within academia would likely take interest in how this text, in its structure and use, carves space for silenced voices challenging and changing systems of marginalization.

Laura Lane
Brock University

SUCCESSFUL TRANSFER OF LEARNING (PROFESSIONAL PRACTICES SERIES)

Sandra Ratcliff Daffron and Mary Wehby North. Krieger Publishing Company, Malabar, FL, 2011, 189 pages.

The discourse continues among academics, practitioners, and organizations on how learning acquired in traditional learning and training environments transfers to the workplace, the community, and other contexts. Intended to inform and support program planners, training providers, and organizations, Daffron and North provide a multi-faceted lens through which to better understand numerous factors and processes that impact the transfer of learning from the field of training and continuing professional education to the workplace.

Drawing from prior research on contexts of learning, training effectiveness, professionalism, transfer of learning frameworks, and program planning, and guided by Broad (1997), who defined learning transfer as "the effective and continuing application by learners … to their performance of jobs or other individual, organizational, or community responsibilities" (p. 2), the authors address three key questions:

1. What are the factors that influence transfer of learning on the job?

2. How do these factors compare or differ from the findings of previous research?

3. Is there a good model for transfer of learning that will help program planners design effective programs, trainers present more successfully, organizations figure out how to support and encourage transfer, and trainees use more than 10 percent of the information gained through training?

This practical, research-informed text draws from case studies conducted on 17 professional groups. An analysis of data gathered from 498 participants and a comparison and contrast with research conducted from around the globe provided a foundation for the development of a multi-directional, interactive "Model for Successful Transfer of Learning." Comprising seven transfer variables, this model illustrates and emphasizes the interconnectedness and interrelatedness of each component and how all variables are critical for effective learning transfer. The interactive components, referred to as variables comprised by the Model for Successful Transfer of Learning, include (1) planning process, (2) learner characteristics and motivation, (3) design and delivery, (4) learning context, (5) immediate application, (6) workplace environment, and (7) eliminating barriers. Each chapter in the text is dedicated to one of these seven variables and all stakeholders involved

in this process are identified and incorporated as critical contributors in each phase of the learning and transfer process.

The extensive research conducted by the authors in preparation for this text provides both rigor and substance. The deep integration of all stakeholders into every aspect of the learning and transfer process with respect to roles, responsibilities, and influences also contributes to a more holistic perspective and learning transfer approach than has traditionally been referred to in the literature.

Developing a model and approach to guide effective transfer of learning from training environments to workplace settings is a colossal endeavour, and I commend the authors for actively participating in this conversation. Their commitment and contribution to the adult education literature and field of practice on training and transfer of learning are valuable in this ongoing discourse. Indeed, there is a much larger conversation emerging than can be adequately addressed in a single text of this sort. To enhance this text, however, I would have appreciated an introductory chapter that provided a more extensive overview of scholarly voices on diverse perspectives pertaining to what is learning and the nature of learning. More specifically, is all learning measured by outcomes and deliverables? Does all learning involve behaviour change? And at what point and on what continuum does learning occur? An overview of perspectives and approaches to learning would have provided a pathway to more easily locate the authors' assumptions, beliefs, and principles that guided the development of the learning transfer model presented. An introductory chapter might also have clarified the terminology used throughout the text. Specifically, education, training, learners, trainees, and participants were often used interchangeably within a single chapter. In light of these terms having different connotations relative to work and learning contexts, this variance of terminology triggered a brief, fragmented pause as I attempted to understand and make meaning of who was being referred to in which context, and whether educators, trainers, speakers, and facilitators were being acknowledged as a single, homogeneous group of individuals all performing similar tasks. This is significant, as terminology used to identify individuals influences how readers make meaning of and connect to what is being said.

In summary, this is an intelligent and thought-provoking text that will appeal to a broad audience spanning individuals and organizations involved in developing and delivering training programs for adults, and adult learners who seek a deeper understanding of learning transfer. The detailed model contained within provides rich insights and future directions for all stakeholders involved in and impacted by learning transfer processes.

References

Broad, M. L. (1997). Transfer concepts and research overview. In J. J. Phillips & M. L. Broad (Eds.), Transferring learning to the workplace (pp. 1–18). Alexandria, VA: American Society for Training and Development.

Colleen Kawalilak
University of Calgary