

Title: **Transfer of learning from Professional Development in Education programme to the classroom: does it happen?**

Presenter: **Hui Leng Tan**
Ngee Ann Polytechnic

Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- (1) Examine the different factors that influence the transfer of learning from the Professional Development in Education programme to the classroom
- (2) Evaluate the influence of the stakeholders (supervisor, organisation, self & students) on the transfer process
- (3) Identify the support structure that is needed for new hires/early career teachers to have a successful transfer process

Session Outline

Ngee Ann Polytechnic (NP) is a tertiary institution in Singapore that offers diploma programmes. In Singapore, formal Teaching qualifications are only required for educators teaching in primary and secondary schools in Singapore. These teachers are trained by the National Institute of Education (NIE). Tertiary educators/lecturers are not required to have formal teaching qualifications, and many lecturers in NP do not have formal teaching qualifications when hired.

In NP, these early career lecturers would go through The Professional Development in Education (PDE) programmes to prepare them for their role as lecturers. For many new lecturers, this would be their first formal training in teaching. The PDE programme is divided into 2 segments consisting of a 5-day induction programme covering topics such as curriculum design & development, assessment planning, lesson development, technology in learning. The second segment consists of weekly 3-hour workshops held during the semester to deepen new lecturers' understanding of various topics related to teaching and learning.

However, the success of PDE programme is not well measured as the current post-course evaluations do not indicate application of the knowledge or skills acquired during PDE. Also, there are no opportunities for classroom observations to assess transfer of learning. These circumstances makes it difficult to establish the relation between PDE and if there is transfer of learning from PDE to the classroom. Trainers are also not aware of the challenges/obstacles early career lecturers face in the transfer process.

This paper seeks to examine the transfer of knowledge, skills and attitudes from the PDE programme to the classroom. Data will be collated from participants of the PDE programme to examine their perception of the transfer of learning process and factors affecting the transfer. There will also be discussion on the possible strategies that NP can adopt to enhance the transfer process.

Session Activities and Approximate Timings

There will be a 25 minute presentation on the paper which would focus on the transfer of learning for new lecturers through the Professional Development for Education programme(PDE) at Ngee Ann Polytechnic. The discussion would examine the following questions :

- Is there transfer of learning from PDE programme to the classroom?
- What are the obstacles for new lecturers to transfer their learning to the classroom?
- What are the ways in which the Teaching & Learning centre can support new lecturers in the transfer process?
- What the ways in which supervisors and organisation can support the transfer process?

References

Baldwin, T., & Ford, K. (1988). Transfer of Training: A Review and directions for future research. *Personal Psychology*, 41, 63-105

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