

Making Basic Science Relevant: Teaching for Transfer



Geoff Norman received his Ph.D. in nuclear physics 1971 and subsequently an M.A. in educational psychology from Michigan State University. He is a professor in epidemiology and biostatistics and Assistant Dean for Educational Research at McMaster University. His primary research focus is the psychology of clinical reasoning. A secondary interest is methodology of student assessment. He is the author of 10 books and over 150 research articles. He won the Hubbard Award from the National Board of Medical Examiners in 1989, the Award for Excellence of the Canadian Association for Medical Education in 1997, the Distinguished Scholar Award of the American Educational Research Association, in 2000, the Award for Outstanding Achievement of the Medical Council of Canada in 2001. At the AMEE 2008 Conference, he received the prestigious award for outstanding research in medical education from Karolinska Institute, Sweden.

**Professor Geoffrey R. Norman, Ph.D
10 October 2008 (Friday) , 5pm - 6pm
Yong Loo Lin School of Medicine, NUS
CRC Auditorium**

Block MD11, Clinical Research Centre, 10 Medical Drive

(Light refreshments will be served from 4.30pm)

Synopsis:

Teachers often assume that students who have learned a concept will be easily able to apply it to solving new, dissimilar problems. The literature on the psychology of transfer shows us that this is unlikely to be the case; typically students who know a concept will have only a 10-30% success rate in applying that concept to new, dissimilar problems. However, there are a number of strategies that will help at three different stages of the learning process -- initial concept learning, example problems and practice problem-solving. In this talk I will examine the problem and the potential solutions.

*Kindly rsvp to Ms Jocelyn Kwan, Medical Education Unit at jocelynkwan@nus.edu.sg or call 6516 8123
by 6 October 2008*