# The Learning-Transfer Evaluation Model

Abbreviated as LTEM (Pronounced “L-tem”)

<table>
<thead>
<tr>
<th>Tier</th>
<th>Effects of Transfer</th>
<th>Effects of Transfer: Including outcomes affecting (a) learners, (b) coworkers/family/friends, (c) organization, (d) community, (e) society, and (f) the environs. CERTIFYING EFFECTS OF TRANSFER REQUIRES: Certification of transfer plus a rigorous method of assessing transfer’s causal impact—including positive and negative effects.</th>
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| 8    | 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.  
  - Full Transfer—when learner demonstrates full agency in applying the learning. |
| 7    | Task Competence     | Learner performs relevant realistic actions and decision making.  
  - Task Competence—during or right after learning event.  
  - Remembered Task Competence—after several days or more. |
| 6    | Decision Making Competence | Learner makes decisions given relevant realistic scenarios.  
  - Decision Making Competence—during or right after learning event.  
  - Remembered Decision Making Competence—after several days or more. |
| 5    | Knowledge           | Learner answers questions about facts/terminology.  
  - Knowledge Recitation—during or right after learning event.  
  - Knowledge Retention—after several days or more. |
| 4    | Learner Perceptions | A. 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.  
  B. 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. |
| 3    | Activity            | Learner engages in activities related to learning.  
  - Measures of Attention  
  - Measures of Interest  
  - Measures of Participation |
| 2    | 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. |

Developed by Will Thalheimer with help from others. Version 12. © Copyright 2018. Feel free to share this document as is. Read the report: [https://is.gd/LTEM999](https://is.gd/LTEM999)