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.** • <u>Measures of Attention</u> *A metric inadequate to validate learning success—because learners may pay attention but not learn.* • <u>Measures of Interest</u> *A metric inadequate to validate learning success—because learners may show interest but not learn.* • <u>Measures of Participation</u> *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.** • <u>Examples: Measures that target Learner Satisfaction, Course Reputation, etc.</u> *A metric inadequate to validate learning success—because such perceptions are not always related to learning results.* **Learner is queried in a way that reveals insights related to learning effectiveness.** • <u>Examples: Measures that target Learner Comprehension, Realistic Practice, Learner Motivation to Apply, After-Learning Support, etc.</u> *Such measures can hint at outcomes but should be augmented with objective outcome measures.*
4	**Knowledge**	**Learner answers questions about facts/terminology.** • <u>Knowledge Recitation</u>—during or right after learning event. *Usually inadequate because <u>knowing</u> terminology does not fully enable performance.* • <u>Knowledge Retention</u>—after several days or more. *Usually inadequate because <u>remembering</u> terminology does not fully enable performance.*
5	**Decision Making Competence**	**Learner makes decisions given relevant realistic scenarios.** • <u>Decision Making Competence</u>—during or right after learning event. *Not a fully adequate metric because learners may forget decision making competencies.* • <u>Remembered Decision Making Competence</u>—after several days or more. *ADEQUATE TO CERTIFY DECISION MAKING COMPETENCE.*
6	**Task Competence**	**Learner performs relevant realistic actions and decision making.** • <u>Task Competence</u>—during or right after learning event. *Not a fully adequate metric because learners may forget their task competencies.* • <u>Remembered Task Competence</u>—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 <u>decide</u> to use metaphor, could <u>act</u> 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.** • <u>Assisted Transfer</u>—when performance is substantially prompted/supported. *ADEQUATE TO CERTIFY ASSISTED TRANSFER.* • <u>Full Transfer</u>—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.*