

The

# DL STAR



Distributed Learning Supporting Training Awareness and Readiness

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## SECTION 2: TRAINING DEVELOPMENT

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## SECTION 1: LEADERSHIP

Welcome to Edition Thirteen of the DL STAR!



Team,

I want to take the opportunity to extend my heartfelt appreciation for all of your endeavors and accomplishments this past year as well as wish each of you a happy, healthy, and prosperous New Year!

This is always an optimistic time as we celebrate the beginning of another year. While 2012 was a challenging year for the program, we must look back with the knowledge that we faced these challenges head-on with determination and tenacity. Army Distributed Learning is better due to your dedicated know how and hard work. Our unwavering focus on improving the design, development, and delivery of



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training and educational content to our Soldiers, leaders, and civilians has proven our dedication and worth to the Total Force.

We are diligently working on new projects to support you. These projects include: A collaboration with the Command and General Staff College to determine the feasibility of establishing a domain other than .mil; Enhancements to the Army Learning Content Management Capability (ALCMC). Upgrades to the graphical user interface (GUI) that provide greater accessibility and discoverability of content. A re-baseline of the Army Learning Management System (ALMS) that ensures content is current and playable. The TRADOC Mobile Learning Strategy describes how learning is leveraged by technology and implementation of technology leveraged by learning. Lastly an external program evaluation of The Army Distributed Learning Program (TADLP) processes which will discover ways to improve how we support you.

This edition of the DL STAR provides information on two major areas: How we are working to improve the content and Soldier interaction experience for Structured Self Development (SSD) 1 and with the learning innovation.

The first article on “*Structured Self Development (SSD)1*” was written by Ken Crim, TADLP Joint Individual Education and Training

It describes how the Distributed Learning Deep Dive (DLDD) Working Group conducted a comprehensive investigation to resolve issues surrounding content, playability, delivery, and recording test score results.

The second article titled “*Digital Learning Content Development Program Supporting the Three Learning Domains*” was written by Roy Elam, Maneuver Center of Excellence (MCoE). This article features how MCoE is developing content that supports soldiers in all three of the learning domains.

The article, “*CAMS: A Multi-Intelligence Discipline Capability For Today’s War Fighter*” is written by Regina Albrecht, The Learning Innovation Office, U.S. Army Intelligence Center of Excellence. It discusses the release and uses of their Collection Asset Management Simulator.

The Army National Guard Distributed Learning Program (ARNG DL) office provided the next two articles, “*The Army National Guard Distributed Learning Program Fields New Agile Mobile Distributed Learning Classrooms*” and “*The Army National Guard Distributed Learning Program Transitions GuardU to the Enterprise Life-long Learning Center*”.

Lastly, Stephanie Hale, the Defense Ammunition Center (DAC) HAZMAT Team writes to the opportunities presented through formal,

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*“Capturing Opportunities, The Benefit of Building On Inter-Agency Technology Advances.”*

All the articles reiterate the TADLP focus—to provide Soldiers, leaders, and Army civilians persistent access to the highest-quality formal and informal training and education products and DL content in support of individual, institutional, and self-development domains. We continue to strive to establish a technology-enabled learning environment where training and education content is easily discoverable, accessible, playable, flexible, and trackable through multiple delivery means.

We encourage you to visit the TADLP website and join our Facebook and Intelink blog. We designed these sites to capture your knowledge and share it with other members of the DL community, so please use these tools to share your opinions or ask questions.

If you have any questions about this edition or would like to submit an article for the next edition of the DL STAR, please contact us @ [usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil](mailto:usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil).

We are proud to serve and support!

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

*Army E Learning Correspondence Courses – Preparing For Your Future*



[www.us.army.mil](http://www.us.army.mil); Select Self Service and then My Education

*The Army Training Network (ATN) is a single web-based portal for Army training resources.*

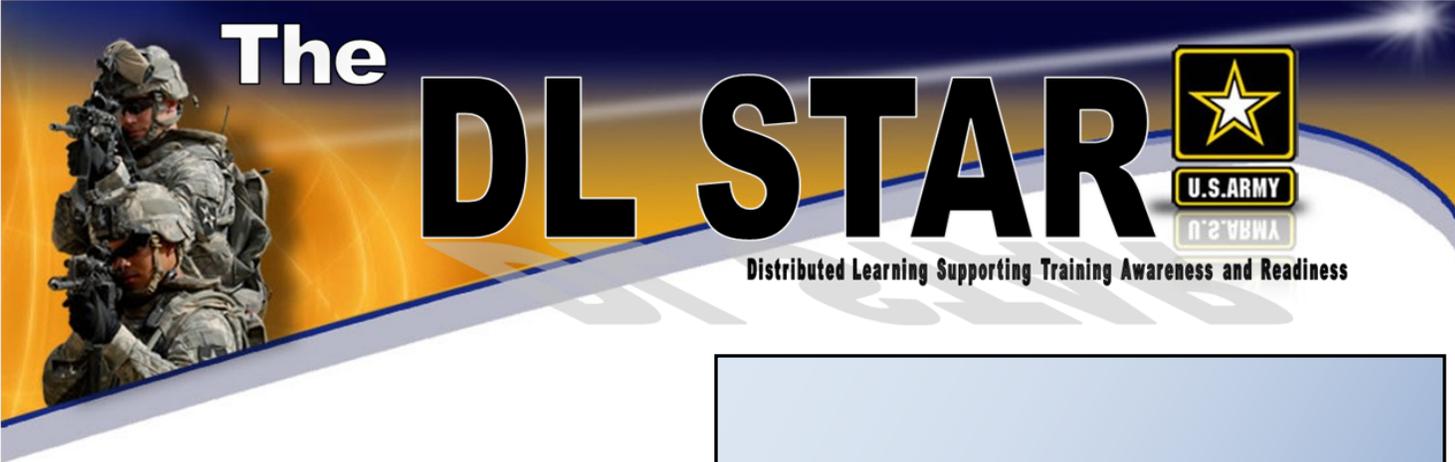


<http://www.train.army.mil/>



*Advanced Distributed Learning*  
*The Power of Global Collaboration*

*The ADL Initiative was established in 1997 to standardize and modernize training and education management and delivery and is part of the Department of Defense Office of the Deputy Assistant Secretary of Defense (Readiness).*



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## SECTION 2: TRAINING DEVELOPMENT

### Distributed Learning Deep Dive Win: Structured Self Development 1

You have been directed to take mandatory online training by your superiors. This is important because your ability to get promoted is directly affected by the successful completion of this training. Not a problem you say. You set aside the proper amount of time to tackle the assignment, get a nice cup of coffee to get the cognitive juices flowing, and then sit down at your computer. You begin by inserting your CAC card and navigating to the Army Learning Management System through AKO. It is here that you encounter your first problem. After entering "SSD1" into the search criteria you cannot find the course. After way too much wasted time, you call the Help Desk but are quickly put on hold. So you call a battle buddy you know took the course to get his help. Your buddy comes through and now you find the course and begin the registration/enrolling process but it keeps rejecting you and not recognizing you. How can it not recognize you? Again you call the Help Desk because your friend who took the course is on leave. Finally you get registered and begin the course only to run into computer freezes, video issues, rollup issues, and bookmarking issues. Once again you call the Help Desk. Finally you finish the course, take the exam but your score does not show up in your electronic training record

as completed. Into the breach once more, you call the Help Desk. Just to take one course required way too much wasted time because of those infernal computer glitches and required multiple Help Desk calls at every point of the way, sometimes not even being able to talk to someone. All you wanted to do was step forth smartly and take the required course. Now multiply that by thousands and thousands of Soldiers in that exact situation. That was the case with the requirement for Soldiers to complete Structured Self Development 1(SSD1) as a requirement for entry to the Warrior Leader Course (WLC).

So what is a Soldier and thousands of his battle buddies to do? You take it up the chain. As problems in SSD1 began to surface, the TRADOC Capability Manager-The Army Distributed Learning Program (TCM-TADLP) took charge to find out what the problems were and how could they be fixed. TCM-TADLP took a "Deep Dive", working with the Army Training Support Center Commander, TRADOC G6, the Program Director-Distributed Learning System (PD-DLS), and the Army Training Help Desk (ATHD). These organizations began a comprehensive look at all facets of the course from the content through the delivery and accountability processes. The goal of the SSD1 DL Deep Dive (DLDD) was to assure that four key areas were working for the soldier:



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- Discoverability: the simple ability to easily locate the required course.
- Accessibility: ease of enrolling/registering for the course.
- Playability: executing the SSD1 courseware properly as well as the online testing.
- Trackability: identifying lesson and testing completions for the soldier.

There was one more key player involved to make all this happen: the Soldier. TCM-TADLP did not want to work in the vacuum of its own technological resources as well as those of its other partners. They wanted to also work directly with the Soldier to see what was wrong; fix it; track those fixes by testing them with the Soldiers; if not one hundred percent happy with the fixes, continue with the process until a suitable product was available to the Soldier not only to use, but more importantly, to learn from and set the Soldier up for success in the next phase, WLC. At the same time the Army Training Help Desk (ATHD) would develop a robust capability to respond to Soldier challenges 24/7 in a thorough and expeditious manner. Additionally, PD-DLS would move all of its courses from its Ft Eustis hub to the Acquisition Logistics and Technology Enterprise System and Services (ALTESS) hub in Radford, Virginia (which it successfully accomplished over a weekend in Nov 12 as well as an update of the SSD1 course incorporating all of the changes

developed by the DLDD team and the Soldiers themselves). So how did they do it?

TCM-TADLP worked with the Institute for Non-Commissioned Officer Professional Development (INCOPD) and the United States Sergeants Major Academy (USASMA) on the course content and curriculum issues. TCM concurrently worked with PD-DLS and the course development contractors on the technical issues side of the equation. Then throughout the process, TCM-TADLP set up a series of Soldier Limited Users Tests (LUTs) to analyze what needed fixing and evaluate if the fixes were working and met Soldiers' expectations and learning needs in an efficient and time sensitive manner. During this period, ATHD was working on being more responsive to Help Desk queries. LUTs were set up at: Ft Campbell (Apr 12); Ft Gordon (May 12); Ft Eustis (Jun 12); Ft Bliss (Jul 12); Ft Hood (Aug 12); and a final LUT scheduled for Feb 13 at Ft Carson. The Soldiers' input was a key barometer for the technical team to gauge whether the technical adjustments and fixes were meeting the needs of the Soldiers. By the Ft Hood LUT, Soldiers found that the ability to find, register, take, and complete courses was both intuitive and easily navigated. The final LUT at Ft Carson will evaluate a few minor changes as well as the addition of one final lesson at the end of SSD1.

In the meantime the ATHD worked on how to

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properly and efficiently respond to thousands of Help Desk (HD) tickets as well as become a 24/7 resource for Soldiers seeking assistance. In August 12 the ATHD was augmented by thirty five additional HD agents. The ATHD aligned with the PD-DLS HD into a centralized hub with a single number call system for a 24/7 Common Call Center capability. Wait times for callers went from hours to under 23 seconds by Jan 13. Most importantly, Soldiers were going to speak to a live person whenever they called. The backlog of HD tickets went from over eight thousand to a negligible number on a week to week basis by Jan 13. By the week ending 16 Jan 13, with all the content and technical work by TCM-TADLP, PD-DLS, TRADOC G6, INCOPD, and USASMA and the Soldiers in the LUTs, the SSD1 Help Desk calls just numbered a mere 23.

So what is the way ahead for the DLDD team? The team is already hard at work on SSD 3, 4 and 5. It is also working on the Army Learning Management System (ALMS) Graphical Users' Interface (GUI) to make navigating and taking courses more intuitive and easier for the user. The team members are also working on the tracking and collection of multiple metrics data to be able to analyze how systems are performing as well as being able to identify unexpected challenges. This will enable managers, trainers, and Soldiers to better evaluate the success of the various courses and the systems they run on. The DLDD team will

continue to work on all the broader DL issues and capabilities into the future to assure that Soldiers and civilians are able to easily discover, access, play, and track their DL learning. A final brief to the Sergeant Major of the Army will take place in March 13.



R. Kenneth Crim is the Joint Individual Education and Training Chief for the TRADOC Capability Manager-The Army Distributed Learning Program. Mr. Crim is a retired Navy Captain and Naval Aviator as well as a Joint Specialty Officer. He is a graduate of Georgetown University (BSBA), The Naval War College (MA), Joint Forces Staff College, and Oglethorpe University (Ed.S).



<http://www.tradoc.army.mil/athd.htm>



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## **Maneuver Center of Excellence Digital Learning Content Development Program: Supporting the Three Learning Domains**

For the past year, the Maneuver Center of Excellence (MCoE) has taken an innovative approach at developing and implementing digital learning content that supports the Soldier in all three learning domains. In addition, the digital learning content has been developed challenging “acceptable” learning science pedagogies while supporting the requirements of the Army Learning Model (ALM).

Most agree that the heart and soul of ALM is learner-centric delivery methodologies. To this end, we also should consider that ALM advocates personalized as well as adaptive learning. The digital learning content and educational technology should not be the only principles supporting ALM. The education community, however, considers digital learning content and educational technology should not be the only principles supporting ALM. The education community, however, considers digital learning content and educational technology to be essential to providing the means for personalized and adaptive learning.

While the MCoE has not fully met the objectives of developing digital learning content

that can be used for an adaptive and personalized learning experience, we have begun the development of digital learning content that is delivery-mode agnostic. While some have “labeled” what we do as “mobile apps,” this is not an accurate portrayal. In order to prepare for a time when the Army as a community can implement educational technology to provide adaptive and personalized learning, we have begun developing and implementing digital learning content that can be implemented on mobile devices, desktop computers, and delivery methods in and out of a classroom setting. In addition, we are developing digital learning content that used by students as well as instructors.

Last year the MCoE developed and implemented several digital training applications that can be implemented either on a mobile device or on a desktop/laptop personal computer. The strategy for developing the digital learning content in this manner is to make an attempt at offering Soldiers learning content they can use at a point and time of their choosing and in the manner they choose. In essence, we are providing Soldiers with the means (through self-inquiry) to determine the digital learning content that is of interest to them and has the potential to eliminate their perceived development gap



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on a device that they are used to using. The digital learning content developed last year was based on Program of Instruction (POI) “trouble spots” or material that gave many students problems as indicated by MCoE training unit Subject Matter Experts (SMEs). So in addition to the potential for the digital learning content to eliminate personal performance gaps, the digital training applications have the ability to provide a Soldier coming to training at the MCoE a “head start” on those POI problem areas. Moreover, since the content has the potential for implementation on a desktop or laptop personal computer, the same training aid used before coming to the course can be used during the course.

The development of a digital training application not only support the institutional and the self-development domains, but support the Soldier in the operational domain. Army educators should accept the notion that most Soldiers have access to a “smart device” whether that device is a phone or a tablet. SFC Mikeal McInroy confirms that notion when discussing his requirement for the development of digital application when he explained that he uses such devices and the MCoE digital applications in training. He described the abundance of such devices in the Army as “everyone having one” (personal communications, December 7, 2012).

The MCoE digital learning content design

does not follow the 10- to 15-minute standard for mobile learning as advocated by some instructional designers of e-learning content. The design of our digital training applications provides the learner with the means to work in a topic area of personal interest and explore other areas of interest in the training. The design of the applications is meant to allow the learner to move in and out of the digital learning application as they need. Also, several of our digital training applications are job aids. For example, we have developed a tank screening application that allows the user to input corrections data, which then provides the data for input into the tank’s computer. The corrections sheet can be e-mailed to the battalion master gunner.

Many reading this understand the complexity of “going mobile.” In order for the education community to achieve the goals of the ALM 2015, specifically when it comes to the principles of adaptive and personalized learning, they must provide the content that is “acceptable” to the user and implemented on a device they choose. We have added to the complexity of “going mobile” by including the requirement to bring the mobile content to the classroom via a personal computer. One of the most complex issues associated with implementation is that of not having an Army-specific server for digital learning

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content that can be used across platforms. At this time, the MCoE uses Google Play, iTunes, and Warrior University (the MCoE host for training content) to deliver the training applications to Soldiers. In the short time (five months) that we have been in the implementation phase of our program, we have had over 6,000 downloads of seven applications. The 6,000 downloads are distributed across all three operating systems: Apple, Android, and PC-based.

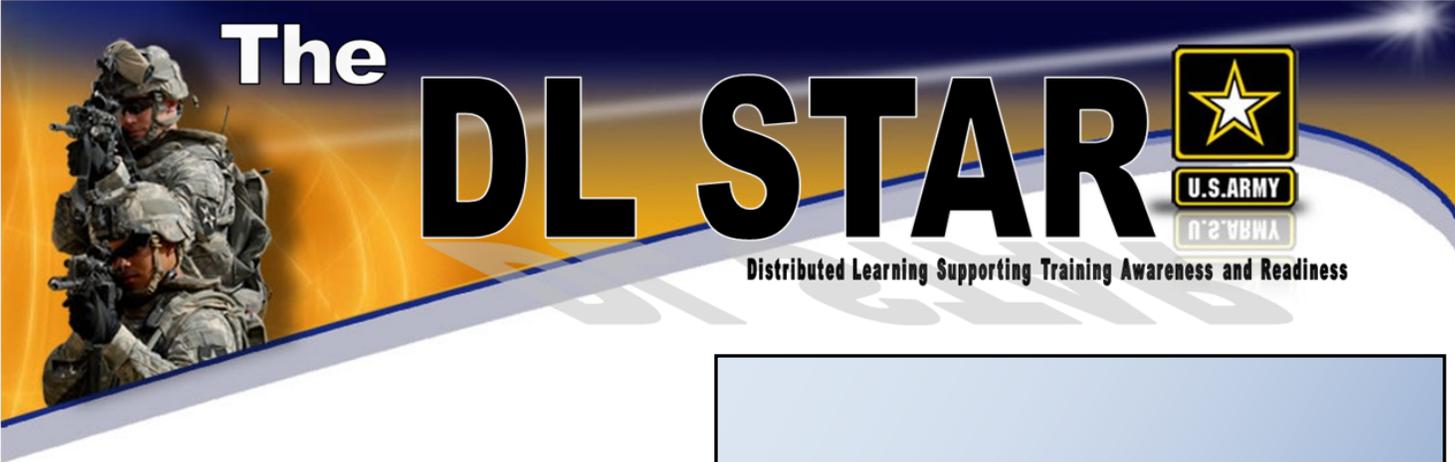
Other than the significant amount of downloads, we have limited quantifiable data to provide a measure of success of our program. Comments and ratings from Soldiers that have downloaded applications from Google Play indicate the applications are useful. The overall rating of each application is above 4.25 stars on a rating scale of 5. In addition, the comments request more applications and specific applications for their use.

We are encouraged by the progress we have made in developing digital learning content and the innovative approach taken to provide training that supports the Soldier in all three learning domains. While our program is new in comparison to other CoEs that have implemented similar programs, we needed to begin our in-house development program in order to satisfy the requirements of ALM, specifically the necessity to provide adaptable and personalized learning content to our Soldiers.

To date, the MCoE has 12 digital training applications at various stages of development. We have 11 digital training applications implemented on Warrior University <https://www.warrioruniversity.army.mil>. In addition, we will develop 12 more digital training applications in the upcoming year. The current program will continue to refine our processes and our attempt to meet the objective of ALM. Also it provides the foundation for a learner-centric learning environment that is adaptive and personalized.



Roy Elam is the Chief of the Instructional Technology Team and has been a DA Civilian for 9 years. He is a retired MSG who has Master's Degrees in in Distance Education and one in Human Resource Education.



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## **CAMS: A Multi-Intelligence Discipline Capability For Today's War-Fighter**

*Simulation teaches collection asset management, situational order of battle, symbology and fusion analysis*

As the U.S. Army Intelligence Center of Excellence, Fort Huachuca, Ariz., continues its campaign to build a more effective and efficient future force, its Learning Innovation Office is responding to the call to action by developing adaptable interactive multimedia instruction. LIO's latest IMI product release, the Collection Asset Management Simulator, can expand to serve multiple intelligence disciplines and staff functions within and outside the installation. "CAMS isn't one of those products that is developed for a single course and then put on a shelf to gather dust," stated Capt. Luke Gosnell, executive officer of LIO.

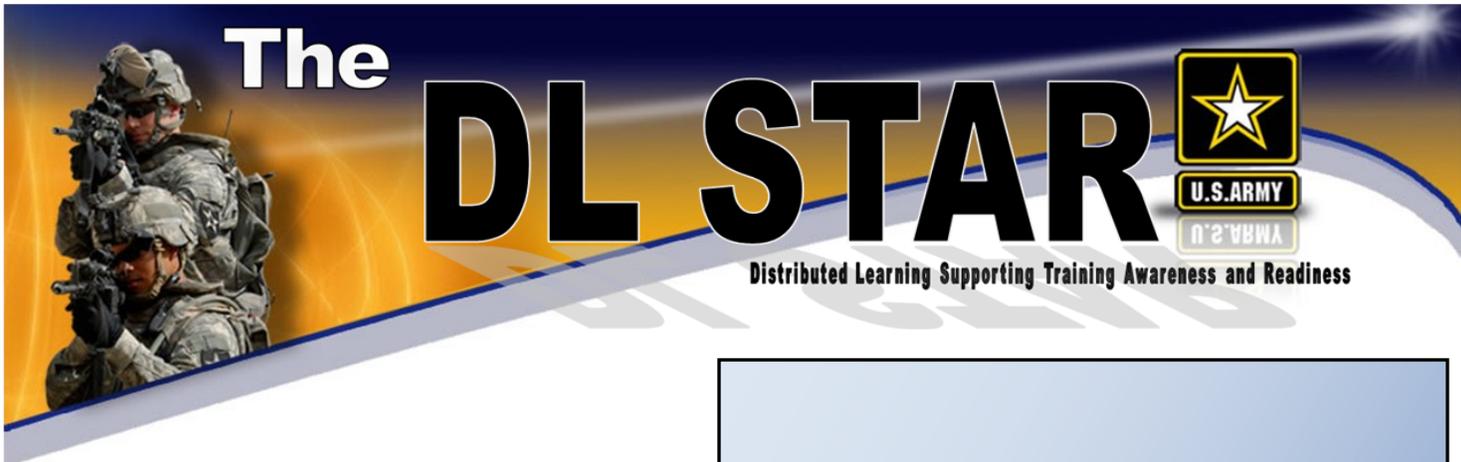
Developed for the Military Intelligence Captain's Career Course, CAMS is an Afghanistan-based simulation that is meeting USAICoE's need for high intensity conflict training. Gosnell said CAMS offers a more contemporary scenario than MICCC's Operation Northern Star and Operation Southern Cross, which are based in Sierra Vista. "It's a serious game that allows students to plan requirements, task, direct and execute information collection inside a simple to use graphical user interface," he

explained. "The GUI is a baseline platform that can be easily modified by the user to expand upon other objective-based and learner-centric serious games."

Chris Gonzales, LIO lead developer on the project, stated CAMS is also portable and requires very little system resources. "The product does not require a gaming computer," Gonzales said. "It can be played at someone's home station or in their home for refresher or sustainment training." Gosnell added CAMS is completely unique to LIO's portfolio of products. "It's a web application with a small footprint (on the machine)," he said.

CAMS comprises two IMI products, Operation Kanjhar Strike and Operation Kanjhar Storm. Operation Kanjhar Strike is a 2-dimensional product with a product with a high intensity conflict scenario and Operation Kanjhar Storm is a 3-dimensional product with a counterinsurgency setting. He said the 2D product is focused on the tasks of a brigade collection manager.

Jamie Tate, MICCC training specialist, said Operation Kanjhar Strike teaches students how to conduct their own analysis as well as read and determine the pertinence of message traffic. The 2D game also explains how to plot icons on maps. "Students place NAIs (named areas of interest) on maps to track enemy movement and develop situational templates for their plans," Tate said. Students are graded on how



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well they use their collection assets. “If they place the right or wrong assets in the wrong place at the wrong time, no information is generated to determine the enemy situation and plot maps,” he said. “It’s imperative students know what assets to use as well as how and when to use them or to employ cueing, redundancy and mixing.” Gosnell said CAMS learning outcomes extend beyond collection asset management to situational order of battle, symbology and fusion analysis. “Operation Kanjhar Strike incorporates fusion of various incoming intelligence sources,” he elaborated. “Whether they’re white noise, non-intelligence or intelligence, all sources must be linked, parsed and vetted for conversion into usable intelligence.”

Tate said the 2D game has surpassed MICCC’s initial objectives. “One year ago, we were thinking it would be all digital—all electronic,” he said. “We envisioned 25 laptops hooked up to an individual server that would generate feedback and a nice grade sheet.” While MICCC still has the capability to do this, Tate explained all work can now be accomplished on a computer. “Data can be input into a paper map with acetate and a grade can be generated,” he said.

Satisfied with the finished product, Gosnell, Gonzales and Tate acknowledged some challenges they encountered during development of Operation Kanjhar Strike. “Maintaining the

original vision was challenging,” Gosnell said. Gonzales agreed, stating the scope changed during development. “I think it’s a bigger and better product,” he said. “It’s definitely broader in terms of scope.”

Feedback from beta tests spurred some changes to the product. “During testing and validation, we received a lot of great feedback from a very mixed group of individuals,” Gosnell said. “Participants were officers, ranging from non-MI Soldiers awaiting course enrollment to current and past MICCC students as well as collection asset managers downrange.”

For MICCC, involving too many people in the project presented its own set of challenges. “The more people we tried to get involved, the more the game appeared to change from its initial concept,” Tate said. Having cleared a few hurdles with Operation Kanjhar Strike, Tate is confident CAMS will be a valuable addition to MICCC. “CAMS provides us with a tool to gauge what our captains are individually retaining from instruction,” he said. “I think it’s going to fit well into our course and add value to it.”

MICCC intends to implement Operation Kanjhar Strike by January 2013. Beta testing for Operation Kanjhar Storm is complete and modifications are underway. According to Gosnell, CAMS’s unique features and capabilities are already capturing the attention of other USAI-CoE organizations and courses. Most recently,

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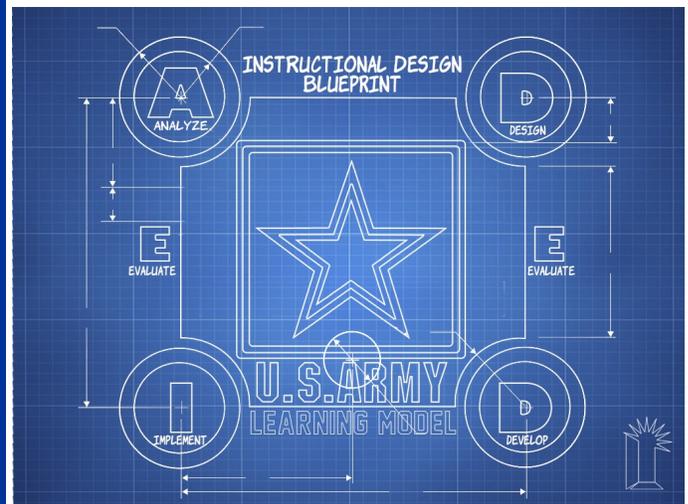


the Joint Human Intelligence Officer Course submitted a request for service to modify CAMS and develop a supplement to their existing instruction. "JHOC is looking to add more of a HUMINT flavor to CAMS, which will facilitate its use as a study tool for course exercises and exams," he said. "They've also expressed interest in loading it on the SIPR (secure internet protocol router) network and incorporating a level and scenario editor."

For more information on CAMS, contact LIO Project Manager Michelle Austin at 520-533-7140 or [michelle.l.austin20.ctr@mail.mil](mailto:michelle.l.austin20.ctr@mail.mil).



Regina S. Albrecht is the senior technical editor and writer for the Learning Innovation Office, U.S. Army Intelligence Center of Excellence, Fort Huachuca, Ariz. She is also editor of the *Learning Innovation Insider* and a columnist in the *Fort Huachuca Scout*.



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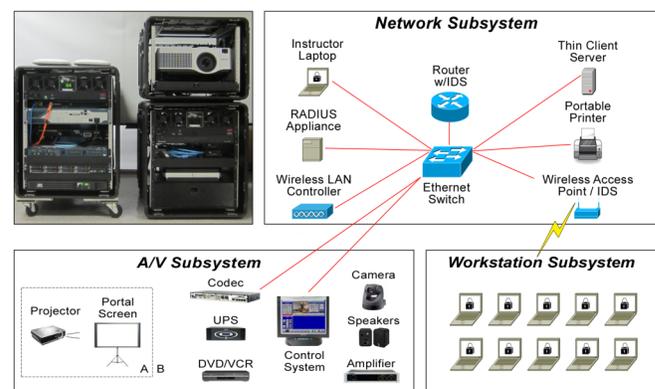


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## The Army National Guard (ARNG) Distributed Learning (DL) Program Fields New, Agile Mobile Distributed Learning Classrooms

The ARNG DL Program has operated a nationwide network of 339 fixed DL Classrooms since the mid-1990s. Analogous to the Army's Digital Training Facilities, the DL Classrooms are sited at ARNG armories, readiness centers, State National Guard Joint Force Headquarters, and training facilities. Despite the value of the legacy, fixed DL Classrooms, the ARNG DL Program recognized portable classrooms would better suit the current training and operational needs of the States. Such needs include moving classrooms to the Soldiers instead of Soldiers traveling to the classrooms, and providing surge support for command and control information systems during emergency operations at the point of need. The Program conceived the Mobile DL Classroom (MDLC) as a response to those needs.

The MDLCs provide all the capabilities of the original DL Classrooms in an agile and flexible configuration. Each MDLC is packaged in six cases which comprise three subsystems: network, audio-visual, and thin-client workstations. Together, the three subsystems provide high-definition audio and video presentation, video tele-training (VTT) capabilities, and 24 wirelessly connected thin client workstations—



all of which can be packed or unpacked within two hours and transported in a commercial van or light truck. The MDLC is designed for use in any facility with adequate protection from the elements, climate-control, furniture, power, and an Internet connection.

The ARNG DL Program replaced six fixed DL Classrooms with MDLCs in 2011 as a pilot project and, based on the pilot's success, the Army Chief Information Officer/G-6 awarded the MDLC with an Authority to Connect at the MAC II Sensitive Level. The Program intends to field fifteen more MDLCs during 2013, with the goal of replacing about half of the fixed ARNG DL Classrooms with MDLCs on a one-for-one basis by 2018. The average cost to procure and field an MDLC is approximately \$173,000 per system, which includes equipment, engineering, integration, and fielding. The cost of fielding a new MDLC is little more than the cost of performing technical refresh for a fixed DL

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Classroom, so the States attain increased capabilities without additional cost.



*The U.S. Army Distributed Learning System (DLS) acquires, deploys and maintains a worldwide learning infrastructure that innovatively combines hardware, software and telecommunications resources with training facilities and course content to deliver a cohesive, Web-based solution.*

<https://www.dls.army.mil/>



*Joint Knowledge Online is the enterprise portal system providing convenient access to online joint training and information resources.*

<http://jko.jten.mil/>

## **The Army National Guard Distributed Learning Program transitions GuardU to the Enterprise Lifelong Learning Center**

The ARNG DL Program operates GuardU, a training portal that provides a single, consolidated source of ARNG-specific online learning for Army National Guard Soldiers, units, training institutions, and States. National Guard trainers use GuardU to assemble, manage, deliver, and document training using instructor-led, collaborative, and self-paced learning methods. We expect GuardU will be a key enabler to implement Army Learning Model 2015 in the ARNG.

Features of GuardU include:

- Secure access to Guard training using CAC or AKO authentication
- Capability for States to develop and deliver State-specific training
- Searchable catalog of GuardU courses and other resources
- Easy access to course completion certificates, with automatic posting to the Digital Training Management System
- Tutorials and support for Soldiers and trainers

GuardU has transitioned its content from equipment at Camp Robinson, Arkansas, to the Army Enterprise Lifelong Learning Center (ELLC) at Fort Eustis, Virginia. The transition enables us to conform to Army Learning and Content

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Content Management Capability requirements, reduce our operating costs, and improve GuardU's security and performance while retaining its unique identity and capabilities.

All 120 GuardU courses were transitioned to the ELLC between May and October 2012, and we're now working to transition the State-specific content to the ELLC by March 2013.

Instructors, developers and State portal page administrators who want to host a course on GuardU must first complete Blackboard Certification training provided by the GuardU staff and the ELLC, which includes how to create and maintain course content within the ELLC Blackboard environment. To register for training, please contact our GuardU contractor staff at Camp Robinson, Arkansas: Ms. Peggy Pope (501-212-6896) or Ms. Hannah Little (501-212-6942). For more information about GuardU, please contact LTC Jason Snow (Chief, Training Systems Integration Branch, Training Division, G-3, ARNG Directorate; 703-601-7091) or Mr. David Robinson (Deputy Chief, Training Systems Integration Branch; 703-607-7316).



<https://guardu.ng.mil/>

## Capturing Opportunities: The Benefit of Building On Inter-Agency Technology Advances

The Defense Ammunition Center (DAC) HAZMAT Team, stationed at the National Guard Professional Education Center (NGPEC) in North Little Rock, Arkansas has been capitalizing on and exploiting DL training opportunities for several years. The HAZMAT DL training offered at <https://guardu.ellc.learn.army.mil> is designed to enhance the student training experience while simultaneously preparing students for on-site training and proficiency sustainment following formal training. Three courses are currently offered:

1. LTC-012 HAZMAT Training For Non Certifying Officials
2. LTC-013 Technical Specialist Bulk Fuel Transportation
3. LTC-097 Sustainment Training For Certifying Officials

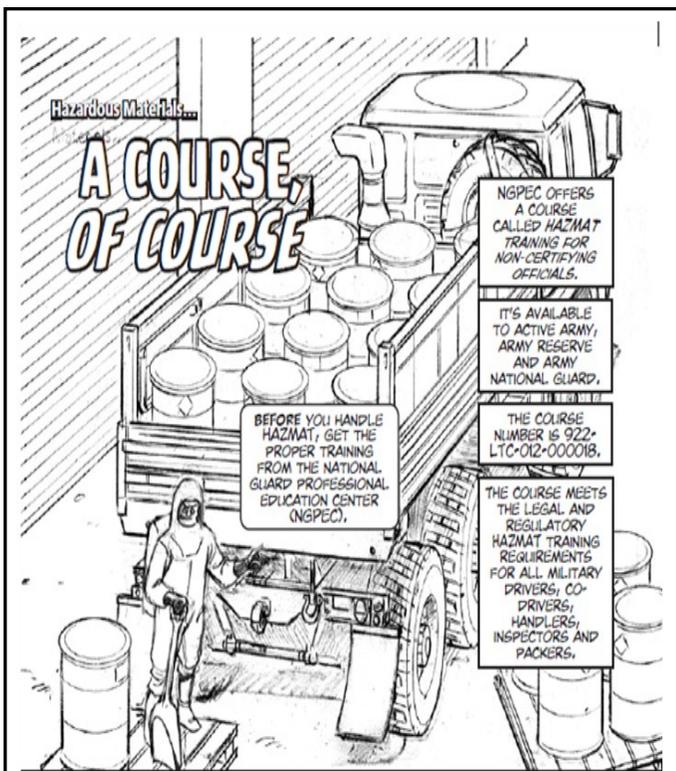
Blended and DL learning is embraced by both the DAC and our National Guard hosts at the NGPEC. The availability of technology, energized skilled and knowledgeable instructors, current and relevant material and real time lessons learned all converge offering the perfect opportunity for virtual environment learning.

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Hazardous Materials...

## A COURSE OF COURSE

BEFORE YOU HANDLE HAZMAT, GET THE PROPER TRAINING FROM THE NATIONAL GUARD PROFESSIONAL EDUCATION CENTER (NGPEC).

NGPEC OFFERS A COURSE CALLED HAZMAT TRAINING FOR NON-CERTIFYING OFFICIALS.

IT'S AVAILABLE TO ACTIVE ARMY, ARMY RESERVE AND ARMY NATIONAL GUARD.

THE COURSE NUMBER IS 922-LTC-012-000018.

THE COURSE MEETS THE LEGAL AND REGULATORY HAZMAT TRAINING REQUIREMENTS FOR ALL MILITARY DRIVERS, CO-DRIVERS, HANDLERS, INSPECTORS AND PACKERS.



IT DRAWS ITS MATERIAL FROM SEVERAL SOURCES:

THE COURSE ADDRESSES DOT, OSHA AND EPA HAZMAT TRAINING REQUIREMENTS.

IT'S FREE FROM THE GUARDU TRAINING WEBSITE: <https://guardu.ng.mil/>

THE COURSE DOES NOT MEET THE AMMUNITION HANDLER TRAINING REQUIREMENTS SET FORTH IN CHAP 4 OF NATIONAL GUARD REGULATION 385-64, ARMY NATIONAL GUARD AMMUNITION AND EXPLOSIVES SAFETY STANDARDS (DEC 07).

- Department of Transportation (DoT)
- Occupational Safety and Health Administration (OSHA)
- Department of Defense (DoD)
- US Army Forces Command (FORSCOM)
- Environmental Protection Agency (EPA)
- Army regulations



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DAC Training Opportunities: <http://ammo.okstate.edu/>

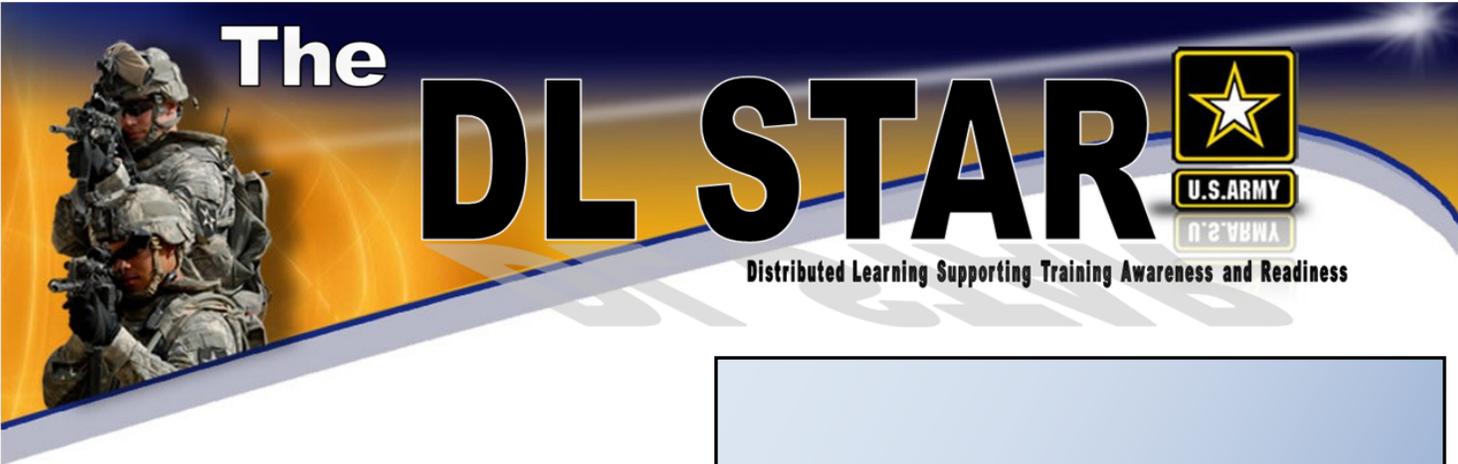
AmmoHelp: <https://dac.jmc.army.mil/AmmoHelp/OpenAccess/AskQuestion.aspx>

Ammunition Community of Practice (CoP): <https://acc.dau.mil/ammo>

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

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