



# FACILITATING

*the Transfer of Learning*

Support and Learning Cards



**FOCUS**  
*learning*

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The material these cards are based on is from **FOCUS learning**, Chapter 4 - 'Transferring Learning'

# FACILITATING THE TRANSFER OF LEARNING

## INTRODUCTION

A youth worker facilitates the transfer of learning in the context of the youth work relationship. It is important for the youth worker not to overestimate a young person's ability to see when and where to apply something learned.

The team of authors of 'How Learning Works'<sup>1</sup> give several pieces of advice for the efficient facilitation of the transfer process.

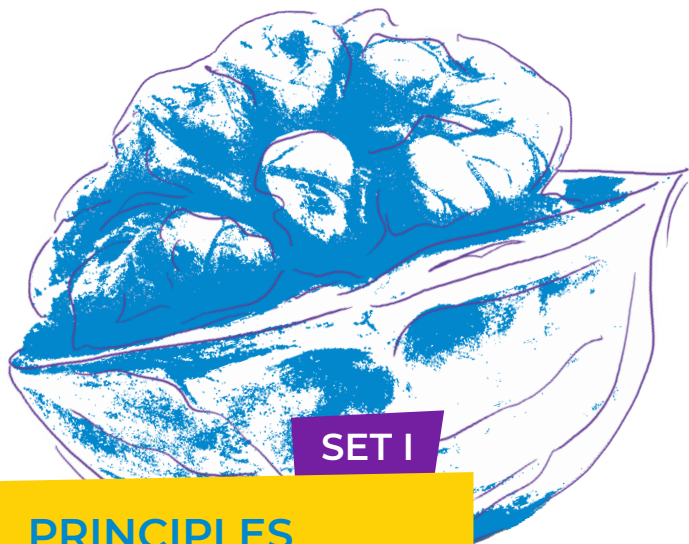
These **2 sets of cards** provide some **different principles and strategies** for exploring the transfer of learning.

<sup>1</sup> Ambrose et.al. (2010).



# FACILITATING THE TRANSFER OF LEARNING

## INTRODUCTION



SET I

**PRINCIPLES**  
*of the Transfer of Learning*



**FACILITATING THE TRANSFER OF LEARNING**

**PRINCIPLES**

## CONTEXT AND RELATIONSHIP

A youth worker

facilitates the transfer of

# CONTEXT OF THE YOUTH WORK RELATIONSHIP

learning in the



**PRINCIPLES**  
*of the Transfer of Learning*



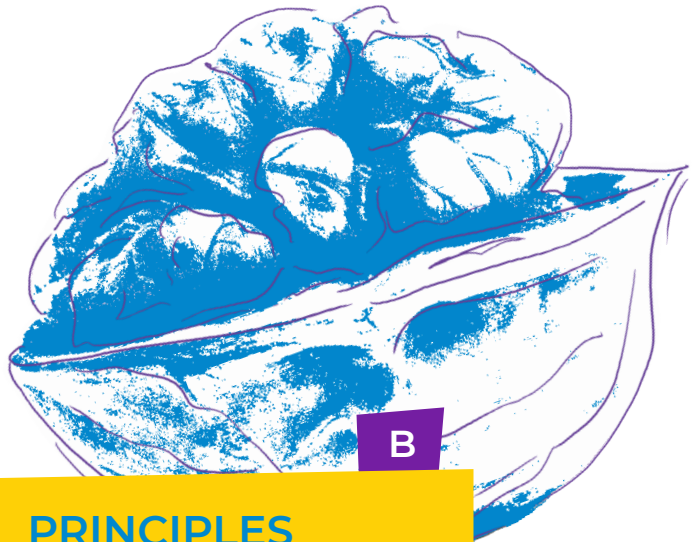
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DO NOT OVERESTIMATE

It is important for the youth worker

NOT?  
OVERESTIMATE

a young person's ability to see when and where to apply something learned.



**PRINCIPLES**  
*of the Transfer of Learning*

## LIFE EXPERIENCE CREATES LIMITATIONS

The amount of

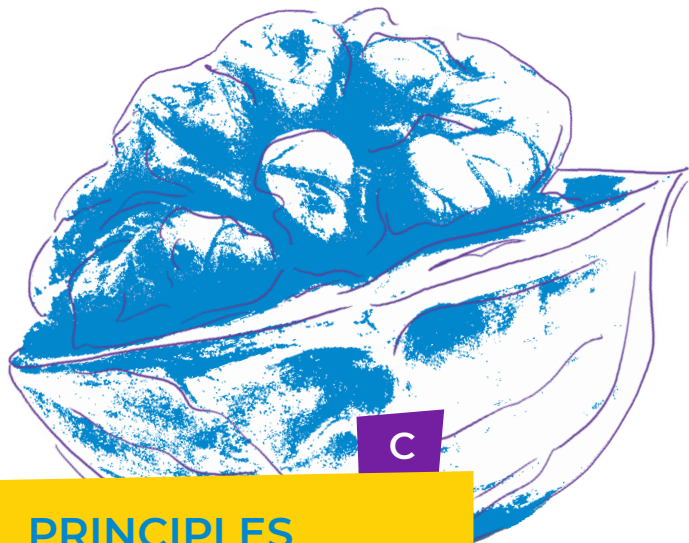
**LIFE EXPERIENCE**  
*that young people have*

CAN

**LIMIT**

THEM

in connecting new experiences in youth work  
with their life context outside of youth work.



**PRINCIPLES**  
*of the Transfer of Learning*

## EXPLORE THE POSSIBILITIES

It is important to discuss with young people the

wide  
range

of

POSSIBILITIES

they might have to use these new experiences.



# PRINCIPLES

*of the Transfer of Learning*

## BUILD AWARENESS, REFLECT AND EXPLORE

The explanation of applicability of learning in a concrete context with clear communication, will help to

**B U I L D AWARENESS**

for the young people, to both

**REFLECT** on their learning and

**EXPLORE**

ways to transfer this learning more efficiently and successfully.



**PRINCIPLES**  
*of the Transfer of Learning*

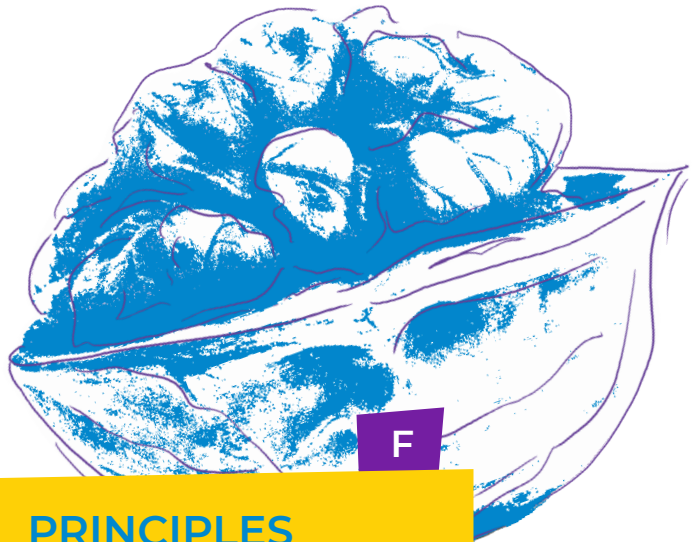


## BUILD A SAFE LEARNING ENVIRONMENT

The abilities and life experience of the youth worker are also meaningful, for example, the ability to learn themselves, the ability to stretch their own boundaries, to take a holistic approach, and to consider the links between different contexts.

All these elements support their ability to

BUILD A SAFE LEARNING AND PROVOKING ENVIRONMENT.



**PRINCIPLES**  
*of the Transfer of Learning*

## FOLLOW THE YOUNG PERSON'S NEEDS

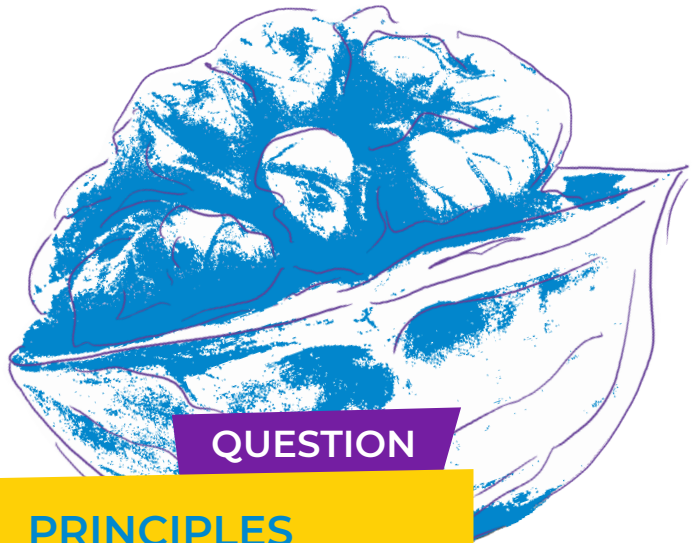
The diversity of young people, of all serve as reminders that there is never only one way to facilitate the transfer of learning, and their values and opinions, etc. their experiences, of their approach to learning, Each young person learns differently and has different needs, therefore, there is no one recipe to follow to facilitate the transfer process.



**PRINCIPLES**  
*of the Transfer of Learning*

## CHALLENGE QUESTION

**Which of the principles are you most conscious of in your work and which are you least conscious of in your work?**



**QUESTION**

**PRINCIPLES**  
*of the Transfer of Learning*



SET II

**STRATEGIES**  
*to Facilitate Transfer*



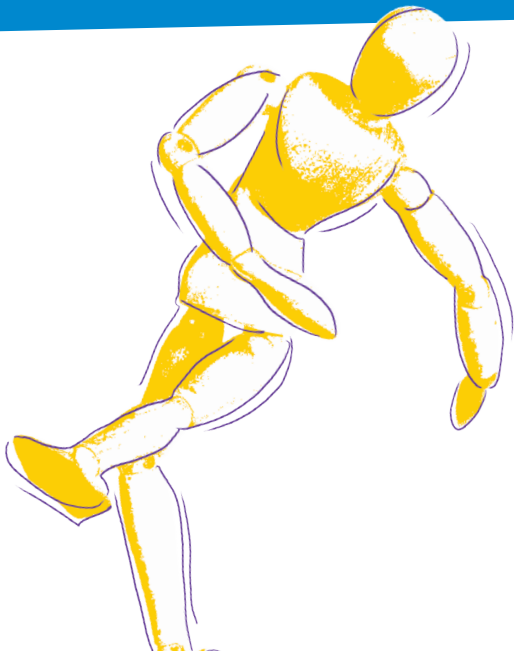
**FACILITATING THE TRANSFER OF LEARNING**

**STRATEGIES**



## DIFFERENT AND DIVERSE CONTEXTS

After a learning experience has been identified in a youth work context, explore with the young person how they can use this in other and different contexts.





1

# STRATEGIES

*to Facilitate Transfer*

## LOOKING BEYOND

Support the young person to reflect on their learning experience on the conceptual level. This is about getting them to think beyond the obvious application (transfer) of their learning and to see the possibilities in different aspects of their lives.





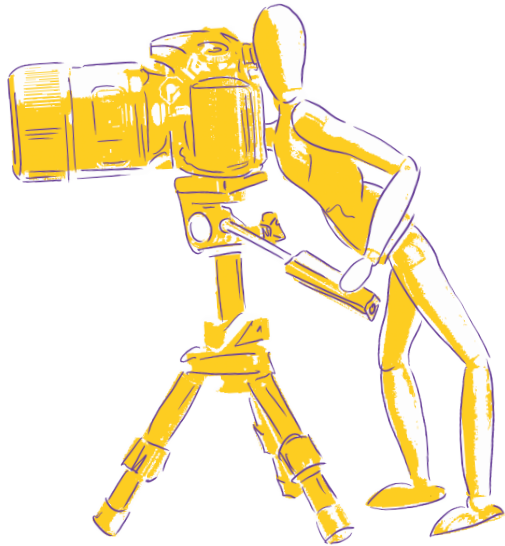
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# STRATEGIES

*to Facilitate Transfer*

## COMPARISONS

Sometimes the application (transfer) of learning is not obvious to the young person. It is the role of the youth worker to explore with the young person, other examples in their life so they can make the connection and complete the transfer of learning.





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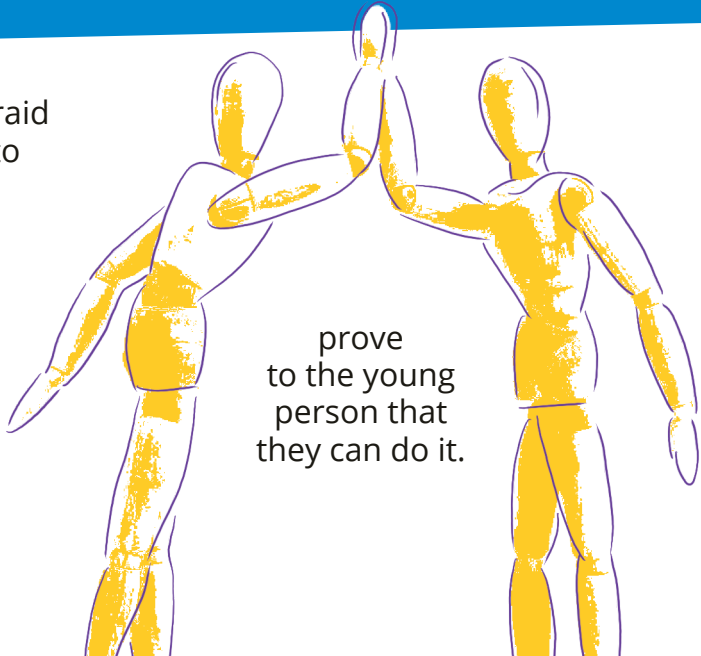
# STRATEGIES

*to Facilitate Transfer*

## ENABLING CONNECTIONS

If a young person is afraid to or unsure of how to complete the transfer of learning, the youth worker can create scenarios or actual instances (in the safe youth work context) where that same learning could be applied, engage the young person in that scenario and so

prove  
to the young  
person that  
they can do it.





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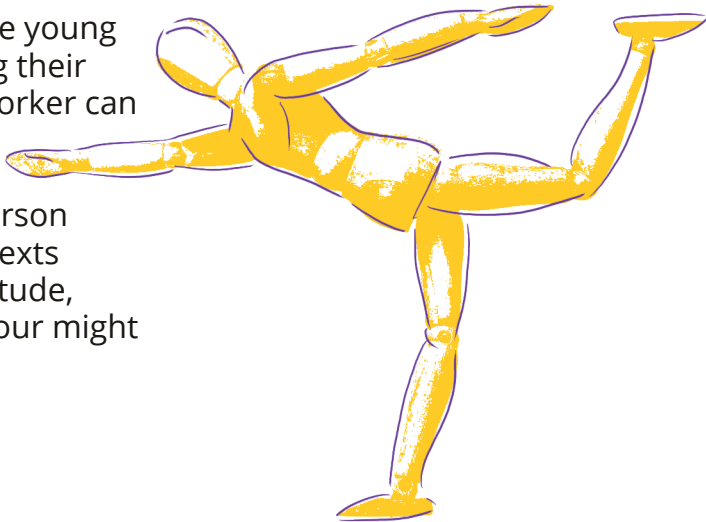
# STRATEGIES

*to Facilitate Transfer*



## COMPETENCE CONNECTIONS

To further support the young person in transferring their learning, the youth worker can specify a concrete competence area and ask the young person to think of other contexts in which this skill, attitude, knowledge or behaviour might be used.





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# STRATEGIES

*to Facilitate Transfer*

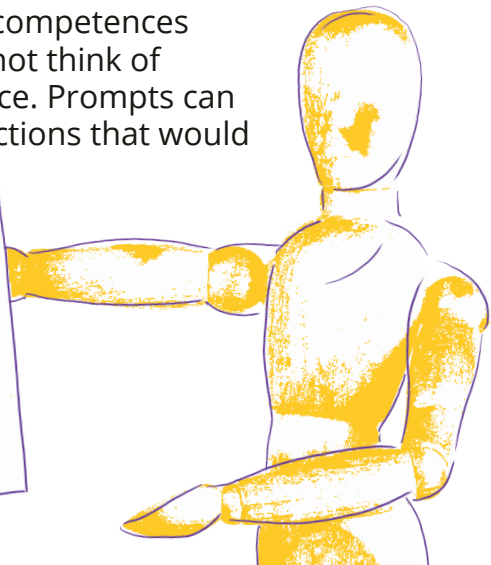
## PROMPTING

Sometimes young people possess competences relevant to a new situation but do not think of applying them to the new experience. Prompts can support them in making the connections that would lead to transfer:

*'Where have you faced a similar situation before?'*

*'Would you use a similar leadership style if you were running this activity?'*

*'What is the connection between what we discussed last week and this situation?'*





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# STRATEGIES

*to Facilitate Transfer*

## CHALLENGE QUESTION

**Talk with a colleague or manager from your organisation, which of these strategies is the organisation embracing and which need to be incorporated?**



**QUESTION**

**STRATEGIES**  
*to Facilitate Transfer*

# FACILITATING THE TRANSFER OF LEARNING

## CLOSING THOUGHTS

The youth worker, by using different strategies for the transfer of learning, helps young people to become self-directed learners. With time and practice they develop the ability to transfer their learning themselves.



**FACILITATING THE TRANSFER OF LEARNING**

**CLOSING THOUGHTS**