



**DEVELOPING TRANSFER OF LEARNING APPROACH USING CONCEPT
MAPPING FOR SCIENCE IN EIGHTH STANDARD CLASSROOM**

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Abstract

Can we use Transfer of learning approach for eighth standard classroom? If so, should we use Concept Mapping for this? We have this curiosity in mind so we can develop Transfer of learning approach using "Concept Mapping" for Science in eighth standard classroom. Apperception theory of transfer is based on the concept Apperception which is a process of relating new ideas to store of old ones. When a student sets himself means self-evolving to learn a subject, a new idea, facts, principles and performing activities or to get experience he learns it by assimilating it with ideas or experiences already acquired and present in his mind in the form of Apperception masses. On the basis of this theory for Science learning we can use Concept mapping. In this paper attempt would be made to describe how Concept Mapping is useful for transfer of learning.

KEY WORDS: *Transfer of learning approach, Apperception theory of Transfer, self evolving, apperception masses, concept mapping.*

INTRODUCTION:

Can we use Transfer of learning approach for eighth standard classroom? If so, should we use Concept Mapping for this? We have this curiosity in mind so we can develop Transfer of learning approach using “Concept Mapping” for Science in eighth standard classroom. Apperception theory of transfer is based on the concept Apperception which is a process of relating new ideas to store of old ones. When a student sets himself means self-evolving to learn a subject, a new idea, facts, principles and performing activities or to get experience he learns it by assimilating it with ideas or experiences already acquired and present in his mind in the form of Apperception masses. The storage of old ideas and experiences is called apperceptive mass. This apperceptive mass may further help them utilize and carry old ideas or experiences for being transferred to meet future situations in and outside of the school. So this theory of transfer gives a new turn to the cause and shape of transfer of learning from one situation to another. Good results in the process of transfer of learning may be achieved if a person,

- 1] Develops the attitude of throwing proper insight learning.
- 2] Tries for a generalization of the gained insight by perceiving common factors in different situations
- 3] Tries to understand how generalization can be used and for this **Concept Mapping** will be useful. Because Concept mapping helps to gain insight in that subject and determine the relationship of one concept with another concept that means learners relate new knowledge with what they already know and understand, hence they found a new meaning and represent information visually. This tool is self-evolving because it is based on students acquire metacognition.

OPERATIONAL DEFINITION:

1] TRANSFER OF LEARNING APPROACH:

In Transfer of learning approach, the learners are to do the following on the basis of Apperception theory of transfer,

- 1] Be actively involved in the learning process.
- 2] Develops the attitude of throwing proper insight learning.

3] Tries for a generalization of the gained insight by perceiving common factors in different situations

4] Tries to understand how generalization can be used,

And for presentation of knowledge to use Concept mapping that will encourage learners' active participation and self-involvement.

2] CONCEPT MAPPING:

Concept Mapping is an activity that can be used in teaching new information to learners. It involves learners drawing a picture or graphical representation where nodes represent concept and links represent the relationships between concepts, words are used to label the links.

METHODOLOGY:

1] RESEARCH METHODS:

The present research was aimed to Develop Transfer of Learning Approach Using "Concept mapping" for Science in 8th standard Classroom So Experimental method was used

2] OBJECTIVES OF THE STUDY:

- 1] To examine whether 8th standard students be actively involved in the learning process
- 2] To develop transfer of learning approach using "Concept Mapping" for Science in 8th classroom

3] RESEARCH DESIGN:

One group post test design.

4] SAMPLE:

Thirty students (eighth std.)

ADMINISTRATIONS:

The Concept Mapping activities administrated under normal classroom conditions in small group i.e. Thirty students (eighth std.)

TEACHER ACTIVITY:

1] Each student should have a paper and pencil 2] Teacher to ask student to sketch the graphical representation of concept based on a student sets himself means self-evolving to learn a subject, a new idea, facts, principles and performing activities or to get experience he learns it by assimilating it with ideas or experiences already acquired and present in his mind in the form of

Apperception masses. 3] Teacher to motivate student that it does not matter how they draw but that they should just draw whatever kind of visual Map in the mind.

STUDENTS ACTIVITIES:

1] Students are drawing the Concept map of whatever kind of previous content and present contents suggests.

TEACHERS ACTIVITY:

- 1] After 10 minutes, teacher to ask every student to stop drawing.
- 2] Teacher asks some student to show Concept Mapping and then he showed the students the actual Concept Mapping of that content.
- 3] Teacher asks students to exchange their papers with their neighbour for grading.

EVALUATION:

- 1] Describe briefly the Concept Map.
- 2] Express your feelings about the “Concept Mapping” activities you have carried out in this chapter i.e. whether it is interesting, fun or bore?

DATA COLLECTION TOOL:

Evaluation by asking Oral questions.

CONCLUSION:

- 1] Eighth std. students actively involved in the learning process
- 2] For developing Transfer of learning approach we used “Concept Mapping” activities for Science in 8th std. classroom would successful.

Because of conclusions and our experience we can say that we can use “Concept Mapping” for developing transfer of learning approach in 8th std. classroom. Also we can use it for Science. Present study was a small experiment to develop transfer of learning approach using “Concept Mapping” activities for Science in 8th std. classroom.

The conclusions were significant but sample size was small only 30 so conclusions should be accepted at experimental level.

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