

The Learning-Transfer Evaluation Model

Abbreviated as LTEM (Pronounced "L-tem")

Tier 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. <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>
7	Transfer	When learner uses what was learned to perform work tasks successfully—as as clearly demonstrated through objective measures. <ul style="list-style-type: none"> • <u>Assisted Transfer</u>—when performance is substantially prompted/supported. <i>ADEQUATE TO CERTIFY ASSISTED TRANSFER.</i> • <u>Full Transfer</u>—when learner demonstrates full agency in applying the learning. <i>ADEQUATE TO CERTIFY FULL TRANSFER.</i>
6	Task Competence	Learner performs relevant realistic actions and decision making. <ul style="list-style-type: none"> • <u>Task Competence</u>—during or right after learning event. <i>Not a fully adequate metric because learners may forget their task competencies.</i> • <u>Remembered Task Competence</u>—after several days or more. <i>ADEQUATE TO CERTIFY TASK COMPETENCE.</i> <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>
5	Decision Making Competence	Learner makes decisions given relevant realistic scenarios. <ul style="list-style-type: none"> • <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> • <u>Remembered Decision Making Competence</u>—after several days or more. <i>ADEQUATE TO CERTIFY DECISION MAKING COMPETENCE.</i>
4	Knowledge	Learner answers questions about facts/terminology. <ul style="list-style-type: none"> • <u>Knowledge Recitation</u>—during or right after learning event. <i>Usually inadequate because <u>knowing</u> terminology does not fully enable performance.</i> • <u>Knowledge Retention</u>—after several days or more. <i>Usually inadequate because <u>remembering</u> terminology does not fully enable performance.</i>
3	Learner Perceptions	A. Learner is queried in a way that reveals insights related to learning effectiveness. <ul style="list-style-type: none"> • <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>
		B. Learner is queried in a way that does NOT reveal insights on learning effectiveness. <ul style="list-style-type: none"> • <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>
2	Activity	Learner engages in activities related to learning. <ul style="list-style-type: none"> • <u>Measures of Attention</u> <i>A metric inadequate to validate learning success—because learners may pay attention but not learn.</i> • <u>Measures of Interest</u> <i>A metric inadequate to validate learning success—because learners may show interest but not learn.</i> • <u>Measures of Participation</u> <i>A metric inadequate to validate learning success—because learners may participate but not learn.</i>
1	Attendance	Learner signs up, starts, attends, or completes a learning experience. <i>A metric inadequate to validate learning success—because learners may attend but not learn.</i>