SPRINGING INTO ACTION WITH OPTIMISM IN MEETING CHALLENGES, PRIORITIES

By Helen A. Remily  
TCM TADLP

It seems like 2017 just started yesterday and, believe it or not, we are quickly nearing the halfway point in the New Year.

We continue to execute our priority missions, as well as explore other opportunities for diverse and engaging DL training and education in the Army and beyond with optimism. The fact that we can successfully do this and impact positively our readiness posture underscores the significance and relevance of what we do as a community of practice.

During the last quarter, we have undergone a series of meetings, namely, a winter Council of Colonels, several one- and three-star General Officer Steering Committee sessions, and several DOD-level training and education forums. As we embark on a new set of priorities, our aim is to keep the DL program abreast with instructionally sound and refreshed technology-enhanced training, so that Soldiers can be able to experience even more engaging and immersive learning environments through unique training approaches.

On that note, we await with excitement the heightened capabilities and offerings of the new Army Virtual Learning Environment (AVLE) development contract vehicle. This new vehicle will allow us to implement and distribute training in more contemporary learning environments, employing tools like virtual reality and augmented reality, in our training scenarios and content.

Moreover, through our mobile wireless campus initiatives, for example, we are exploring advanced opportunities to improve the quality, accessibility, and delivery of training content and information via mobile learning applications integration.

With a revised TRADOC PAM 350-70-12 in the works, this action will help streamline our DL development guidelines and procedures. Additionally, implementation of the Army Evaluation Survey Application will also assist us in improving our development, storage, management, and administration of tests, evaluations, and surveys. An enhanced capability for education processes to evaluate both resident and DL learning encounters and outcomes increases the quality assurance and credibility of Army DL comprehensively.

As we understand the value of feedback and reflection in the science and art of learning, we are genuinely interested in hearing your comments and input. Let us know about the countless initiatives you are undertaking, and lessons learned in developing and implementing DL training and education solutions across the Army continuum.

This edition of the DL Star has a diverse offering of articles that will surely pique your palate for exploring the multi-faceted environment of Army DL within our centers of excellence and beyond.

Keep the challenge alive and continue to innovate and push DL to a new level of implementation, relevance, application, and ultimate success—on and off the battlefield. HR
FY 17 Nominations
Priority List Truncated to Accommodate AVLE Contract Vehicle Award Timeline

The new Army Virtual Learning Environment contract is an exciting contract vehicle that will support traditional IMI as well as innovative distributed learning products. It leverages artificial intelligence, augmented/virtual reality, and helps us maintain forward momentum in operationalizing mobile learning and adaptive learning strategies by using xAPI.

In June 2016, TCM TADLP notified our proponent schools via email, explaining our plans for awarding the AVLE contract and the subsequent award of the FY 17 prioritized requirements. We initially expected an AVLE contract award date of February 2017. Unfortunately, that did not occur. As we wanted to execute a solid contract, it has taken a while longer, and we have adjusted expectations for FY 17 DL requirements.

The new projected AVLE contract award date is 30 June 2017. This means that the time remaining to execute in this FY will be significantly shortened, and we will, therefore, not be able to award all 43 of the nominated FY 17 requirements. Given the timeline, we plan to award as many as we can, and at this time, that number is expected to be 10-15. We compiled an initial list of 15 nominations for which we believe task orders can be developed and awarded under the AVLE contract. Our Content Acquisition and Management Team has coordinated with the proponent schools and begun writing the performance work statements (PWSs) for those tasks. We assembled this list based on the type and criticality of the product using the input from the TADLP nomination site and our binning strategy. If you have further questions about the updated course list, please contact Dr. Peggy Kenyon at email: peggy.l.kenyon.civ@mail.mil or via telephone: 757-878-6935.

As the Content Acquisition and Management Office, Dr. Kenyon's team manages the execution of the priority list to include the associated PWS(s). Proponents’ courses on the revised list which are ready for development of the PWS, and subsequent product, will go forward for execution; proponents who are not prepared are asked to re-nominate for FY 18 and we will move to the next requirement on the list. If you know that you will not be ready to proceed, please be proactive and contact Ms. Trientje Tippens at email: Trientje.a.tippens.civ@mail.mil to move your FY 17 nomination to FY18 or later. FYSA: The Strategic Plans & Policies Office (Ms. Tippens) will also be sending a Tasking Order through HQ TRADOC requesting FY 18 nominations during the June/July timeframe.

Thank you for your patience as we put the new five-year AVLE contract in place for your future education and training endeavors.
Planning Underway for Army CIO/G-6 and TRADOC G-6 Mobile Summit

Today the Army lacks the agile ability to enable mobile technology at the point of need for the decision maker. The Army requires Mobile/Internet of Things ISO Warfighter full spectrum operations.

In order to discuss this problem and synthesize possible solutions, the Army CIO/G-6 and TRADOC G-6 are convening a two-day forum of mobile learning and technology professionals and specialists July 26-27, 2017 at Joint Base Langley-Eustis, VA, to address the issues head-on aimed at shaping the Army's Mobile Technology Path Forward for 2020 and beyond.

The Mobile Summit’s overarching goal is to synchronize and gain consensus for the Army’s way ahead in the mobile environment. Attendees will discuss the future of the Army’s information enterprise and the implications of an effective mobility strategy using the newly drafted “Shaping the Army Network: Mobile Technology” as the framework.

Summit objectives include:
- Gaining consensus on the governance framework for establishing a mobile-enabled environment
- Providing the way ahead for a secure enterprise-wide mobile architecture
- Developing the requisite processes to resource, rapidly acquire, and sustain mobile capabilities

Summit deliverables and outputs are:
- Consensus reached on the governance framework for a mobile-enabled environment
- Evaluated use-cases that enable the Army mobile enterprise
- Consensus gained on the processes to resource, rapidly acquire, and sustain mobile capabilities

Key Summit participants are:
- HQDA CIO/G-6
- TRADOC –G-6
- Army Material Command
- Forces Command
- TRADOC
- Army Cyber
- Assistant Secretary of the Army (Acquisition, Logistics, and Technology)
- US Army Reserve
- US Army National Guard
- and other key stakeholders
LIVING DOCTRINE
From Concept to Implementation

By Robert Roberts
Lead, Interactive Digital Publications, TCM TADLP

As part of the Combined Arms Center Commanding General initiative to bring doctrine to life, the TRADOC Capability Manager The Army Distributed Learning Program is assigned the lead position to provide doctrine proponents with technical and contract assistance.

Per the Combined Arms Center’s Human Dimension White Paper, “living doctrine employs interactive and multimedia learning platforms that bring doctrinal concepts to Soldiers and leaders at the point and time of need.”

The vision for Living Doctrine is to make doctrine more accessible, interactive, and relevant: Accessible from multiple types of devices, such as desktop computers, tablets, and smart phones; Interactive by embedding multimedia such as vignettes and animations of procedures or processes. Living Doctrine is relevant because TCM TADLP is working directly with the proponent of the doctrine and ensuring the doctrine is built to be easily revised to keep pace with the ever changing operating environment.

Terms such as ‘e2Book’, ‘eBook’, and ‘epub’ have been used to describe the implementation of Living Doctrine. Interactive Digital Publication, or IDP, is the term TCM TADLP uses to more accurately reflect the capabilities provided through multimedia enhancements and animations. All IDPs provide note taking, highlighting, bookmarking, and a search capability. IDPs are optimized for viewing on mobile devices. The content automatically adjusts to accommodate the screen size of whatever device is being used to view it.

TCM TADLP provides a standardized ePublishing process for doctrine proponents. Standardized ePublishing means that established technical standards, such as EPUB3 and HTML5, are used to ensure the IDPs are reliable and stable throughout the lifecycle of the IDP. IDPs are also built using the Army Standard Baseline Configurations for the commonly used computing environment to ensure the IDPs will play on the LandWarNet using Government Furnished Equipment (GFE) or at home using personal devices.

Living Doctrine allows the reader to experience the doctrine rather than just read it, with the goal of increasing both reader participation and retention of information.

Living Doctrine continues on page 5.
The vision for Living Doctrine is to make doctrine more accessible, interactive, and relevant.

FM 6-22, Leader Development, contains an interactive graphic with narration of the Army leadership requirements model.

Supplemental Figure 1-10. Army leadership requirements model (Select to learn more)

TCM TADLP manages a contract for the Army doctrine proponents to enhance doctrine. In March 2016, the Combined Arms Center Interactive Digital Publications (CACIDP) contract was awarded. The CACIDP contract is centrally managed by the TCM TADLP with the Interactive Digital Publications (IDP) team as the lead. There are nine publications being developed as Interactive Digital Publications. FM 6-22, Leader Development, and ADRP 3-90, Offense and Defense, began development in May 2016 and are scheduled for completion by May of this year. Once completed, IDPs will be delivered either on the TRADOC Application Gateway (TAG) or another location such as the Central Army Registry (CAR).

The Combined Arms Doctrine Directorate (CADD) with the Mission Command Center of Excellence (MCCOE), US Army Combined Arms Center, provides a prioritized list of publications to be enhanced each fiscal year. Doctrine proponents may also nominate publications using the TCM TADLP nomination web site. Visit https://www.atsc.army.mil/tadlp/content/nomination/index.asp#nomination on the TCM TADLP web site for more information about the nomination site.

ARE YOU READY?
A Cautionary Tale for Successful Execution of a Distributed Learning (DL) Contract

By Cori Starry
(carleen.s.starry.civ@mail.mil)

As a member of the Content and Acquisition Team, I’ve noticed a growing trend that some proponents do not have Subject Matter Expert(s) (SMEs) available for content/storyboard review during development phase, nor do they have students scheduled for Group Trial (GT) validation. Both support the successful execution of the contract and reflect the Government’s responsibility to the process.

The Content and Acquisition Team works with schools to accurately capture all requirements in their performance work statements (PWS) and uses the post-award meetings to ensure questions are answered and requirements are further clarified. These meetings are informational with due-outs recorded and any required contract modifications captured and reported to the Contracting Officer. The Contractor presents a notional milestone schedule (MS) at that time and all agree upon proposed dates for work and deliverables. Milestones are revised as the actual work begins.

Up to this point in the process, all parties seem to know what is expected. But somehow, during development phase execution, SME support to review the contractor’s deliverables IAW the MS and student support for validation seems to fall off, which places the contract at risk.

Government contracting requires responsibility and accountability for all parties. In order to ensure your school is truly ready and fully resourced, there are a number of questions you should ask yourself during the planning phase and nomination of your DL course or content. These questions are in addition to the questions typically answered while using the “ADDIE Job Aid” to capture up-front planning using the ADDIE model. (The ADDIE questions job aid can be found at the following link: https://www.atsc.army.mil/tadlp/content/nomination/addie_questions_job_aid.asp).

The questions are:

1. Have you identified the government SME(s) that will review the contractors’ deliverables IAW the MS schedule?
2. Are the SME(s) located within your organization?
3. If the SMEs don’t work for you or they work in a different organization (e.g., you work for the DOT and the SME is an instructor at the school house), do you have an agreement with or have you communicated with the SME’s chain of command for their time?
4. Have you coordinated to ensure the SME is available to attend your IPRs?
5. Have you coordinated to ensure the SME is on board for the length of the development phase?

If you answered No to any of these questions, you should consider a Task Order, Memorandum of Agreement (MOA), or similar management agreement with the SME’s boss or organization to
solidify the SME’s time commitment. It’s important to have a conversation early, before development phase execution, about the SME’s availability to meet the MS.

Similarly, what arrangements have been made for Student participation in the validation process? What do you anticipate frequently happens regarding GT validation if you wait until right after the development phase execution to start planning for GT validation? Again, during the nomination of your DL course or content is when you should start planning with the school house for non-performing student’s time to participate in GT validation of the content. Once the MS is approved, you’ll have the dates for the GT and can complete the coordination with the school house for the appropriate number of students to participate in the GT through the TASKORD, MOA, or similar management agreement.

Your products are important. So taking some extra time and effort during the up-front planning phase pays dividends in the end, providing effective products to your users. Asking questions regarding SME and validation support during the nomination of your DL course or content will better ensure the validity of your DL products.

Cori Starry is the Branch Chief, Courseware Management, TCM TADLP. Cori is a graduate of Dickinson College (BA) and George Washington University (MA in Education and Human Development).
An Exemplar
Supporting 19K One Station Unit Training (OSUT) via Blackboard

By Youssef Hadiri
US Army Maneuver Center of Excellence, DOTD, Fort Benning, GA

Technological advancement is consistently providing new opportunities to improve teaching and learning in ways that never existed a decade ago. The emergence of new virtual learning environment approaches such as blended learning, e-learning, hybrid, and mobile applications are some examples.

Research shows that blended learning, a process that combines online learning and in-class instruction, is particularly effective and progressively popular in educational settings worldwide. When compared to fully implemented online courses, blended courses have the potential to improve student learning and engagement while reducing attrition rates (Nazarenko 2015). In fact, the University of Miami-School of Medicine students, who participated in Khan Academy’s “flip the classroom” blended learning initiative, exceeded the final exam performance of students who participated using traditional teaching methods (Dziuban, Hartman, & Moskal 2004). Such research elicits questions such as:

- How can we better apply blended learning and ultimately support and improve Army training?
- How can we effectively “flip the classroom” and integrate Army Learning Model-based online instructional modules to support classroom instruction and foster critical thinking?
- Is the “flipped classroom” an effective strategy to produce critical thinkers and empower Soldiers to take charge of their own learning?

Part of my Career Program (CP) 32 internship training at the Maneuver Center of Excellence (MCoE) Regional Training Center (RTC) is completing rotational on-the-job training (OJT). After starting the 194th Armored Brigade rotation, I conducted an initial analysis to identify training needs and gaps to support the 19K, M1 Armor Crewman, training. After completing the initial analysis, the rotation supervisor assigned me to develop hybrid Blackboard lessons to support self-paced learning.

The analysis considered the 19K audience, training practices, resources, needs, and schedules. It also evaluated the time-consuming demands of faculty such as planning for
class, instructing and evaluating Soldiers, monitoring individual performance, and Soldier retraining and retesting. The analysis identified a need for a platform to support both instructors and Soldiers alike. This required a platform where Soldiers can access technical manuals, review instructional content, ask questions, self-evaluate their progress using checks on learning, and review training materials they may miss in class. After completing analysis, research, and literature review regarding 19K training, I recommended a blended learning Blackboard pilot program that supports training needs.

I am currently designing a pilot program that will be implemented in the next few months. This pilot program incorporates the blended learning approach by converting classroom lesson plans into eLearning modules with interactive media. The four key lesson plans are: Preparing and Securing Driver and Loader Stations on the M1A2 series Tanks, Military Vehicle Identification, Ammunition, and M2 and 50 Caliber Machine Gun Tasks.

The 19K pilot program is being developed using the Blackboard platform and is designed using the ADDIE instructional systems approach model (Branch 2009). The eLearning modules are designed to incorporate instructional videos similar to the Khan Academy blended approach. The modules incorporate self-directed learning theory to enable Soldiers to control their own learning and also include space repetition theory to allow enough time for information acquisition to move from short-term to long-term memory (Forni & Holcombe 2013).

The instructional modules under development accommodate different learning styles by including multiple means of representation, including text, images, and videos. The modules also include small chunks of information in four lessons, rather than large training modules (Horton 2012). Pre- and post-assessment instruments are used to measure the effectiveness of the Blackboard content in supporting training. Adobe Premiere Pro CS6, Adobe Audacity, Screencastify, Enterprise Content Development Capability (ECDC), and other software are being implemented to develop Blackboard content.

The 19K Blackboard pilot program not only aims to equip and support 19K Soldiers with the knowledge and skills they need to successfully perform their duties, but also to mitigate current training gaps, accommodate different learning styles, incorporate a student centric approach, and empower 19k Soldiers to direct their own learning.

The data gathered from the 19K Blackboard pilot program can be used in a future...
case study, which will include a control group taught only via the traditional classroom method, to further measure the effectiveness of the blended learning approach.

In other settings, blended learning, particularly the “flipped classroom” approach, has improved student learning and engagement, and has shown great potential for doing the same in Army training. The need to transform our learners to be critical thinkers and adaptive learners, not data consumers, is critical. The flipped classroom is a pedagogical model that reverses the typical lecture and homework elements of a class. It uses a pedagogy in which short video lectures are viewed online by students before the class session while using in-class time to stimulate discussions and allow students to work on projects.

...blended learning, particularly the “flipped classroom” approach, has improved student learning and engagement...

The 19K Blackboard pilot program is being designed to engage the benefits of this blended learning platform to maximize Soldier engagement in the learning process and ultimately support Army training. YH


Youssef Hadiri is an instructional systems specialist, recent graduate, interning in the Directorate of Training and Doctrine (DOTD), a branch of the US Army Maneuver Center of Excellence, Fort Benning, GA. He has experience in K-12 teaching, language acquisition, and translation. He has developed a number of technology-based learning solutions for various audiences. His interest in blended learning started when he developed a French blended course for his 9th grade students to support in-class learning.
Digital literacy is an increasingly important area of consideration for those who write and develop courses for NCO common core education and training. Educational institutions no longer see literacy as restricted to the traditional description of one’s ability to express thoughts through a systematized set of rules for grammar. A modern concept of literacy is broader and more involved than just putting pen to paper. Literacy skills required by a 19-year-old entering the Army today will include the ability to leverage digitized information and communication technologies to find, analyze, evaluate, and react in writing as a part of communicative processes.

The Army’s Institute for NCO Professional Development has been working to build momentum around the concept of incorporating writing as an integral part of learning. Specifically, INCOPD has adopted the Criterion essay writing assessment tools from the Educational Testing Service as a way to assess writing skills across NCO Professional Military Education (PME). Over the past year some 40,000 NCOs attending Basic, Advanced, and Senior Leadership Courses (i.e., BLC, ALC, and SLC) have taken this online assessment. INCOPD has also provided access to writing support tools located in the Army Career Tracker to assist Soldiers with continued development of their writing skills. This line of effort will continue and become a formalized requirement in NCO PME now and in the future.

At this point let me clarify a point. The focus on writing is not writing for writing’s sake. Writing activities in PME courses should be tied to creating agile and adaptive thinking paired with the ability to better self-regulate one’s own learning. The idea of embedding writing-to-learn approaches into lessons for NCOs in common core PME is also intended to enable the adult learning model through thinking and reflecting on the Army as a profession and the role of NCOs within it.

INCOPD views the advancement of Soldiers’ digital writing skills as foundational to building higher levels of academic rigor and a more collaborative learning environment in PME. For example, digital writing activities in online, blended, and face-to-face learning modalities support the application of generative learning strategies within the design of a lesson or course map. Generative processes applied within a learning environment include opportunities for learners to highlight important words or phrases within text, summarize their understandings, or respond to questions based on a writing prompt. When combined with meaningful feedback from an instructor, this translates into a rigorous and challenging learning environment in PME.

Our increased activity around the use of digital literacy skills for NCOs has to do with the NCO professional development system goal of optimizing performance. Effective digital written communications should achieve standard characteristics of Army style writing to include being free of grammatical errors,
bottom line up front, concision, and accuracy. In this regard, building digital writing skills comports with daily tasks and skills requirements on the job for NCOs.

Let’s look at a few examples of this. NCOs are very often called upon in our modern age to think, analyze, describe, and implement actions that may at times require the application of digital writing competencies. At the mid-grade level, this may include routine actions such as filling out an NCO evaluation report or a counseling form. Within operational units, NCOs must often access information-based systems or databases to download, input, or validate different types of information. Moreover, communication skills are an important aspect of mission command philosophy. At the senior levels, NCOs must often summarize higher level complex communications and translate them into daily plans and operations in line with the commander’s intent.

All of this activity around fostering better digital written communication skills with NCOs is tied to institutional goals laid out in the Army Operating Concept. Specifically, we must leverage learning sciences to improve critical thinking and increase cognitive performance. A focus on the development of digital writing skills as a part of learning in PME will improve outcomes in this area for the NCO cohort. We suggest that the Army University can benefit from looking more closely at enterprise solutions like the online Criterion essay analysis tool (in addition to other commercially available products) to support this requirement in PME for Soldiers. INCOPD will continue to look for appropriate ways to incorporate educational technologies into learning as we continue to design, acquire, build, and implement the persistent learning environment needed to drive the growth of our Soldiers. LB

1Digital Literacy: Bridging the Gap with Digital Tools by Suzanne McKee-Waddell.
3Whitepaper: USAICoE Writing Program: A Systematic Approach to Address Foundational Writing Skills for Modern Intelligence Professionals by Dr. Andrew Winslow and CPT Mike Johnson.
4TRADOC Pamphlet 525-3-1. The U.S. Army Operating Concept. p.39.

Dr. Liston W. Bailey is a program analyst and serves as Chief, NCO Futures Division, Institute for Noncommissioned Officer Professional Development at TRADOC. He holds a Ph.D. and graduate degrees in the fields of education, organizational development, and public administration. His writing interests are in the areas of educational technologies and human performance optimization.
The Army Training Help Desk (ATHD) is still receiving requests for Combat Lifesaver Course (CLC) Program Training Materials, Group Leader/Instructor Assignments, and requests for processing Combat Lifesaver Training Completion Rosters.

It is important that the field — especially the Army Reserve (USAR) and National Guard organizations — is apprised of the “new” Combat Lifesaver Course procedures.

On 16 May 2016, it became effective that the Combat Lifesaver Course (CLC) procedures would be determined by the US Army Medical Department Center and School (AMEDDC&S) at Fort Sam Houston, Texas. Updated information is posted on the Army Knowledge Online (AKO) web address, https://www.us.army.mil/suite/files/30315325.

The Army Training Support Center (ATSC) prints and ships instructor materials for units and organizations to the primary instructors. Unit training managers are not authorized to modify correspondence course material or change the course completion timelines. Training and testing must be conducted in accordance with the tasks, conditions, and standards established by MEDCOM, or, in the case of USASOC personnel, established by the USASOC DCS, Surgeon.

HOW TO ORDER COMBAT LIFESAVER BOOKS

The Combat Lifesaver Course (CLC) book ordering procedures are changed. CLC group numbers (site codes) are being replaced by the Unit Identification Code (UIC).

NEW STEPS FOR ORDERING CLC MANUALS:

To order Combat Lifesaver Course (CLC) student and instructor manuals, a unit representative will submit DA Form 1687 (Notice of Delegation of Authority - Receipt for Supplies) (signed by the unit commander) by email to usarmy.jble.CAC.mbx.atsc-combat-lifesaver@mail.mil. Note: you must allow a minimum of four weeks processing/shipping time before your training date.
New Procedures For Submitting Completion Rosters:

- Combat Lifesaver Training locations that are already self-managing their training documentation in ATRRS via local Troop schools or other local ATRRS school code will continue to document their training completions utilizing local ATRRS clerks.

- For those training locations that do not have an established ATRRS Combat Lifesaver Course under a local ATRRS school code, the CLC instructor will submit class completion rosters to AMEDDC&S HRCOE Instructional Technology Support Services Help Desk (ITSSS Help-Desk) for processing.

- Rosters must be signed by the CLC Instructor and include instructor’s contact phone number, enterprise email address, and the unit’s UIC Number. CLC Completion Rosters are submitted as follows:

1. Send via US Mail to:
   U.S. Army Medical Department Center and School
   ATTN: Instructional Technology Division: ITSSS
   3599 Winfield Scott Rd.
   Fort Sam Houston, TX 78234-6199

2. Fax rosters to (210) 221-6399

3. Send via encrypted email via AMRDEC to: usarmy.jbsa.medcom-ameddcs.mbx.online-help-desk@mail.mil

General Information/Questions.

Even though this office (ATHD) no longer handles the Combat Lifesaver Course Program, as a 24/7 Call Center supporting Soldiers, civilians, and other Service members serving worldwide with their Distributed Learning training and education needs, we are a multi-functional Center of Excellence enabler who can rapidly provide assistance with general information/questions concerning the Combat Lifesaver Course. General questions concerning the Combat Lifesaver Course can be directed to the AMEDD Help Desk directly at:

Telephone: (888) 221-6888
Email: usarmy.jbsa.medcom-ameddcs.mbx.online-help-desk@mail.mil or the Army Training Help Desk at:
Telephone: (800) 275-2872
Web Site: https://athd-crm.csd.disa.mil/ Email: athd@mailds01.csd.disa.mil

Timothy R. Rodgers, Sr. is assigned as Deputy Chief, ATHD and as Customer Service Specialist overseeing the day-to-day operations of the 24/7 Call Center.
One of the many themes we push in the TCM DL community of practice is innovation. In fact, on the last page of this newsletter you will find the words in reverse type bold print “Think DL Innovation.”

Innovation allows DL practitioners the opportunity to think critically and freely about how they can influence and improve the practice of DL comprehensively. By exploring the “what ifs” in our DL area of responsibility, we can perhaps unearth many “yet-to-be” implementable solutions that exist in the “outer rings of Saturn” and reality. Perhaps you don’t have to go that far. Someone around the corner or down the street might be experiencing or contemplating some of the same ideas as you.

Take a moment and ask yourself — “What innovative things am I doing to help grow my DL program and the community of practice at large?”

Consider this: Last year, in order to help further our DL goals and objectives at the TCM TADLP enterprise level, and to support our organization’s Operational Driver #16 — Deliver to Point of Need, and Wicked Problem #10, Improve DL Quality and Access — we entertained the idea of establishing a closer collaborative relationship with academia in our local area. We queried local colleges and universities in the Hampton Roads region regarding their distributed learning (eLearning, online learning, distance learning) assets, capability, and DL training/education curricula. Specifically, our academic outreach purpose was to ascertain feedback on establishing a resource and forum of collaboration and networking among the schools. We envisioned that this type of forum and partnering would also serve as a vehicle, as well as an opportunity, for undergraduate/graduate students to support the Army’s DL program by working with TADLP teams through internships and special projects.

The response was overwhelmingly positive from the local higher education academic professors and deans charged with administrating their individual institution’s DL assets, capabilities, and offerings. All of the respondents were receptive to the idea of establishing a resource and forum of collaboration and networking regarding related issues, business and instructional practices, and experiences among the institutions represented.

As TCM TADLP further explores and coordinates this initiative, be mindful that you could be doing the same type of thing (or even something different) locally. Maybe you are. If you are, share with the community what you are working on and if it’s working for you. If you’re not, it’s never too late to start. It can be a win-win situation for all parties involved.

Just a little food for thought. Let’s eat!
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 TCM TADLP highlights innovative DL products developed in partnership with Army proponents and courseware developers.

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

You may also call 757-878-4516 or 757-878-1725 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 summer DL Star is 30 June 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: usar-my.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil; or call 757-878-1725 for more information