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MEETING ABSTRACT

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**Putting the “Development” in Human Resource Development:
a pilot experiment with faculty development and “sustainable
learning”**

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Human resource development (HRD) “is about lifelong learning”. However, “lifelong learning” can sometimes be defined as simply maintaining competency with respect to the “state of the science” or “keeping up to date”—*i. e.* continuing to learn new things relevant to the profession. Such “lifelong learning” is typically represented or achieved by attending workshops, reading materials and/or answering multiple-choice questions on this content, or completing other, similarly generic, work throughout a career. While continuously mastering new information associated with a target topic may in fact represent “lifelong learning”—it does not necessarily represent “development”, *e.g.* of greater sophistication in thinking about that material. In this sense, lifelong learning is not the same as “continued professional development”. “Sustainable learning” has been defined as learning that continues after teaching ends and extends beyond the course content; this implicitly involves “transfer”, known to be important for learning, but difficult to achieve. A focus on “sustainable” learning could be an empirically supportable approach to HRD that can change “lifelong learning” into “continued professional development”. This paper describes the application of ongoing empirical research into sustainable learning during professional development (in PhD students preparing for research careers) to the current challenge in Human Resource, faculty, and workforce development where new material continues to be published/created with increasing frequency. The framework involves a focus on metacognition around the target knowledge to engage the learner explicitly in not just learning the material, but in seeking to deepen their sophistication in transferring that learning across their work context.

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