Transfer

- **Marton (2006)**
  - Samness & differences
    - Transfer occurs when the learner recognizes similarities across situations. These similarities are also recognized through differences between two situations, where the learner conceptualizes the samness
    - Situated Cognition
- **Engle (2006)**
  - Framing (transfer) interactions
    - Framing contexts : A context has been framed when someone uses meta-communicative signals that establish what the participant are doing together in it, when and where they are doing it and how each person is participating in it, thus creating a "frame" in which their activities can be interreted-
    - Situerat perspective with inspiration from sociocultural tradition
- **Lobato (2003; 2006; 2008; 2015)**
  - Actor-Oriented Transfer (AOT)
    - Transfer cannot be seen as something separated from the actor, but as the actors understanding of coherence
    - **Lobato & Siebert (2002)**
- **Bransford & Schwarts (1999)**
  - Preparation for future learning (PFL)
    - Summarize treatment / invent a method treatment. Transfer skal ikke ses som et læringsudbytte men som byggeklodser på vej i en læringsproces.
    - Situated cognition
    - **Schwartz & Martin (2004)**
      - Double transfer design - Transfer in / Transfer out A1 --> B --> C vs A2 --> C
- **Judd (1908)**
  - General principles.
    - Teaching and learning for transfer of general principles and and generalization of the subject matter
    - Kognitivistisk
- **Eraut (2009)**
  - Transfer is " the learning process involved when a person learns to use previously acquired knowledge / skills / competence / expertise in a new situation".
- **Schwarts, Chase & Bransford (2012)**
  - Overzealous transfer (OZT)
    - Overzealous transfer (OZT)—people transfer solutions that appear to be positive because they are working well enough, but they are nevertheless negative with respect to learning what is new.
    - OZT can hinder opportunities for new learning
- **Greeno et al.(1993)**
  - Affordance & Constraints
    - Transfer as a mean of participation, where transfer occurs across human beings, artefacts and different situations.
    - Situated (Cognition)
    - **Greeno, Smith & Moore (1993)**
    - **Greeno, 1997**
- **Reed (2012)**
  - Mapping across situations
    - One-to-one / one-to-many / Partial --
- **Gentner, 1983**
  - Structure mapping
    - Transfer is viewed upon as how individuals structurs are applied in new situations on the basis of earlier situations
    - Situated Cognition
- **Gick & Holyoak (1980, 1983)**
  - Analogical transfer
    - These observations suggest that similar mapping processes may be involved in three distinct but interrelated activities: (1) comparing one instance to another; (2) deriving a schema for a class of instances; and (3) comparing an instance to a general schema.
    - Cognition
- **Perkins & Salomon (1988, 1992, 1996, 2015)**
  - Low road / High road transfer
    - Transfer can be facilitated by reflective abstraction (high road), practice to near automaticity (low road), emphasis on significance and potential diverse uses (expansive versus bounded framing), and fostering seeing through the surface to deeper structure.

      Perkins and Salomon introduce a number of terms that permeate discussions of transfer of learning: Low road transfer relies on a new context to trigger practiced habits.

      Forward reaching, high road transfer refers to learners' "mindful abstraction" of how knowledge might apply to future situations and alternate contexts.

      Backward reaching, high road transfer occurs when learns identify important characteristics of the current situation and look to the past for relevant experience and applicable prior knowledge.

      Near transfer refers to carrying knowledge or skills across similar contexts.Far transfer involves carrying knowledge across quite different contexts.
    - Cognition / situated cognition
- **Wagner (2010)**
  - Transfer in pieces with inspiration from deSessa (1993): Knowledge in pieces
    - Extends the existing constructivist approach on transfer by acknowledging the social position of the individual and its use of sociocultural artefacts
      - Concept projection
      - Constructivism
        - Udbygger dog den konstruktivitiske tilgang ved at være åben over for det sociokulturelle paradigme omkring individets sociale situation og brug af sociokulturelle skabelser af artefakter
- **Thornedike (1913)**
  - Sequested Problem Solving
    - Behaviorism
- **Tuomi-Gröhn, Konkola, Lambert & Ludvigsen (2007)**
  - Developmental transfer Transfer kan ses som METAFOR - ABSTRAKTION - MEKANISMER
    - Through a CHAT-perspective the cognitive and sociocultural tradidions are tried merged. Shifting the emphasis from individual to a collective conceptualisation of transfer
    - CHAT
- **Henningsen & Mogensen (2013)**
- **Wahlgren & Aarkrog, 2012**
- **Akkermann & Bakker (2011)**
  - Boudary Crossing
    - Boundary crossing is a concept that has been proposed as an enriched notion of transfer (Tuomi-Gröhn et al., 2003), but differs from transfer in various ways. First of all, whereas transfer is mostly about one-time and one-directional transitions, primarily affecting an individual who moves from one context of learning (e.g. school) to one of application (e.g. work), the notion of boundary crossing includes ongoing, two-sided actions and interactions between practices (Säljö, 2003). Second, whereas transfer emphasizes the need for similarities between practices, boundary crossing is about finding productive ways of relating intersecting dissimilar practices." (ibid., s. 155)
- **Stevenson (1986, 1998)**
  - Perception of ownership
- **Lave (1988)**
  - Critique of transfer
    - Laves four critiques: 1. What is learned? Is not detached from the situation 2. Often it is the researcher who sets the criteria for transfer 3. Transfer experiments often, only, observe two situations instead of drawing upon many situations 4. Knowledge is not prior the situation.
    - Situated Learning
- **Packer, 2001**
  - Problems of transfer
- **Carraher & Schliemann (2002)**
  - The Transfer Dilemma
- **Beach (1999, 2003)**
  - Consequential transition
    - Sociocultural
    - Kritik af transfer
- **Detterman & Sternberg (1993)**