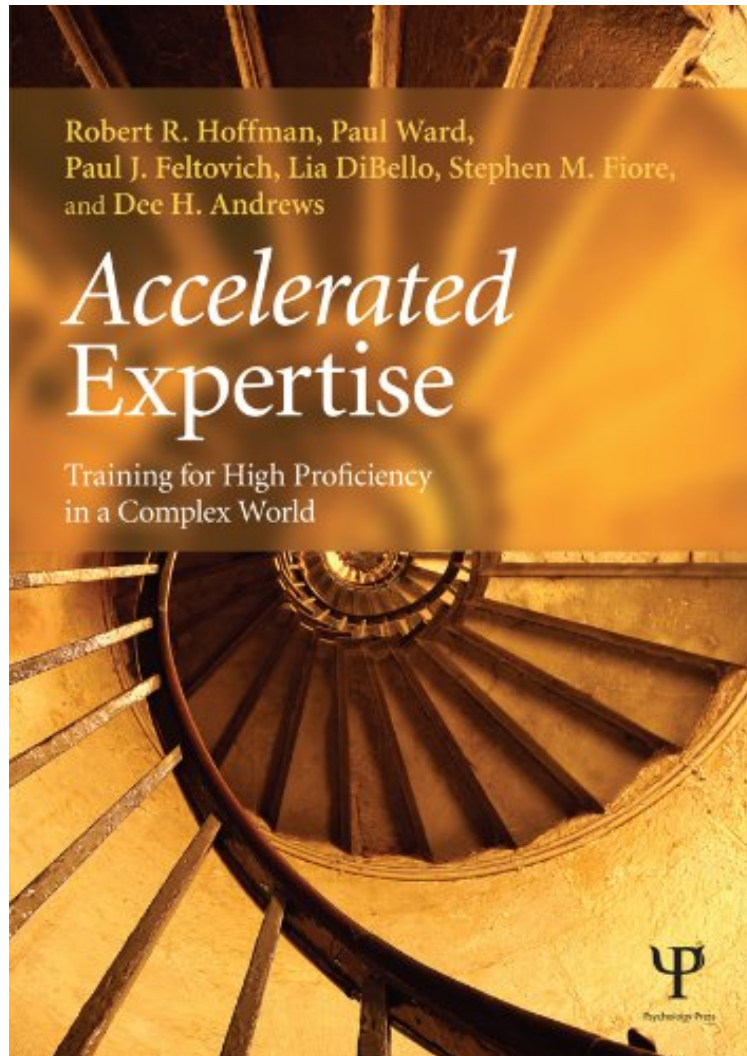


[PDF] Accelerated Expertise: Training for High Proficiency in a Complex World (Expertise: Research and Applications Series)

Accelerated Expertise: Training for High Proficiency in a Complex World (Expertise: Research and Applications Series)

Robert R. Hoffman, Paul Ward, Paul J. Feltovich, Lia DiBello, Stephen M. Fiore, Dee H. Andrews
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Robert R. Hoffman, Paul Ward, Paul J. Feltovich, Lia DiBello, Stephen M. Fiore, Dee H. Andrews : Accelerated Expertise: Training for High Proficiency in a Complex World (Expertise: Research and Applications Series) before purchasing it in order to gage whether or not it would be worth my time, and all praised Accelerated Expertise: Training for High Proficiency in a Complex World (Expertise: Research and Applications Series):

3 of 3 people found the following review helpful. The authors are all leaders in the field of expertise ...By Gary KleinThe authors are all leaders in the field of expertise and training research, and they have written a comprehensive

account of the different facets of achieving expertise more quickly. Their book is an essential contribution for any researcher or practitioner involved in skill development. In my own work, I find myself reaching for this volume several times a week, grateful to have it on my shelves.⁷ of 7 people found the following review helpful. An Excellent Technical Resource

By John K. Hawley

I have worked as an applied psychologist in a Department of Defense (DoD) organization for more than 35 years. In this role, I routinely deal with issues of skill acquisition and retention for some of the most complex, knowledge-intensive systems in DoD's inventory. These include systems used in air and missile defense as well as network-enabled maneuver force operations. Skill development and retention for these systems is a continuing challenge. Seeking ways to accelerate the development of complex skills is an operational necessity. I had the great pleasure of reading and commenting on an advance copy of Hoffman, et al.'s new book, *Accelerated Expertise*. The subtitle for the book succinctly explains its primary purpose: Training for high proficiency in a complex world. *Accelerated Expertise* provides an excellent review and integration of the academic and applied (what works) literature on learning, skill retention, and accelerating the achievement of high levels of proficiency (i.e., expertise). I found the discussion on ways to accelerate the development of high levels of expertise particularly useful in my work. This is an area that is fraught with misconceptions and myths, and sometimes just plain old snake oil. Hoffman, et al.'s discussion of this and other topics is no-nonsense, evidence-based, and firmly anchored in the literature. It is an excellent technical resource. That said, *Accelerated Expertise* is not a book for training amateurs. The book assumes a good background in learning theory and the expertise literature--probably at the graduate level in experimental psychology or education. The discussion is wide-ranging, comprehensive, and conceptually solid. However, the book does illustrate that the literature on training for high proficiency is vast, amorphous, and sometimes slippery (contradictory and conditional). A quote attributed to the educational theorist Charles Reigeluth (cited in the book) exemplifies this point: "Training for complex tasks is itself a complex task, and most principles for good instruction are contextual, not universal." *Accelerated Expertise* was a great help in making sense of this vast and often contradictory but valuable literature. I highly recommend the book to anyone involved with training for complex, knowledge-intensive systems.

Speed in acquiring the knowledge and skills to perform tasks is crucial. Yet, it still ordinarily takes many years to achieve high proficiency in countless jobs and professions, in government, business, industry, and throughout the private sector. There would be great advantages if regimens of training could be established that could accelerate the achievement of high levels of proficiency. This book discusses the construct of "accelerated learning"; It includes a review of the research literature on learning acquisition and retention, focus on establishing what works, and why. This includes several demonstrations of accelerated learning, with specific ideas, plans and roadmaps for doing so. The impetus for the book was a tasking from the Defense Science and Technology Advisory Group, which is the top level Science and Technology policy-making panel in the Department of Defense. However, the book uses both military and non-military exemplar case studies. It is likely that methods for acceleration will leverage technologies and capabilities including virtual training, cross-training, training across strategic and tactical levels, and training for resilience and adaptivity. This volume provides a wealth of information and guidance for those interested in the concept or phenomenon of "accelerating learning"—in education, training, psychology, academia in general, government, military, or industry.

"This is a very important book, taking the issue of skill development to its limit. Anyone interested in skill development will want to read this for the state-of-the-art and for its goldmine of ideas for accelerated learning and facilitated retention." - Douglas Herrman, Editor Emeritus, Cognitive Technology

"The authors use a systematic and thorough approach to identify and evaluate issues and research underlying learning, skill, and knowledge retention and requirements for successful application of accelerated learning. As well, they use a wealth of references listed on 46 pages, nearly 20 percent of the total length of the book to support their findings and recommendations." - Dr. David Schroeder, PsycCRITIQUES

About the Author

Robert R. Hoffman is a Senior Research Scientist at the Florida Institute for Human and Machine Cognition in Pensacola, Florida. Paul Ward is Professor of Psychology and Head of the Centre for Sports Science and Human Performance at the University of Greenwich, UK. Paul J. Feltovich is a Research Scientist at the Florida Institute for Human and Machine Cognition in Pensacola, Florida. Lia DiBello, Ph.D., is the CEO and Director of Research at WTR Inc., a cognitive sciences research firm that develops products for enhancing business decision-making. Stephen M. Fiore, Ph.D., is President of the Interdisciplinary Network for Group Research, a faculty member in the University of Central Florida's Cognitive Sciences Program in the Department of Philosophy, and Director of the Cognitive Sciences Laboratory at UCF's Institute for Simulation and Training. Dee H. Andrews is a Senior Research Psychologist with the Army Research Institute for the Behavioral and Social Sciences in Mesa, Arizona.