should be able to do simple addition and subtraction before he starts learning multiplication. Greater knowledge of prerequisites facilitates learning, retention and transfer.

- **Horizontal transfer or lateral transfer** – This refers to the individual's ability to apply a skill learned in one situation to another situation for example; can a child who learns how to count in the classroom be able to count tomatoes when his mother sends him to the shop to buy some tomatoes? Several factors influence horizontal transfer and the learner's chances of success:
  - The similarity between the school situation and the real-life situation
  - Knowledge of the underlying principles
  - Amount of practice

Fostering Positive Transfer of Learning

How do you as a teacher teach something to learners that they will apply it later on in life?

a. **Meaningfulness of the material learnt** – to be able to apply what they learn in class, children should understand what they are learning.

b. **Degree of mastery of the learnt material** – If the degree of mastery is very high, one can apply knowledge or skills without difficulty

c. **Constant review of the learnt material/Practice** – studies show that where learners review what they previously learnt, they show more positive transfer of learning than those who do not.

d. **Distributed learning** – This means there should be intervals in the learning e.g. breaks in between school terms. When there are no pauses or breaks, we have what we call massed learning. Material learnt under distributed learning shows more positive transfer than that learnt under massed learning.