

# Innovation and Excellence in Teaching: A Scoping Review of the Transfer of Learning in Nursing Education

## Scoping Review Team

Cathleen A. Evans PhD, RN, CEN, CNE, NDHP-BC, Widener University

Barbara Patterson PhD, RN, FAAN, ANEF, Widener University

Brenda Elliott PhD, RN, CNE, ANEF, Messiah University

Katie A. Chargualaf PhD, RN, CNE, CMSRN, FAAN, University of South Carolina Aiken

Mary L. Baumberger-Henry PhD, RN, Widener University



1

## Disclosures

The Research Team has no conflicts of interest to disclose.



2

## Objectives

- To describe a scoping review conducted for how the concept of transfer of learning is applied in nursing education.
- To describe how transfer of learning is applied in nursing education.
- Suggest next steps for nursing education



3

## Research Question

### Research question

*How is transfer of learning applied in nursing education?*

- description of the Transfer of Learning in prelicensure nursing education literature up to 2021

### Background aim

How might TOL description inform (or be antecedent) to move concept curricula to competency based?



4

## Background – Transfer of Learning

- **Transfer of learning**
  - is a teaching construct.
  - Involves the assimilation of new with previous learning for application to a new experience.
  - Is a desired outcome for nursing students.
- **Background problem:** used as a synonym for other related concepts and often without a definition.
  - Synonym examples: cognitive learning, knowledge transfer, learning transfer, learning transference, transfer, transfer of knowledge, transformative learning
- **Lacks empirical** conceptual or theoretical development



5

## Background – Transfer of Learning

Transfer of Learning - retrieval of prior knowledge, selected by learner for the application, then mapped and connected for further retrieval and deeper processing

- Can be:
  - **positive**
    - learning improved or combined w/ previous learning as new
  - **negative**
    - where the reverse holds, learning is not improved and learning is segmented, siloed and not connected
  - **near**
    - learning is closely related to how to original learning occurred
  - **far**
    - circumstance of previous learning use is not similar or pragmatically different than original learning



6

# Scoping Review Search Strategy

- **JBL Framework (PCC)**
  - **Participants** –(Prelicensure) Nurse Educators
  - **Concept** – Transfer of Learning
  - **Context** – (Prelicensure Baccalaureate) Nursing Education (1985-2021)
- **MESH Terms**
  - Transfer, Psychology
  - Education, Nursing
- **Search Engines**
  - Google Scholar
  - Medline
  - CINAHL
- **Alternative Terms**
  - Transfer, Psychology
  - Learning Transfer
  - Transfer of Knowledge

## Methodology Chart

<https://qrco.de/beWpJW>



7

# Scoping Review

- Arskey & O'Malley's framework (2005), JBI Framework (Peters, et al., 2020)
- Data were charted & categorized
- Result: 33 evidence sources (1993 to 2021).
  - 26 Quantitative, Qualitative or Mixed Studies +7 other sources.
- Result: a broad understanding of the Transfer of Learning & not the quality or strength of the evidence.



8

## Transfer of Learning Categories

- the **context** (where or describes supports & barriers)
- the **process** (design, actions, events or naturally occurring to achieve TOL)
- An **outcome** (i.e., knowledge, skills, or attitudes)
  - Indirect (dispositions on TOL)
  - Direct (decisions, skills)



9

## Assessment: Scoping Review Findings

- Limitation: student self-report
- Only 3 data sources described TOL as a process, measure, & context.
- Literature revealed

Barriers	Positives
Conceptual confusion	Transferred learning to novel situations
Different terms used interchangeably and undefined	Affirmed previous knowledge Created new knowledge
- loss of TOL meaning & effect	Aid student transition to professional role
Many lacked theoretical underpinning	Connected classroom to bedside
Infrequent measurement	Used similar terms that complimented - knowledge transfer was outcome - TOL was the process



10

## Assessment: Scoping Review Findings

### Theoretical/Framework underpinnings included

- Prawat
- Mezirow's transformative learning theory
- Jeffries philosophy of simulation
- Kolb's experiential learning cycle
- Perkins and Salomon (near and far transfer in view of timing and context)



11

## Assessment: Scoping Review Findings

### Measurement problem

- Quality of measurement
- Lack of validated tools
- Use of student perception to measure Transfer of Learning
- Narrow focus (single skill)

### Measurement elements

- *what* knowledge was transferred
- *how* transferred
- *new knowledge* an outcome



12

# Nursing Education Implications

## Transfer of Learning elements

- context,
- process
- outcome
- critical and essential concept that informs nursing education
- Capturing the transfer of learning in context, as process for outcomes is challenging, however not impossible.
- Research to know if what we do (clinical, classroom) transfers to practice.



13

# Nursing Education Implications

## Transfer of Learning: continuum with multiple variables

- Context
- Educator (facilitator)
- Learner
- Environmental antecedents and attributes
- Objectives
- Outcomes

**TOL charge: Create classroom, simulation, clinical experiences**



14

*Thank you for  
this opportunity to share!*



15

## References

<https://qrco.de/beWpNW>



16