# The Learning-Transfer Evaluation Model

Abbreviated as LTEM (Pronounced “L-tem”)

## 1. Attendance
Learner signs up, starts, attends, or completes a learning experience.

*A metric inadequate to validate learning success—because learners may attend but not learn.*

## 2. Activity
Learner engages in activities related to learning.

- **Measures of Attention**
  *A metric inadequate to validate learning success—because learners may pay attention but not learn.*

- **Measures of Interest**
  *A metric inadequate to validate learning success—because learners may show interest but not learn.*

- **Measures of Participation**
  *A metric inadequate to validate learning success—because learners may participate but not learn.*

## 3. Learner Perceptions
Learner is queried in a way that does NOT reveal insights on learning effectiveness.

- **Examples:** Measures that target Learner Satisfaction, Course Reputation, etc.
  *A metric inadequate to validate learning success—because such perceptions are not always related to learning results.*

## 4. Knowledge
Learner is queried in a way that reveals insights related to learning effectiveness.

- **Examples:** Measures that target Learner Comprehension, Realistic Practice, Learner Motivation to Apply, After-Learning Support, etc.

*Such measures can hint at outcomes but should be augmented with objective outcome measures.*

Learner answers questions about facts/terminology.

- **Knowledge Recitation**—during or right after learning event.
  *Usually inadequate because knowing terminology does not fully enable performance.*

- **Knowledge Retention**—after several days or more.
  *Usually inadequate because remembering terminology does not fully enable performance.*

## 5. Decision Making Competence
Learner makes decisions given relevant realistic scenarios.

- **Decision Making Competence**—during or right after learning event.
  *Not a fully adequate metric because learners may forget decision making competencies.*

- **Remembered Decision Making Competence**—after several days or more.
  *ADEQUATE TO CERTIFY DECISION MAKING COMPETENCE.*

## 6. Task Competence
Learner performs relevant realistic actions and decision making.

- **Task Competence**—during or right after learning event.
  *Not a fully adequate metric because learners may forget their task competencies.*

- **Remembered Task Competence**—after several days or more.
  *ADEQUATE TO CERTIFY TASK COMPETENCE.*

*NOTE: “Tasks” comprise both decision making and action taking. For example, a person learning to write poetry could decide to use metaphor, could act to use it, or could do both.*

## 7. Transfer
When learner uses what was learned to perform work tasks successfully—as clearly demonstrated through objective measures.

- **Assisted Transfer**—when performance is substantially prompted/supported.
  *ADEQUATE TO CERTIFY ASSISTED TRANSFER.*

- **Full Transfer**—when learner demonstrates full agency in applying the learning.
  *ADEQUATE TO CERTIFY FULL TRANSFER.*

## 8. Effects of Transfer
Effects of Transfer: Including outcomes affecting (a) learners, (b) coworkers/family/friends, (c) organization, (d) community, (e) society, and (f) the environs.

*Certification at this level requires certification of transfer plus a rigorous method of assessing transfer’s causal impact—including positive and negative effects.*

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