BASIC ELEMENTS OF EDUCATIONAL PSYCHOLOGY
(शैक्षिक मनोविज्ञान के आधारभूत तत्व)
Dr. Abhay Kumar Sharma
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Chief Editor

Dr. Abhay Kumar Sharma

M.A.(History), M.Ed. & Ph.D. (Education)
Assistant Professor (Education)
Maharaj Balwant Singh P.G. College,
Gangapur, Varanasi.
(Affiliated: Mahatma Gandhi Kashi Vidyapith, Varanasi, U.P.)

Editors

Dr. Sanjay Kumar
Assistant Professor Department of
B.Ed. Subhwanti Institute of
Education, Siwan, Bihar

Manisha singhal
Assistant professor
Maa Sharda Vidyapeeth Sehra
Bulandshahr
B.Ed. college

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- ✔ Motivational inventories: Standardized tools and inventories, such as the Motivation Assessment Scale or the Self-Regulation Questionnaire, can help assess different aspects of motivation, such as self-determination, goal orientation, and persistence.

By utilizing these measurement methods and theories of motivation, educators, employers, and individuals themselves can gain valuable insights into understanding, enhancing, and sustaining motivation towards achieving their goals and fulfilling their needs.

Conclusion:

Motivation, defined as the energizing of behaviour in pursuit of a goal, is a fundamental element of our interaction with the world and with each other. Many different factors influence motivation, including the individual's internal physiological states, the current environmental conditions, as well as the individual's past history and experiences.

People need motivation to pursue their dreams and ambitions in life, whether they are related to their careers or their personal lives. As an added bonus, it may also play a significant role in deciding how much time and energy individuals invest in a certain endeavor. Motivated people are more likely to act in ways that benefit themselves and others, including putting in extra effort at work or studying for an exam. A lack of motivation, on the other hand, might result in disinterest, procrastination, and poor performance.

The measurement of motivation is a complex and multifaceted endeavour that involves assessing various psychological constructs, employing diverse methods, and considering the context of educational settings. By incorporating theoretical frameworks, assessment methods, and implications for educational practice, educators and researchers can gain a deeper understanding of students' motivation and learning processes and implement evidence-based strategies to support their academic success.

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TRANSFER OF LEARNING

Noushia Tabassum
Assistant Professor
Mundeshwari College For Teacher Education
Patna

Introduction:

We learn many things and do many tasks in our day to day life, sometimes when we do a new task or learn a new thing; we feel that there is something difficult in completing or thinking about the new task. The knowledge and experience learned earlier is coming in handy. Prior knowledge acquired in the field of mathematics is very helpful in solving calculation related problems in Physics. Similarly, if someone knows how to play tennis, it becomes easier for him to learn to play badminton. In this way, knowledge learned or training received in one situation affects the acquisition of knowledge or skills in another situation.

This effect is called transfer of learning or training in psychological literature. By many scholars it has also been named as transfer of learning, and transfer of learning or training. Whatever the name, it means that the knowledge or skills available in one area or situation can be used to influence the acquisition of knowledge or skills in another situation. The knowledge gained or expertise acquired in learning one work can be used in learning or doing another work. Transfer of learning is a fundamental concept in education and psychology, playing a crucial role in how individuals acquire, retain, and apply knowledge, skills, and concepts across different contexts.

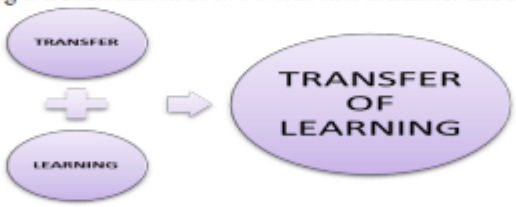
Definition:

Crow and Crow: "The carry-over of habit of thinking, feeling or working of knowledge or of skills from one learning area to another is usually referred to as transfer of learning."

Peterson: "Transfer of learning is generalization, for it is extension of idea to a new field."

Guthrie and Powers: "Transfer of learning may be defined as a process of extending and applying behaviour."

Transfer of learning is a combination of two words first is transfer and second is learning.



Transfer : Act of moving something or someone to one place to another.

Learning : Act of gaining knowledge, skill by experience, study, being taught and creative, etc.

Transfer of Learning : Transfer of learning refers to the application of knowledge, skills, or concepts learned in one situation to another situation.

The word transfer is used to describe the effects of past learning upon present acquisition. In the laboratory and in the outside world, how well and how rapidly we learn anything depends to a large extent upon the kinds and amount of things we have learned

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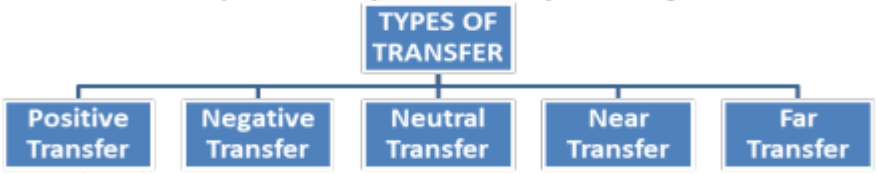
previously. In simple way transfer may be defined as "the partial or total application or carryover of knowledge, skills, habits, attitudes from one situation to another situation". Hence, carryover of skills of one learning to other learning is transfer of training or learning. Such transfer occurs when learning of one set of material influences the learning of another set of material later.

Types of Transfer:

When a person uses his past experience to do something new, we call it transfer of learning. It is not certain that transfer is to take place from each and every situation to other. Further, it is not certain that learning in one situation will always help positively in another situation. it may even adversely affect the subsequent learning.



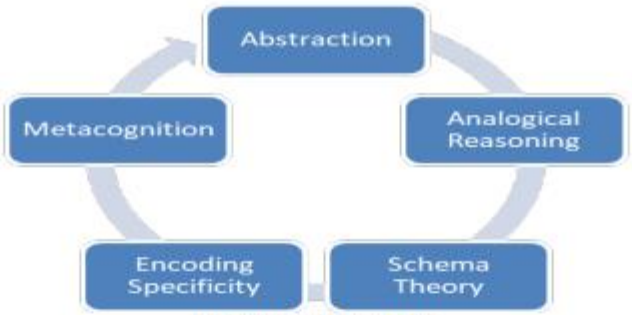
Types of transfer

Transfer of learning can manifest in different forms-

1. **Positive Transfer:** When previously learned knowledge or skills enhance learning or performance in a new context is called positive transfer of learning. For example, a student who has mastered basic arithmetic skills may find it easier to learn algebraic concepts.
2. **Negative Transfer:** When previously learned knowledge or skills hinder learning or performance in a new context is called negative transfer of learning. For example when a person who learned to drive a manual transmission car struggles to adapt to an automatic transmission vehicle.
3. **Neutral Transfer:** When learning of one activity neither facilitates nor hinders the learning of another task, it is a case of neutral transfer. It is also called as zero transfer. For example knowledge of history has no use in learning cycle.
4. **Near Transfer:** When knowledge or skills are applied in a context similar to the one in which they were learned. Near transfer is often facilitated by the presence of shared elements or surface similarities between the learning and transfer contexts, making it easier for learners to recognize and apply relevant knowledge or skills. For instance, using problem-solving strategies learned in mathematics to solve physics problems.
5. **Far Transfer:** When knowledge or skills are applied in a context that is quite different from the one in which they were learned. Far transfer requires learners to abstract underlying principles or rules and apply them to novel situations with different surface features. An example is applying critical thinking skills developed in literature analysis to evaluate arguments in a political science course.

Mechanisms of Transfer:

Mechanisms can be defined as processes or events that are responsible for specific changes in learning outcomes. In learning process, mechanisms are the factors through which interventions produce change.



Mechanisms of transfer

Several cognitive mechanisms underlie transfer of learning:

1) Abstraction: Individuals abstract general principles or patterns from specific instances and apply them to new situations.
2) Analogical Reasoning: Drawing parallels between familiar and unfamiliar situations to guide problem-solving and decision-making.
3) Schema Theory: Schema theory suggests that individuals organize knowledge into mental frameworks or schemas, which they adapt and apply to new situations.
4) Encoding Specificity: Transfer is influenced by the similarity between the learning and application contexts. The more similar the contexts, the greater the likelihood of transfer.
5) Metacognition: Awareness of one's own cognitive processes and strategies facilitates transfer by enabling individuals to reflect on past experiences and apply relevant strategies in new contexts.

Factors Influencing Transfer:

Anything that contributes to a result or has a causal relationship to a phenomenon, event, or action is called factor. There are many factors that affects transfer process of learning.

Factors influencing transfer

Several factors influence the extent and effectiveness of transfer of learning:

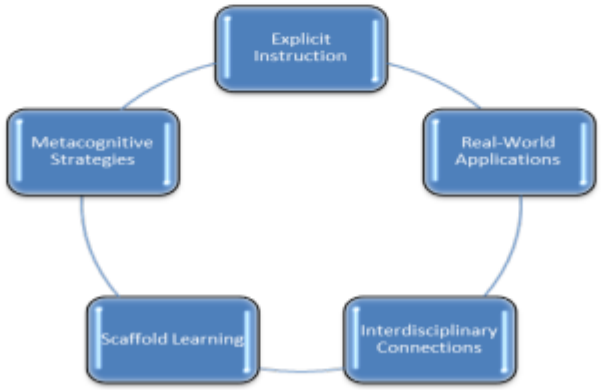
1. Similarity of Contexts: Transfer is more likely to occur when the learning and application contexts share similarities in terms of content, tasks, and environmental cues.
2. Depth of Learning: Transfer is enhanced when learners deeply understand the underlying principles or concepts rather than merely memorizing facts or procedures.

3. Motivation and Interest: Learners who are motivated and interested in the subject matter are more likely to engage in transfer activities and apply their knowledge creatively.
4. Practice and Feedback: Opportunities for practice and constructive feedback facilitate the development of transferable skills and strategies.
5. Transfer Climate: A supportive learning environment that encourages exploration, experimentation, and risk-taking promotes transfer of learning.

Forms of Transfer of Learning:

1. **Lateral transfer:** learning of one kind facilitates learning of same level in other situation or in other context. For example if a child learn addition in class room and apply it in real life situation.
2. **Sequential transfer:** positive facilitation of present learning through past learning is sequential transfer of learning. For example teaching of first day has relation with second day of teaching.
3. **Horizontal transfer:** lateral and sequential transfer is called horizontal transfer of learning because the learner stays within the same behaviour category in making the transfer.
4. **Vertical transfer:** learning at one's behavioural level facilitates learning at higher behavioural level in vertical transfer. For example teaching of addition and subtraction should facilitate the subsequent solution of problem utilising these operations.
5. **Bilateral transfer:** the human body is divided into two laterals, right and left. When training imparted to one lateral automatically transfers to another lateral, we call it bilateral transfer. For example training of right hand writing automatically transfers to left hand.
6. **General and specific transfer:** situation in which prior learning aids subsequent learning because of specific similarities between two tasks is specific transfer. Situation, in which prior learning aids subsequent learning due to use of similar cognitive strategies, is called general transfer.

Strategies to Facilitate Transfer:



Strategies to facilitate transfer

Educators can employ various strategies to enhance transfer of learning:

Explicit Instruction: Clearly articulating the connections between prior learning and new situations helps learners recognize transfer opportunities.

I. Real-World Applications: Providing opportunities for authentic, real-world problem-solving tasks that mirror the challenges learners may encounter outside the classroom.

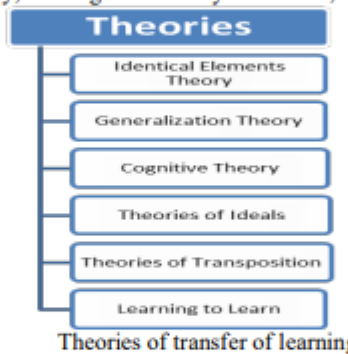
II. Interdisciplinary Connections: Integrating multiple disciplines or subject areas encourages learners to apply knowledge and skills across diverse contexts.

III. Scaffold Learning: Gradually increasing the complexity and autonomy of tasks while providing support and guidance facilitates transfer by allowing learners to build on prior knowledge.

IV. Metacognitive Strategies: Teaching learners metacognitive strategies such as self-monitoring, reflection, and goal setting promotes transfer by enhancing awareness of one's own learning processes.

THEORIES OF TRANSFER OF LEARNING:

Theories of transfer of learning provide frameworks for understanding how knowledge, skills, and concepts acquired in one context can be applied or adapted to new situations. In this essay, we explore prominent theories of transfer, including the identical elements theory, generalization theory, and cognitive theory of transfer, among others.



Theories of transfer of learning

1) **Identical Elements Theory**: Identical elements theory, proposed by Thorndike in the early 20th century, suggests that transfer occurs when the elements of the original learning situation are identical or highly similar to those of the transfer situation. According to this theory, transfer is most likely to occur when there is overlap between the stimulus and response elements, as well as the cognitive processes involved in both situations. For example, a student who has learned to solve mathematical problems using a specific problem-solving strategy is more likely to transfer that strategy to similar problems in a different mathematical context. Similarly, skills acquired in one sport, such as hand-eye coordination in baseball, may transfer to another sport, such as tennis, if the motor skills and perceptual cues are similar.

2) **Generalization Theory**: Generalization theory, proposed by Hull and others, emphasizes the role of abstract knowledge and principles in facilitating transfer across different contexts. According to this theory, learners abstract general

principles or rules from specific instances and apply them to new situations. Generalization occurs when learners recognize similarities or patterns across contexts and infer that the same principles or rules are applicable. For instance, a student who has learned the rules of grammar in one language can generalize those rules to learn the grammar of a different language. Similarly, problem-solving strategies learned in mathematics can be generalized and applied to solve problems in science or engineering.

3) **Cognitive Theory of Transfer**: The cognitive theory of transfer, influenced by cognitive psychology and schema theory, posits that transfer occurs through the activation and adaptation of existing cognitive schemas or mental frameworks. According to this theory, individuals organize knowledge into schemas, which represent generalized patterns of information. Transfer occurs when learners retrieve relevant schemas from long-term memory and adapt them to fit the requirements of new situations. For example, a student who has learned to interpret and analyze literary texts develops a schema for understanding narrative structures, character development, and thematic elements. This schema can be activated and adapted when encountering new texts, allowing the student to apply similar analytical skills and strategies.
4) **Theories of Ideals**: It was propounded by W.C. Bagley. When ideas are stressed is perused then transfer of learning can be taken place. Ideas like honesty, truthfulness, love etc. can be transferred in this theory. Therefore, there is a need to make proper efforts for the development of values and ideals in children. Once the foundation of ideals is laid, they continue to be transferred to every area of life. For example, if a child tries to do a task in a hygienic manner, if it happens then whatever work he does, he does it clearly.
5) **Theories of Transposition:** It is advocated by Gestalt psychology. Transfer starts in understanding the fact and perception of similarity by the learner. It is known as pattern of relationship. It is not the specific skills or facts or even underlying principles which are important, but the understanding of relationship between facts, process and the principles are the real basis of transfer.
6) **Learning to Learn**: After practicing a series of related or similar tasks then learner learns the capacity to learn the same thing. It is found that whenever learner comes in contact with various learning materials then he learns efficiently and effectively. Learning to learn means when learning starts from one method then it goes to another method.

How to Achieve Maximum Positive Transfer:

Promoting transfer of learning often involves designing educational experiences that encourage learners to make connections between what they already know and new situations they encounter. Considering some point we can achieve maximum positive transfer of learning in new situation.

- In the acquisition of learning, the principle of correlation should always be followed by the learner.
- Efforts should be made to properly identify the common elements between the knowledge and skills given in any two situations and to properly understand the relationships between them.

- Rote memorization without thinking should be discouraged and use of intellectual powers should be encouraged.
- The tendency to learn should be promoted after careful consideration.
- To make learning more interesting, effective and lively, the help of verbal examples and audio-visual materials should be taken.
- As far as possible, the learner should try to learn through his own efforts. He himself efforts should be made so that we can discover the facts and solve our problems.
- Full emphasis should be laid on acquiring rules, generalizations and principles instead of scattered facts. As a result of one's experiences and learning, efforts should always be made to reach some general rules and conclusions and one should practice using these generalized ideas and rules as per the opportunity.
- The learner should be fully aware of positive transfer of learning and should also have a positive attitude about it so that he can be fully active in using whatever he learns in other situations.
- Practice the skill a lot in a wide variety of conditions. Ideally, change up all of the categories above.
- When facing a new challenge, reach back to your prior experiences. Try to think of principles that might be relevant.
- Examine two problems or examples that look different, but have the same kind of solution. Work out in your mind what makes them alike.
- Study up on the new subject to gain background knowledge about it. The more you know about the topic, the easier it is to transfer what you already know to problems in that area.
- Try to come up with principles as you encounter new problems or ideas. Keep a favourite in mind, and look for new opportunities to apply it.
- Make your learning social, so that you need to justify and explain what you are learning to another. Listen for the principles that pop out of the conversation.

If some such things are kept in mind, then a learner can take help of his determination and understanding.

Benifits of Transfer of Learning: If learning is effectively transferred into the workplace and used in classroom, there are lots of potential benefits to be had:

- ✔ Efficiency: It enables learners to apply knowledge and skills across different contexts, reducing the need to relearn or duplicate efforts.
- ✔ Flexibility: Learners can adapt to new situations and challenges more effectively by drawing on their existing knowledge and skills.
- ✔ Problem-solving: Transfer allows individuals to apply principles and strategies learned in one area to solve problems in unrelated areas, fostering creative thinking and innovation.
- ✔ Retention: Applying knowledge in diverse contexts strengthens memory and understanding, leading to better retention of information over the long term.
- ✔ Adaptability: Transferable skills empower individuals to navigate changing environments and industries, enhancing their employability and career prospects.
- ✔ Depth of Understanding: Applying knowledge in new contexts deepens comprehension and mastery, as learners gain insights into the underlying principles and connections between different domains.

- ✔ Lifelong Learning: Transferable skills promote a growth mindset and encourage continuous learning, as individuals recognize the value of their existing knowledge in acquiring new knowledge and skills.

Educational Implications:

The concept of transfer of learning has significant educational implications across various domains, including curriculum design, instruction, assessment, and lifelong learning. Here are some key educational implications of transfer of learning:

- Curriculum Design: Educators should design curricula that emphasize the development of transferable skills and concepts rather than rote memorization of facts or procedures. By focusing on fundamental principles and problem-solving strategies that can be applied across different contexts, students are better prepared to transfer their learning to real-world situations.
- Instructional Strategies: Teachers should employ instructional strategies that promote transfer of learning, such as explicit instruction, real-world applications, interdisciplinary connections, and metacognitive strategies. Providing opportunities for active engagement, problem-solving, and reflection encourages learners to make connections between prior knowledge and new situations.
- Assessment Practices: Assessments should measure not only students' mastery of content knowledge but also their ability to transfer that knowledge to novel contexts. Performance-based assessments, open-ended tasks, and real-world projects provide more authentic opportunities for demonstrating transfer of learning compared to traditional multiple-choice tests.
- Metacognitive Development: Educators should explicitly teach metacognitive skills, such as self-monitoring, self-regulation, and reflection, to help students become more aware of their own learning processes and strategies. By fostering metacognitive awareness, students are better equipped to transfer their learning to new situations and adapt their strategies as needed.
- Interdisciplinary Learning: Encouraging interdisciplinary learning fosters transfer of learning by helping students recognize connections between different subject areas and apply knowledge and skills across diverse contexts. Integrated curricula and collaborative projects that bridge multiple disciplines promote deeper understanding and transferability of learning.
- Problem-Based Learning: Problem-based learning (PBL) approaches engage students in authentic, real-world problems that require them to apply their knowledge and skills to find solutions. PBL encourages transfer of learning by providing opportunities for inquiry, critical thinking, and collaborative problem-solving.
- Scaffold Learning: Gradually increasing the complexity and autonomy of learning tasks while providing support and guidance facilitates transfer of learning. Scaffolding helps students build on their prior knowledge and develop transferable skills and strategies that they can apply independently in new situations.
- Lifelong Learning Skills: Recognizing the importance of transferable skills in an ever-changing world, educators should foster lifelong learning skills such as creativity, adaptability, communication, and collaboration. By equipping students

with these transferable skills, educators prepare them to navigate complex challenges and succeed in diverse personal, academic, and professional contexts.

Overall, understanding and promoting transfer of learning enhances the effectiveness and relevance of education by empowering students to apply their knowledge and skills in meaningful ways across various domains of life. By incorporating transfer-focused principles and practices into curriculum design, instruction, assessment, and metacognitive development, educators can better prepare students for success in an increasingly dynamic and interconnected world.

Conclusion:

In conclusion, transfer of learning is a dynamic and multifaceted process that underpins the acquisition, retention, and application of knowledge, skills, and concepts across diverse contexts. Understanding the mechanisms, types, and factors influencing transfer is essential for educators and learners alike to optimize learning outcomes and foster lifelong learning skills. By implementing effective strategies that promote transfer, educators can empower learners to transfer their knowledge and skills to new situations, thereby facilitating deeper understanding, problem-solving ability, and adaptability in an ever-changing world.

Theories of transfer of learning provide valuable insights into how knowledge, skills, and concepts acquired in one context can be applied or adapted to new situations. Identical elements theory emphasizes the role of stimulus-response similarity in facilitating transfer, while generalization theory underscores the importance of abstract knowledge and principles. The cognitive theory of transfer highlights the role of cognitive schemas and mental frameworks in mediating transfer processes. By understanding these theories and factors influencing transfer, educators can design instructional strategies that promote meaningful and effective transfer of learning, thereby empowering learners to apply their knowledge and skills across diverse contexts.

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