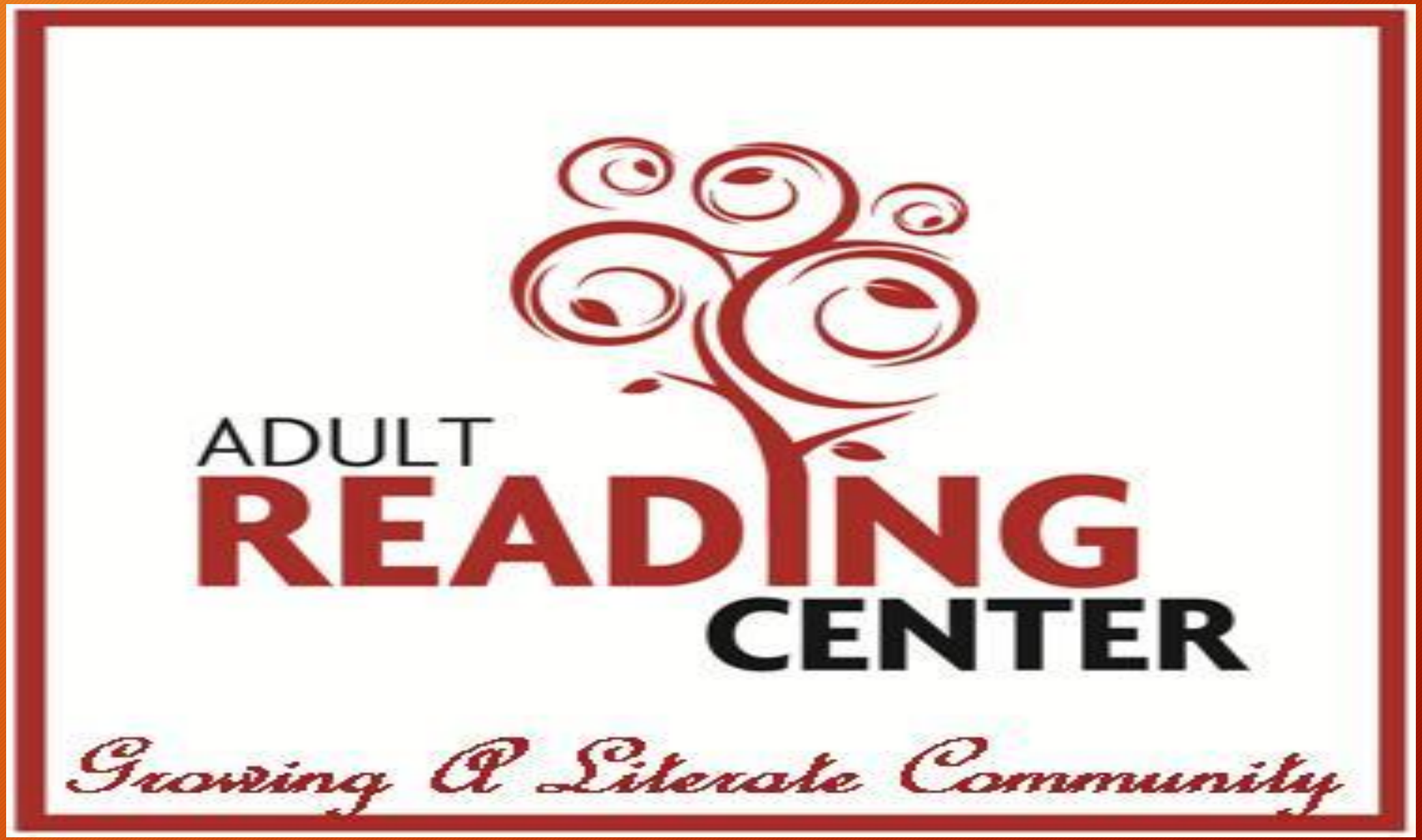
ADULT
READING
CENTER
Growing A Literate Community

Understanding The Transitions of Learning

Academic Development Inside classrooms

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Transition

- The process or period of changing from one state or condition to another is called transition.
- Transition skills and knowledge are those skills and knowledge that help student to assume desired adult roles in the community.
- Student moves from nonstudent to student.
- Student moves from student to role in the community (employment roles and post secondary student roles).
- The process of transition in the classroom involves participation of student and teacher working in coordination.

Focus on the Learner

- Student center transition learning should focus attention on student goals and planning models.
- Transition properties allow change to occur over time.
- Transition properties have established durations.
- In classroom environment, there are two major types of transition occurring. These are mental and social transitions.
- Classroom transition is the internal process through which students come to terms with mental and social expectations of the class, and how they orientate themselves to its stimuli.

Awareness is a key Element

- Transition requires directing and redirecting attention over time.
- What is it time for me to do?
- What is it time for me to stop doing?
- What are the mental and physical requirements from the stimulus?
- What part of the response is not productive?
- What line of thought leads me to a reasonable answer?
- Student should assume maximum responsibility for setting transition.
- Transition require a plan of action.
- Transition Does not happen immediately.

Transition Mind and Critical Thinking

- Critical thinking is the examination and test of propositions which are offered for acceptance.
- The critical faculty is a product of education and training.
- Critical Thinking is a prime condition of human welfare.
- It is the only guarantee against delusion, deception, superstition, and misapprehension of ourselves and our circumstances.
- Transition Mind is the alert, conscious, and responsive behavior of the brain.

Heavy Thinking

- Critical Thinking is the intellectual discipline process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and, or, evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action.
- Critical Thinking is the ability to think about ones thinking in such a way as to recognize its strengths and weaknesses and recast thinking to improve it.
- Critical Thinking is used in transitions to make judgements and determine validity.

Thoughts About Thoughts

- Critical Thinking involves asking questions, defining a problem, examining evidence, analyzing assumptions and biases, avoiding emotional reasoning, avoiding oversimplification, consider other interpretations, and tolerating ambiguity.
- Critical Thinking in transition requires that students think about their thinking, as they perform specific task, and use this awareness to control what they are doing.

Metacognition as a Lecture Strategy

- Lectures transmit information and promote understanding, explain, clarify, and organize difficult concepts.
- Lecture presentations can be delivered as outlined, sequential, comparative, or argumentative discourse.
- All reasoning occurs within points of view, frame of reference, assumptions, and inferences.
- What thinking pattern best fits lecture strategy?
- Does presentation style trigger learning?
- Is the teaching of the concept thoughtful?

Types of learning that Support Transition Thinking

- Learning is a process of change in behavior that takes place through practice or experience.
- Motor skills learning for transition focuses on clear note taking, note taking at pace, sitting in correct position, reading at pace, and following reading at pace.
- Verbal learning for transition requires that the student learns to organize words to ask questions or respond to academic stimulus. Student must build and use vocabulary relevant to subject under study.
- Student must use oral and written communication devices (grammar for adequate sentence structure).
- Concept learning demands that students take abstract ideas and make plausible generalizations or inferences.

Headwork

- Discrimination learning helps student to differentiate from stimulus to stimulus and to determining proper response.
- Learning of principles helps students to understand the relationship between two or more concepts, formulae, laws, associations and correlations in math, science, and grammar.
- Students must learn to problem solve. They must use their observation, reasoning, and imaginative powers to forward cognition in this direction.
- Attitude learning helps the student to stay in the right frame of mind while making thinking transitions.

Models of Academic Training that Foster Student Growth

- Trial and Error: This process is gradual. The individual will make attempts to learn. As the trials increase, the errors decrease. Bonds or connections are strengthened or weakened during the learning episodes. This can reduce randomness in response. Student traps what is useful. Improvement takes place through repetition.
- Conditioning: Student learns to adjust to new information. Student is taught response. Student moves from incorrect response to correctly responding over time.
- The instructor is critical to student success. If problems are given without instructor's visible thinking, the student, sometimes, loses the will to solve or find the right solution. If thinking models are not introduced during these activities or trials, extinction will occur.
- When students are not given visual frameworks for problem solving, they stop learning.

Models of Academic Training That Foster Growth

- Spontaneous recovery: Student is provided a thinking scenario, by instructor, to help process the stimulus. The response, if forgotten or unlearned will become fixed as a achieved response. With more trials, the learner needs less help creating their own response. Response is not triggered by instructor. This alleviates learning phobias: it creates a response modification.

Insight as a Learning Factor

- Perception of a situation as a whole allows for better understanding than perception of parts. The view of whole is different from view of parts.
- The occurrence of insight to find solutions to a problem is possible by perception of the whole problem and solution.
- Trial and error mixed with instructor's visible thinking aids in sparking student's insight when problem solving. The ah-ha moment comes after carful discrimination.
- Perception drives insight. Insight is subjective, active, and creative. We demonstrate understand by selecting, interpreting, and organizing.

The Laws of Learning

- The Law of Readiness: Student must be ready to respond or act. If student is allowed to act when ready, student will be pleased. If student is not allowed to act when ready, he/she will annoyed. When student is not ready to act, and ask to do so, he/she will be annoyed. On the other hand, if the student is not ready to act and is not ask to do so, he/she will not feel annoyed.
- Law of Exercise: Repeated exercising of a response strengthens its connection to stimulus. Also called the Frequency Law. It refers to the number of times stimulus is repeated.
- The Law of Use and Disuse: Anything not practiced, not used, will perish in the memory. If response is not repeated, the initial bond will be too weak to last over time.
- Law of Effect: When a learning bond or connection is accomplished, positive means its strength increases (stays longer in students recall).

Secondary Laws of Learning

- Law of Multiple Response: Learner will continue to search for adequate solution, after failed attempts, until the goal is reached.
- The Law of Set or Attitude: A positive attitude is important in learning.
- The Law of associative shifting: Shifting response to a new situation.
- The Law of Prepotency of elements: Learner is able to react in a selected way, only to the salient elements of the problem and not to other unimportant elements.
- The Law of Response by Analogy: Comparing a new situation to a previously learned one.

Transfer Learning in Transition

- Transfer learning is the effect of past learning upon current acquisition. How efficiently and quickly we learn anything depends to a large extent on the kind and the quantity of things we have learned. Learning one set of skills influences the learning of another set.
- Positive Transfer: Learning in one subject helps you to learn another subject better. Learning in mathematics facilitates learning in physics.
- Negative Transfer: Learning one task makes learning another task harder. Learned English makes learning French harder.
- Identical Elements: Transfer occurs from one situation to another in which there are similar or identical elements. They are roughly proportional to the degree of resemblance in situation.

Generalization is Healthy

- As the similarity of elements increase, transfer increases. Learning to ride a bike versus learning to ride a motorcycle.
- Generalization of experience: Task A transfer to task B. Perceiving and understanding what is common to a number of situations. The ability to generalize is connected to intelligence (correct instantaneous evaluation and accurate automatic judgement).

Question, Question, and Question More

- Excellence in thinking must be cultivated systematically.
- Thinking can be fueled by questioning.
- Factual questions: Establish basic facts
- Broadening questions: Introduce additional facts
- Justifying questions: Develop new ideas and challenges old ones.
- Alternative questions: Clarify, sharpen accuracy, gain precision, provide sound reasoning, and prevent blind thinking, ego centric responses, and the orthodoxy of education.

Final Thoughts

- Feedback or suggestions