

## AV and "Learning to Learn"

. . . in controlled experiments important transfer effects are observed for which it is difficult to specify the underlying stimulus-response relationships. One example of practical as well as theoretical interest is the phenomenon of "learning to learn." When an individual practices a series of tasks of the same general nature . . . the efficiency of his performance increases considerably and often quite rapidly. Such improvement occurs even when there is no opportunity for the transfer of specific responses from one task to the next, and indeed, may appear even when there is interference among the responses. Clearly the transfer effects reflect the acquisition of modes of attack, the avoidance of certain types of errors, and other general adjustments to the learning situation. Thus far, there has been only very limited progress in the analysis of the classes of habits which constitute learning how to learn. It is essential, however, in the design and evaluation of specific training procedures to take account of the progressive development of learning skills.

The principles of transfer have obvious implications for the development of effective programs of instruction. (a) The training tasks should be designed to maximize positive transfer from earlier habits. . . . The teacher must also take into account the possibilities of negative transfer from prior habits. It is often useful to bring the error tendencies out into the open so that they may be unlearned and correct responses substituted. (b) The methods of instruction should also be designed to maximize the probability of positive transfer from the classroom to new situations. The more similar the training situation is to the conditions of later application, the higher is this probability. Here audiovisual techniques can be used effectively during the period of instruction to simulate realistic conditions of performance. . . .

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*Note:* This AVCR supplement also includes papers by Abraham S. Luchins, Howard H. Kendler, Robert Glaser, Frederick J. McDonald, and James Deese, who wrote the summary and called the issue "a mine of possible applications" for audiovisual specialists. Since its publication, the demand for additional copies has been brisk. A limited supply is still available at \$1.50 per single copy from the Publications Sales Division, National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. The discount for more than ten copies is 20 percent; for two to ten copies, the discount is 10 percent.