practice

Retrieval practice is a technique that involves actively retrieving information from memory. This can be done through a variety of methods, such as:

- Quizzing students on material from previous lessons
- Asking students to generate examples of concepts
- Having students write summaries of what they have learned

Studies have shown that retrieval practice can improve retention by up to 30% compared to simply reviewing the material. This is because retrieval practice forces students to actively engage with the material and to make connections between different pieces of information.

Elaborative Encoding

Elaborative encoding is a technique that involves connecting new information to existing knowledge. This can be done through a variety of methods, such as:

- Having students explain new concepts in their own words
- Asking students to generate analogies or metaphors for new concepts
- Having students create diagrams or mind maps to connect new information to existing knowledge

Studies have shown that elaborative encoding can improve retention by up to 40% compared to simply reading or listening to new information. This is

because elaborative encoding helps students to create meaningful connections between new and old information, which makes it easier to remember and apply.

Making Connections

Making connections is a technique that involves linking new information to real-world experiences or to other things that students already know. This can be done through a variety of methods, such as:

- Discussing how new concepts relate to current events or to students' own lives
- Providing students with examples of how new concepts are used in the real world
- Having students create concept maps or diagrams to show how new concepts are related to other things they know

Studies have shown that making connections can improve retention by up to 50% compared to simply learning new information in isolation. This is because making connections helps students to see the relevance of new information and to make it more meaningful.

Transferable understanding is an essential goal of education. By using the strategies described in this article, teachers can help students to develop the skills they need to retain information and apply it to new situations. These strategies include spaced practice, interleaving, retrieval practice, elaborative encoding, and making connections. By incorporating these strategies into their teaching, teachers can help students to become lifelong learners and problem solvers.



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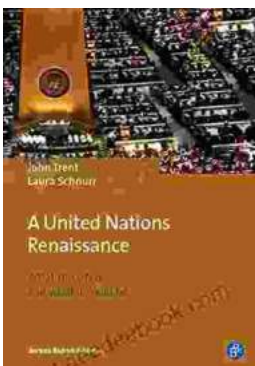
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