Expertise development: Cognitive adaptations and growing networks

The EARLI issue

Hans Gruber
Presidential Address

EARLI 2017
Tampere, Finland
Expertise and hierarchical knowledge representation in chess
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Chess expertise and memory for chess positions in children and adults
Presentations at every EARLI Conference since Aix-en-Provence
Instructional effects in complex learning: Do objective and subjective learning outcomes converge?
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Instructional effects in complex learning: Do objective and subjective learning outcomes converge?
Instructional means to overcome transfer problems in the domain of economics - empirical studies
Instructional means to overcome transfer problems in the domain of economics - empirical studies
Professional learning: Gaps and transitions on the way from novice to expert.
Preparation and founding of EARLI SIG 14 “Learning and Professional Development”
EARLI Athens 1997, EARLI Gothenburg 1999
(with Els Boshuizen and Anneli Eteläpelto)
The culture of learning from mistakes: How employees handle mistakes in everyday work
Negative expertise: Comparing differently tenured elder care nurses' negative knowledge
Social Networks

SIG 14 Conference in Regensburg
Bridging individual, organisational, and cultural perspectives on professional learning.
Preparation and Presentation of Social Network Analysis within EARLI SIG 14
EARLI Nicosia 2005, EARLI Budapest 2007 (with Monika Rehrl and Tuire Palonen)
Expertise of team leaders in analysing team conflicts
Experts in science: Visibility in research communities
EARLI Amsterdam 2009, EARLI Exeter 2011, EARLI Munich 2013 (President-Elect), EARLI Limassol 2015 (President)
Preparation and founding of EARLI SIG 27
“Online Measures of Learning Processes”
EARLI Munich 2013, EARLI Limassol 2015
(with Halszka Jarodzka and Paul Kirschner)
Eye tracking in educational science
Using eye tracking to examine chess expertise and chunking.
Expertise development: Cognitive adaptations and growing networks

The EARLI issue to be continued...

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Marathon running, accreditation of study programmes and professional development in consultancies: Are they all about the same?

A cognitive perspective on transfer of training.
Experts, educationalists, and network members
References


