A Case Study on the Learning Transfer
in Corporate e-Learning

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Due to the continuous expansion of e-learning in corporate learning, interest in the outcomes of e-Learning is increasing, especially in effectively applying learning results to job performance.

In this context, a matter of primary concern in corporate learning is learning transfer. Recently, attempts have been made to analyze empirically whether there is a need for learners who acquire knowledge, skill, and attitude from learning apply what is learned to job performance.

However, previous studies have neglected the approach, method, and procedure of measuring learning transfer, have had difficulties in identifying various aspects and patterns of learning transfer, and were limited to analyzing the manner in which various factors affect learning transfer.

Therefore, the purpose of this study is to systematically and concretely verify the role played by learning transfer in corporate e-Learning by using a diverse and elaborate methodology that combines a quantitative approach with a qualitative approach, and analyze the manner in which various practical factors affect learning transfer.

In addition, this study aims to identify the differences in learning transfer based on the various characteristics of companies, individuals, contents, and conditions, by analyzing the relationship between the general variables concerned in the field of the workplace and learning transfer.

For this purpose, a review of the literature was first conducted to derive the conceptual definition, explore the related variables, and analyze the results of previous studies. Second, the tools to measure learning transfer were collected, the characteristics of the tools were analyzed, and the implications for this study were extracted. Third, study design, factors related to learning transfer, and methods of measuring learning transfer were set, and the measuring tools were selected and developed. Fourth, the subjects who enrolled in e-Learning courses at Korean companies participated in the surveys that were provided at the beginning, middle, and the end of the e-Learning. Finally, the collected data

were analyzed statistically.

The results of the study of the relationship between affecting factors and learning transfer in companies A and B were as follows.

First, the learning transfer models of two companies were analyzed using descriptive statistics, correlation analysis, verification of measurement model and structural model. As a result, both models showed reasonable fits. But a path that was not significant was extracted in the B model, and the modified model was used for verification. Therefore, an empirical model that explained the relationship between affecting factors and learning transfer in corporate e-Learning was derived.

Second, there was no huge difference found between the two models of learning transfer, but the factors were slightly different. In the case of company A, the affecting factors were learners' intrinsic characteristics, the contents and design of courses, supervisor and peer support, and the organizational environment. The contents and design of courses had the greatest relative influence, followed by supervisor and peer support, learners' intrinsic characteristics, and organizational environment. In the case of company B, on the other hand, the affecting factors were learners' intrinsic characteristics, contents and design, and organizational environment, excluding supervisor and peer support. Contents and design had the greatest relative influence, followed by learners' intrinsic characteristics, and the organizational environment. It can be interpreted that each course was their own e-Learning program, so the difference was due to the characteristics of companies, workers, jobs, and the training program.

Third, the common result of these two cases was that contents and design had relatively greater effects on learning transfer than the other factors. This result implies that it is important to design e-Learning contents that are relevant to the job, have a similar working environment, and provide feedback for learning transfer. Therefore, strategies for contents construction and design are needed in the planning and design of corporate e-Learning.

Next, the results of the relationship between the general factors and learning transfer in companies A and B were as follows.

First, learners' satisfaction with learning significantly predicted learning transfer, while learners' achievement did not. From this, it can be interpreted

that achievement tests in corporate learning were conducted insincerely to a certain degree, so there is a limit in terms of our true ability to comprehend and analyze the real effectiveness of learning.

Second, learning strategies significantly predicted learning transfer, while learning time did not. From this, it can be interpreted that the time learners spent on learning itself certainly was not meaningful learning time, and that the qualitative aspects of the learning process are important, not the quantitative aspects.

Third, learner satisfaction with the job significantly predicted learning transfer. From this, it can be interpreted that the more learners were satisfied with their job, the more they intended to produce favorable outcomes, so they endeavored to apply what they learned to their job, and this could come down to positive learning transfer.

Fourth, the result of the relationship between general factors and learning transfer in these two cases was almost similar. In particular, learning strategies and learner satisfaction with learning had relatively greater effects on learning transfer than learner satisfaction with their job, and it was the same In both cases. This implies that effective and substantial learning is needed for a high degree of learning transfer. To achieve this, both designing an effective learning program and securing learner effort to learn and develop their learning strategies are necessary.