

# The Learning-Transfer Evaluation Model

Abbreviated as LTEM (Pronounced "L-tem")

<b>Tier</b> <b>8</b>	<b>Effects of Transfer</b>	<b>Effects of Transfer: Including outcomes affecting (a) learners, (b) coworkers/ family/friends, (c) organization, (d) community, (e) society, and (f) the environs.</b> <i>CERTIFYING EFFECTS OF TRANSFER REQUIRES: Certification of transfer plus a rigorous method of assessing transfer's causal impact—including positive and negative effects.</i>
<b>7</b>	<b>Transfer</b>	<b>When learner uses what was learned to perform work tasks successfully—as as clearly demonstrated through objective measures.</b> <ul style="list-style-type: none"> <li>• <u>Assisted Transfer</u>—when performance is substantially prompted/supported. <i>ADEQUATE TO CERTIFY ASSISTED TRANSFER.</i></li> <li>• <u>Full Transfer</u>—when learner demonstrates full agency in applying the learning. <i>ADEQUATE TO CERTIFY FULL TRANSFER.</i></li> </ul>
<b>6</b>	<b>Task Competence</b>	<b>Learner performs relevant realistic actions and decision making.</b> <ul style="list-style-type: none"> <li>• <u>Task Competence</u>—during or right after learning event. <i>Not a fully adequate metric because learners may forget their task competencies.</i></li> <li>• <u>Remembered Task Competence</u>—after several days or more. <i>ADEQUATE TO CERTIFY TASK COMPETENCE.</i></li> </ul> <p><i>NOTE: "Tasks" comprise both decision making and action taking. For example, a person learning to write poetry could <u>decide</u> to use metaphor, could <u>act</u> to use it, or could do both.</i></p>
<b>5</b>	<b>Decision Making Competence</b>	<b>Learner makes decisions given relevant realistic scenarios.</b> <ul style="list-style-type: none"> <li>• <u>Decision Making Competence</u>—during or right after learning event. <i>Not a fully adequate metric because learners may forget decision making competencies.</i></li> <li>• <u>Remembered Decision Making Competence</u>—after several days or more. <i>ADEQUATE TO CERTIFY DECISION MAKING COMPETENCE.</i></li> </ul>
<b>4</b>	<b>Knowledge</b>	<b>Learner answers questions about facts/terminology.</b> <ul style="list-style-type: none"> <li>• <u>Knowledge Recitation</u>—during or right after learning event. <i>Usually inadequate because <u>knowing</u> terminology does not fully enable performance.</i></li> <li>• <u>Knowledge Retention</u>—after several days or more. <i>Usually inadequate because <u>remembering</u> terminology does not fully enable performance.</i></li> </ul>
<b>3</b>	<b>Learner Perceptions</b>	<b>A. Learner is queried in a way that reveals insights related to learning effectiveness.</b> <ul style="list-style-type: none"> <li>• <u>Examples: Measures that target Learner Comprehension, Realistic Practice, Learner Motivation to Apply, After-Learning Support, etc.</u> <i>Such measures can hint at outcomes but should be augmented with objective outcome measures.</i></li> </ul>
		<b>B. Learner is queried in a way that does NOT reveal insights on learning effectiveness.</b> <ul style="list-style-type: none"> <li>• <u>Examples: Measures that target Learner Satisfaction, Course Reputation, etc.</u> <i>A metric inadequate to validate learning success—because such perceptions are not always related to learning results.</i></li> </ul>
<b>2</b>	<b>Activity</b>	<b>Learner engages in activities related to learning.</b> <ul style="list-style-type: none"> <li>• <u>Measures of Attention</u> <i>A metric inadequate to validate learning success—because learners may pay attention but not learn.</i></li> <li>• <u>Measures of Interest</u> <i>A metric inadequate to validate learning success—because learners may show interest but not learn.</i></li> <li>• <u>Measures of Participation</u> <i>A metric inadequate to validate learning success—because learners may participate but not learn.</i></li> </ul>
<b>1</b>	<b>Attendance</b>	<b>Learner signs up, starts, attends, or completes a learning experience.</b> <i>A metric inadequate to validate learning success—because learners may attend but not learn.</i>