



May 2011 | Issue 10 | Vol. 5

SECTION 1: LEADERSHIP

- **Introductory Remarks**

SECTION 2: TRAINING & DEVELOPMENT

- **Lifelong Learning**
- **What is your Chunking Strategy?**
- **Leveraging Joint Education and Training**
- **2011 Distributed Learning (dL) Leaders Forum**
- **Army Basic Instructor Course (ABIC): Outreach Promotes United States Army Intelligence Center of Excellence's (USAICoE) Learner-Center Mission.**

SECTION 1: Leadership

Welcome to Edition Ten of the dL STAR!



Hello, before introducing the articles in this 10th addition of the dL STAR, I would like to describe to you our efforts in meeting the goal of the establishing TADLP as a foundational element of lifelong learning that supports the Total Force. We will soon release the Persistent Learning Capability (PLC) Strategy. The PLC Strategy describes how TADLP will enable the rapid development, integration and development of dynamic content using emerging technologies/applications, performance support capabilities, and distributed learning products that assist learners 24/7/365 at the point of need.

The strategy is based on the Army's Conceptual Framework which identifies the need for a PLC that will provide a learning continuum that blurs the lines between the Operational Army and the Generating Forces by integrating institutional instruction, self-development, and operational experience. The fundamental attributes of the PLC includes the ability to both persist and adapt as technologies emerge. It will do this through the application of learning sciences and strategies, mobile delivery capabilities, and social learning models, learning and content management capabilities, and innovative people. The strategy identifies five lines of effort (LOEs) that will guide the implementation of the strategy. The LOEs are: lead TRADOC culture change necessary to implement PLC, convert content to mobile applications, develop new course content and convert existing content, leverage social learning, and transform the resourcing model.

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



The dL STAR provides articles that describe some of the innovation that is emerging within the dL community. In this edition, the STAR highlights Leveraging Joint Education and Training, the 2011 Distributed Learning Leader's Forum, What is your Chunking Strategy?, Army Basic Instructor Course (ABIC) Outreach Promotes United States Army Intelligence Center of Excellence's (USAICoE) Learner-Center Mission.

I also want to let you know that the 10th Annual dL Conference will be held at the City Center Marriott Hotel Newport News, VA June 21-23, 2011. The theme of the conference is Content, Context, and Connection in Support of a Persistent Learning Environment. We will begin the discussion regarding current and emerging learning technologies. We will also develop solutions that provide the foundation for the learning continuum. To aide us in this arduous task, we will have experts in the areas of learning sciences and technologies that can assist in chartering a way forward. You can find greater details regarding the conference @:

<http://www.facebook.com/ArmyDLConference?sk=info>

I encourage you to visit our website and join our Facebook and Interlink blog sites. Use these tools to share your opinions or ask questions about any article in this newsletter. We designed these sites to capture your knowledge and share it with other members of the dL community. If you have any questions about dL or desire to submit a future article for publication, please contact us @ <http://www.atsc.army.mil/tadlp/>.

We are proud to serve and support!

Helen A. Remily
TRADOC Capability Manager,
The Army Distributed Learning Program

SECTION 2: Training Development

Lifelong Learning

Lifelong learning is an insatiable quest for knowledge about a Soldier, Leader, or Civilian's environment in order to apply military and nonmilitary principles to a particular discipline or complex situations. The lifelong learning concept assumes that the individual understands there is a tangible benefit to the perpetual acquisition of knowledge for themselves and those whom they influence. Those who accept the challenge of becoming lifelong learners will continue to garner knowledge throughout their lifetime thereby making them capable of adapting to evolving situations. Lifelong learners are able to apply their knowledge or discover knowledge regarding the character, nature, subtleties, concepts, operations, and disciplines of an occurrence to achieve the best outcome. Lifelong learning is not a new concept. Historically, those whose desire to be at the forefront of their field having always been lifelong learners and encouraged others to be likewise. The Army through its military education system has demanded that its leaders be lifelong learners. However, the Industrial Narrative lured generations to learn the bare minimum to obtain a particular job, position, or status. Once they obtained their goal, they plateau and lost interest in further intellectual development. This behavior was acceptable in previous years; however, society no longer operates at the industrial narrative evolutionary pace that allows individuals to gradually grow as new technology emerges. We now live in a time of digital shifts where knowledge and technology continually proliferates and morphs into something that cannot be "figure out by playing with it".

Lifelong learning is more than designing courseware, introducing new technologies and learning management systems. The implementation of lifelong learning necessitates that the education and training communities understand how people learn and what motivates them to learn. The brain was previously believed to operate like a conveyer belt. Memories were stored in a last-in last-out manner; the brain contained a single search engine which searched a database like structure to find a particular memory or set of memories when needed. Today some behavioral scientists believe that our brain consists of multiple memories repositories using multiple search engines each designed for a particular purpose. When

The dLSTAR



distributed Learning Supporting Training Awareness and Readiness

the brain captures a memory, it is fragmented and stored in at least two different repositories in the mind. The first repository allows us to recall a particular event but not the details of the event. The second repository stores the details of the event. For example, if someone asked if you have ever fished we can answer yes or no but we cannot provide any details. The brain design accesses the first set of memories to provide the most efficient answer. If further information is required about a particular fishing trip is needed to fully answer that question, a separate search engine retrieves the memories needed to access the detail knowledge.

The U.S. Army Learning Concept for 2015 states that “Digital age learners have been described as having a need for achievement and will not accept learning environments that do not provide enough support, feedback, or clearly demonstrate the relevance of the learning material to their lives.” They greatly differ from previous generations where tasks, conditions, and standards coupled with lecture were the norm for teaching. This statement clearly indicates that lifelong learning products must not only be tailored to a particular occupational skill but tailorable to an individual life’s experience as well. The industrial narrative that has served the education and training environment for nearly a century is being shattered by the new digital narrative paradigm, persistent access, sharable content, and the classroom is one place in a continuum of knowledge centers. The industrial narrative’s aim is to teach students to conform to hierarchal paradigm characterized by top down instructions, strict adherence to schedule and rules, and a single solution sets. Lifelong learners that operate in the digital narrative will require very different experiences. The digital narrative requires the development of learning environments and content that conform to the needs of the learner not the instructor. This construct will teach norms, alternative solutions and provides realistic exercises that allow the assembly of multiple solutions to garner many outcomes rather than the school solution. With that in mind, courseware, scenarios, and video games must take into account the complex environment that learners operate within and foster group discussion where peer to peer learning can take place.

With the advent of digital narrative in education and training, the establishment of communities of practices and communities of interests will further buoy lifelong learning.

Lifelong learning implies a sharing of knowledge and the classroom is part of a continuum of many places where the lifelong learner forages for knowledge. It also means previously taught knowledge in formal classroom setting will use facilitators, who encourage peer to peer learning, digital mentoring, mobile learning devices, discovery, and other forms of networking. New education and training models will shift from building safe environments to new models where people are encouraged to share knowledge and take risks. One important role will remain, teaching lifelong learners how to filter and use content in making rational decision in complex environments. Courseware as we know it will evolve into sharable content, federated repositories, and graphical user interfaces that will allow knowledge to be discoverable and easily configurable to meet transforming user environments. User generated classes will be invaluable to learning.

Fostering a community of lifelong learners is a difficult task for any organization that recruits its members from divergent backgrounds. But to meet the Army’s mission to defeat future challenges in complex environments demands that we do so. It requires a coordinated effort using neurosciences, learning sciences, technology, and imagination to transform the learning model and shatter “rice bowls” if knowledge is going to be communal over divergent domains. The primary goal is to train and educate in a manner that the learner gains knowledge and understanding to properly react to events in complex environments. Technology cannot be the driving force within the education and training community. Understanding how we learn is paramount. Digital tools and technology must always remain secondary to the gains from the learning sciences.

Understanding how we learn does not diminish the requirement for educator and facilitators to be proficient in current and emerging technologies. A digital gulf between educators and student will only add to the learning divide. In 2009, 53% of teachers secondary surveyed across the fifty states and the District of Columbia allocated one to eight hours for professional technology training in a twelve month period¹. This indicates that attaining academics requirements and

¹ Department of Education, Institute of Education Sciences, National Center for Education Statistics, Teachers’ Use of Technology in U.S. Public Schools. (Washington. D.C., May 2010) 18

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



goals dominate in a classroom environment dominates the mindset of this education community. However, if careful consideration for the implication technology will have on learning and an incentive system is not developed to reward those that remain technological savvy, the classroom will be continue to lag behind utilizing the proliferation of technological wonders that learners are already using on their personal computers, personal digital devices and cell phones. The education community must establish communities of practice to share net techniques for learning and become lifelong learners themselves if they expect to be relevant in the digital learning explosion.

The need for learning begins with the need to gain knowledge regarding a particular or multiple topics. Knowledge can be defined as what we know or where we can find information. With the explosion of information, a third category needs to be added to this definition of knowledge; the ability to use evolving technology to discover content that was not considered or unknown. Moving from search centric to discovery centric environments moves us from a knowledge based Army to a learning Army. For example, the learner's ability to "drill down" through reusable content to discovery knowledge from different discipline and assemble that content in a way that benefits the user's needs is critical for Soldiers maintaining a learning advantage. This implies the use of federated repositories, faceted search engines, and reusable content (content parsed into small information packets containing metadata tags). Therefore, there must be a digital shift in the management, storage and retrieval content if lifelong learning is to become a reality. It is crucial for Soldiers, Leaders, and Civilians to be unencumbered when accessing repositories where authenticated knowledge is stored that assists in resolving complex decisions.

Lifelong learning requires the facilitator, courseware developer, trainer, and learner to constantly reassess the requirements to prepare for the future trends. The continued proliferation of information will deluge the senses and provide numerous options for learning. Understanding the desired outcome, trends, enhanced discovery techniques, and culture bias will enhance the ability of the learner to discover information at the point of need. The proper use of digital devices and tools will enhance learning by providing updates for specific information, needs, and situations. For example, the cell phone will be use for short videos,

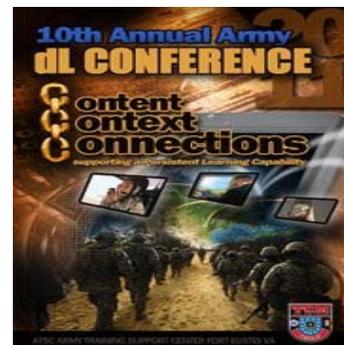
games, and automatically provide update when away from larger capacity media because of its small screen size.

Developing the tools for lifelong learning and transitioning the training development community into lifelong learning is a must if the Army is ever going to maintain its learning advantage. The proliferation of information and the rapidly transformation to a digital environment will require retraining any workforce every five to seven years. If lifelong learning is not the mantra for the Army, the ability to maintain a learning advantage and win in complex environments is not possible. The training and education community must be the first community of practice to adapt lifelong learning as a standard that it may provide adequate training to the greatest fighting force that has ever existed.



Timothy R. Major is the Lead Military Analyst, Akima Infrastructure Services, LLC, working in the office of the TCM-TADLP. Mr. Major is a retired Army Lieutenant Colonel. He is a graduate of Alcorn State University (BS), Pepperdine University (MA), Virginia Union University, (MDiv) and the Joint Forces Staff College.

Register Now for the 10th Annual dL Conference



<http://www.facebook.com/ArmyDLConference?sk=info>

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



What is your Chunking Strategy?

What Does It Mean To *Chunk Content*?

There has been much discussion on the concept of *chunking content* but little in the way of an explanation of the concept. Just what does it mean to *chunk*, how is it done, and what does it do for me as a training developer? Courseware Standards and Certification of the Office of the TRADOC Capability Manager -The Army Distributed Learning Program (TCM-TADLP) has brought together some information on the concept and how it fits with the new Army Learning Concept (ALC) 2015.

Chunking has been defined as decomposing content into the smallest intelligible chunk so that the parts can be woven into differing learning structures. The parts can be a lesson, module, or even a complete course. They can be chunked based on *topic*, *time*, or *task*, or other factors. They can be thought of as all the parts and pieces of a course but without the structure that links them together. The process of chunking content can lead to efficiency and effectiveness in the delivery of the content and ultimately can provide the components of adaptive training and education.

The ALC 2015 describes a Continuous Adaptive Learning Model (CALM) that engages learners with adaptive learning support systems. These provide a tailored learning experience based on the learner's personal competence levels. "Adaptive learning, intelligent tutoring, virtual and augmented reality simulations, increased automation/Artificial Intelligence simulation, and massively multiplayer online games (MMOG), among others will provide Soldiers with opportunities for engaging, relevant learning at any time and place" (TRADOC Pam 525-8-2, p. 8). Each of these systems offers a digitized training and education output that when combined with other relevant content can be used to meet specific learning outcomes. A good example of this concept comes from the scenarios developed for serious game play. These digitized objects are available for integration into a number of training and education courses. The vignettes provide engaging action, high fidelity graphics, and relevant scenes. The reuse and repurpose of these scenarios provides cost savings and efficiency in the development process. As these and other small *chunks* of content are

developed, the vision of ALC 2015's digital learning content *farms* is realized.

In addition to the vision of Army Training and Education expressed in the ALC 2015 are the practical considerations for chunking content. TADLP has been producing courseware for a number of years now. The success of the programs can present fierce debate. It has without a doubt been a struggle with long development times and technical issues. One of the most problematic issues for dL has been the size of the courses developed for web-based delivery. The average course length is fifty hours with many exceeding one hundred hours. When the course is delivered within a course structure all of the Army's delivery systems struggle to keep up. Many combined complex sequencing and navigation with the long length further tax the systems. Finally, the demands on bandwidth cause serious latency issues. Chunking also supports the use of mobile delivery of content.

Breaking content into smaller more manageable *chunks*, offers promise for the Army's courseware development problems. Is this a research based solution? How does it relate to current instructional design? How do you create content chunks?

What is the Research on Chunking?

The literature on chunking of content has a long history. In 1956, George Miller offered his theory on the limits of cognitive processing and came up with the *Magic Number Seven*. The concept was based on human limitations in processing of information. Five pieces of content was easily accomplished, but eight was too much. Of course, each person is different and their mental abilities aren't the same in all cases. But this provided an easy to remember rule of thumb for training and education developers. According to Miller, short term memory has a capacity of about "seven plus or minus *chunks*." Chase and Simon (1973) relate the size of chunked content to the level of the learner's proficiency with the content. Experts can perceive bigger chunks than a novice. The novice learner will be able to perceive larger chunks as their level of knowledge in the topic develops. As learners develop and use their perceptual abilities they begin to build short term memory chunks into long term memory use.

For instructional design, Clark, Nguyen, and Sweller

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



(2006) stress chunking of content as a way to reduce cognitive load. This allows the learner some breathing room as they move through content so they can assimilate, analyze, and synthesize content in smaller bites. Sweller argues cognitive overload interferes with patterns of learning and ultimately reduces task performance. He further argues complex presentation of learning materials can contribute to the overload.

Research provides a foundation for why we should chunk content. But the *how* has a more practical foundation.

How do you Create Content Chunks?

Good instructional design starts with a strong analysis phase. This phase provides an opportunity to look at the parts and pieces that make up a course and decide on a chunking strategy. One way to accomplish this is to think of the tasks as a chunk. For education-related courseware use a topic. Each task or topic should be self-contained, meaning all the material needed to teach the task or topic is part of the chunk. The intro, lesson, and summary all form one chunk, typically 15-20 minutes in length. The content should be relevant and coherent, don't leave anything out that is needed for clarity. Remember this chunk may be used in different courses so this is important.

The chunk might contain a complete procedure or part of a procedure that can be used with other courses. For example, the task Assessing Shock may contain the lesson complete with all procedural steps and a video to demonstrate *what right looks like*. The chunk can be used as part of the course *First Aid for Infantry Soldiers* and for *First Aid for Artillery Soldiers*.

Chunking is greatly facilitated by working with the content subject matter experts (SMEs). These experts can help break down content into relevant parts. You may want to teach the components of a system before teaching the complete process, or separate supporting knowledge from procedural steps. Chunking gives the learners that breather that Sweller (2006) calls essential to learning. The ALC 2015 speaks to the concept of a learner centric environment and chunking provides the content. The chunking strategy gives the learner control over pacing and navigation through the content. Similar to the way in which an individual might navigate through.

content on a web site, chunking gives the learner a prior sense of following their own direction based on curiosity, experiences, and past knowledge. When designing for the learner centric environment, think relative content chunks across a page that can entice, teach, and engage the learner.

Chunking by Example

Getting started with your chunking strategy can be daunting. This is especially true if you have been developing courseware the same way for years. How can you possibly make this change now? The answer is by following an example, just till you get the hang of it.

The Northeast Texas Consortium (NET) - Center for Educational Technologies offers a step by step guide to taking an existing academic course down to smaller chunks (<http://www.netnet.org>), and even offers their Distance Education Course Chunking Workbook (2003) to help you along. The guide provides an example of taking a 45-hour course down to five 3-unit modules, each with 3 lesson chunks. Each chunk is 15-20 minutes long, just right for the adult learner.

It looks something like this:

- 3 chunks = 1 lesson
- 3 lessons = 1 unit
- 3 units = 1 module
- 5 modules = 1 course

I know what you're thinking. How is this different from what we are doing now? Simple, these are developed as standalone chunks. There is no course structure to tie them together and you develop from the bottom up. In Figure 1 below, imagine starting to piece together the course from the bottom. First you design and develop the lesson and it is standalone. It may have a chunk for video, one for a set of procedures, and an audio file of the same procedures. Once it is all done you place it in a content repository properly meta-tagged for discovery. Remember this can be a task or a topic. (See figure 1)

Find us on Facebook!



<http://www.facebook.com/pages/Fort-Eustis-VA/The-Army-Distributed-Learning-Program/135389573179664>

The dL STAR



distributed Learning Supporting Training Awareness and Readiness

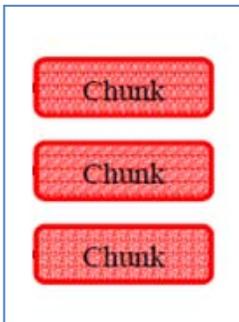


Figure 1- Chunked Lesson Content

Once the lesson chunks are developed and placed into a repository, the ISD can begin to work on the next lesson. Assembling all into a course is accomplished using the capabilities of the delivery platform. In Figure 2, the course structure links the content together to produce one course but remains available for use in other courses as well. The presentation from a learning management system is of a table of content with the structure of the course built within the system and transparent to the learner. This learner centric presentation allows the learner to select the piece of content that best addresses their preferred learning style.

Buddy Care

[Buddy Care](#)

[Assess Shock \(7min\)](#)

[Video - Assessing Shock \(15min\)](#)

[Podcast - Assessing Shock \(15min\)](#)

Figure 2 - Chunking Strategy

Chunking a course can be facilitated with the use of job aids that help in the planning of content. In Figure 3 below, a lesson is broken down into the manageable chunks, each represents one lesson per unit but the additional lessons can be added to each unit.

Unit One (title) _____

Goals:

- _____
- _____
- _____

Lesson one (title) _____; objectives:

- _____
- _____
- _____

Chunk a (title) _____; objectives:

- _____
- _____
- _____

Chunk b (title) _____; objectives:

- _____
- _____
- _____

Chunk c (title) _____; objectives:

- _____
- _____
- _____

Figure 3- Example of a Job Aid for Chunking Content

This second example shown in Figure 4 serves the same purpose but offers a different look. It has a place to indicate the media type of each chunk of content and the amount of time it covers. If this one is done properly it can even serve as a storyboard for developers.

Lesson One Chunk Planning Table

Time	Textual Components	Audio/Video Components	Interaction Components	Additional Components
15 Minutes	Lesson 1 lesson1_assess_shock.doc	assessShock.mp3	assessShock.swf	

Figure 1 - Example of Chunking Strategy and Storyboard



The dL STAR



distributed Learning Supporting Training Awareness and Readiness

Other Benefits of Chunking

Dividing or *chunking* makes managing, maintaining, and updating your content much easier. These smaller learning objects take on a plug and play quality that will help in making course updates as new information comes in. By uploading new objects, using the same name into an LMS repository, content management comes back to the schoolhouse.

By creating smaller pieces of content, you will increase the likelihood of reuse of the content. One of the issues in reuse has been the large complex content packages that were an entire course. This made repurpose, reuse, and transfer of content out of the question. The concept of reuse is supported by ALC 2015 and the Department of Defense Advanced Distributed Learning program.

What about Sharable Content Object Reference Model (SCORM)?

When SCORM was first introduced as a standard the terminology was new to everyone. One of the terms was Sharable Content Object or SCO which needed definition. There was an attempt to give it dimensions in terms of size, content properties, etc. But pinning it down was and still is difficult. But when thinking in terms of chunked content size begins to make sense. A SCO is whatever the chunk is.

It is also necessary to remember that not all content should or has to be SCORM. Content that doesn't require tracking or reporting to a learning management system (LMS) does not require SCORM. Meta-tagging for discoverability can be accomplished with other tools. Navigation and some tracking can be done by the LMS or learning content management system (LCMS).

To package it all up

Develop content from the bottom up as independent learning objects --- use the capabilities of the LMS to build course structure

Incorporate "chunking" strategies into your analysis and design processes

Optimize content for web delivery! (i.e., minimize file size and chunk content into smaller packages)

Optimize content for mLearning delivery! (i.e., minimize file size and chunk content into smaller

packages)

Reference

G. Miller, 1956, "The Magical Number Seven, Plus or Minus Two: Some Limits on our Capacity for Processing Information" *Psychological Review*, Vol 63, pp 81-97.

R. Clark, F. Nguyen, & J. Sweller, 2006, "Efficiency in Learning: Evidence-Based Guidelines to Manage Cognitive Load" Pfeiffer Publishing, San Francisco.

S. Lau and P. Woods, 2009, "Understanding learner acceptance of learning objects: The roles of learning object characteristics and individual differences," *British Journal of Educational Technology*, Vol 40 No 6, pp 1059-1075.



Peggy Kenyon is Division Chief, Courseware Standards and Specifications, TCM-TADLP and has been in her position for four months. Prior to taking over, she served as Senior Instructional Systems specialist. Peggy has an MBA and an ED.S in Education.



Visit our website @

<http://www.atsc.army.mil/tadlp/>

The dL STAR



distributed Learning Supporting Training Awareness and Readiness

Leveraging Joint Education and Training

One of the first questions that should come to an educator or trainer Subject Matter Expert (SME) when it comes to Distributed Learning (dL) is: "Is this subject Joint?" To answer that question one has to look at what comprises a "Joint" dL course. The easiest answer is if the course that is being developed is applicable to other services, then it is probably Joint. Another question that should come to mind, however, is: "Is this course material already published somewhere else?" If it is, then a lot of time and money can be saved and the SME does not have to reinvent the wheel. This is the way to "leverage" Joint education and training. This article will take a look at how to leverage Joint education and training and, since this is not a one way street, how the Army can also contribute to the Joint dL world. In a time of revolutionary transformation brought about by the Army Learning Concept 2015, and a time of constrained budgets, we need to be smarter and think outside the box to deliver dL material to the soldier anytime, anyplace, and on demand.

When it comes to leveraging Joint education and training for the Army the most logical starting point is Joint Knowledge Online (JKO), run by the Joint Knowledge Development and Distribution Capability. JKO is the largest repository of Joint dL training. Before anyone in the Army thinks about developing a course with Joint ramifications, they should first go to JKO to see if that course already exists. A typically costs \$21,000-\$24,000 to create a hour of courseware/content. The savings in finding already existing courseware that meets requirements is an obvious huge cost consideration. It is also a huge savings in time given that the course creation cycle can be anywhere between six to eighteen months long. A savings recently occurred when courseware/content was required to support Chemical Biological Radiological Nuclear (CBRNE) and High Yield Explosive requirements. Several Army units were researching the requirements to create courseware in this area. TCM TADLP directed the units to search JKO who already had a robust series of courses online totaling 145 hours, with an emphasis on the National Guard and in CONUS scenarios. Do the math and one can see the cost savings and time savings.

JKO also offers more than just dL courses. JKO hosts Communities of Interest (COI) for most of the Combatant Commands (COCOMs) and major joint task forces (JTFs) in Iraq, Afghanistan, and Horn of Africa. The JTF training is required for Augmentees assigned to each area of operations (AOR). COIs offer a way for Army centric training related to the respective COCOMs to be published. This provides Soldier access to "one stop shopping" of training for AOR specific requirements. JKO also hosts the Virtual Cultural Awareness Trainer (VCAT). This interactive cultural training program contains tactical language training and culminates with a fully interactive scenario trainer that allows students to apply what has been learned. Currently VCATs exist for Horn of Africa, North Africa, Afghanistan I (with Dari and Pashto developed by Defense Language Institute) and South America currently being developed. JKO also hosts the Small Group Scenario Trainer (SGST). SGST provides collaborative and distributed staff training for over a dozen players with specific scenarios that drives the planning and execution process. In a collaborative effort JKO is also looking at an Army developed system, the Multiplayer Online Virtual Exercise (MOVE), which allows up to a brigade size staff or JTF staff to conduct collaborative and distributed staff planning, mission analysis, courses of action development and constructive gaming via the internet.

Another way to leverage an SME's knowledge is to allow that individual or school to develop their own courseware. This is done using course authoring software programs such as ROCCE 2 hosted on JKO and soon on AKO. A course authoring tool allows a trainer to create a course from a personal computer, publish that course to the appropriate web site, and allow, as needed, the SME to make changes to that course as necessary over time without the delay of the normal course submission process. These types of course authoring tools allow for not only inclusion of visual material but auditory, video, and hyperlinks wherever appropriate. The other advantages are that these tools allow for no cost course creation for the school or SME; ready access for changes as they occur; and rapid course creation. In keeping with the focus of ALC 2015, course authoring tools allows the rapid integration of doctrine, the schoolhouse, and operating forces to create near-time and relevant courseware.

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



The Army also is working with other services to see how they are developing and delivering their dL courses in an effort to learn from each other and reduce the duplication of effort. Anytime distributed training and education is being considered, the Army has to first make sure the training is not already available elsewhere. Then the Army needs to ask the question: "is this training applicable to other services" and then make an effort at joint development. By working together and leveraging each other's capabilities, we can all create meaningful training for the soldier, sailor, airman, and marine in a cooperative enterprise that reduces the cost and the time to get knowledge to those who need it the most.



R. Kenneth Crim is the Joint Individual Education and Training Analyst for the TRADOC Capability Manager-Distributed Learning at the Army Training Support Center. Mr. Crim is a retired Navy Captain and Naval Aviator as well as a Joint Specialty Officer. He served in Desert Storm and as Chief of Operations, Multi National Force-Iraq, 2004-2005. He is a graduate of Georgetown University (BSBA), The Naval War College (MA), and Joint Forces Staff College.

Program: Army Training Help Desk
Website: <https://athd.army.mil>



2011 Distributed learning (dL) Leaders Forum

In November 2010, the Distributed Learning Support Branch (DLSB), US Army Combined Arms Support Command (CASCOM) G3/Training and Doctrine hosted its first annual dL Leaders Forum to present and discuss issues relating to dL products and processes. The 2010 dL Leaders Forum included presentations and discussions on the processes for nominating and prioritizing new dL courseware, courseware standards, certification processes and the impacts of Distributed Learning Systems (DLS) on the Army Learning Management System (ALMS). Presenters included representatives from the TRADOC Capability Manager-The Army Distributed Learning Program (TCM-TADLP) Office, the Army Training Support Center (ATSC), and the Program Management Office for Distributed Learning System (DLS) at Fort Eustis.

DLSB is excited to announce the Second Annual Distributed Learning (dL) Leaders Forum to present and discuss issues relating to dL products and processes. The purpose of this year's forum is to explore the impacts of The Army Learning Concept (ALC) 2015. Presentations by leaders and decision-makers from multiple TRADOC Organizations will help spur discussions on managing resources, integrating dL training, and possible changes to policy.

CASCOM Training Developers are using information from last year's forum to plan how to maintain current training programs and study best practices of converting traditional training into computer, internet based or mobile training. This year's forum promises the opportunity to better understand TRADOC's vision and implementation plan for ALC 2015 and to discuss the way forward as it impacts sustainment training strategies and dL challenges.

The 2011 dL Leaders Forum will be held Fall of 2011. If you would like to learn more about the Forum or would like to participate please send an email to: leeetstd@conus.army.mil.

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



Amanda Reid is a member of the US Army Materiel Command Fellows Program, Class 10. She has earned a Master of Science in Instructional Technology from Texas A&M University - Texarkana. Ms Reid is currently assigned as an Instructional Systems Specialist Fellow within the Distributed Learning Support Branch of US Army CASCOM G3/Training & Doctrine Development, Training Support Directorate, Training Technology Division.



Jon Freestone graduated May 2003 with his Masters from Utah State University in Instructional Technology. Aug of 2003 he started working for CASCOM as a CP-32 Intern and was permanently assigned to CASCOM in 2005. Mr. Freestone currently works for the CASCOM G3/Training & Doctrine Development, Training Support Directorate, Training Technology Division as an Instructional Systems Specialist and as the G3 Webmaster.

Army Basic Instructor Course (ABIC): Outreach Promotes United States Army Intelligence Center of Excellence's (USAICoE) Learner-Center Mission.

Mentor and iPad Programs Launched with ABIC

The U.S. Army Intelligence Center of Excellence (USAICoE) is committed to identifying the most cost-effective and efficient methods of providing educational content using current technology. With Learning Technology's development of the new U.S. Army Basic Instructor Course (ABIC) Outreach program, USAICoE is demonstrating its commitment to a lifelong learning continuum. "ABIC Outreach mixes face-to-face instruction with training initiatives that correspond with the digital age," stated Leanne Rutherford, director of Learning Technology for USAICoE. According to Rutherford, ABIC Outreach is a new Blackboard web site featuring the Critical Thinking, Current Operational Environment (COE) and Cultural Awareness modules.

Completion of the Critical Thinking, COE and Cultural Awareness modules is a requirement to graduate from USAICoE ABIC, the course that qualifies Soldiers to instruct. "Historically, these modules have been conducted by MTT (Mobile Training Team) instructors from USAICoE to the reserve component," Rutherford stated. "Conducting training in this manner is inefficient because it consumes battle assembly weekends." She added that the new distributed learning program will significantly reduce costs and provide battalions with additional time to perform other required tasks during battle assembly.

Beth Leeder, chief of the Staff and Faculty Development Division and facilitator of ABIC Outreach, stated, "We are basically exporting parts of ABIC to other people who haven't had that accessibility before." "Reserve and remote instructors can acquire the basic ABIC from almost anywhere, but because USAICoE has been learner-centric for some time, we have some additional skill sets that we teach which aren't in the ABIC course and those individuals had no way of acquiring that information prior to ABIC Outreach."

"In a sense, ABIC is becoming more learner-centric,"

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



stated Sherry Hendershot, instructional designer for Learning Technology and a designer of ABIC Outreach. Along with the topic information presented, quizzes (COE only), assignments (Critical Thinking) and discussion boards for all sections are available within ABIC Outreach. Hendershot said that based on the topic presented, short movie clips are also included. "ABIC Outreach offers students flexibility," she said. "The course is designed to be self-paced, with a facilitator monitoring the site, grading assignments and ensuring that students participate in the discussion boards."

According to Hendershot, students take Critical Thinking first. "Critical Thinking is the foundation for the COE and Cultural Awareness modules," she stated. ABIC Outreach also allows students to view their grades and send internal course e-mail to the instructor and their classmates. The new site is designed for instructor students who are unable to attend the full ABIC course because they are not located at USAICoE. Among the students are Reserves, National Guard as well as instructors assigned to Goodfellow Air Force Base, Texas and Corry Station Naval Technical Training Center, Fla.

Hendershot and Web Developer Luis Espinal, also of Learning Technology, were the primary designers of ABIC Outreach. Cultural Awareness instructors, the Reserves, and the Critical Thinking Standardization committee were among the course reviewers. Rutherford stated that in addition to the establishment of ABIC Outreach, ABIC is undergoing other fundamental changes. "As an ALC 2015 (U.S. Army Learning Concept for 2015) initiative, ABIC is being redesigned," Rutherford said. "Within the redesign, ABIC will serve as the testbed for the Apple iPad and Mentor programs."

Apple iPad

Sgt. 1st Class Bryan G. Goos is the non-commissioned officer in charge and acting development team lead for Learning Technology. Goos stated that the iPad project will provide insight into the effectiveness of training via mobile devices. "The fusion of iPad with ABIC curriculum will offer students an abundance of opportunities to enhance their learning," Goos stated. "In one lightweight portable device, students will have

the ability to access all of their course material in a searchable PDF (portable document format) reader."

A dictionary, thesaurus and several educational videos selected by instructors are among other features and tools that the iPad will offer ABIC students. The iPad's scheduling applications will also allow students to plan ahead and track homework assignments. According to Goos, six iPads have been loaded with a variety of software requested by ABIC instructors. Once instructors have familiarized themselves with the technology, 42 additional iPads will be provided to students.

Mentor Program

Leeder is directing the Mentor Program. She said that the purpose of the program is to pair ABIC graduates, who are novice instructors, with USAICoE's most skilled instructors for coaching on classroom presentations and culture of the course. Although discussions on the Mentor Program began before ALC 2015, Leeder said that the new program completely corresponds with the new learner-centric model. "The skill set to move from lecturer to facilitator is an art, maybe more than the science of lecturing, so I think the individualized coaching support is absolutely in line with ALC 2015," Leeder stated.

Prior to establishing the Mentor Program, USAICoE analyzed its training program and identified valid concerns. "ABIC requires 13 days of instruction and we realized that we were training individuals that had never been on platform, providing them with the very basic experiences," Leeder stated. "We further realized that when teaching with actual courses and real students, it is different."

According to Leeder, the idea for coaching and mentoring was actually derived from Training Development and Support (TD&S) while they were studying a book authored by Tony Wagner titled, "The Global Achievement Gap."

She added that the support to grow from a novice to a full-fledged instructor hasn't been made available across the board. "Some courses do it very well and some courses – not as much, so we established a formal program to ensure that every instructor has that opportunity, not just the ones who are fortunate enough

The dL STAR



distributed Learning Supporting Training Awareness and Readiness



to get assigned to the ones that do it," Leeder said.

Major training organizations involved in establishing and sustaining the Mentor Program include the 111th MI Brigade, Non-Commissioned Officer Academy (NCOA), TD&S and the Quality Assurance Office (QAO). "One of the unique things about the Mentor Program is that we didn't prescribe a USAICoE wide program," she stated. "Instead, we established a baseline and each organization developed their own SOP in an effort to be more centric to what they need."



Regina S. Albrecht is the senior technical editor and writer for Learning Technology, U.S. Army Intelligence Center of Excellence, Fort Huachuca, Ariz. She is also editor of the *Learning Technology Insider*

Comment via Intelink!



<https://www.intelink.gov/blogs/tcmtadlp/>

dL STAR wants to hear from you!

TADLP would like to thank all authors who submitted articles for this addition of the dL Star.

Email the dL STAR at atsc.tadlp@conus.army.mil if you would like to submit an article for the next issue. be added to our distribution list, or know someone who would be interested in receiving the dL STAR.

dL Resources:

Program: The Army Distributed Learning Program (TADLP)

Website: <http://www.atsc.army.mil/tadlp/>



Program: Distributed Learning System (DLS)

Website: <http://www.dls.army.mil>



Program: Army e-Learning



Website: <http://www.us.army.mil/ako>, select "My Education"

Program: Army Training Support Center (ATSC)

Website: <http://www.atsc.army.mil>

