

# CU Science Education Initiative

## Seminar Series

### **Transfer of Learning**

At some point in their careers, most people who teach science or mathematics discover that many students seem to do well enough on tests, but then they fail to use their knowledge when they presumably should. This is known as the transfer problem. Students apparently know what they should, but they do not spontaneously use it for the situation at hand. In this talk, I will present a larger frame to help clarify what types of educational experiences are likely to support transfer; why these "inquiry" methods are often incorrectly seen as conflicting with the tenets of direct instruction and more recently cognitive load; and, how it is possible to find out if your students are on a trajectory that will support future transfer.

### **Dan Schwartz, Ph.D.**

Professor of Education  
Stanford University

**12:30 PM, Thursday, Nov. 6, JILA Auditorium**  
(12:15pm for Cookies and Coffee/Tea/Lemonade)

**Sponsors:**  
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