References

- Auble, P.M., & Franks, J.J. (1978). The effects of effort toward comprehension on recall. <u>Memory</u> and Cognition, 6, 20-25.
- Baddeley, A.D., & Longman, D.J.A. (1978). The influence of length and frequency of training session on the rate of learning to type. <u>Ergonomics</u>, <u>21</u>, 627-635.
- Barnett, S.M., & Ceci, S.J. (2002). When and where do we apply what we learn?: A taxonomy for far transfer. <u>Psychological-Bulletin</u>, <u>128</u>(4), 612-637.
- Bartlett, F.C. (1932). <u>Remembering: A study in experimental psychology</u>. Cambridge, UK: Cambridge University Press.
- Bassok, M. (1990). Transfer of domain-specific problem-solving procedures. <u>Journal of Experimental Psychology: Learning, Memory and Cognition</u>, <u>16</u>, 522-533.
- Bassok, M., & Holyoak, K.J. (1989). Interdomain transfer between isomorphic topics in algebra and physics. <u>Journal of Experimental Psychology: Learning, Memory and Cognition</u>, 15, 153-166.
- Bjork, R.A., & Richardson-Klavhen, A. (1989). On the puzzling relationship between environment context and human memory. In C. Izawa (Ed.), <u>Current Issues in Cognitive Processes: The Tulane Flowerree Symposium on Cognition</u> (pp. 313-344). Hillsdale, NJ: Erlbaum.
- Blanchette, I., & Dunbar, K. (2000). How analogies are generated: The roles of structural and superficial similarity. <u>Memory & Cognition</u>, <u>28</u>, 108-124.
- Blanchette, I. & Dunbar, K. (2002). Representational change and analogy: How analogical inferences alter target representations. Journal of Experimental Psychology: Learning, Memory, and Cognition, 28, 672-685.
- Bransford, J.D., Brown, A.L., & Cocking, R.R. (1999). <u>How People Learn: Brain, Mind, Experience, and School</u>. Washington, DC: National Academy Press.
- Bransford, J.D. & Schwartz, D. (1999). Rethinking transfer: A simple proposal with multiple implications. In A. Iran-Nejad & P. D. Pearson (Eds.), <u>Review of Research in Education</u> (Vol. 24 pp. 61-100). Washington, DC: American Educational Research Association.
- Bransford, J.D., Stein, B.S., Vye, N.J., Franks, J.J., Auble, P.M., Mezynski, K.J., & Perfetto, G.A. (1983). Differences in approaches to learning: An overview. <u>Journal of Experimental</u> Psychology: General, 3, 390-398.
- Broudy, H.S. (1977). Types of knowledge and purposes of education. In R.C. Anderson, R.J. Spiro, & W.E. Montague (Eds.), <u>Schooling and the Acquisition of Knowledge</u> (pp. 1-17). Hillsdale, NJ: Erlbaum.
- Brown, A. L. (1990). Domain-specific principles affect learning and transfer in children. <u>Cognitive Science</u>, <u>14</u>, 107-133.
- Brown, A. L., Bransford, J. D., Ferrara, R.A., & Campione, J. (1983). Learning, remembering, and understanding. <u>Cognitive Development</u>. <u>Vol.</u>3 (pp. 78-166). J. Flavell and E. M. Markman. New York, John Wiley and Sons.
- Brown , A. L. & Campione, J. (1998). Designing a community of young learners: Theoretical and practical lessons. In Lambert, Nadine M. and McCombs, Barbara L. (Eds). (1998). How students learn: Reforming schools through learner-centered education. (pp. 153-186). Washington, DC: American Psychological Association.
- Brown, A.L. & Kane, M.J. (1988). Preschool children can learn to transfer: Learning to learn and learning from examples. <u>Cognitive Psychology</u>, 20, 493-523.
- Carey, S. & Smith, C. (1993). On understanding the nature of scientific knowledge. <u>Educational Psychologist</u>, <u>28</u> (3), 235-251.

- Carey, S. & Spelke, E. (1994). Domain-specific knowledge and conceptual change. In L. A. Hirschfeld & S. A. Gelman (Eds.), <u>Mapping the mind: Domain specificity in cognition and culture</u> (pp. 169-200). New York: Cambridge University Press.
- Carraher, T.N. (1986). From drawings to buildings: Mathematical scales at work. <u>International Journal of Behavioral Development</u>, *9*, 527-544.
- Ceci, S.J., & Williams, W.M. (1997). Schooling, intelligence and income. <u>American Psychologist</u>, <u>52</u>(10), 1051-1058.
- Chi, M. T. H. (2000). Self-explaining: The dual processes of generating inference and repairing mental models. In Glaser, R. (Ed). (2000). <u>Advances in instructional psychology: Educational design and cognitive science</u>, Vol. 5. (pp. 161-238). Mahwah, NJ: Lawrence Erlbaum Associates.
- Dunbar, K. (2001). The analogical paradox: Why analogy is so easy in naturalistic settings, yet so difficult in the psychology laboratory. In D. Gentner, K. Holyoak, & B. Kokinov (Eds.). Analogy: Perspectives from cognitive science (pp. 313-334). Cambridge, MA: MIT press.
- Eich, E. (1985). Context, memory, and integrated item/context imagery. <u>Journal of Experimental Psychology: Learning, Memory, & Cognition</u>, <u>11</u>, 764-770.
- Fullan, M. (2001). Leading in a Culture of Change. San Francisco, CA: Jossey-Bass.
- Gelman, R. & Lucariello, J. (2002). Learning in cognitive development. In Pashler, H. & Gallistel, C.R. (Eds.), <u>Stevens' Handbook of Experimental Psychology, Third Edition, Vol.3</u> (pp. 396-443). New York: Wiley.
- Gelman, R. & Williams, E. (1998). Enabling constraints for cognitive development and learning:

 Domain specificity and epigenesis. In D. Kuhn and R. Siegler, (Eds.), Cognition, perception
 and language. Vol. 2. Handbook of Child Psychology (Fifth Ed) (pp. 575-630). New York:
 Wiley.
- Gick, M.L., & Holyoak, K.J. (1980). Analogical problem solving. <u>Cognitive Psychology</u>, <u>12</u>, 306-355.
- Glaser, R. (1994). Learning theory and instruction. In G. d'Ydewalle, P. Eelen, & P. Bertelson (Eds.), <u>International Perspectives on Psychological Science</u>, Vol. 2: The State of the Art (pp.341-357). Hove, UK: Lawrence Erlbaum Associates.
- Halpern, D. F.(1998). Teaching critical thinking for transfer across domains. <u>American Psychologist</u>, 53(4), 449-455.
- Hartnett, P. & Gelman, R. (1998). Early understandings of numbers: Paths or barriers to the construction of new understandings? <u>Learning and Instruction: The Journal of the European Association for Research in Learning and Instruction</u>, <u>8</u>(4), 341-374.
- Hayes, J.R., & Simon, H.A. (1977). Psychological differences among problem isomorphs. In N.J. Castellan, Jr., D.B. Pisoni, & G.R. Potts (Eds.), <u>Cognitive Theory</u> (Vol. 2, pp. 21-41). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Kerr, R., & Booth, B. (1978). Specific and varied practice of a motor skill. <u>Perceptual and Motor Skills</u>, <u>46</u>, 395-401.
- Klahr, D., & Carver, S.M. (1988). Cognitive objectives in a LOGO debugging curriculum: Instruction, learning, and transfer. <u>Cognitive Psychology</u>, <u>20</u>, 362-404.
- Lave, J. (1988). <u>Cognition in Practice: Mind, Mathematics and Culture in Everyday Life</u>. Cambridge, UK: Cambridge University Press.
- Littlefield, J., Delclos, V., Lever, S., Clayton, K., Bransford, J., & Franks, J. (1988). Learning LOGO: Method of teaching, transfer of general skills, and attitudes toward school and computers. In R.E. Mayer (Ed.), <u>Teaching and Learning Computer Programming</u> (pp. 111-136). Hillsdale, NJ: Lawrence Erlbaum Associates.

- Mandler, J. M. & Orlich, F. (1993). Analogical transfer: The roles of schema abstraction and awareness. Bulletin of the Psychonomic Society, 31(5), 485-487.
- Mannes, S.M., & Kintsch, W. (1987). Knowledge organization and text organization. <u>Cognition & Instruction</u>, <u>4</u>, 91-115.
- McNamara, D.S., Kintsch, E., Songer, N.B., & Kintsch, W. (1996). Are good texts always better? Text coherence, background knowledge, and levels of understanding in learning from text. Cognition and Instruction, 14, 1-43.
- Mestre, J.P. (2002). Probing adults' conceptual understanding and transfer of learning via problem posing. <u>Journal of Applied Developmental Psychology</u>, 23, 9-50.
- Nitsch, K.E. (1977). Structuring decontextualized forms of knowledge. Ph.D. dissertation, Vanderbilt University. Described in Bransford, J.D. (1979). <u>Human Cognition: Learning, Understanding & Remembering</u>. Belmont, CA: Wadsworth Publishing Company.
- Reed, S.K., Dempster, A., & Ettinger, M. (1985). Usefulness of analogous solutions for solving algebra word problems. <u>Journal of Experimental Psychology: Learning, Memory, & Cognition</u>, 11, 106-125.
- Reed, S.K., Ernst, G.W., & Banerji, R. (1974). The role of analogy in transfer between similar problem states. <u>Cognitive Psychology</u>, <u>6</u>, 436-450.
- Saxe, G. B. (1989). Transfer of learning across cultural practices. <u>Cognition and Instruction</u>, <u>6</u>(4), 325-330.
- Schwartz, D.L., & Bransford, J.D. (1998). A Time for Telling. <u>Cognition and Instruction</u>, <u>16</u>, 475-522.
- Schwartz, D.L., & Moore, J.L. (1998). The role of mathematics in explaining the material world: Mental models for proportional reasoning. <u>Cognitive Science</u>, 22, 471-516.
- Shea, J.B., & Morgan, R.L. (1979). Contextual inference effects on the acquisition, retention, and transfer of a motor skill. <u>Journal of Experimental Psychology: Human Learning and Memory</u>, 5, 179-187.
- Silva, A. B., & Kellman, P. J. (1999) Perceptual learning in mathematics: The algebra-geometry connection. In Han, M., & Stoness, S.C. (Eds.). <u>Proceedings of the Twenty-First Annual Conference of the Cognitive Science Society</u>. (pp. 683-688). Mahway, NJ: Lawrence Erlbaum Associates.
- Simon, D.A., & Bjork, R.A. (2001). Metacognition in motor learning. <u>Journal of Experimental</u> Psychology: Learning, Memory, and Cognition, 27, 907-912.
- Singley, K., & Anderson, J.R. (1989). <u>The Transfer of Cognitive Skill</u>. Cambridge, MA: Harvard University Press.
- Slamecka, N.J., & Graf, P. (1978). The generation effect: Delineation of a phenomenon. <u>Journal of Experimental Psychology: Human Learning & Memory</u>, 4, 592-604.
- Stigler, J. W. & Fernandez, C. (1995). Learning mathematics from classroom instruction: Cross-cultural and experimental perspectives. In C.A, Nelson (Ed.), <u>Basic and applied perspectives on learning, cognition, and development</u> (pp. 103-130). Mahwah, NJ: Lawrence Erlbaum Associates.
- Wittrock, M.C. (1990). Generative processes of comprehension. <u>Educational Psychologist</u>, <u>24</u>, 345-376.