USC Center for Excellence in Teaching

# Use of real-world/concrete examples

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing the impacts of the use of real-world and concrete examples on student learning.

**Ainley, M., Hidi, S., & Berndorff, D. (2002). Interest, learning, and the psychological processes that mediate their relationship. *Journal of Educational Psychology, 94,* 545–561.**

Research demonstrating that student learning gains improved when the topic being learned was of interest to the student. Includes a literature review of student interest’s impact on learning.

**Goldstone, R., & Son, J. (2005). The Transfer of Scientific Principles Using Concrete and Idealized Simulations. *Journal of the Learning Sciences, 14*(1), 69–110.**[**https://doi.org/10.1207/s15327809jls1401\_4**](https://doi.org/10.1207/s15327809jls1401_4)

Concrete examples (in contrast to abstract) improve learning of theories.