

Learning Transfer



THE NATURE
OF KNOWLEDGE

DESCRIPTION

Transfer refers to how past learning influences current and future learning, and how past or current learning is applied or adapted to similar or novel situations (Haskell, 2001). Transfer is the ultimate aim of education, as ensuring that the facts and skills learners learn are going to be usable in a variety of situations is the point of learning (McKeough, Lupart, & Marini, 1995). Covering a spectrum of different forms of learning transfer, this LDP explores different learning strategies to increase transfer, how, when, and where transfer takes place, conditions and mechanisms for transfer, and assessment of transfer. Some examples of ways to maximize transfer include making it explicit to learners, modeling transfer to learners, and providing a broad variety of contexts to learners to learn and apply their understanding.

CAPABILITIES

- Instruction: Active learning experience
- Assessment: Software simulation
- Assessment: Project

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Cross course linkage to identify transfer
- Simple Technology: Assessment engine providing variety in application
- Content Support: Contextually diverse example sets

LEARNER IMPACTS

- Behavior
- Achievement



Pearson

Learning Transfer

SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Purpose/ Model	The product strategy is aligned to learning transfer as a core principle of a learner-centered product.	The product team is exploring learning transfer as a core LDP for creating a more learner-centered product. The product strategy is exploring integrating an evidence-based learning transfer model.	The product team considers learning transfer to be an important LDP for creating a more learner-centered product. The product strategy considers learning transfer at a high level but does not currently align to an evidence-based model.	The learning transfer LDP does NOT align to the product strategy and is not necessary to explore further.	= _____
Learning Transfer Application	The product uses empirically-based recommendations concerning learning transfer feedback.	Principle is applied only to a specific area of the product and more focus on learning transfer is needed to improve principle application.	Product team thinks applying this principle would add value to their product strategy. Product team has applied similar principles to their product strategy.	This principle is NOT currently being applied to any area of the product and is NOT needed to improve the product.	= _____
Learning Transfer Delivery	Learning transfer on a capability or service aligned to this principle has been gathered/reported on.	Product team is in early discussions about partnering with LD team to validate this principle with learners. Product team has specific capabilities they need to validate this principle with.	Product team needs more information about how this principle might be tested with learners using LD's validation services.	This principle does NOT need to be validated in order to inform product design & development.	= _____
Learner Characteristics	Design & development are currently using validation reports to further align the principle and the product strategy.	Product team is currently exploring how validation results and recommendations could be used in product design & development.	Product team feels there is time in the schedule to include validation data to inform product design & development. Product team needs a consultation to learn more about validation services and results reports.	Validation data will NOT be used to inform product design & development.	= _____
Formative/ Summative Applications	The formative and summative applications make proper use of learning transfer LDP recommendations for creating assessments.	Product team is currently exploring how recommendations for designing assessments for learning transfer could be used in product design & development.	Product team feels there is time in the schedule to include time spent on assessment application design & development. Product team needs a consultation to learn more about designing learning transfer assessments.	Formative/summative applications will NOT be used to inform product design & development.	= _____