Facilitating Transfer and Problems solving in Mathematics

Theories and research related to transfer and problems solving yields a number of implications of educational practice. These implications are listed below. how would you consider each of these points when developing a mathematics curriculum?

1. Students need to learn information meaningfully and thoroughly.

2. Students should learn problems-solving strategies at a meaningful level.

3. Students must have a mental set for transfer.

4. Some prerequisite skills should be practiced until they are learned to the point of automaticity.

5. Numerous and varied examples and opportunities for practicing transfer and problems solving should be provided.

6. Students should have experience identifying problems for themselves.

7. To minimize negative transfer, differences between two ideas should be emphasized.

8. Problem-solving skills are sometimes better learned through a discovery approach.

9. Teaching general learning and problem-solving skills may be helpful.

10. Students should learn strategies for defining ill-defined problems.

11. Students' early attempts to solve difficult problems should be scaffolded.

12. The development of effective problem-solving strategies can often be facilitated through.

13. Classroom evaluation practices should include measures of transfer and problem solving.