BECOMING A TIME-TRAVELLER: USING EXPANSIVE FRAMING TO PROMOTE TRANSFER OF LEARNING BETWEEN UNIVERSITY AND THE WORKPLACE

G. Oliveira

De Montfort University (UNITED KINGDOM)

Abstract

Drawing on the work developed for a doctoral research on transfer of learning, where three undergraduate students' experiences of a yearlong work-placement were investigated and analysed, this presentation explores expansive framing as a mechanism to promote transfer of learning in the transition between university and the workplace.

Expansive framing, as developed by Randi Engle (2006), argues that transfer can be promoted by broadening the context of learning in terms of time, place and participation. According to Engle (2006, Engle et al., 2012), when teachers frame time expansively in their lectures, they establish a temporal connection between the situation of learning and application that emphasizes to the student the future relevance of that learning. In doing so, teachers exemplify how learning can travel and be relevant across time and place, thus promoting learning transfer.

However, in the transition between university and the workplace, where transfer is also expected, framing by teachers is not available. In relation to this challenge, this presentation aims to: firstly, present ways in which expansive framing can occur in the transition between university and the workplace. Secondly, argue that given certain conditions, students can learn to take an active role in framing their learning expansively, thus becoming time-travellers themselves. Finally, the presenter also aims this presentation will offer some inspiration for teachers on how to support their students to frame learning expansively.

References:

Keywords: Transfer of learning, expansive framing, university-workplace transition, doctoral research.