

Issues and Learning Strategy for a Problem-solving Study in the Home Economics Education: Structural Analysis of the Process in the Problem-solving with a Focus on Training Transfer

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Abstract

The present study suggests ways of the transfer for learning in the collaborative problem-solving class using data of 57 university students in the teacher training curriculum. Transfer methods for learning were assessed to estimate the learning strategy in the problem-solving. The relationship between the methods of transfer for the learning and the results of the path analysis of the learning process in the problem-solving were analyzed. The results were summarized as follows;

- (1) There were four transfer types for the learning; 1) no transfer (task-specific), 2) continuing struggle (task-unsolved), 3) complement (relate to the task), and 4) expansion (development to life). The transfer for the learning was significantly related to the learning strategies of introspection ($r=0.71$, $n=57$, $p<0.01$), which was estimated by monitoring the students' metacognitive awareness, and logical thinking.
- (2) The learning process was related to the problem-solving in the expansion (development to life) group, showing that the task of every learning process was completely solved. Whereas no achievement in the learning process in the complement (relate to the task) group was obtained by showing no respect for the problem-solving, the group was able to appraise the importance of the intellectual satisfaction of learning. In conclusion, the collaborative learning should encourage an intellectual satisfaction that prompts the self-understanding, and facilitates the grasping of the problem

Key words; home economics education, problem-solving, transfer, learning strategy, collaboration