MAINTAINING READINESS AND RELEVANCY THROUGH TRANSITION

THE DL STAR

ARMY DISTRIBUTED LEARNING: SUPPORTING TRAINING AWARENESS AND READINESS

FALL 2017  EDITION 27
TRANSITION

MOVING FORWARD WITH DL MODERNIZATION AND READINESS INITIATIVES WITHIN THE ARMY UNIVERSITY

If you’re an avid reader of the DL STAR, you know that I open with “Welcome to this edition of the DL Star.” I don’t take that phrase lightly because I sincerely hope to bring useful, relevant, and noteworthy items of interest to you through each article within each edition. This document is also a conduit for continued improvement and collaboration within our community of practice, as we seek to modernize the Army’s DL Program and highlight the professional pursuits and efforts of our proponents and Army agencies. Always wanting to increase your appetite for new and improved innovation, I trust that the contents found within this SPECIAL EDITION will benefit you, our Soldiers and military at large. So, welcome to this edition of the DL Star.

These are exciting times within the Army and distributed learning. As we all do our best to address the current and future global changes and challenges—the Army DL Program is experiencing an exciting organizational change. We are realigning from the Combined Arms Center-Training (CAC-T) to the Army University. As we transition and become comfortable in the ArmyU family, we believe that you will become comfortable with the new look and feel of the DL STAR. We will continue to fine-tune its appearance; however, our motto remains strong: DISTRIBUTED LEARNING (DL) SUPPORTING TRAINING AWARENESS AND READINESS (STAR)—a bit of trivia for those of you who might not know the actual meaning of the Title (acronym). During the phased transition, Army readiness will remain our paramount focus. As always, we welcome your thoughts and suggestions—our industrious and innovative teammates!—as they will assist in paving the way in modernizing the Army’s DL program well into the future.

Our talented cadre of professionals continue supporting the mission that we have always embraced: Provide rigorous, relevant, and tailored distributed training and education to Soldiers, Leaders, and Army Civilians at the point of need from a responsive and accessible delivery capability. Enjoy!
The Army Distributed Learning Program realigned from Combined Arms Center-Training (CAC-T) to The Army University, effective 1 SEP 2017.

“Under the guidance and leadership of BG Scott Efflandt, the new Army University Provost, we will continue to focus our energy and passion on the readiness of America's Soldiers,” said Helen A. Remily, Director of Army University's newly named Directorate of Distributed Learning (DDL) and the Army Distributed Learning Program. In July 2017, Commander, Combined Arms Center, directed the realignment of the TRADOC Capability Manager - The Army Distributed Learning Program from CAC-T to Army University. Army University was established with a mission to enhance the institutional flexibility and operational focus of the Army's professional military and civilian learning systems.
The purpose of doing such was to:

- Increase academic rigor and relevance;
- Increase Soldier, Army Civilian, and leader competence, character, and commitment;
- Expand the educational prestige of Army Learning Institutions;
- Promulgate best management practices; and
- Increase institutional agility in meeting the learning needs of the operating force.

The scope and impact of realigning the Army-wide Distributed Learning Program under Army University will set the conditions to modernize the program and increase support to the Total Force. With the exception of the capability management and material development responsibilities for the ALMS, which transitioned to TCM ATIS, TADLP-D’s mission and functions remain the same.

“We will continue to provide program/policy oversight, quality assurance assistance, and acquisition support for Distributed and Mobile Learning courseware, content, and products in support of the Army’s training and education mission,” Remily said.

“We appreciate your continued support and patience as we make this transition and review current governance, policy, and process change that may need to take place.”

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- Manage TADLP Plans and Policy, including Mobile Learning (ML)
- Develop program overview, governance, plans, and policies to include new trends and concepts under Army Warfighting Challenges
- Provide centralized management for DL modernization, & on-line exam security policy
- Plan/conduct DL Program Management Reviews in preparation for IT CoC
- Improve DL comms 
- Support TRADOC directed QA program

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- Manage TADLP Content Acquisition & Management
- Prioritize, track, & report DL courseware development to ensure courseware is developed to standard and fielded IAW established milestones
- Develop DL nomination list and process
- Execute DL contract to support proponents
- Serves as CAC lead for Interactive Digital Publications

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- Develop/update Army DL content technical standards/specifications
- Manage DL DART team in diagnosis/resolution of complex DL issues
- Conduct DL CW/EGI product government acceptance testing
- Execute rapid mobile app contract to support proponents

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- Serve as TRADOC lead to provide direction and address complex issues surrounding implementation of ML initiatives
- Develop ML content for mobile apps, & IDPs
- Conduct ML govt’ technical acceptance testing
- Execute rapid mobile app contract to support proponents

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- Integrate Joint DL Capabilities
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- Partner w/JKO to improve Joint & Army DL training and education
- Serve as Joint Mobile Integration Chief to all Services
- Serve as TADLP rep to DoD Advanced DL Initiative and Defense Advanced Distributed Learning Advisory Committee
The Training and Doctrine Command (TRADOC) Enterprise Classroom Program (ECP) recently realigned under the Army University Vice Provost for Learning Systems. Originally known as Classroom XXI, the TRADOC ECP was established by Headquarters TRADOC in 1998 to support the Training and Education mission with a centrally managed classroom program. The ECP designs, installs, and sustains classroom technology to over 3600 classrooms in 26 different locations across the continental United States. If a Soldier or civilian received training at a TRADOC institution, it occurred in an ECP-managed classroom.

Maintaining relevancy is critical for a program that touches thousands of cadre and students every day. Mr. Chris Konicki, lead for the program’s Future Classroom Integration Office, stated: “... the program respects the generational differences of today’s
students and invests in state-of-the-art technology, providing an environment that supports outcomes while engaging the adult learner.” The ECP is completing installation of wireless infrastructure in the active learning environment in 98 buildings across TRADOC Centers of Excellence, contributing to a dynamic active learning environment similar to a college campus. Konicki continues: “The ECP has partnered with the Army’s Distributed Learning Program to put over 28,000 wireless-capable devices in the hands of students so that they can benefit from the wireless capability in the classroom.”

Classrooms are refreshed as funding becomes available to the program. The ECP collaborates with sister services, academia, and Army subject matter experts to positively impact the learning environment with relevant technology. The ECP is continually assessing classroom technology and configurations, focusing on a balance of fiscal responsibility and validated requirements.

The TRADOC ECP is refreshing legacy classrooms with the latest 4K touch screen technology.
The Learning Innovations Branch (LIB), a branch of the Teaching Learning and Technology Division, which falls under the Directorate of Training at the United States Army Intelligence Center of Excellence (USAICoE), provides training enrichment for Military Intelligence Soldiers, civilians, and leaders. Our mission is to continuously maximize training by applying best practices and cutting edge learning theory.

USAICoE embraces the challenge of how to better provide MI Soldiers with the background they need in order to be technically and tactically prepared for the 21st Century operational environment. Training emphasizes critical thinking and the ability to develop creative solutions to the complex problems Soldiers will face in their military careers.

Unique to the Intel Center, LIB was first organized as a response to the Army Learning Concept 2015, now the Army Learning Concept 2020 (ALM 2020). ALC provides an updated look at how the military traditionally trains and focuses on student centered learning. LIB provides ALC tools in the form of simulations, games, job aids, videos, and DL courseware.

The ADDIE process (analysis, design, development, implementation, and evaluation) guides courseware design. We support learning both face-to-face in the classroom as well as by developing innovative applications of technologies. We use ADDIE to transform static, traditional courses into learning experiences that are meaningful, relevant, and memorable. This involves using new methods of instruction as well as integrating technology into the learning process when it is beneficial. In addition to enhancing training, use of
technology saves time and allows the instructor to “flip” the classroom, enabling experiential learning. Students can complete work independently, learning material and gaining knowledge to actively apply during class. LIB products also allow learners to take responsibility for remediating their own gaps in understanding by using the appropriate interactive multimedia instruction (IMI).

While there are many contracting companies developing Army training material, focus is frequently on the technology itself, and the educational intention and rigor get lost. LIB has the advantage of being co-located with USAICOE, allowing us to collaborate directly with instructors and test products on students who will use them, thus enabling production of rigorous and effective DL tailored to specific needs.

At LIB, projects begin with professional educators, instructional designers (IDs). IDs conduct an in-depth analysis of training gaps that prompt either the design of a new product, in the case of requests for DL, or the re-design of a face-to-face course, usually initiated by a Critical Task Site Selection Board (CTSSB). Collaboration forms the basis of our process, as designers work with course managers, subject matter experts (SMEs), graphic artists, videographers, and software developers.

A recent example of how LIB contributes to the success of the force is illustrated by our response to the need for open source intelligence training (OSINT). The DAG2 directed that OSINT training be required of all graduates of USAICOE. Leadership tasked LIB with designing two DL training programs, one for enlisted Soldiers and one for officers. These courses would require Blackboard tracking and needed to be created quickly—in 90 days.

Our process enabled successful completion of the mission. Together with OSINT SME support, two IDs analyzed existing training to identify the essential elements MI Soldiers need to know. They proceeded to design and develop a self-paced, interactive course. A critical part of OSINT instruction is for learners to understand what sources are illegal for MI professionals when they do not have a specific mission to research and what sources are safe to use on an every-day basis.
Advancements in software have led to high definition and dynamic products being developed, providing realistic training merely a fingertip away. As innovation and creativity increase, products become more interactive, engaging, and files grow in size. What used to be storable on CDs is now moving to DVDs and Internal Hard Drives (IHDs).

Source files have outgrown current storage media, causing problems with providing contractors with files as Government Furnished Information (GFI) and long-term storage of source files for future contracts. The current system of storing files on multiple DVDs, with intent to distribute as GFI on future projects has become burdensome. A recent project for a UH-72 helicopter desktop emulator concluded with source files exceeding 11 Tb, or 500 DVDs. Storage of such a large amount of source files can be accomplished through various means, such as cloud storage or some type of approved network for training development cells throughout TRADOC.

One example of a training development network is removing computers used for developing IMI from the .mil domain and using a commercial network. Although this poses a risk, consider what is being currently developed by contractors – it is on developed commercial networks with GFI, the same that would be used on a .mil network. It is vital to ensure training material is not compromised. Storage of this training material can be maintained on a share drive or device, such as a Drobo Drive, large enough to hold 80 Tb or more of data.

With storage of data held within the training development departments, access may be granted to files by permissions to download source files, rather than exerting manpower to copy hundreds of DVDs to send to a contractor as GFI. This drive can also be used by all proponents to pull source files for contracts rather than recreating the same material to use in IMI presentations for current training.

We as training developers must think outside the box when technology advances faster than development of products. Thinking three years in advance may place us “behind the 8-ball” so to speak. We must think strategically and look six to ten years into the future, based on the current progression of technology. JM

Dr. James “JJ” Martin is the Chief, New Aviation Systems (WARMOD), at the U. S. Army Aviation Center of Excellence, Fort Rucker, AL. He works in the Directorate of Training & Doctrine.
A 2017 Army Mobile Learning Summit Re-cap

Summoning the way ahead for Army Mobile Learning, Jacobs Conference Center at Joint Base Langley-Eustis, Va., was the setting for the summer 2017 Army Mobile Summit. The HQDA CIO/G6—MG Garrett Yee—and the TRADOC G6, SES Rick Davis, co-hosted the Army Mobile Summit which took place July 25-27.

The summit leveraged the high-level guidance provided in the HQDA CIO/G6 “Shaping the Army Network: Mobile Technology” foundational document. The main purpose of the summit was to synchronize and gain consensus for the Army’s way ahead in the mobile technology environment.

The Summit focused on three major objectives:
- Governance,
- Architecture, and
- Capabilities.

Participants included AMC; AR-CYBER; DoD CIO; DISA; FORSCOM; MEDCOM; PEO-C3T; PEO-EIS; PEO-Soldier; USAR; USARNG; the First Responder Network Authority, and several entities within TRADOC, including the Combined Arms Center, Army Capabilities Integration Center, Training and Doctrine Command (TRADOC) Capability Manager Mobile (TCM Mobile), and U.S. Army Recruiting Command.

The agenda for the Mobile Summit commenced with an introduction and guidance by Army leadership, followed by status update briefings from across the Army and the Defense Information Systems Agency (DISA).

Three Integrated Product Teams (IPT) met on the afternoon of July 25th and the morning of the 26th to work on three pre-assigned objectives:
- The governance framework for establishing a mobile enabled environment;
- The path forward to a secure enterprise-wide mobile architecture; and
- Developing the requisite processes to resource, rapidly acquire, and sustain mobile capabilities.

The Summit was deemed a success because of its relevance in providing a forum of information exchange which will assist in the development efforts of a governance framework, as well as support the process to guide and successfully promote the Army’s mobile-enabled environment.

A follow-up summit will take place in the next eight months, but a time and location have not been identified.

Attendees at the July 2017 Army Mobile Summit, held in Jacobs Conference Center, at Joint Base Langley-Eustis, Va.

"MOBILE SUMMIT” CONTINUES ON P. 12
Mobile Summit attendees addressing the challenges
The Case for an Optimal Online Language Learning Platform

DR. ALI AFSHAR
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Every day we access various types of online platforms for multiple communication purposes: from personal video chats with family and friends to business meetings conducted via webconferencing tools, and last but not least, from participation in the online courses to many other virtual settings. But when it comes to education, and particularly language learning, requirements and expectations for connection extend beyond simple seamless communication and/or high quality video and audio fidelity. In an online educational setting creating all the virtual tools and features that resemble and facilitate teaching as in a brick-and-mortar classroom is of paramount importance. Also, finding a balance between structure and dialogue appropriate to particular student populations and subject matter is key to effective online learning (Moore, 2013, p.71).

The Broadband Language Training System (BLTS) Program, which resides in the School of Distance Learning in the Directorate of Continuing Education (CE) of the Defense Language Institute Foreign Language Center (DLIFLC), executes the entire online language learning program taught at the Institute. Therefore, the BLTS program management and technical support team focus their top priority to choosing an online platform that can optimally support the training needs of DoD linguists who are stationed all around the world.

Student Population

The main purpose of the BLTS Program is to deliver foreign language training to those students at remote locations who otherwise do not have access to quality instruction and language learning materials. As a result, a serviceable platform has to connect across different network security environments (commercial, military, diplomatic, etc.) and operating systems (Windows, Macintosh, desktop, mobile devices, etc.), while providing stable server connectivity. Basically, a cloud-based platform that meets FedRAMP standards and has the widest accessibility to linguists from all military services and DoD intelligence agencies is required to meet the training requirements.

Interactivity

Real-time student-instructor and student-student interaction is inarguably a critical component in the language classroom beyond other course design considerations. An online platform must ensure seamless and meaningful interaction in synchronous (i.e., live) sessions, as well as provide accessible and sustainable resources for asynchronous learning (i.e., self-study which can include homework, assigned projects, etc.). In synchronous sessions, the first and foremost factor is ensuring the best quality of video and audio connectivity (with minimum lag in lip synchronization); but beyond that basic functionality, desktop sharing and proven to be one of the most important factors and a critical success indicator in online language learning (Menaker & Tucker, 2010). Keeping this factor in mind, a persistent platform with 24/7 access can also serve as a repository to allow students to review content at anytime-anywhere.

Integration

In the skill-integration methodological approach (where speaking, reading, listening and writing skills are taught concurrently in each class session) students are exposed to authentic content and language usage (Oxford, 2001); therefore, an online platform must be able to support the multiple activities and tasks employed to achieve full skill integration. For example, in a skill-integrated online language class, the session might start with a news photo or a short video related to the topic and offer relevant information written on the whiteboard. They might be divided into groups or pairs to collaborate with each other on answering the language tasks. Therefore, breakout rooms that allow private, small group practice without audio interference between each group is another example of how online virtual classrooms can simulate skill integra-
tion in the resident classroom. At times the instructor may need to display a written passage alongside multimedia clips for tasks which integrate all language skills in order to achieve the best learning outcome. Finally, the students may proceed to create a short dialog to present to the class as a final task.

Foreign Language Learning

Finally, an online system must be able to display all language fonts (including right to left languages, less commonly taught languages, etc.); in order to support authentic content, particularly on the virtual whiteboard, and also in the chat/messaging box. It is also important that the platform supports scalable font size, especially in non-Roman scripts, such as Chinese, Korean, Arabic, Farsi, etc. Currently there are very few commercial applications which can support these particular features for an optimal virtual foreign language classroom environment.

Overall, an effective online language learning platform needs to satisfy, but not be limited to, all the above-mentioned conditions and functionalities at the very least. Other requirements such as the integration of a Learning Management System—LMS—with the online platform also warrant separate discussion. The goal of an optimal language learning online platform should be to replicate a traditional language classroom where pedagogically it makes sense, all the while taking full advantage of the unique functionalities the technology alone provides. Exploiting the full capabilities of a sophisticated online platform provides the best conditions for a blended learning curriculum in support of the Army Learning Model, a curriculum which has more potentials for collaboration and autonomous language learning.

For further information about the online platform currently in use in the School of Distance Learning at DLIFLC, please contact the BLTS Team at blts@dliflc.edu.

REFERENCES


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DR. ALI AFSHAR is the Associate Dean, Distance Learning, at the Defense Language Institute Foreign Language Center, Presidio of Monterey, Ca.
THINK BEYOND THE BOX IN DESIGNING INSTRUCTION

Unique considerations for designing contemporary blended learning using mobile computing devices to foster self-regulated learning are plentiful.

By Dr. James R. Ford

In keeping with the Army’s distributed learning mission to maintain and persistently improve Army readiness, it is imperative that training developers and instructional designers constantly provide rigor and relevance to the tailored distributed training and education the Army provides to Soldiers, Leaders, and Army Civilians.

Instructional designers in military training environs have contextually unique opportunities to design engaging and blended instructional opportunities that can be enriched technologically through the features found in contemporary mobile computing devices. Mobile computing devices are ubiquitous and pervasive in the hands of Soldiers and other learners, and can be extremely instrumental and engaging in content delivery of diverse curricula (Vojték, 2015), particularly for learners who may be actively self-regulating or self-directing their learning. The main reason being is that they can accord learners custom-built communications applications to access content, collaborate, and learn in remote (as well as traditional) learning environments independently (Kalinic, Arsovski, Stefanovic, Arsovski, & Rankovic, 2011).

The need for lifelong, self-managed learning is prominent because of society’s complex living needs and information demands (Bjork, Dunlosky, & Kornell, 2013). Modern technology can serve as an appropriate framework (Bruner, 1983) to help students or trainees develop independent learning skills, while they simultaneously benefit from charting and navigating their own learning goals and acquisition of knowledge (Shih, Chen, Chang, & Kao, 2010). While researchers are congruent in suggesting that there is probably no particular “best” panacea for the implementation of digital learning devices to support learning other than in a blended instructional arrangement, Zimmerman (1998) offered that effective lesson approaches can and should accommodate flexibility for diverse learner needs and tools.

Cognitive psychologists increasingly associate learners’ academic achievement with self-regulation as a key concept in education. How students become and behave, as self-regulated learners, are important aspects of study as they relate to learner control and academic achievement in technology-enhanced learning environments (TELEs). In contemporary educational settings, there is prevalent discourse regarding learning outcomes and how educational technology may figure or interact with learning. Schuitema, Peetsma, and van der Veen (2012) suggested that because of learners’ need to adapt to constantly evolving changes in society (home and family, educational settings, the workforce and business sectors, as well as government and the military), the requisite methods, skills, and tools for lifelong learning will evolve as well, to direct their persistent learning processes, actively and independently. Whereas, innovative learning environments are augmented by innovative strategies and tools—in many cases directed or provided by the schools or individuals personally—their use may not result in a common experience or outcome for all learners. Individual students, depending upon their self-motivation, along with the personal technology devices integrated into their personalized learning environments, will develop their own experiential learning approaches because of their diverse prior experiences, resources, skill sets, and tools (Schuitema, et al., 2012). Thus, instructional designers must exercise caution in their design processes regarding the learner audience’s mobile device (whether in a “bring your own device—BYOD” technology integration setting or in a one-to-one mobile computing device arrangement).

Self-regulation is highly significant in how today’s learners control their learning in TELEs. Sungar and Tekkaya (2006) characterized SRL as the extent to which learners’ metacognitive and motivational behaviors influence their “self” learning processes. Self-regulated learning (SRL) and self-directed learning (SDL) are enablers of lifelong learning—an area in which the Army invests much effort and focus. Locke and Latham (2002) asserted that self-enabling abilities are common to SDL and SRL, and that the varied applications of mobile technology are well-positioned to accommodate most information, communication, and learning preferences regarding a learner’s SDL or SRL intentions. Diverse learning styles and preferences are prevalent within the educational framework of SRL-SDL, especially as learners reflectively and metacognitively activate their creative thinking processes. These skill sets are usually triggered when individuals confront unfamiliar problem scenarios (Bracey, 2010). This is an especially critical attribute as we prepare our Soldiers to be adaptable and think.
critically in uncertain and complex situations—on and off the battlefield.

The inquiry-based learning model (Pappas, 2014) is meaningful in that transforming learners into lifelong self-inquiring learners who can attain knowledge and self-nurture their critical reasoning and thinking skills can be envisioned as a primary goal of SRL-SDL. Leung and Chan (2003) argued that inquiry-based learning be included in the learning culture rather than an appendage to it. King, Goodson, and Rohani, (1998) suggested that effective lesson approaches include modeling of applied thinking. Doing this may provide learners, in particular younger learners (in which many of our newer Soldiers are), some valuable structure and support in addressing their lesson objectives, furthering their development and acumen in learning independently, as well as developing high order learning dexterities. It is important to note that an over-abundance of or not enough support may impede a learner’s progress, in conventional or SRL-SDL situations. This may be especially critical when dealing with, perhaps, younger, less-disciplined/focused learners.

Sharples, Taylor, and Vavoula, (2007) provided a conclusive and germane abstract position to the tenets of SRL-SDL. Self-directed learning is a form of critical thinking and thereby justified exploration of how mobile devices in the hands of learners may or may not develop them as self-directed or self-regulated learners.

With so many Soldiers walking around with mobile devices in hand and pocket, the challenge and focus for training developers, educators, and trainers should be about encouraging these Soldiers to use these powerful devices to help them become adaptive and resourceful independent learners. Using a variety of tools in the tool box to help soldiers learn, whether self-directed or otherwise, and irrespective of the subject matter being studied, can result in more productive Soldiers, leaders, family members, and citizens of this great country. JF

REFERENCES


JAMES R. FORD is an instructional systems specialist in the Directorate of Distributed Learning at Army University. He works in the Strategic Policies and Plans Office of TADLP, located at Joint Base Langley-Eustis, VA.
The Army Distributed Learning (DL) Courseware (CW) Validation, SCORM Packaging, and Testing Policy for the Army Learning Management System (ALMS) and Enterprise Lifelong Learning Center (ELLC) addresses the responsibilities of Army Activities, the Army University Directorate of Distributed Learning (DDL), and Product Lead - Distributed Learning Systems (PL-DLS) in the conduct of DL CW validation, SCORM packaging, review and function testing of products fielded on the ALMS and/or ELLC.

The policy identifies the detailed process activities related to conducting the four types of required CW validations (Content Validation, Individual Trials, Group Trials, and Operational Tryout), conducting tests to ensure conformance with the Advanced Distributed Learning (ADL) SCORM 2004 3rd Edition specification, and conducting tests to ensure technical functionality on the delivery system.

The policy also identifies the files that must be delivered from the Army Activity to the DDL for Government Review and to PL-DLS for Function Testing. The policy has been revised recently to include the ELLC and process activities specifically for conducting validation and testing for products fielded on that platform. The previous version of the policy addressed only DL CW that is fielded on the ALMS.

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“INNOVATIVE” continued from P. 9

However, merely exposing learners to this information, even in an interactive way, does not ensure they will retain it; so with the help of LIB graphic artists, the designers developed innovative job aids available from within the course in the form of printable PDFs and business-card sized handouts. These ensure that Soldiers will have the relevant material on hand at the point of need. Additionally, the OSINT course is available on the LIB portal for refresher training to anyone who has a CAC.

Another LIB innovation for point of need training involves the Security Electronic Enrollment Kit (SEEK), a hand-held device for collecting biometric data. Students train to employ the SEEK while attending AIT but usually do not use their training until months after their classroom instruction. As it became evident that Soldiers forgot what they learned and were unable to use the equipment by the time they deployed, mobile training teams had to be sent to the field to refresh Soldiers on the process. Our office developed videos that walk Soldiers through every step they need to operate the SEEK. Then we went one better and actually installed the videos on over 5000 SEEKs deployed world-wide, truly point of need access...

Clear and accurate writing is yet another unmet requirement for MI professionals and a skill that would benefit the force in general. LIB is supporting the established USAICoE writing program by developing simple, brief grammar videos that address specific problems identified in the classroom. These videos, designed by an instructional designer, produced by an LIB videographer, and presented by a Soldier, are currently available on the LIB portal and will soon also be available on YouTube so anyone can access them conveniently at any time, even on a smartphone.

LIB offers a substantial menu of options for the military lifelong learner on its easily accessible portal. We offer everything from Critical thinking to Symbology and IPB. We even offer a highly interactive course for Reading, Writing, and Briefing. We also have modules on the ADDIE process and learner-centric methods of instruction to help you create your own training. MC

Please check LIB out at https://libicoe.army.mil/.

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Have DL Star Ideas?

Then consider sharing your DL development projects with the TADLP community of practice through the TADLP website.

The Content Showcase is where TADLP highlights innovative DL products developed in partnership with Army proponents and courseware developers.

Send any inquiries about showcasing your projects to the TADLP email: usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil.

You may also call 757-878-4516 or 757-878-6381 for more information.

DL Star Article Submission

The DL Star is always looking for timely and relevant articles to share with the TRADOC and TADLP communities of practice. The deadline for the winter DL Star is 30 Nov 2017. Please consider sharing your experiences and expertise with your colleagues throughout the Army. Here are some simple steps to help guide you in the submission process:

- Use “active” voice (p.6) AR 25-50
- Be brief; limit to 800 words
- Proofread submissions
- Include copyright permissions, when appropriate
- Submit articles to: usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil; or call 757-878-6381 for more information.