

FAREWELL

*BUILDING AND MAINTAINING
READINESS TO WIN
IN A COMPLEX WORLD*

FAREWELL PERSPECTIVES:
Helen A. Remily, M.Ed,
Dir, DDL, Army University

INSIDE :
Audiobooks for Soldiers
Virtual Learning Environments
Hand Coded IMI Product Innovation
Effectiveness of Problem Based Learning

TRAINING

A PROVEN ROADMAP TO READINESS AND VICTORY



THE DL STAR

*DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS*

SPRING/SUMMER 2021 EDITION 32



CONTENTS



THE DL STAR

DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS

SUMMER/SPRING 2021 EDITION 32

- 3. IN PERSPECTIVE *H. A. Remily, M.Ed*
- 4. THE ARMY DISTRIBUTED LEARNING PROGRAM *H. A. Remily, M.Ed*
- 5. VIRTUAL LEARNING ENVIRONMENT COURSE (VLEC) *L. Bullock*
- 8. VIRTUAL LEARNING ENVIRONMENT IMPACTS TO WARTIME
READINESS *C. Parker, Ed.D.*
L. Momeny, Ed.D
- 11. HAND CODED IMI PRODUCT INNOVATION: RAPID &
CUSTOMIZED CONTENT DELIVERY FOR INTUITIVE INSTRUCTION
S. Northrop
- 13. DLC HEARS YOU: THE NCO LEADERSHIP CENTER OF
EXCELLENCE *R. Cross*
- 14. EFFECTIVENESS OF PROBLEM BASED LEARNING WHEN APPLIED IN
VIRTUAL LEARNING ENVIRONMENTS *J. Viss*
- 17. TADLP MOBILE DIVISION RELEASES A NEW SLATE OF
AUDIOBOOKS FOR SOLDIERS IN 2021 *M. Beaton*
- 20. TADLP WELCOMES NEW MEMBERS *A. Owens-Campbell, EdS*
- 21. 21-2 PROGRAM MANAGEMENT REVIEW (PMR) SUMMARY
A. Owens-Campbell, EdS
- 23. DL COMMUNITY CONSORTIUMS, RESOURCES, & NETWORKING
OPPORTUNITIES *A. Owens-Campbell, EdS*

COVER PHOTO: Official Photo of
Ms. Helen A. Remily, M.Ed, TADLP, Directorate of
Distributed Learning, Army University



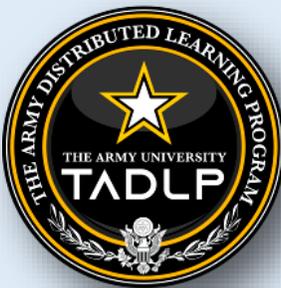
IN PERSPECTIVE

Helen A. Remily, M.Ed, Director, TADLP, DDL, Army University



As always, we ask that you continue to provide us information regarding lessons learned and innovation so we can highlight your efforts to the DL community at large.

Helen A. Remily, M.Ed
Director, The Army
Distributed Learning
Program, Army University



Greetings Teammates, I welcome all of you to the 32nd Edition of the DL STAR. As some of you may know, this is my last DL STAR Perspective. As I come to the close of a richly blessed Army civil service career, I want to thank you, the distributed learning community, for a grateful, fulfilling, and productive tenure as Director of the Army Distributed Learning Program (TADLP).

We have seen DL move from a strictly text-based era to a virtual DL/BL approach using state of the art digital technology and innovation. We have experienced the growth and movement of a set of coveted “yellow correspondence books” to a totally integrated and experiential set of products for the learners to increase their capability for training and education. Although I hand over the reins to a new leader, I remain excited about the future of DL and what it may bring to the total force.

Today’s Army is the best trained and educated force in the world, and we attribute this to the stellar learning programs and products you provide. For this, I am truly grateful and appreciative. You all have made my work enjoyable and rewarding. I implore you all to continue to help push challenging and realistic training and education to our workforce ensuring Army readiness under any condition.

Thank you for all the contributors to the DL STAR. Articles in this edition include: the “*Virtual Learning Environment Course (VLEC)*” (US Army Aviation Center of Excellence (USAACE)); “*Virtual Learning Environment Impacts to Wartime Readiness*” (USAACE); “*Hand Coded IMI Product Innovation: Rapid & Customized Content Delivery for Intuitive Instruction*” (Soldier Support Institute); and “*DLC HEARS YOU*” (NCO Leadership Center of Excellence).

Additional articles from TADLP include: “*The Army Distributed Learning Program*”; “*Effectiveness of Problem-Based Learning when Applied in Virtual Learning Environments*”; “*TADLP Mobile Division Releases a New Slate of Audiobooks for Soldiers in 2021*”; “*20-1 Program Management Review Summary*”; and a brief introduction to two of TADLP’s newest members.

I wish safety and good health to you and your families during these challenging times. I will miss you, however, I trust you all will continue to innovate as you carry on the tradition of training and educating the Army.

“The innovation distinguishes between leader and a follower.” ~ Steve Jobs

H. A. Remily, M.Ed

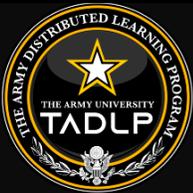
ANNOUNCING !!

VIMEO

Click on Link to see Video
<https://vimeo.com/477605276>

The Army is prototyping several new DL/VR projects as part of their trans-formation.

Visit *Vimeo* to view one of their demos: PWD 92W 3K ROWPU Virtual Training & 92F Virtual Reality Demonstration



THE ARMY DISTRIBUTED LEARNING PROGRAM

H. A. Remily, M.Ed

The Army Distributed Learning Program (TADLP) aims to improve Army readiness by providing rigorous, relevant, and tailored distributed education and training to Soldiers, leaders, and Army civilians.

There is a focus on providing learning content at the point of need, with a learner-centric, career-long continuum of learning that is persistently accessible.

TADLP has developed innovative and engaging courseware products using the latest instructional technologies. Immersive products being developed include 3D models delivered in virtual environments, virtual and augmented reality, Experience API (xAPI) with instructional dashboards, level 3 development of foreign language courses, stealth assessments, and gamification—all while migrating away from existing Flash® courseware.

Progress is also being made on distributed learning projects that include a blended learning

pilot, a distributed learning course catalog, a distributed enterprise asset repository, mobile publishing, and apps using xAPI and augmented reality. The learning apps effort includes an early concept demonstration in a development environment (i.e., without the levels of cybersecurity that other networks and apps will need).

TADLP offers over 400 mobile apps that have been fielded, and over 700 stand-alone online courses in the Army Learning Management System. When including the Lifelong Learning Centers, the majority of which are teaching in Blended Learning / Distributed Learning Modality, the total offerings exceed 3300 courses.

Looking forward, TADLP continues to enhance the Army distributed learning systems in conjunction with the current DoD-wide modernization efforts.

Helen A. Remily, M.Ed, Dir, TADLP, Army University, helen.a.remily.civ@mail.mil. Published in the 2020 Annual Report, Defense Advanced Distributed Learning Advisory Committee, Advanced Distributed Learning 3/21

Discussions Posts Files Wiki + Team U.S. Army Aviation Center of Excellence

Bullock, Linda F CIV USARMY AVNCOE (USA) 11/27/20 2:24 PM

Assignment 2 - Reading Reflection

Read the article
Reply here with

The Science of Learning

Steward, J. Know your audience. Know your content. Know your delivery. Know your push buttons. Know your push buttons.

Langenkamp, J. "New content in-classroom to VLE. It's a training environment. It's a learning environment. It's a development environment. It's a growth environment. It's a success environment. It's a future environment. It's a... See more..."

Bishop, L. I found something interesting. Something that occurred to me. Something that...

Coffee, J. What I think is being proposed is a task and skills.

USAACE Logo: UNITED STATES AVIATION

Aviation Excellence (USAACE) Virtual Learning Environment Course (VLEC)



VIRTUAL LEARNING ENVIRONMENT COURSE (VLEC)

Linda Bullock

As Dr. Parker and Dr. Momeny described in last month's edition, there are significant, and often unforeseen, differences in teaching and learning between a resident environment compared to a Virtual Learning Environment (VLE). The Aviation Center of Excellence Faculty and Staff Development Office (FSDO) realized this and responded to the challenge by developing a Virtual Learning Environment Course. The purpose of this course was not focused on qualifying new instructors to teach, but instead focused on introducing qualified instructors to teach in a VLE, a learning environment with which most were unfamiliar.

The Chief of the FSDO, Ms. Linda Bullock, organized her team to develop a course to teach experienced instructors—individuals who had already proven themselves fully capable in a resident, face-to-face teaching and learning environment—how to translate their knowledge, skills, and abilities to a virtual environment. They took it upon themselves to design, develop, and implement a Virtual Learning Environment Course (VLEC).

The purpose the VLEC is to provide tools and best practices for certified USAACE instructors and training developers who are teaching or developing training for the VLE.

Continued



VIRTUAL LEARNING ENVIRONMENT COURSE

There are skills not currently addressed in the Common Faculty Development Instructor Course (CFD IC) and the Common Faculty Development Developer Course (CFD DC) that are required for the virtual learning environment. This is a professional development/knowledge enhancement course intended for instructors with current IC certification and training developers. The intent is to build confidence among qualified instructors by modeling the tools and behaviors they will need to facilitate classes in a VLE and by highlighting the factors and considerations for developing content for delivery in the VLE.

The educational outcome of the VLEC is to provide current instructors and training developers with additional tools and best practices specific to development and delivery of instruction in a virtual learning environment. Instructional strategies and methods of instruction identified in TP 350-70-14 (2018) are reinforced in the context of the VLE, consistent with the Army Learning Model (ALM) and the U.S. Army Learning Concept for Training and Education (ALC-TE) described in TP 525-8-2 (2017). Students will demonstrate competency using approved interactive computing technology tools to promote learner interaction and collaboration in the VLE, which could be the same tools used in teaching their course content in a VLE.

Learning Outcomes

At the end of this course, students are expected to be able to use new tools, techniques, and best practices to facilitate lessons in a Virtual VLE. The course objectives are:

- Review the Virtual Learning Environment (VLE) Terms, Concepts, and Tools
- Investigate Virtual Learning Environment (VLE) instructor and student competencies
- Implement the facilitator Virtual Learning Environment (VLE) cycle

The course Terminal Learning Objective (TLO) is: Facilitate lessons in a Virtual Learning Environment. As previously described, this course is applicable to any teaching and learning activity and context, not solely faculty development. There are three subordinate Enabling Learning Objectives

- Review the VLE terms, concepts, and tools
- Investigate virtual learning environment (VLE) instructor and learner competencies
- Implement the facilitator Virtual Learning Environment (VLE) cycle.

Continued



VIRTUAL LEARNING ENVIRONMENT COURSE

SYLLABUS

The course syllabus describes student responsibilities, listed below.

- Review the course schedule for required reading, assignments, and individual projects
- Participate in discussion
- Complete individual assignments
- Review the Notes sections in the Slides for each lesson for more details
- Actively participate in chat window during live sessions

Ms. Bullock describes the course schedule and assignments by day, with lesson title, assignments, approximate time, and any relevant deadlines for submission of products for assessment. The course includes a more detailed syllabus and separate slide decks to facilitate discussion and lead the class through an understanding—and demonstration of that understanding—in various small group exercises combined with individual assignments. In order to receive a certificate of completion, each student must submit their completed individual and group assignments and a Capstone Project.

The Capstone Project consists of a 5 - 8-minute individual presentation that demonstrates the tools, techniques, and best practices covered in the course using the Job Aid provided in the lesson materials as an example. Formative assessments occur throughout the instruction and the Capstone Project is the summative assessment. All assignments are assessed as GO or NO GO.

INCLUSIVITY STATEMENT:

Ms. Bullock included a statement of inclusivity in the syllabus. She explained how the Aviation Center recognizes that students represent a rich variety of backgrounds and perspectives. The Faculty and Staff Development Office is committed to providing an atmosphere for learning that respects diversity. While working together to build this community, we ask all members to adhere to the below guidelines—

- Share their unique experiences, values and beliefs;
- Be open to the views of others;
- Honor the uniqueness of their colleagues;
- Appreciate the opportunity that we have to learn from each other in this community;
- Value each other's opinions and communicate in a respectful manner;
- Keep confidential any discussions that the community has of a personal (or professional) nature; and
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the USAACE community.

Additional Resource Readings:

- Brown, P. C., McDaniel, M. A., & Roediger III, H. L. (2014). *Make it stick: The Science of Learning*. Belknap Press.
- Dirksen, J. (2012). *Design for How People Learn*. Berkley: New Riders.
- Norman, D. A. (1988). *The Psychology of Everyday Things*. Basic Books Inc.

*For additional information contact: Linda Bullock,
linda.f.bullock3.civ@mail.mil*

END



VIRTUAL LEARNING ENVIRONMENT IMPACTS TO WARTIME READINESS

Christina Parker, Ed.D.
Leonard Momeny, Ed.D

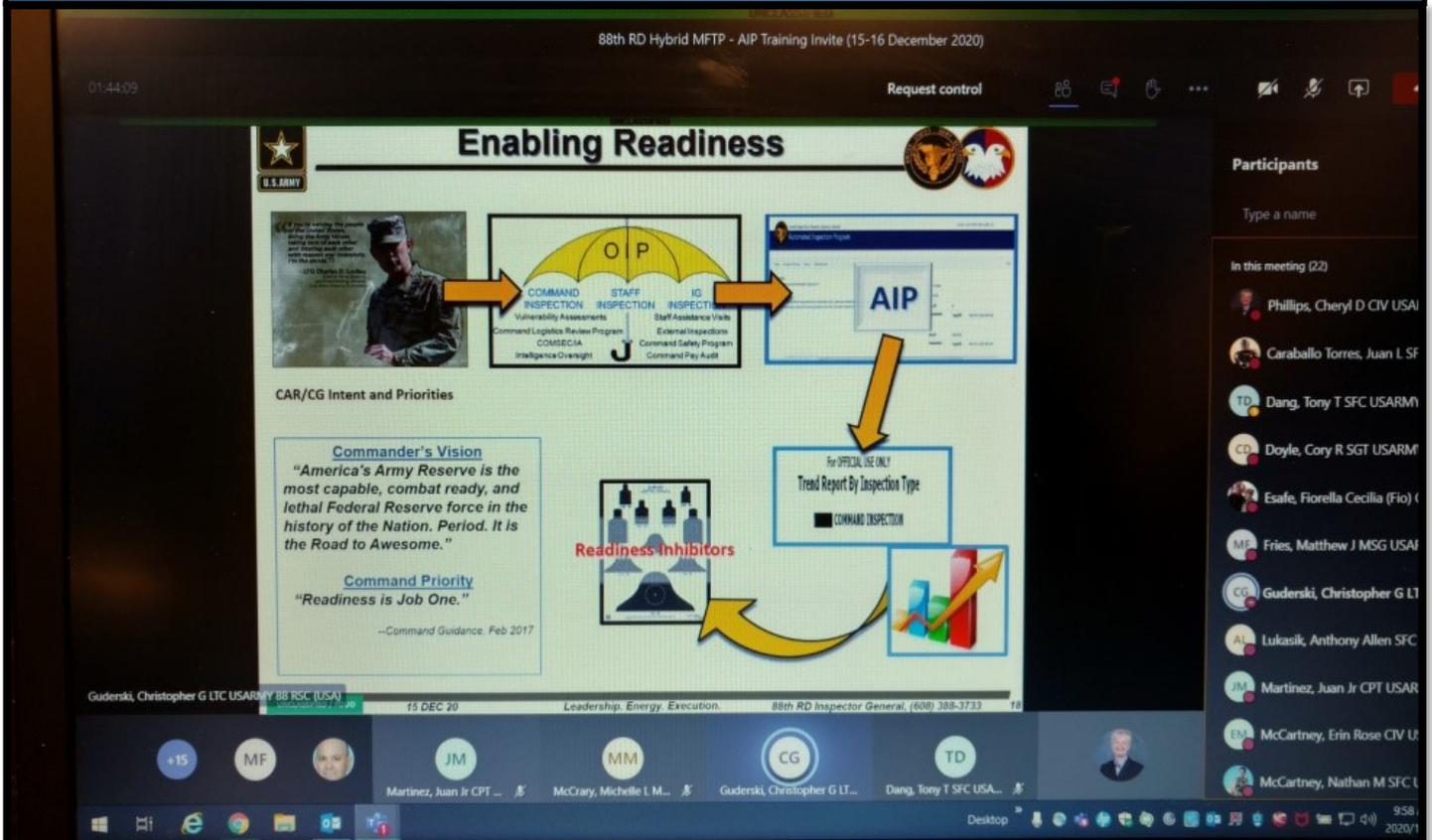


Photo Credits. U.S. 12/15/2020; Photo by Cheryl Phillips - 88th Readiness Division, Army Reserve Soldiers participate in virtual Automated Inspection Program training hosted by the 88th Readiness Division.

At the same time as our operational focus transitions from Counter-insurgent Operations (COIN) to Large-Scale Combat Operations (LSCO) and Multi-domain Operations (MDO) due to potential near-peer threats, our learning environments are also in transition because of a continuing global pandemic. There is an ever-increasing awareness of impending multi-domain combat operations.

There is also a renewed interest in virtual learning platforms as conduits for instruction. While these two transitions occurred independently and under their own conditions, it would be imprudent to have them remain so. They are fated to collide. They are star-crossed to influence and inform one another. The two together bear the question, “Is the Virtual Learning Environment (VLE) able to support continued wartime readiness?”

Continued



VIRTUAL LEARNING ENVIRONMENT IMPACTS



Aviation Combined Arms Tactical Trainer at Ft Bliss, TX; Part of the Integrated Training Environment

In a brief poll of Instructional Systems Specialists (ISSs) conducted at the United States Army Aviation Center of Excellence (USAACE), the following questions were posed:

- Define Wartime Readiness in your own words.
- How does/has the traditional classroom environment set up instruction to support Wartime Readiness? Are those techniques working or not working?
- What impacts do you see the transition to a VLE having on wartime readiness now or in the future?
- How could the VLE be used to maximize learning for Wartime Readiness?
- What recommendations do you have for a learning environment to support Wartime Readiness?

The responses to the request to define Wartime Readiness conveyed an educational versus a military oriented perspective. The definitions were however, still generally the same. Most polled respondents included phrases such as “skilled ability” and “quick performance”. The collective definition of wartime readiness, by the ISSs, was ‘being fully prepared to perform necessary technical and/or tactical duties and responsibilities of unified combat operations’. Readiness, stated one respondent, could be deemed as a physical performance readiness; a mentally prepared, cognitively competent readiness; or a well-

rehearsed “muscle memory” emergency reaction, whether physical or mental.”

All poll respondents acknowledged that the traditional classroom environment has primarily used the lecture or discussion instructional methods. Most responses also tended to address the question from an ‘if-then’ approach with an emphasis on the need for thoughtful, intentional design as well as well-trained, well-skilled instructor or facilitators.

“If training and training materials have been designed for as much of a hands-on approach as possible then readiness is certainly achievable.”

When conducted correctly, and in conjunction with the appropriate hands-on training, the more advanced, facilitated techniques are working within traditional classrooms settings for both performance and cognitive tasks. The concerns with the transition to a VLE included a loss of personal interaction and interactivity, inexperience with delivering instruction within varying platforms, or differing learner preferences that are not considered when using a VLE platform.

The general consensus seemed to be that a VLE would have either a neutral or negative impact on training and then, by association, wartime readiness. That impression in impact seemed to be rooted in the perception that training is not intentionally designed for the virtual environment and that instructors require training specific to the environment. The most surprising insight from a respondent stated,

“We got caught short (infrastructure and training) when everyone went home [teleworked due to the COVID-19]. This did not plunge the Army back to the Stone Age, our readiness did not suffer. Why? The students, as digital natives, were accustomed to learning on their devices. As digital immigrants retire, I think the Google generation will take Army training to the next level.”

Continued



VIRTUAL LEARNING ENVIRONMENT IMPACTS



The VLE is an advance on the LSCO-like challenge facing TRADOC. Just as our formations must continue to press and adapt to both peer-threats and their associated environments, to include the sting of a global pandemic, so too must TRADOC evolve and adapt to their own large-scale fight. That fight is to train those future Soldiers to a wartime readiness level commensurate to the challenge of LSCO. The only medium that allowed for such production within the TRADOC formation was and continues to be the VLE.

Admittedly, that last statement may sting a bit. How could it not? There is a strong, observable, and obvious desire for effective training in all learning environments. There is a drive for successful incorporation of VLE or its elements into instruction for the sheer purpose of ensuring our Soldiers are ready for anything and everything that comes at them whenever and from wherever it comes at them. There is a hope that experienced design strategies will be sought out by leaders in order to increase high level, cognitive, critical thinking, problem solving, and collaborative/collective performance skills using the VLEs. There is a wish to “invest in simulations and computer based training that are based on learning theories” in order to enhance learning transfer far beyond that of what already occurs so that Soldiers enter their assigned units as ready contributors to the mission.

For our forces to be on an appropriate wartime readiness level, TRADOC must further explore, refine, and adapt the pandemic resilient VLE for further application. IF the VLEs receive the necessary investment and development, and if talented designers and instructors possessing the necessary skills for variant environments are properly employed, THEN training for wartime readiness in VLEs has the power to change the way we approach learning and fighting, no matter the context.

Christina Parker, Ed.D., Chief, Educ and EdTech, Supervisory ISS, DOTD, USAACE, Ft Rucker, AL

CW4 Leonard S. Momeny, Instructor/Writer DOTD, USAACE, Fort Rucker, AL

References:

- Flynn, C. (2020). Challenges at many levels: Holistic view of readiness allows Army to meet new demands. *Army Magazine*. 70(3). <https://www.USA.org/articles/challenges-many-levels-holistic-view-readiness-allows-army-meet-new-demands>
- Parker, C. K. (2020). *Instructional design perception and practice in United States Army training organizations: A case study* [Doctoral Dissertation, Indiana University]. IUScholarWorks. <http://hdl.handle.net/2022/25601>



IMI



MILPAY

TACSOP

PPBE

Soldier Support Institute: IMI Team Product Development on DL and ML Devices.

HAND CODED IMI PRODUCT INNOVATION RAPID & CUSTOMIZED CONTENT DELIVERY FOR INTUITIVE INSTRUCTION

Stephen T. Northrop

The TDD IMI Team at the Fort Jackson Soldier Support Institute has recently revolutionized the way IMI development is produced and delivered. In the past, TDD utilized authoring software such as Lectora to build instructional products. However, as more intricate functionality was requested, the team began to pursue a new, in-house capability for developing their interactive products which focus upon complex process simulations.

The solution has been built from scratch, hand coded templates utilizing languages such as Html5, CSS, CSS3, React Frameworks, and JavaScript to include ES5 / ES6, JQuery, Angular, and Vue. This development requires no software or additional equipment, saving SSI \$25k on software licenses annually. In addition, the time required for initial deliveries and updates has been significantly reduced.

Continued



HAND CODED IMI PRODUCT INNOVATION

THE 2019 F5 POSTAL OPERATIONS

COURSE was the pilot using this innovative development methodology. The new product allows a user's name to be populated in the fillable forms, correct / incorrect feedback is provided immediately on each page of the PEs, and users can easily navigate through situations via a menu. A scoring breakdown is provided at the end of each assessment noting any incorrect responses to assist with final comprehension. This conversion from paper-based products has saved over \$5k annually in binders alone. The final content size was reduced from 8 MB file to 456 kB, which took page load times from upwards of 5 minutes to a matter of seconds. Development time has shifted from 1 year to an average of 2 weeks for delivery.

In 2020, the IMI Team delivered a TACSOP (Tactical Standing Operating Procedure) interactive, progressive web app within two weeks. This web app converted a 130-page PDF into a consolidated product, which is responsive for any desktop or mobile device. Expandable menus organized the content to be quickly drilled down as needed, and the product does not require connectivity once downloaded. Data is retained on each personal device should Soldiers be interrupted while utilizing interactive packing checklists etc. Offering this functionality greatly improved safety in the field in terms of fast accessibility and the personalization and retention of data.

The most recent example of such innovative development can be seen in the 2021 release of MilPay and PPBE (Planning, Programming, Budget, and Execution) products. MilPay is a complex product with 20 hours of instructional content and assessments. Originally developed in Lectora over 8 months in 2018, the complete rebuild in 2021 included a graphics overhaul and 4 additional modules, which increased the course to 28 hours of instructional content. This entirely new product was delivered in 8 weeks. As for maintenance, minor data change requests can now be turned around the same day on this and any similar products.

PPBE was built to address the shift to blended learning due to COVID-19 quarantine requirements. Development included an entire graphics and interface overhaul with updated branding and styling. This rapid turnaround exhibits the versatility and speed of production with such templates to create responsive products under tight suspenses.

In terms of styling, IMI designers developed a signature style guide for each product based on the heraldry-approved colors for the affiliated school, while still meeting the global Army branding guidelines. Graphics are updated to this branded, modern style in a vector format. Vectorized graphics may be enlarged or reduced without quality loss or pixilation. The overall product interfaces are built to be responsive on any device and load times have improved from minutes per page to seconds.



Designers and developers collaborate to ensure the user experience and user interface (UX / UI) is intuitive to the contemporary Soldier by performing as a modern website or app. This reduces the feeling of slide-like content while allowing for faster navigation and the integration of hovers, menus, and other interactions. Custom animations are utilized to guide the user's eye organically throughout. This allows for a more holistic yet digestible view of how content is interconnected and assists users in identifying gaps in their knowledge with more ease.

The IMI Team will continue to implement and expand this hand coding and other related development practices to stay ahead of modern instructional design while improving and customizing products, user experiences, and overall efficiency.

END

By: Stephen t. Northrop, Chief, Edu Tech Br, SSI



THE NCO LEADERSHIP CENTER OF EXCELLENCE *DLC HEARS YOU*

WELCOME TO THE “DLC HEARS YOU!”

Roger Cross

The intent of this publication is to respond, in an overarching fashion, to the comments on the End of Module (EOM) and End of Course (EOC) surveys.

In this issue, we will address the spirit & intent of the Distributed Leader Courses (DLC) in order to help put the concept into context of the bigger picture.

We'd also like to ensure we reach not only those who took the courses or those about to take it, but also those leaders who have a vested interest in the professional development of the Soldiers in their formations.

Stand by for the next issue where we will discuss additional survey comments.

DLC TIP: CLEAR YOUR COOKIES

As you progress through the lessons.

Note: For original article, go to URL: https://www.ncoworldwide.army.mil/Portals/76/news/ref/DLCHY_01.pdf

SURVEY COMMENTS

“Why is it that leadership skills, a task senior leadership should be developing, are pawned off to a computer?”

“Online learning should not be Army-wide. Lessons should be optional between NCOES or DLC but not both.”

“Time would be better spent in college or at one of the numerous schools throughout the DoD.”



*To quote Ralph Waldo Emerson,
“Life is a journey, not a destination”
and so it is with learning.*

THE aforementioned comments from DLC surveys could lead one to believe DLC is not necessary nor the appropriate medium for certain lessons. They allude to an idea of extremes or absolutes, which is not necessarily right or wrong. As John Dewey articulated,

“Mankind likes to think in terms of extreme opposites. It is given to formulating its beliefs in terms of Either-Ors.”

SPIRIT & INTENT of DLC

In other words, instead of absolutes, we should look at learning as a holistic process and a journey. In fact, the previous concept comes from the Air Force's “Continuum of Learning”, which states,

“The Continuum of Learning initiative is a shift to better focus how students learn by integrating education, training and experience in ways that allow them to learn anytime, anywhere throughout their careers. The end goal is to create a culture of lifelong learning.”

We believe this nests perfectly with the Army philosophy of lifelong learning and with one of General Funk's Fundamentals, “Take other people's stuff.”

THE BEGINNING

We can look as far back as December 2015 when “NCO 2020 Strategy: NCOs Operating in a Complex World” was published. Consider this strategy the triggering event that mobilized the NCOLCoE to develop DLCs to be in line with TRADOC's vision. The strategy started:

“A Noncommissioned Officer Professional Development System (NCOPDS) integrated and synchronized in the development of the next generation of competent and committed NCOs of character as trusted Army professionals capable of thriving in chaos, adapting and winning in a complex world.”

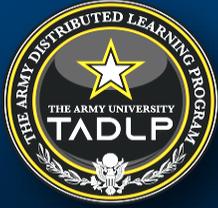
For it's part, the NCOLCoE provides an explanation of the DLCs in meeting TRADOC's previously stated intent.

“The intent of DLC is to bridge the operational and institutional domains and set conditions for continuous growth. DLC will ensure learning is continuous and enduring, not sporadic and transitory. DLC is required learning that continues throughout a career and that is closely linked to and synchronized with classroom and experiential learning. DLC sets the conditions for continuous growth both as a warrior and a warrior leader. DLC builds knowledge and skills through a defined sequence of learning approaches with the adjuncts of formal education and experiential learning.”

DLC is designed to prepare Soldiers for the next level of in-residence PME. DLC does this by refreshing the memory of, or introducing, new material, which is partially determined by the learners' previous education, training, and experiences

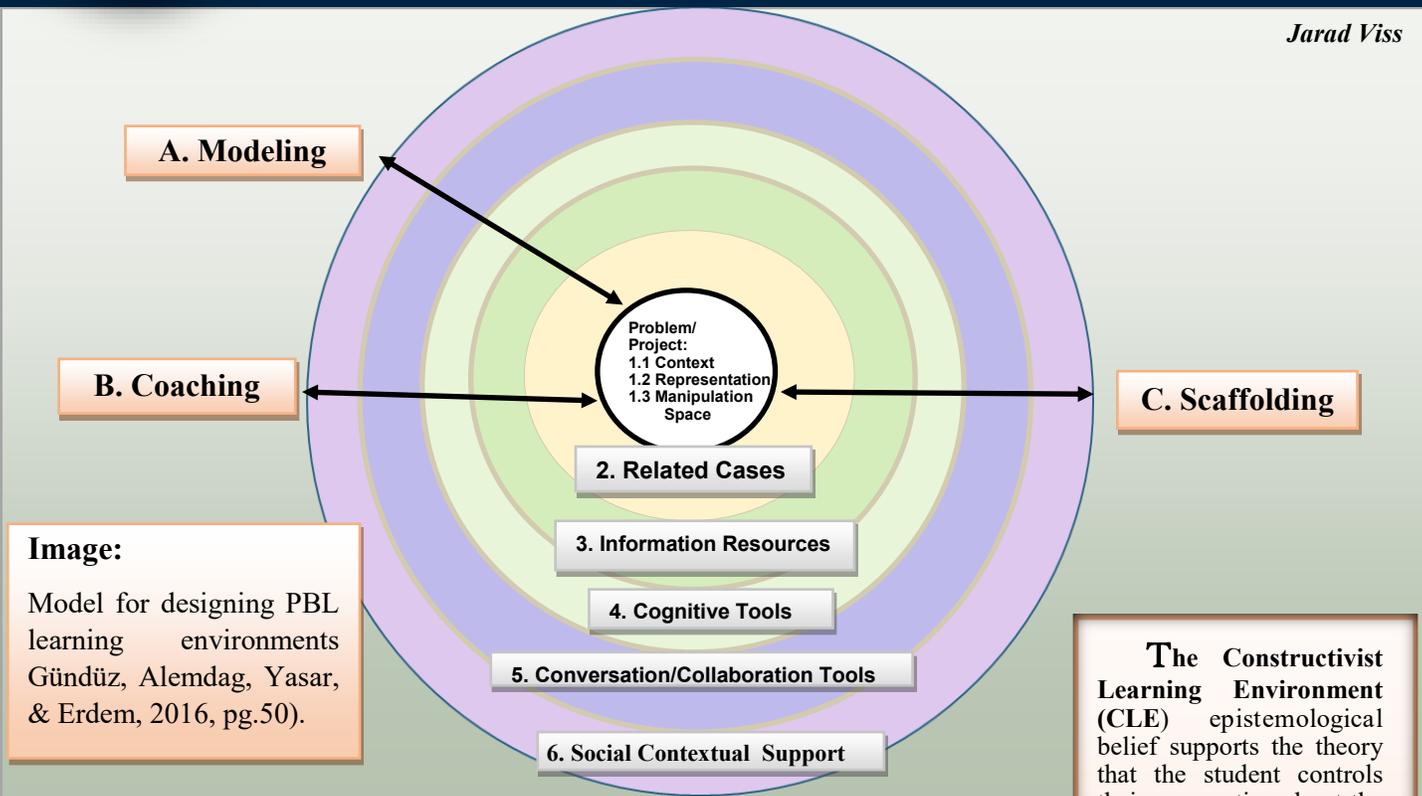
Roger A. Cross, MBA, SPHR, SHRM-SCP, Curriculum Dev, Dir Curriculum





EFFECTIVENESS OF PROBLEM BASED LEARNING WHEN APPLIED IN VIRTUAL LEARNING ENVIRONMENTS

Jarad Viss



1 PBL WHAT IS IT?

The history of PBL can be linked back to the “1960’s at the McMaster University School of Medicine in Canada” (Connor-Greene, 2006, pg.79.). PBL models were introduced to medical students at McMaster University as case studies to help their medical students recognize a patient’s symptoms and research/analyze the possible solutions to the patient’s medical symptoms. The students would brief the actions they would apply and if they were to apply them in the field. The effectiveness of how PBL was utilized at McMaster’s University is a good example of how the learner was required to develop a solution to a problem that was based on the construct of a real world example.

By using PBL, students might influence their learning environment based on the creative constructs and limitations set by the instructor or program of instruction. PBL can be described by the following instructional characteristics and results: “students responded to problems drawn from real or hypothetical cases, students combined individual and collaborative learning, located and evaluated resources for effective solutions, students gained expertise in problem-solving, developed critical thinking skills, and developed communication skills” (Connor-Greene, 2006, pg.79.). PBL is a student centered approach that encourages student creativity and could help the students develop critical thinking skills they could use in all areas of their life.

The Constructivist Learning Environment (CLE) epistemological belief supports the theory that the student controls their perspective about the knowledge they learned. One type of CLE learning model that can be used effectively in Virtual Learning Environments (VLEs) is the Problem Based Learning (PBL) model.

Continued



2 HOW DOES IT WORK?

PBL uses the student's creativity to solve problems. If a learner can gain problem solving knowledge and skills, it can help the individuals process their needs to "further gain access to neural circuits that are engaged in sensory, motor, executive, and decision-making pathways in the brain." (Ghanbari, Haghani, Barekatin, & Jamali, 2020, pg.9). The use of creativity allows the learner to create an internal scaffolding dialogue that leads the learners to analyze, synthesize, and evaluate their knowledge in terms of the problem.

How PBL works is by allowing the student to reach a higher learning level. PBL uses instructional strategies for adult learners that will help the learner develop knowledge and skills in more than one domain of learning. When PBL is integrated, it can introduce the learner to "Authentic activities that can be integrated and applied across different subject areas and lead beyond domain-specific outcomes." (Mattar, J. 2018, pg.9.).

Using higher order cognitive learning strategies like PBL will enable the Instructional Systems Specialist (ISS) to apply different design elements that focus on the learner's creativity.

Creativity could help the learners when they are introduced to complex real-world problems. The application and structure of PBL is dependent on how the instructional environment is presented to the learner.

The PBL approach presents several advantages such as improving students' engagement in learning and fostering their higher order thinking skills.

3 WHO IS DOING IT?

Organizations that use critical thinking skills with a need to combine cognitive and development fields could encourage learners or

employees to utilize their creativity to solve problems with the use of PBL.

Higher education institutions, military organizations, medical fields, and fields that apply engineering and advanced mathematics use PBL because of the relevance of the learning to the student.

The advantages to adding PBL models in VLEs is through the development of critical thinking skills. One development goal in the Army is the development of creating Army Leaders that are strategic thinkers who engage in activities where they learn to think critically, creatively, and systematically.

The military uses PBL to develop leaders that can anticipate problems and apply creative solutions in response to unexpected changes in national policy objectives. The use of PBL models in VLE can help drive innovation and lead to change in complex organizations and prepare Soldiers and civilians for uncertain environments.

4 HOW EFFECTIVE IS IT AND HOW HAS IT EVOLVED?

The PBL model is effective in enhancing a student's creativity and self-efficacy when related to solving problems. A study by Cahyaningsih and Ghufon "showed that there is a positive influence on the application of PBL learning model's to student's creative character in mathematics learning" (Cahyaningsih & Ghufon, 2016, pg.6.).

When PBL is applied to solving real world problems, it allows instructors to deliver learning without the instructor being dependent of knowing the cognitive learning styles of each learner. PBL has evolved through the introduction of technology enabling the use of creative applications of new concepts and knowledge. By adding PBL to VLEs you could help the learner facilitate collaboration, information sharing, and social engagement.

Continued



5 WHAT ARE THE IMPLICATIONS FOR INSTRUCTIONAL DESIGN?

Similar models and instructional approaches that reflect the characteristics of PBL models are blending social learning, situated cognition (apprenticeship), and independent learning pedagogies.

PBL has implications in instructional design by helping students develop

skills such as critical thinking, ethical reasoning, judgment, physical, moral, and educational attributes.

PBL could have advantages for the learners by helping them set personal learning goals, establishing priorities, and developing the ability to constantly monitor their progress. PBL could help the learners solve problems through creativity and help the learners develop skills they could use for the rest of their life.

CASE STUDY ON THE EFFECTIVENESS OF PBL APPLIED IN A VLE:

The use of PBL and the ability to use an online environment with resources readily available to the learner helped address the needs of learners and enabled the learner to achieve the goals of the learning objectives. In this case study, the higher learning institution used a Learning Management System (LMS) similar to the Army Enterprise Life-Long Learning Center (ELLC), Army Lifelong Learning Environment (ALLE), and Army Learning Management System (ALMS). The use of an LMS that was already included in the current learning programs avoided additional stress for the student to learn how to use a new LMS.

The online lesson was implemented in one week, data was gathered through student’s performance assessments, and group trial self-evaluation forms. The research indicated that the online PBL learning environment had a positive influence on learning. This case study revealed that the “dynamic nature of the online environment affected learners’ participation in the designed activities” (Gündüz, Alemdag, Yasar, & Erdem, 2016, pg.52). **END**

There are several examples of the effectiveness of PBL when applied in a direct instruction environment. Below is an example of a case study that provided data on how the use of PBL could be just as effective when applied in a VLE.

METHOD: This case study had a goal to design a PBL course in a VLE and then evaluate the course’s effectiveness. Qualitative and quantitative data were collected, analyzed, and were interpreted to support the effectiveness of PBL.

CASE STUDY SAMPLE: The case study was conducted at a higher learning institution in the “spring 2014 semester with an intention to access the total population of 1,417 students enrolled in pre-license programs at six vocational schools of a national university. The learners attended “Turkish II” as an online course” (Gündüz, Alemdag, Yasar, & Erdem, pg.47).

Information provided by: Jarad Viss, TADLP, DDL, CA&M, Army University, jarad.viss.civ@mail.mil

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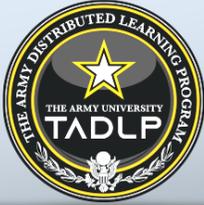
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Mattar, J. (2018). Constructivism and connectivism in education technology: Active, situated, authentic, experiential, and anchored learning. *RIED. Revista Iberoamericana de Educación a Distancia*, 21(2), pp. 201-217. doi: <http://dx.doi.org/10.5944/ried.21.2.20055>



TADLP MOBILE DIVISION RELEASES A NEW SLATE OF AUDIOBOOKS FOR SOLDIERS IN 2021

Michael Beaton



ADP 1
The Army



ADP 2-0
Intelligence



ADP 3-0
Operations



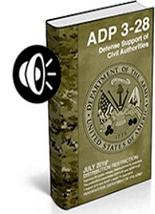
ADP 3-05
Army Special Operations



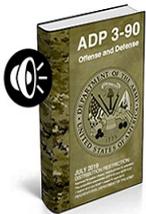
ADP 3-07
Stability



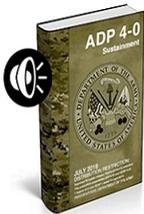
ADP 3-19
Fires



ADP 3-28
Defense Support of Civil Authorities



ADP 3-90
Offense and Defense



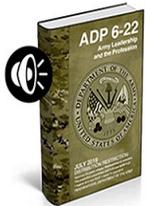
ADP 4-0
Sustainment



ADP 5-0
The Operations Process



ADP 6-0
Mission Command
Command and Control of Army Forces



ADP 6-22
Army Leadership and the Profession



ADP 7-0
Training

Official Army publications narrated by professional broadcasters.



FM 3-0
Operations



FM 2-0
Intelligence

TADLP

WE ARE THE GO-TO RESOURCE FOR ARMY AUTHORIZED DISTRIBUTED LEARNING MOBILE APPLICATIONS, PUBLISHING AND COURSEWARE DEVELOPMENT



Click on Link Below to see Current Slate of Released Audiobooks:
https://rdl.train.army.mil/catalog/search?current=true&search_terms=audiobooks

FORT EUSTIS, VA – As anyone who has been quarantined by COVID community measures and confined for months at a time can now attest, audiobooks have become a go-to solution for learning = or simply passing time in isolation productively.

The success of the Army audiobook pilot program, launched through the efforts of the

Combined Arms Doctrine Directorate (CADD) in 2019 and developed by the Mobile Division of the Army Distributed Learning Program—Directorate (TADLP), means a full shelf of publications from which Soldiers and leaders may choose. With the release of Army Doctrine Publication (ADP) 3-19 Fires in February 2021, the total of Army audiobooks now available for download reaches 16.

Continued



TADLP MOBILE DIVISION: AUDIOBOOKS IN 2021

THE COMBINED ARMS DOCTRINE DIR (CDD) has teamed up with The Army Distributed Learning Program (TADLP) Mobile Division to expand the slate of Audiobooks (and as downloadable MP3 files) to help Soldiers.

The audiobook format is an innovative way to engage a new generation of Soldiers and civilians who often prefer mobile learning methods and digital options to traditional field manuals.

Initiated as a pilot program in 2019, there are today 16 titles to choose from in the audiobook format available to Soldiers. As of March 2021 the number of audiobook downloads exceeded 110,000.

Although studies have shown audiobooks to be most popular with commuters on the drive, in light of current events – COVID 19, tele-work and social distancing – Soldiers and DoD employees today are accessing audiobooks everywhere and at all hours, whether on the go through smartphones and ipads or at home on laptops and other devices.

“The Army Doctrine audiobooks proved immensely popular with Soldiers since we published our first audiobook (Field Manual 3-0, Operations), in 2019.” said Robert Roberts, Project Manager for The Army Distributed Learning Program (TADLP), Mobile Division. “In the first quarter of 2021, TADLP total downloads for audiobooks exceeded 110,000” he said.

“Army doctrine audiobooks are produced from published and authenticated doctrine, abridged for the audio format.” said Maj. Chris Parker, Combined Arms Doctrine Directorate (CADD), who initiated the project in 2019.

Publications can be listened to online or downloaded by chapter, which are formatted and optimized as .mp3 files for easy download and quick access via laptops, e-Readers, tablets, smartphones and other mobile devices. The content is read by professional broadcasters, selected for

their ability to read seamlessly, making the audiobook experience engaging and content easier to memorize.

“Audiobooks are ideal for delivering content like this.” said Robert Roberts, the Mobile Division Project Manager who designed, developed, and programmed the audio players for multiple formats. “This new and growing library represents the first time the Army has ventured into this medium as a way of delivering Army doctrine, and the editing, the recording, and voice quality of the narrators - and easy-to-use interface makes these books the Army standard for quality.”

“It's part of a wider effort to overhaul and modernize how the Army conceptualizes and trains its forces and, in doing so, catch up to what a large segment of the publishing industry has already realized: audiobooks are proven learning tools and in adopting a new medium, it's another way the force is modernizing,” said Col. Richard Creed, director, CADD. “The audio versions aren't designed to supplant actual books, but they are designed to allow Soldiers to remain familiar with the material by listening to specific sections when they might otherwise not be able to pick up a book. “The way I see this being used is as a way for Soldiers to reinforce their knowledge of the materials.”

ABOUT THE ARMY DISTRIBUTED LEARNING PROGRAM (TADLP): Established by the Chief of Staff of the Army in 1996, the Commanding General of Training and Doctrine Command (TRADOC), was appointed the Executive Agent for TADLP and is the full-line authority for the centralized management and integration of the program. Located at Fort Eustis in Virginia, TADLP Director is Ms. Helen Remily, M.Ed.

Continued

TADLP MOBILE DIVISION: AUDIOBOOKS IN 2021



TADLP Improves Army readiness by providing tailored distributed training and education to Soldiers, leaders, and Army civilians from a responsive and accessible - frequently mobile - delivery capability. Distributed Learning (DL) is a modern, proven instructional model used by the Army to deliver individual, collective, and self- developmental training and education anytime, anywhere.

TADLP leads the way in creating user-friendly, pliant and adaptable distributed and distance learning models that leverage emerging technologies to distribute learning across an array of portable devices in a variety of formats depending on the needs of the user. To learn more about the people and facilities of TADLP, visit <https://tadlp.tradoc.army.mil>

THE U.S. ARMY TRAINING AND DOCTRINE COMMAND (TRADOC). The U.S. Army Training and Doctrine Command (TRADOC) was created on July 1st, 1973. For nearly half a century TRADOC has fundamentally transformed the U.S. Army into the best trained, best equipped, best led, and best organized modern land power in the world today. TRADOC shapes Army forces through four primary functions: Recruitment and Training, Leadership Development, Doctrine and Integrating Capabilities.

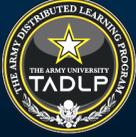
Headquartered at Fort Eustis, in eastern Virginia, TRADOC executes its mission through five subordinate commands and centers, U.S. Army Center of Military History, The U.S. Army Combined Arms Center (located at Fort Leavenworth, Kansas), The U.S. Army Center for Initial Military Training, and the U.S. Army Recruiting Command (located at Fort Knox, Kentucky).

The command has a global perspective and oversees 32 Army schools organized under eight Centers of Excellence, each focused on a separate area of expertise within the Army (e.g., Maneuver and Signal). TRADOC trains more than 500,000 Soldiers and service members each year. To learn more about the U.S. Army Training and Doctrine Command visit the website at <https://www.tradoc.army.mil/>

All Army authorized audiobooks can be accessed on any laptop, desktop computer, smartphone, or iPad at https://rdl.train.army.mil/catalog/search?current=true&search_terms=%23Audiobook

For additional information contact:
Michael Beaton, Visual Information Specialist, Interactive Digital Publications, Mobile Learning Div, TADLP, DDL, AU,
michael.k.beaton.civ@mail.mil





THE DIRECTORATE OF DISTRIBUTED LEARNING WELCOMES NEW MEMBERS



*Tammie L. Brown
Information Technology Specialist
in Research, Standards, &
Specifications*

Introducing Ms. Tammie L. Brown, Information Technology Specialist (Cybrarian) in Research, Standards, and Specifications. A native of South Bend, IN., Ms. Brown has 6 years of experience in Army Aviation as a CH-47 Chinook Helicopter

mechanic and has spent the last 8 years in educational pursuits earning an Associate's degree in Accounting at Hawaii Pacific University, a Bachelor's degree in History at Kansas State University and finally her Master's degree in Library & Information Science (MLIS) at San Jose State University.

In late 2017, Ms. Brown began working part-time at William & Mary College's Marshall Wythe Law School as an Administrative Assistant. In September 2018 Ms. Brown began working full-time at Williams & Mary College's Earl Gregg Swem Library as their Acquisitions & Accounting Assistant, which aligned perfectly with her master's degree program. While with William & Mary Libraries, Ms. Brown took on technology projects that expanded her understanding of web programming and web frameworks. She oversaw the migration of the libraries Research Librarian website from Drupal 7 to Drupal 8. Ms. Brown began her work as the Research Standards and Specifications "Cybrarian" where she marries her interest in web programming and design with her love of metadata, which she derives from her time spent in her master's degree program.

Since starting in October of 2020, Ms. Brown has suggested updates to the TADLP Developer's web portal, created the Content Repository Catalog which can be found on the Research Standards and Specifications SharePoint site, and managed other various repositories and catalogs

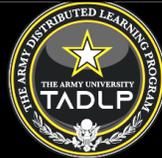
Introducing Mr. Jack A. Bowden, Computer Scientist in Research, Standards, and Specifications. A native of Southeastern Virginia, Mr. Jack A. Bowden has 8 years of experience in academia and the private and public workforce as a technician, researcher, and engineer in software development and site reliability. In 2016, Mr. Bowden completed a three-year Information Technology internship in local public service with York County School Division, Yorktown, Va., where he worked directly with faculty and staff to diagnose and remedy issues in educational technology and online standardized testing at the point of need.

In 2019, Mr. Bowden earned his Bachelor of Science degree in Computer Science with a minor in History from William & Mary, Williamsburg, Va., where he conducted undergraduate research as a member of Geospatial Evaluation and Observation Lab (geoLab) and served as Webmaster for the student newspaper, The Flat Hat.

Mr. Bowden's last position prior to DDL was as a site reliability engineer for Automatic Data Processing (ADP), Norfolk, Va., where he engineered and applied event-driven automation solutions, proactively maintaining product integrity and availability for more than 3,000 global time-tracking, attendance, and leave-tracking management systems.



*Jack A. Bowden, Computer Scientist
in Research, Standards, & Specifications*



**BUILDING AND
MAINTAINING
READINESS TO WIN IN
A COMPLEX WORLD**

**DIRECTORATE OF
DISTRIBUTED LEARNING
(DDL), Army University
(AU),** conducted a

virtual 21-1 Program Management Review (PMR) with Proponent schools and Centers of Excellence on 4 November 2020. The PMR provided updates to technology issues and impact of COVID-19 in regard to online training and education. PMR topics included the following updates:

- Army Training Information System (ATIS);
- Certification process using the Army Learning Management System (ALMS) Content Communication Trace log and Courseware Records Management;
- COVID-19 Schools Challenges and Lessons Learned;
- Courseware Assistance Request Support;
- Enterprise Classrooms;
- FLASH and Way Ahead;
- FY21 Army Virtual Learning Environment (AVLE) Requests;
- Joint Distributed Learning;
- Mobile Environment;
- Program Objective Memorandum (POM) and Long Term Operational Planning Team (OPT);
- Program of Record;
- Resourcing Model & Acquisition Process;
- Responsive Web Design Consideration and Benefits for DL

MEETING OVERVIEW/SUMMARY

STRATEGIC PLANS AND POLICY (SPP)

Division, DDL, AU, facilitated the PMR. Ms. Hilda Elizabeth (Lisa) Brock (Training Program Analyst, DDL) initiated the meeting with a brief roll call. Mr. Paul McCarthy (Division Chief, SPP) and Ms. Helen Remily (Director, DDL) provided welcome remarks, administrative information, introductions, opening comments, and closing remarks.

MS. HELEN REMILY, M.ED (Director, DDL, AU) discussed TADLP Updates. Key actions since the last PMR include: a) Executed all FY20 DL/ML Requirements; b) Addressed DL Funding to Program Evaluation Group/Program Planning Budget Committee (EG/PPBC), Training General Officer Steering Committee (TGOSC), and Army Senior Leadership; c) assisted with the revision of

TRADOC Resource Models; d) conducted an Internal Review and Audit Compliance (IRAC) Program Level Review; e) Assisted in the Execution of Blended Learning Pilots throughout US Army schools; f) review of ALMS DL courseware; g) established a Distributed Enterprise Asset Repository Capability; h) revised TP 350-70 -12 with Resource Updates; i) supported the Office of the Secretary of Defense (OSD) DL Ecosystem Taskers and DOD Initiatives; and j) published the 31st Edition of the DL STAR.

Major current activities include: a) implement CG TRADOC Guidance on Use of Learning Technology; b) support HQ TRADOC/CAC TASKORDs and DL OPTs/ Workgroups; c) assist with use of DL: Blended/Virtual Learning Strategies; d) assist with Return on Investment for Reinvestment Efforts; and e) working closely with ACM ATIS on Next Generation of ALMS.

MR. DAVID BOLT (Supervisory IT Specialist, Army Capability Manager-Army Training Information System (ATIS), presented the “Army Training Information System Overview.” Discussion included updates to the ATIS Program of Record and ATIS Legacy; ATIS’s five capabilities; an ATIS Development Snapshot; the Agile Teams; the ATIS Program Timeline; Army Training Information Development Summary; Systems in the Company Commander’s Rucksack; Key Takeaways; and the ATIS Development Risk Summary.

DR. PEGGY KENYON (Chief, Content Acquisition and Management Division, DDL, AU) provided the DDL Acquisition Resourcing Model Update. The presentation included the definition of the Resourcing Level, Content Interactivity Level, Instructor to Student Level, and Student to Content Level. Asynchronous DL Development Options, included: Templated DL, non-Templated, and PC Simulations.

Continued



21-1 PMR SUMMARY

MATTHEW MACLAUGHLIN (Chief, Mobile Learning Division, DDL, AU) presented the “Mobile Learning: Current Mobile Environment Updates Application, Support, and Performance Improvement”. The presentation included a discussion on the Mobile Division’s mission, product processes, mobile application and publication development initiatives, and updates; project analysis, design, development, implementation, and evaluation (ADDIE) capabilities; and performance enhancement. Announced opening of the National Museum of the US Army (11 Nov21).

ROBERT ROBERTS (Branch Chief, Mobile Publications, Mobile Learning Division, DDL, AU) presented the Mobile Applications and Publications Development process; and the capabilities of Mobile Publications Audiobooks.

BRIAN ROBERTSON (TADLP Integrator, DDL, AU) presented a briefing on the Professional Military Education/Distributed Learning Program POM and Long Term OPT. The presentation included a discussion on the Professional Military Education Long Term OPT; Content Transition Systems Capabilities/Requirements; Resourcing; CAC TASKORD Tasks and Requirements; OPT Program of Action & Measurement (POAM) timeline; and Planning Task Mission Analysis Briefing status.

PAUL MORSE (Joint Distributed Learning, DDL, AU) presented the Joint DL Program, and the capabilities of Joint Knowledge Online (JKO) and other Joint services. The discussion included information on how Joint DL and the proponent can help the Joint DL Program; future JKO programs such as the Enterprise Course Catalog (ECC) development (xAPI, metadata) and Standardized Course Naming (Inter-Service, Joint, and Coalition).

RICHARD SHIPMON (Chief, Research, Standards & Specification Division, DDL, AU) presented Electronic Records Management (Storage of DL Courseware Policy and the Disposition Process); the Courseware Certification Process (Content Communication Trace Log); and the Courseware Assistance Request Support (CARS) Program. These resources provide assistance to proponents when designing and developing DL courseware. See URL: <https://cars.dldart.org/>

TRIENTJE TIPPENS (SPP Div, DDL, AU) presented the status of the FY21 AVLE Contract Requests, which were submitted on the TADLP Website.

COVID-19 CHALLENGES/LESSONS LEARNED

LTC DANIEL TROST Chair, Sustainment Center of Excellence (SCoE), presented the school’s “Bb.com Pilot – Guidance and Approach to Transitioning from Resident to Online Training.” The concept included a phased approach: Phase I – Platform Validation, and Phase II – Leverage Full Capability.

SEAN DEYOUNG Chief, Learning Technology Division, Medical Center of Excellence (MEDCoE), presented short-term/midterm support lines of effort, which included: 1) Tools and job aids; 2) Program support; 3) Training Microsoft (MS) Teams, Blackboard, and piloted Resident to Virtual Training (R2V) Course; 4) Best practices; and 5) Contingency Delivery Approval Process.

ROB LONGINO Army Management Staff College (AMSC), presented the “AMSC Transition to Virtual Classroom”. The briefing included the AMSC Portfolio, Pre-COVID Actions, COVID Actions, FY 20 Virtual Course (VC) options (all developed for use with Blackboard Collaborate), Way Ahead, and Challenges.

END

NEXT PMR IS SCHEDULED FOR 18 MAY 2021

DL COMMUNITY CONSORTIUMS, RESOURCES, & NETWORKING OPPORTUNITIES



THE OFFICIAL HOME PAGE OF THE U.S. ARMY, URL: https://www.army.mil/article/222090/army_funded_research_boosts_memory_of_ai_systems



U.S. DEPARTMENT OF DEFENSE.GOV, URL: <https://www.defense.gov/>

JOINT KNOWLEDGE ONLINE NEWSLETTER

JKO is committed to continuous improvement for online joint training and education capability for the warfighter. JKO provides 24/7 global access to online training courses and web-based training resources. See URL: https://jko.jten.mil/docs/Newsletter_July%202020.pdf

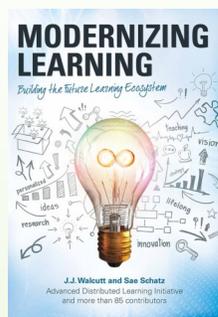


FEDERAL GOVERNMENT DISTANCE LEARNING ASSOCIATION (FGDLA), URL: <http://www.fgdla.us/>



DEPARTMENT OF DEFENSE INFORMATION ANALYSIS CENTER (DODIAC), URL: <https://dodiac.dtic.mil/>

“Modernizing Learning: Building the Future Learning Ecosystem”



Examines the shift needed to enable lifelong, experiential, interconnected learning. The authors outline the vision for a learning ecosystem that spans technology, learning science, policy, and organizational factors. Provides an implementation blueprint of future learning. Reflects results of extensive technological research conducted across myriad disciplines and communities needed to develop maturation of learning continuum.

Walcutt, J.J. & Schatz, S. (Eds.) (2019). *Modernizing Learning: Building the Future Learning Ecosystem*. Washington, DC. Gov Pub Office. License: Creative Commons Attribution. CC BY 4.0 IGO. URL: <https://bookstore.gpo.gov/products/modernizing-learning-building-future-learning-ecosystem> URL: <https://adlnet.gov/modernizing-learning>



ADVANCED DISTRIBUTED LEARNING (ADL) Initiative, URL: <https://www.adlnet.gov/>

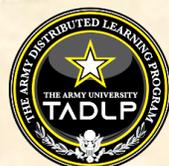
ADL Magazine URL: <https://adlnet.gov/assets/uploads/DADLAC%202020%20Annual%20Report%202021-03.pdf>



ASSOCIATION OF THE UNITED STATES ARMY (AUSA), URL: <https://www.ausa.org/>



ARMED FORCES COMMUNICATIONS ELECTRONICS ASSOCIATION (AFCEA) International, URL: <https://www.afcea.org/site/>



For additional information see ARMY UNIVERSITY TADLP-D Website URL: <https://tadlp.tradoc.army.mil/>

ARMY COMMUNITY LITERARY RESOURCES

“Countermeasures Against the Degradation of Warfighter Capabilities due to Infectious Disease Threats”.



Explores impact of infectious disease on military personnel, providing historical and ongoing risk profile of various infectious diseases putting the warfighter at risk. Includes historical impact of infectious diseases on past conflicts before detailing current and future infectious disease risks, impact on warfighters, and prevention or treatment challenges.



The Army University Journal of Military Learning (JML)

Peer-reviewed semiannual publication that supports efforts to improve education and training for the U.S. Army and the overall Profession of Arms. <http://www.armyupress.army.mil/Journals/Journal-of-Military-Learning>



The Military Review is the U.S. Army’s forum for original thought and debate on the art and science of land warfare. Authors and readers comprise researchers, politicians, leaders, academics, and heads of industry. Stimulating leaders to think critically and deal with controversial subjects while providing a medium to inform on new ideas and analyze concepts, doctrine and warfighting principles.



Army Technology is the official blog of the U.S. Army Research, Development and Engineering Command, created to advance the conversation about Army technologies, inform the public about Army initiatives and showcase the work the Army technology team does to keep our Soldiers safe and strong.

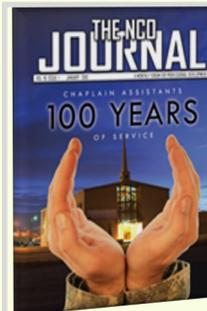


Army Communicator, a command information e-publication for the US Army Signal Corps, under the provisions of AR 360-1. Explores trends and provides a place to share good ideas and lessons-learned.

The Army AL&T magazine is a quarterly professional



journal written by and for the Army Acquisition Workforce and its many stakeholders. Its purpose is to educate, motivate and instruct readers through in-depth, analytically oriented articles featuring lessons learned, best practices and innovation across the Army acquisition enterprise. Authored by subject-matter experts, the magazine is the Army’s premier resource on acquisition, logistics, technology, and contracting.



The NCO Journal mission is to provide a forum for the open exchange of ideas and information, to support training, education and development of the NCO Corps and to foster a closer bond among its members. The Journal contains information on the Army and the NCO Corps. The magazine is published monthly and is available online



The U.S. Army Center of Military History publishes Army History quarterly for the professional development of Army historians and as Army educational and training literature.



Center for DIGITAL Government. When Hindsight is 2020: What Have we Learned 20 Years After Y2K and Where are we Going Now?™ This report is the Center for Digital Government go to guide for how to build the government of the future today, learning from the important lessons of yesterday.

For additional information, see the following Websites: ArmyU: <https://www.armyuniversity.edu> TADLP-D DDL: <https://tadlp.tradoc.army.mil/>

THE DL STAR

DISTRIBUTED LEARNING
Supporting Training Awareness
and Readiness

SHARE WHAT YOU DO!

Consider sharing your DL development projects with the TADLP community of practice through the [TADLP Website](#).

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

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

Call 757-878-4516 or 757-878-6381 for more information.



DL STAR CONTRIBUTIONS

The DL STAR is constantly looking for timely and relevant articles to share with TRADOC and TADLP-D communities of practice. See previous DL STAR editions at:

<https://tadlp.tradoc.army.mil/newsletter.html>

Please consider sharing your experiences and expertise with colleagues throughout the Army.

GUIDELINES FOR ARTICLE CONTRIBUTIONS:

- Use “active” voice (p.6) AR 25-50.
- Be brief; limit to approximately 600 to 1200 words.
- Proofread submissions.
- Include copyright permissions, when appropriate.
- Include original photos and/or illustrations; with credits.
- Submit articles to usarmy.jble.tradoc.mbx.au-tadlp@mail.mil using the words “DL STAR ARTICLE” in the subject line of your submission e-mail.

Call 757-878-6381 or 757-878-4516 for additional information.

