

Transferring Knowledge into Best Practices

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What constitutes “best practices” in knowledge transfer programs? This paper acknowledges the contributions of practitioners to the body of knowledge transfer theoretical concepts; and synthesizes their ideas into three fundamental attributes: learner-centric, credible research-based information, and rigorous evaluation. Essential steps in developing learner-centric education programming are conducting ongoing needs identification, creating positive learner environments, incorporating various teaching modalities to accommodate different learning styles, adapting to the independent self-directing nature of adult learners, adopting a “less is more” philosophy, and documenting personal and group achievements. Credible research-based programs are not prescriptive. Rather, they offer audiences a continuum of alternatives with their consequences, and the diagnostic tools to distinguish the plus/minus values of the choices, and to make wise decisions. Rigorous evaluation helps to make programs more effective, refine activities and delivery methods to achieve better results, to assess the extent of usage by the audience, and to answer the question: Is my program making a difference? Adding a fair-open-honest teaching philosophy changes a typical knowledge transfer situation into a transformative knowledge exchange.