



*Begin with the End in Mind:*

## ***Three Levels of Evaluation***

Using a Dialogue Education™ Approach

In order to be accountable in our learning-centered approach, we are attentive to three levels of evaluation: Learning, Transfer and Impact. We design for learning during the event in such a way that the learning can be transferred into participants' real life situations. We continually envision the intended impact of that transfer of learning to participants' families, workplace, and/ or communities.

1. Learning evaluation involves informally or formally testing, surveying, or observing participants to determine the degree to which they acquired new skills, knowledge or attitudes during the program. Selected key products are analyzed for evidence of learning.
2. Transfer evaluation identifies how participants apply their learning beyond the program. However, it also observes participants' actions during the program that suggest they are likely to transfer the key elements of the program.
3. Impact evaluation focuses on what happens in an organization or to a person over time as a result of a particular event. This is ultimately the benefit that sponsoring organizations could look toward when they encourage particular learning. Unfortunately this end of accountability and evaluation often goes unevaluated as it requires careful design and implementation strategies.

Each Level Of Evaluation is independent and reveals distinctly different information. While separate, these levels of evaluation are also congruent and even sequential; that is, without learning there will be no transfer, and without transfer there will be no impact.

Vella, J., Berardinelli, P., & Burrow, J. (1997) [How Do They Know They Know? Evaluating Adult Learning](#). San Francisco: Jossey-Bass



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