

The

DL STAR



Distributed Learning Supporting Training Awareness and Readiness

April 2014 | Edition 17

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SECTION 1: Leadership

Welcome to Edition Seventeen of the DL STAR!



Teammates,

As we begin the 17th edition of the DL STAR, I would like to take this opportunity to thank the DL community for their outstanding support of the program and look forward to accomplishing many of our planned activities and goals as outlined in the last edition. Since that publication, we have completed the Mobile Computing Initiative and the spring FY14-2 DL PMR; we are looking forward to the DL/IT Council of Colonels and Training General Officer Steering Committee (TGOSC). In addition, we are currently upgrading the ALMS and fielding an enhanced graphical user interface. We are revising and streamlining functional testing processes; providing TRADOC and Army CIO G6 with DL requirements for developing alternatives to CAC/PKI; piloting an Army



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Distributed Online Collaborative Course (ARDOCC), a MOOC-like effort; separating content on the ALMS and expanding the Army Lifelong Center (ALLC) .com learning environment. We are expending tremendous efforts and energy to ensure we continue to modernize TADLP, provide enhanced support for the implementation of the Army Learning Model (ALM), and provide the best training and education for our Soldiers and Civilians.

In this issue there are several articles on mobile learning, as it is one of the focal points of our modernization process. These timely writings help us recognize the efforts required to bring our organization on par with the best practices in the field.

Also in this issue we talk about the in-house content development capability. Many of you have requested access and completed the preliminary training. The next level of training is about to occur, which includes building templates. As an extension of this effort, a milBook page was developed and launched. On this page you will find tutorials, discussions, and SMEs to guide you as you design and develop your in-house products. Collaboration is key and this milBook page is one way we plan on keeping the community up to date with the development tool, tips and tricks for effective and educationally sound learning content design.

As always, if you have any questions, opinions, or articles you would like to share with the community, please feel free to contact us at:

usarmy.jble.tradoc.mbx.at-sc-tcm-tadlp@mail.mil

We are proud to serve and support!

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

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SECTION 2: Training Development

How to Interpret and Apply Army Learning Model 2015

By Saul A. Magana
Fires Center of Excellence; Fort Sill, OK

In this article, which is available on milBook, Mr. Magana highlights the goals of the "Army Learning Model 2015" addressing the themes, challenges and 21st century Soldier competencies. Learner-centric and blended learning areas are discussed along with interpretations and comparisons for use.

EXECUTIVE SUMMARY

Army Learning Model 2015 (ALM 2015) has wide implications for TRADOC schools. It deals with more than just technology integration. The ideas presented in this article will help training developers and instructors meet the ALM 2015 themes of improving face-to-face instruction and making the school a career-long resource. Some ideas apply only to instructors, some to training developers, some to both. These ideas stem from four areas of ALM 2015: 21st Century Soldier Competencies, Learner-centric, Blended Learning, and Skilled Facilitators. By understanding and addressing these four areas TRADOC

1) help students develop the personal qualities necessary for success in the 21st Century; 2) hold students accountable for their learning; 3) provide technology solutions to be used during the course as well as for reach back; 4) create quality instructors with communication skills that will be useful down the line; and 5) provide an overall learning experience that will maximize the retention of course material.

Listed below is an overview of each area of focus and tips on how to address them:

21ST CENTURY SOLDIER

COMPETENCIES: assess the relevant Competencies and give feedback to the students

LEARNER-CENTRIC: replace an instructor-centric approach with one that provides the instructor with flexibility and the students with responsibility

BLENDED LEARNING: carefully identify the nature of the topic then choose a mode and time in the lesson to embed a technology solution

SKILLED FACILITATORS: professionally development instructors & training developers so they can create engaging and meaningful learning experiences.

<https://www.milsuite.mil/book/message/484027>

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TRADOC Team Driving Common Strategy and Mobile Solutions Across TRADOC

By R. Kenneth Crim
Joint Individual Education and Training
TRADOC Capability Manager
The Army Distributed Learning Program

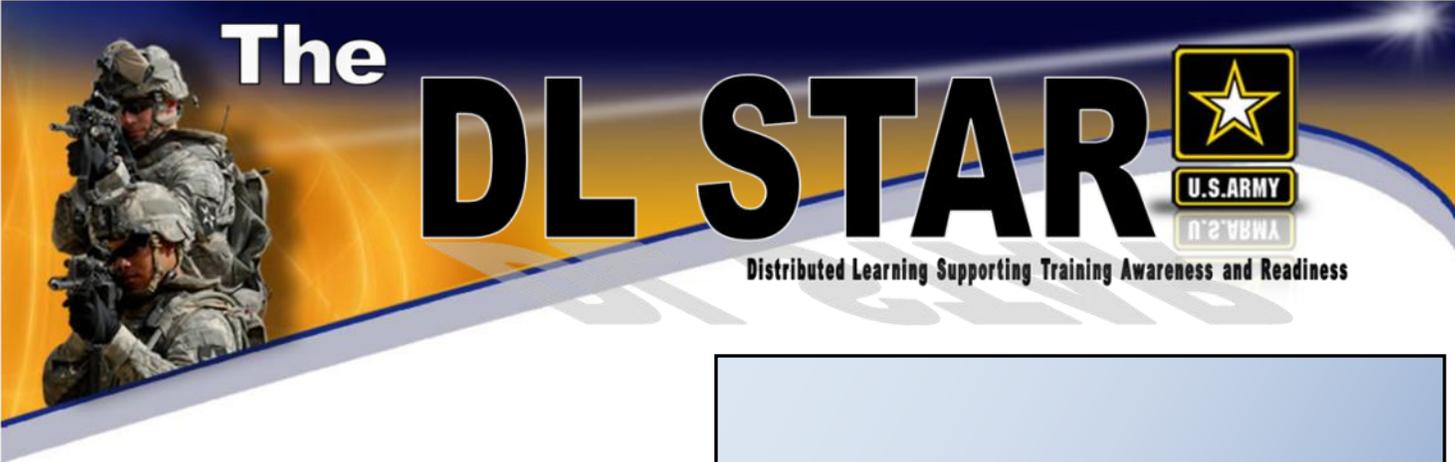
This piece discusses the value and importance of having a cohesive approach when addressing the complex issues surrounding the implementation of an effective mobile learning program.



In August 2013, TRADOC senior leaders chartered a TRADOC Project Office- Mobile (TPO-M) to serve as the central TRADOC lead to provide strategy and common direction in support of mobility and to address complex issues surrounding the implementation of TRADOC near-term mobile computing solutions. The project office is aggressively addressing policy, devices, infrastructure, training, leadership and education, material requirements and funding associated with implementing TRADOC mobile learning initiatives in support of institutional training and education.

Three of the TRADOC Commander's priorities have been critical drivers for group: Army Learning Model (ALM) Phase II, Live-Virtual-Constructive Integrated Training Environment, and the Institutional Education and Training Reforms Study. Each requires a broad range of enablers essential to fully realizing a learner-centric learning environment.

Over the past several years multiple TRADOC Centers of Excellence (COE) have instituted mobile programs; however there has been no central means to leverage expertise and good ideas across COEs. Additionally, there has not been a centralized data collection point to provide evaluation and funding of best practices and pilots across TRADOC. The TPO-Mobile is helping to address this shortfall. The TPO-Mobile consists of a matrixed staff taken out of hide from multiple organizations within TRADOC bringing expertise to the table to help address various complex challenges associated with fully leveraging mobile capabilities in support of the TRADOC Commander's priorities. Key representative organizations include TRADOC G-3/5, TRADOC G-6, TRADOC Capability Manager – The Army Distributed Learning Program (TCM-TADLP), TCM-Army Training Information Systems (TCM-ATIS), and TRADOC COEs.



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COEs have been at the forefront of the effort as their insight has been invaluable in the design and delivery of an overall TRADOC mobile strategy. Their lessons learned and data analysis has been a major part of the TPO-Mobile effort.

The first major initiative spearheaded by the TPO-Mobile group has been a mobile device Limited User Test (LUT) being executed with the 128th Aviation Training Brigade and the Transportation School at Joint Base Langley / Eustis (JBLE) from November 2013 to March 2014. The primary driver behind the LUT is to assess the performance of mobile devices currently approved by Army CIO/G-6 and NETCOM to operate on the DoD NIPRNET. Devices approved at the start of the LUT were Microsoft Windows-Based (WB) devices running the Microsoft Windows 7 operating system and a NETCOM validated Army Gold Master image. The five available devices meeting network security criteria and minimum TRADOC specifications were the Dell XT3, Lenovo X230T, Transource Roadrunner Scribble, Samsung Series 7 and DT Research DT398. Other popular devices such as the iOS based iPads, Android-based Galaxy Tablets and Microsoft Windows Surface type devices have not yet been tested and approved for connecting to NIPRNET. The end result of the LUT will be a listing of mobile device attributes that best meet TRADOC institutional training and education

requirements and a list of TRADOC validated, Army approved devices that can be recommended for acquisition based on connectivity, functionality, and effectiveness in the institutional learning environment.

To date, the LUT findings have been consistent with the qualitative findings from the COEs already using Windows devices. Initial LUT and COE feedback indicates preference toward CAC-enabled, NIPR accessible, Windows-Based devices for instructional training and education. Devices with these attributes have proven to be more productive in accessing and processing learning content currently used by TRADOC COEs. LUT and COE findings and feedback have also revealed that while pure tablet computers may be very useful for viewing content, they are not very conducive to addressing the full scope of student needs in the learning environment, such as producing documents. Tablet devices have also proven to be more cumbersome in entering data. Keyboards separately procured to improve performance, drove up cost. An additional tablet finding was that adding the separate keyboard negates transport ease to and from classroom. There were no significant functionality device issues noted with the Windows-based devices during the LUT.

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Currently only Windows –based, CAC enabled devices have demonstrated the ability to access the NIPR as well as .com environment and meet student requirements. TPO-Mobile has been approved to test an approved Windows 8 build from JAN-JUN 2014 which offers more functionality for mobile devices. Progress is also being made on obtaining an approved Windows 8.1 build.

The TPO-Mobile workgroup is simultaneously addressing several other mobile issues: Wi-Fi infrastructure requirements, mobile applications; content separation; instructional design; security implications; governance; funding streams; and Microsoft Windows 8 integration. With respect to Wi-Fi infrastructure requirements, the group is evaluating needs and costs associated with installing Wi-Fi across TRADOC campuses to make learning content readily available to TRADOC students. TPO-Mobile is also working with TCM-ATIS and several COEs to address mobile applications requirements. The applications development process and mobile app capability requires analysis, mLearning content development, mLearning app development, Information Assurance testing, technical testing, and publishing to an app store. The group is also leading an effort to position sensitive content behind the more protected CAC-enabled environment while moving non-sensitive content from behind CAC so that it can be much more readily

available and accessible to Army learners. The work being accomplished in all of these complex areas will assist with a feasible way-ahead to implement mobile learning across TRADOC.

TRADOC's efforts have highlighted the complex environment that the Army faces in setting up mobile capabilities within the protected DoD network environment. TPO-Mobile has worked very closely with the TRADOC G6 Office on addressing critical infrastructure and policy issues and to date lessons learned from the LUT are helping to shape repeatable TTPs that can be applied by NETCOM across TRADOC COEs. TPO-Mobile is also investigating cloud computing in conjunction with Information Assurance Policy in order to develop a framework to support access to course content (sensitive and non-sensitive) both from within and external to COEs and classrooms. The outcome will be a more mature framework of hardware, software, content and policies that must be in place at the COEs to support a Bring Your Own Approved Device (BYOAD) environment. The in depth analysis of all of the pieces to the mobile puzzle that the team is executing will facilitate a more accurate funding program which will help assure TRADOC centers and schools are properly resourced.

The near-term objective of TPO Mobile is to

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provide an approved mobile device list to proponents, support wireless infrastructure development at centers and schools, and provide a benefit analysis. The overall objective is to provide a long-term sustainable BYOAD solution providing secure and persistent access to relevant, tailored, and engaging learning, training and education experiences through a career-long continuum of learning that is not location-dependent, but accessed at the point of need throughout the Soldier's career. The TPO-Mobile workgroup is providing much needed focus and direction to COEs regarding mobility while simultaneously allowing COE requirements and creativity to drive TRADOC-wide strategy and solutions. It is doing so while also bringing tough policy issues to the forefront and working through these challenges directly with Army senior leaders in order to drive toward results. ∞



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 served in Operation Desert Storm as well as Operation Iraqi Freedom where he was Chief of Operations, Multi National Force-Iraq, 2004-2005. At Joint Forces Command he developed the courses and Communities of Interest to train officers going to the Joint Staffs in Iraq, Afghanistan and Horn of Africa. Additionally he developed the first online information courses for the Departments of Defense, Department of State, and USAID. He is a graduate of Georgetown University (BSBA), The Naval War College (MA), Joint Forces Staff College, and Oglethorpe University (Ed.S).

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Virtual Tools Improve Air Defense Artillery Learning

By Marie Berberea
Training and Doctrine Command (TRADOC)

This article, recently published online at army.mil, showcases the value of learner-based instruction.

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FORT SILL, Okla. -- Third Battalion, 6th Air Defense Artillery is leveraging the virtual world to start real conversations in the classroom.

They're using an online platform called Blackboard, as well as simulators to teach students before they even take hold of a piece of Army equipment.

"The new concept is learner-based instruction. So the more we provide the student with how to learn, the easier it is for them to contribute to the classroom environment," said Staff Sgt. Armando Madrigal, 14E instructor and writer.

Students in the Patriot Fire Control Enhanced Operator and Maintainer and Patriot Launching Station Enhanced Operator and Maintainer courses began using Blackboard in October as a precursor to their next day of classroom learning.



Photo Credit: Ms. Marie Berberea (TRADOC)

Pvt. Trevor Hazen uses the Engagement Control Station simulator Feb. 27 before he is tested on the equipment behind him. Hazen and other Air Defense Artillery students use technology such as Blackboard, and various simulators in the Patriot Fire Control Enhanced Operator and Maintainer and Patriot Launching Station Enhanced Operator and Maintainer courses.



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The instructors said introducing material ahead of time gives the students a knowledge base so they can quickly move on to tougher concepts.

"When we teach, we show them; we present them the material; we present them the equipment. And then they give us feedback on what they're learning, what they're researching and what they're doing to learn. With Blackboard, since it's a read-ahead for the next day they have something to contribute to the class so they don't come in not knowing anything about the class," said Madrigal.

"It also saves our instructor time from having to explain every single thing," said student Pfc. Daniel Ornelas.

Already the platform has proven useful. Before Blackboard was part of the curriculum, there was an average of eight test failures. Three students also failed two tests in a row and were up to see an academic proficiency panel to determine whether or not they would be recycled. After its integration, that average dropped to three test failures and two students who had to see the proficiency panel.

"The entire Blackboard concept, our [Noncommissioned Officer] Academy uses it, our Patriot Master Gunner course uses it. We looked at what was out there, what we could use to meet Army Learning Model 2015

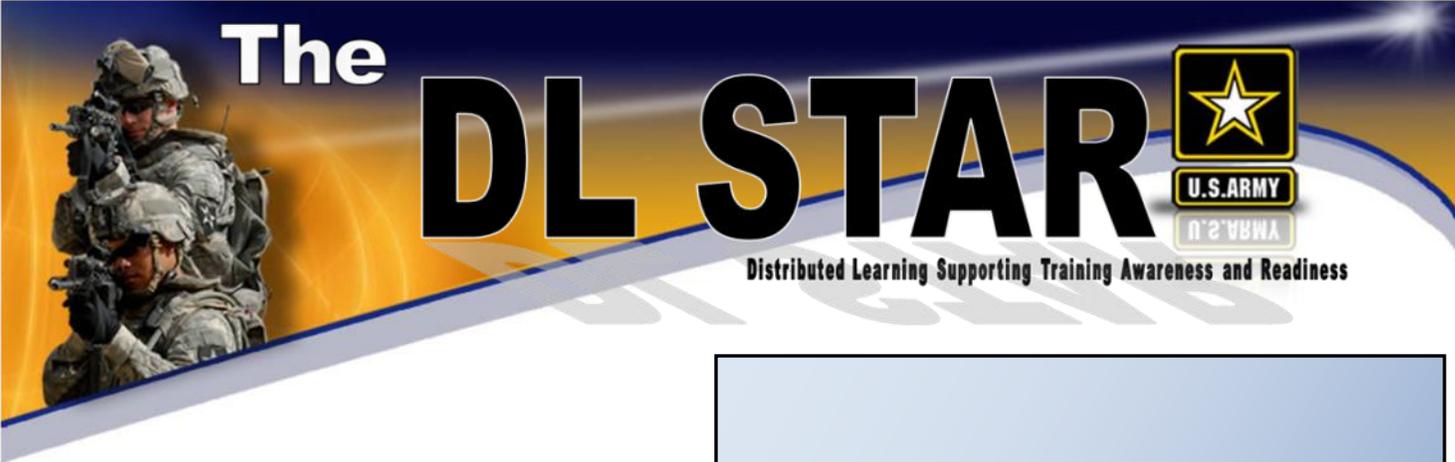
(ALM 2015). Blackboard was one of them," said Sgt. 1st Class Donald Clemons, 14E senior instructor/writer. "We got a hold of Fort Eustus, [Va.] which is where Blackboard is worked out of, they gave us some space and we decided as instructors what we wanted the students to have."

Clemons said it took them six months of learning the software and designing the material before they shared it with students. They did not want to just put out written material; they also supplied video to visually stimulate learning.

"We had someone videotape us doing the exercise that the student was going to do. We use that video as an opportunity to discuss what is going on so they're not just going through doing a quick check on learning, you know answering a multiple question test, they actually have to comment on what's going on," said Clemons.

Using Blackboard on- or off-duty, students can post and see each other's comments, and are able to expand off one another's ideas. Clemons said oftentimes when a student posts a question, other students supply the answer.

"The instructor is standing back and making sure everything is appropriate. If not they may jump in and say 'Hey you're close, but you



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forget this, this and this,' and it'll start this whole long chain. I've got posts that are 120 posts on one subject."

The instructors said it also helps them identify other students who may be able to help them outside of the classroom.

"When we go home at night, we go home at night, but now they have the opportunity to ask that Soldier who got it, 'Hey where did you find that on Blackboard?' And they do. They stay up in the barracks and when we're on duty you'll hear them walking by and they'll be talking about something and we're like it's working," said Sgt. 1st Class Shawn Daly, 14T senior instructor/writer.

"It's not like we're doing a test and we can't talk about it. Talking to our battle buddies and doing it together is a huge help," said Ornelas.

The instructors also setup a command corner on Blackboard to share information from cadre and commanders as well as a toolbox application that allows students access to all the material up to six months after leaving the course.

"They can reach back and pull information out of here on classes and courses they did while they were here and use that when they get to their line unit," said Clemons.

While the use of Blackboard is still fairly new, the instructors say it's constantly being revised with feedback from the students and other instructors.

"If I want to go in there and I see content that is wrong or I know that it's changed ... it takes all of five seconds to go in there change the content and shoot out a text to my instructors saying, 'Content has changed; the lesson plan has changed. Check it out.' It's instantaneous," said Daly.

An unexpected result from the online platform is the chance to help students with their writing skills. What instructors were noticing was relaxed language and poor syntax.

"Some of the students write like they're writing a text to their friend," said Clemons. "We're seeing LoL, smiley faces, they don't know the proper military writing style. What the instructors have done is said your spelling is incorrect here, you're not using proper grammar here, so now slowly as the Soldiers progress through the classes they're learning this as well."

Blackboard also shows instructors how much time a student spends on an assignment. Clemons said while a normal assignment takes about 30 minutes to complete the time stamp may identify a student who needs extra

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attention from the class mentor.

"That one particular student might be having difficulty. The can focus on that one student while the other two instructors can work with the entire class. So that one student can be brought up to the class."

The instructors said they also use simulators as part of the crawl, walk, run process of training Soldiers.

Blackboard is their crawl phase of introducing language and concepts, then simulators are used so students can make mistakes in a safe environment; then they are tested on the real thing.

Clemons said even when students wait for their turn on a simulator, they have a tool on Blackboard where Soldier, can take required training such as sexual harassment assault prevention or suicide awareness. Clemons said their goal is to supply line units with Soldiers who are ready for duty.

Recently, Training and Doctrine Command acknowledged 3-6th ADA's practices during the accreditation process stating there was exceptional efforts in ALM 2015 educational technology, Blackboard use, learner-centric simulations and innovative learning approaches.

"The biggest thing is it didn't cost us a dime. The system was already purchased by the Army. All we did was request some space and we built it," said Clemons.

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This article can be seen in its original form at:

[http://www.army.mil/article/121359/
Virtual tools improve Air Defense Artillery 1
earning/?from=RSS](http://www.army.mil/article/121359/Virtual_tools_improve_Air_Defense_Artillery_1earning/?from=RSS)



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Program Management Review (PMR)

By Paul E. McCarthy
Chief, Strategic Plans & Policies
Office of the TCM TADLP

TCM TADLP hosted the TADLP PMR 14-2 on March 12-13, via DCO. Day one of the PMR included topics specific to the DL community participants. These topics included a TADLP update, Mobile Learning Initiative, Army Learning Model and TRADOC G6 update on mobile devices and CAC/PKI. The second day of the meeting consisted of presentations by ACOM representatives on the successes and challenges within their areas of interest. Also on the agenda for day two was the CoEs and proponents' report on content residing within the ALMS, with a summary of what content items should be kept or archived, including their plans for content that is more than three years old, in terms of updates or ways forward. The next PMR is scheduled for September of this year.



Article Submissions

Six Easy Steps:

1. Use "active" voice (p. 6) AR 25-50
2. Be brief; limit to 800 words
3. Proofread submissions
4. Include **copyright permissions**
5. Submit articles anytime to:
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6. Encourage everyone to submit!



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Book Review

by Linda Summerlin
TCM TADLP
Strategic Plans and Policies Office

Title: *Designing mLearning: Tapping Into the Mobile Revolution for Organizational Performance, 20011* by Clark N. Quinn.

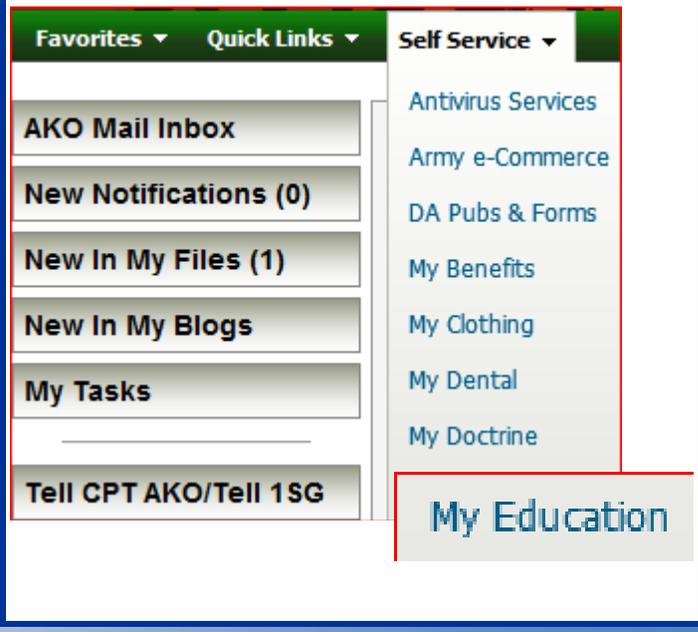
This review specifically looks at Chapter 5 “*Getting Contextual*,” which includes an interview with Judy Brown. The chapter opens with what has already been accomplished with mLearning in the K-12, higher education, and corporate venues, including challenges. By doing so, it sets the stage for critically thinking about what (and how) you should plan mLearning for your organization’s needs. Performance support examples for higher education and corporate use show how mobile applications can become “niche” specific. In a training situation, having the capability to mimic the niche-specific applications can provide simulation training at its finest.

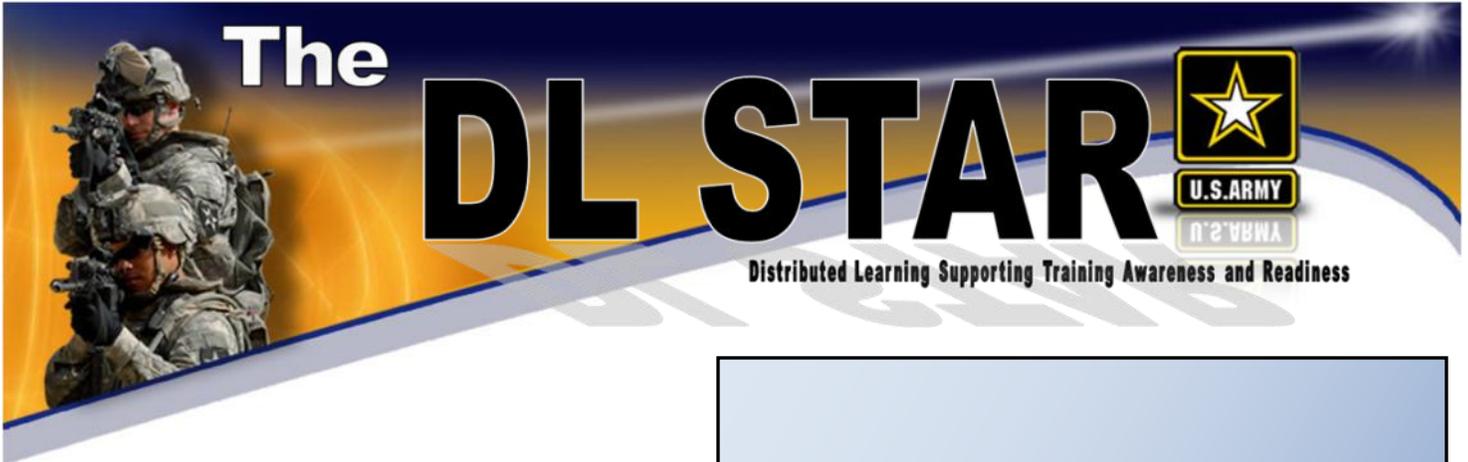
BLUF: Creativity is key to taking advantage of mobile capabilities. Once a “need” or “gap” is discovered, it can be addressed with mLearning. That is when brainstorming sessions should begin! Judy Brown has a good way of looking at using mLearning. It involves looking outside the “formal course”

their ubiquitous devices. Ms. Brown states that “We are finally to the point where we can easily deliver performance support and life-long learning.” With this thought in mind it is up to us, as designers, to creatively develop and deliver what our organizations need.



GET IT NOW: This book is available through AKO. Go to Self Service → My Education → Army eLearning → Books 24/7 (follow instructions to set up account). ☺





TCM TADLP In-House Development page on milBook

By Linda A. Summerlin

After many long hours of planning, Michelle Vaughter and Lisa Brock have created the TCM TADLP In-House Development page on milBook. This page allows the user to get up-to-date information about the tool, upcoming training, best practices, FAQs, User's Guides, technical planning, and much, much more.



This page is located in milBook at: <https://www.milsuite.mil/book/groups/tcm-tadlp-in-house-development>

Actions

- Start a discussion
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- Write a blog post
- Invite people to join this group
- Receive email notifications
- Track in Inbox
- Group feeds
- Create an idea

In the right-hand column, under “Actions” sign up to get email notifications. Once you sign up you’ll know when a new piece of information is added — this is a great way to stay on top of the in-house training development that is going on throughout our organization. ☺

