

TRADOC

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

INSIDE:

THE ALMS
VLE INSTR TECHNIQUES FROM AN AMSC IOY
USA TRADOC VIRTUAL LEARNING
TEACHING AUTHENTIC LEVANTINE
PROGRESSIVE WEB APPS
PMR 21-2 SUMMARY

TRAINING

A PROVEN ROADMAP TO READINESS AND VICTORY

*DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS*



FALL/WINTER 2021 EDITION 33



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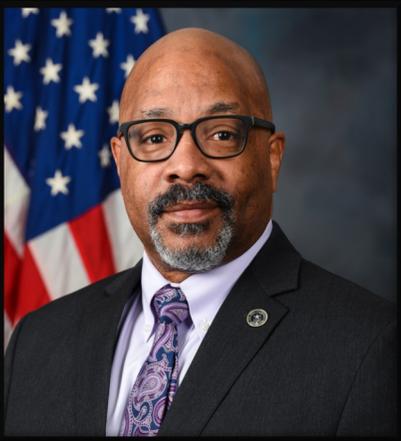
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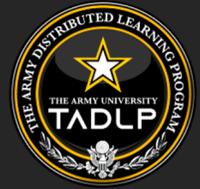
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COVER PHOTO: *Virtual Reality of Future Military, 2021 Mordeo - A free mobile content sharing community site, Registered users can upload and share their 4K Ultra HD mobile wallpapers online. URL: Virtual-Reality-of-Future-Military.jpg (1000×1600) (mordeo.org)*





**Michael R. Holt,
Director, TADLP, DDL,
Army University**



IN PERSPECTIVE

Greetings Teammates, Welcome to the 33rd edition of the DL STAR. We continue to publish Army proponents' informative articles, ideas, and projects to provide examples of innovative thinking to share with you – the DL community. We thank you for continuing to pave the way for the successful future of the DL Program. I know we are all committed to providing rigorous and relevant distributed training and education to Soldiers, Leaders, and Army Civilians at the point of need from a responsive and accessible delivery capability. Army readiness continues to be our paramount focus.

Although I am new to the Army's DL community, in the short time I've been here, I have already heard from my Directorate of Distributed Learning staff that much has been accomplished in the past six months. Some of these efforts include participation in the Distributed Learning (DL) Modernization Operational Planning Team (OPT) meetings to improve the DL Program; launching numerous DL courses to the ALMS, development/vetting/publishing more than 156 mobile apps, and many more accomplishments too numerous to list here.

Thank you for your contributions to this edition of the DL STAR. We strive to provide insights and ideas that hopefully will pique your interest and encourage you to submit articles in the future to inform the DL community about your DL training and education innovations. Articles in this edition include: *"The Army Learning Management System"* (Army Training Information System (ATIS) Program of Record); *"VLE Instructional Techniques from an AMSC Instructor of the Year (IOY) Recipient"* (USAACE); *"Are Progressive Web Apps (PWAs) the next big thing in Army Learning?"* (TADLP); *"U.S. Army Training and Doctrine Command Virtual Learning"* (TADLP); and *"A Look at Sound Properties in Teaching Authentic Levantine Materials"* (Defense Language Institute Foreign Language Center).

We recently conducted our semi-annual TADLP Program Management Review (PMR) and have provided meeting highlights in this edition of the DL STAR in case you missed the meeting. Additional articles include a brief farewell to a few of our key staff members: one was promoted and two retired. Finally, we have included a brief list of references and resources for your review. We ask that you share this edition with other professionals and elicit their ideas and thoughts as we continue on a shared path of excellence.

Michael R. Holt, Director, TADLP

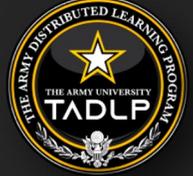


As always, we ask that you continue to provide us information regarding lessons learned and innovation so we can highlight your efforts to the DL community at large.

Michael R. Holt



Welcome Mr. Michael R. Holt TADLP Director



Mr. Michael R. Holt

began his federal service in 2010 at the HQ Distribution Defense Logistics Agency (DLA) as a Distribution Training Specialist and Management Analyst. Following his service at DLA, he served as the Director, Non-Nuclear Training at Norfolk Naval Shipyard, Norfolk, VA, until December 2016. Afterwards he served as Chief, Training Management and Certification at the DoD Consolidated Adjudication Facility (DODCAF), Ft. Meade MD, until August 2018. He also served as the Change Management Officer, Defense Counterintelligence & Security Agency, also located at Ft. Meade, MD. Prior to accepting his position as Director, The Army Distributed Learning Program (TADLP), he served as the Director of Certification and Training at the Office of the Naval Inspector General where his main focus was bringing online new and innovative training for the Naval Inspector General enterprise.

Mr. Holt earned a Master's Degree in Business Administration from the University of Phoenix, Tempe AZ as well as a Bachelor's of Science degree in Occupational Education from Wayland Baptist University, Plainview, TX.

Mr. Holt also earned an Associate of Applied Science degrees from the Community College of the USAF in Allied Health Sciences and Instructor of Technology and Military Science.

Mr. Holt is a retired 20-year USAF veteran. He attained "Master Instructor" at the School of Health Care Sciences, Sheppard AFB, TX. As medical aircrew, he served as an Aeromedical Evacuation Technician aboard C-9, C-130, C-141 and C-17 aircraft. He deployed in support of Enduring Freedom and Iraqi Freedom where he directed the efforts of 157 personnel in 40 different aeromedical evacuation (AE) units, deployed to 7 locations in South West Asia including Iraq, Qatar, Bahrain, Afghanistan, Uzbekistan, Djibouti and Kyrgyzstan. He executed over 300 aeromedical evacuation movements, treating and transporting over 763 Urgent/Priority and 620 battle injured.

Mr. Holt's awards and decorations include the Meritorious Service Medal w/1 OLC, Commendation Medal w/3 OLC, Achievement Medal, Armed Forces Expeditionary Medal, Combat Readiness Medal, National Service Defense Medal, GWOT Expeditionary Service Medal, GWOT Expeditionary Medal, and GWOT Service Medal. Mr. Holt also holds a CTM rating with Toastmasters International and has publications with Aviation Space Environmental Medicine as well as with Defense Technical Information Center as an OTE Test Director.

Mr. Holt was born on Langley AFB and is relocating from Columbia, MD with wife Hazel.

END



TRAINING THE FORCE – THE ARMY LEARNING MANAGEMENT SYSTEM

By: Rachel Christie



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0% complete
> Status: Assigned



Army OPSEC Level I (Newcomers and Re-fresher)

Due
Date: 10/30/2021
0% complete
> Status: Assigned

ATRRS Course



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Due
Date: 10/30/2021
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CHAT

The Army Learning Management System (ALMS) is the Army-approved, centrally managed and funded system for training management. ALMS, which is part of the Product Manager Army Training Information System (PdM ATIS) portfolio at PEO EIS, is one of the largest training systems in the world with over one million active accounts. The system streamlines, consolidates, and provides overall direction to the Army's training processes.

The ALMS can manage a learner's training activities from initial entry to military service and continues throughout the user's career. ALMS provides course and training resource management, scheduling and registration functions, courseware distribution, delivery and storage, learning collaboration, and permanent recordkeeping of training activities and results.

Continued



TRAINING THE FORCE – THE ALMS

OVERVIEW OF ALMS IN LEARNER VIEW, THE MAIN HOMEPAGE OF THE SYSTEM

OTHER FUNCTIONS IN ALMS INCLUDE:

- Army Virtual Assistant chatbots, which provide initial help to the learner.
- Capabilities for resident and non-resident training events.
- Posting of official training records to the Army Training Requirements and Resource System via interface.
- Soldier and civilian military occupational specialties/career field progress monitoring to the skill (task) level.
- Enforcement of expiring certifications.
- “Adaptive Learning,” which supports one aspect of experiential learning by automated crediting of previously completed work.
- Online testing, including providing a common access card-restricted testing environment and producing detailed testing results for authorized users.
- Providing classroom instructors with automated grade book functions for recording learner assessment results, attendance taking, and marking lesson completions.
- Support for multiple training delivery types such as web-based, instructor-led, collaborative, and curricula that have a blend of these types.



Learners can access online self-help material within ALMS or utilize the Army Training Help Desk (ATHD) for questions and support concerning the use and operation of the system. Help desk agents are available 24 hours a day, seven days a week to assist with any technical problems in the system.

The ATHD portal can be readily accessed from the button on the ALMS page header.

The Customer Service Center (CSC) is also available to support training managers hosting their materials in ALMS and to respond to the needs of the system’s trainer-users. The CSC works directly with course managers by conducting training and assisting them with reports, roster management, and other functional tasks. Additionally, the CSC performs such activities as determining how a course will perform in ALMS, setting up the course structure, and making the course visible to the learner in the ALMS training catalog. The CSC also responds to ATHD tickets dealing with courseware playability issues in case any should arise.

"ALMS is vital to increasing readiness and providing training flexibility to our Soldiers," said Christie Murphy, deputy product manager for ATIS. "Accomplishing training objectives online reduces time needed in the classroom, which saves money and helps maintain a modernized Army."

To access ALMS, Click on link below:

[Welcome to ALMS \(army.mil\)](http://army.mil)

For additional information, contact:

Rachel Christie, rachel.w.christie.ctr@mail.mil
Product Manager Army Training Information System

*VIRTUAL LEARNING
ENVIRONMENT
(VLE)
INSTRUCTIONAL
TECHNIQUES*



*FROM AN ARMY
MANAGEMENT STAFF
COLLEGE INSTRUCTOR
OF THE YEAR (IOY)
AWARD RECIPIENT*

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

The Faculty and Staff (F&S) Section of the Education and Technology (EdTech) Branch of the Directorate of Training and Doctrine (DOTD) is responsible for the oversight and execution of the Instructor of the Quarter (IOQ) and the Instructor of the Year (IOY) recognition program and ceremonies at the United States Army Aviation Center of Excellence (USAACE). This year, as the Branch Chief, I was given the distinct opportunity to participate as a judge for the FY20 TRADOC Instructor of the Year award. Recipients of the IOY awards, from all participating TRADOC installations, submit nomination packets that include a video of their instruction, letters of recommendation from their commanders, as well as short essays describing their views and values of being an instructor. Much like the Oscars, there are several award-winning categories such as Officer, Non-commissioned Officer, and Civilian. Judges are selected from across installations and are assigned a category for which they review and score submission packets. The highest-ranking instructor for each category is then reviewed and scored by all judges. Scores are compiled and the Instructor of the Year is announced.

This year's judging panel proceeded in much the same way as it has in previous years. The difference this year, however, was a handful of the instructional videos submitted reflected synchronous instruction via the Microsoft Teams platform due to COVID-19 impacts on face-to-face, in-class delivery. These videos gave us rare insight into the tips, tricks, and techniques used by highly lauded instructors in the virtual learning environment (VLE). With the permission of the instructors, I shared their videos with a select group of five experienced and expert Instructional Systems Specialists within USAACE DOTD. Three provided feedback. I asked them to review the videos with the intent of identifying specific techniques used by the instructors that worked well within the VLE. Videos are edited to highlight instructor skills specifically rather than content design features such as practical exercises or group activities. While intentionally designing learning steps and activities for the VLE is extremely important, this article focuses solely on the skills and abilities of the instructors themselves within the VLE.



Continued



VLE INSTRUCTIONAL TECHNIQUES FROM AN AMSC INSTRUCTOR OF THE YEAR (IOY) RECIPIENT



Interestingly, the feedback received from expert ISSs revealed two trends in good VLE instructors. The first trend suggests that presentation skills, and dare I say it, innate personality characteristics of the instructor work to engage students in the lesson. Levels of interests and desire to participate increase because they want to interact with the instructor as a person. The following list includes presentation skills and characteristics identified by ISSs:

- Having a comfortable, relaxed smile, clearly visible on the screen.
- Facial expressions and non-verbals (head-nods, gesturing) were natural and positive specifically toward students' participation either in chat or audibly.
- Displaying a heightened sense of eagerness or excitement to hear student input.
- Voice tone, volume, inflection, modulation, and rate of speech were good for VLE.
- Use of statements such as 'you guys are really thinking about this question, I'm glad' when there is a long pause between instructor question and student reply. Genius way to encourage learners to respond.
- Use of genuine affirmations and additive information.
- Instructor self-awareness, making it easier to seamlessly blend both audio and chat participation especially for a highly conceptual topic.

The second trend suggests that knowing how to ask open-ended questions was very effective in engaging students in the lesson. Essentially, the instructor that can ask a question in such a way as to continue to spur conversation is ideal for VLE. There is a difference in asking the question "Is there a difference between X, Y, & Z?" versus "What is the difference between X, Y, & Z?" versus "How do you plan for the impact that X, Y, & Z have on each other?"

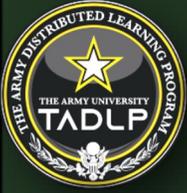
The timing and pacing of questions and discussions is also valuable. Good questions identified by expert ISSs reflected a high rate of success in generating great student to student to instructor interaction as well as maintaining a 'good flow' throughout the lesson in the VLE.

- Showing interest in student comments by asking spontaneous but high level open-ended questions that lead to continued critical thinking opportunities for students.
- Asking students to elaborate on their comments rather than doing it for them.

What do you think about these trends? Do they seem a little obvious? Or repetitive? Have you heard them before? Maybe the trends are obvious and repetitive, but if success in teaching in the VLE, or even face-to-face, does have a personality driver; maybe the difference between instructor X, Y, & Z is being observed and receiving direct feedback for your specific presentation style and approach. So, perhaps this year's IOY has proven to be more than just an award. Instead, this year's event continues to provide us all with specific insights toward greater and greater success during VLE instruction.

References: Parker, C. K. (2020). christina.k.parker2.civ@mail.mil *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>





ARE PROGRESSIVE WEB APPS (PWAS) THE NEXT BIG THING IN ARMY LEARNING?

Michael Beaton & Robert Roberts

PWA'S GROWING POPULARITY - A BETTER USER EXPERIENCE



SIX REASONS PWAS ARE BECOMING THE APP OF CHOICE:

- No. **1** PWAs Load instantly on any device or browser
- No. **2** PWAs respond quickly to user interaction and queries
- No. **3** Mobile Friendly and intuitive; works on ALL devices
- No. **4** PWAs provide a seamless user experience - even during low or no network
- No. **5** Allows users to subscribe to useful push notifications
- No. **6** Option is available to add to the end users homescreen

TADLP

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



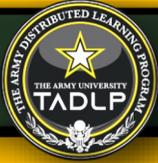
Although not understood by the public in the same way that conventional web applications (apps) are, the most commonly used apps that boomed as an integral part of the smartphone user-experience, Progressive Web Applications (better known as PWAs) are far superior to their fore-runners.

A Progressive Web App is a website that looks and behaves like a native app. Often, users only notice they are using a PWA when they experience the prompt to 'add to home-screen or that the content is still accessible even when there is no network connection available.

PWAs are discoverable in a search engine such as Google, can be linked to, and are easy to install. One of the features that is most appreciated is that once installed, PWAs are completely network independent and are much faster than traditional apps.

A well designed PWA is visually identical to any app on a home screen and responds to a smartphone view screen. Users are able to tap to open the app in the same way. But the similarity really ends there and PWAs have greater advantages to a user that really sets them apart.

Continued



PROGRESSIVE WEB APPS (PWAs)

Michael Beaton & Robert Roberts

TRADOC APP GATEWAY (TAG), e2BOOKS & PROGRESSIVE WEB APPS, [URL: https://tag.army.mil/catalog/tag/e2Books?current=true](https://tag.army.mil/catalog/tag/e2Books?current=true)

THE ADVANTAGES OF PWAs

A PWA is vastly more discoverable online and readily available in a browser's search engine than a conventional app. Once found and installed, it's easily launched from any home screen, desktop, or app menu. When the end user launches a legacy browser such as Internet Explorer to access the same content, the PWA easily reverts to a website.

A PWA costs significantly less to build and maintain. Each progressive web app has one "central-code-base" that works on a variety of mobile devices, and because there's only one code-base, making updates and adding new features takes less time.

Each PWA created by TADLP Mobile Division is fast, available offline, mobile friendly, discoverable by search engines, and - most important for Soldiers and service members - adheres to DA CIO G6 cyber security standards for mobile products.

The TADLP Mobile Division developed its first Army Doctrine Audiobook, "ADP 6-22, Army Leadership and the Profession" as a Progressive Web Application in 2020 and all subsequent releases of the popular audiobook series are PWAs and offer these benefits to the Soldier end user.

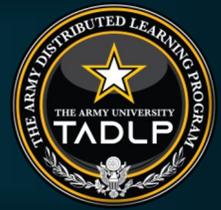
PWAs CONTINUE TRENDING IN 2021 - A CASE STUDY

According to a study conducted by Twitter in 2019, subscribers found the Twitter PWA to be on average 15 times faster to load and install on mobile devices compared to its native app. Twitter discovered a whopping 75 percent increase in user tweets sent and a 7 percent reduction in data use. Many of Twitter's users are converting to its PWA every month and the number continues to grow in 2021.

For additional information, contact: Michael Beaton, Visual Information Specialist, Interactive Digital Publications, Mobile Learning Division, DDL, Army University, 757.878.7355 /michael.k.beaton.civ@mail.mil



U.S. ARMY TRAINING AND DOCTRINE COMMAND VIRTUAL LEARNING



By: Dr. Peggy Kenyon

Abstract

This article presents a brief history of the development of virtual learning enablers and the software and hardware that supports virtual learning. The article addresses the early roots of hypertext and hypermedia and today's delivery platforms that offer virtual classrooms with instructor and student interaction.

Early in the year 2020, the world came to know a new enemy by name. That enemy was a global pandemic and its name was COVID-19. In response, most Americans made adjustments to their daily lives. In the Army, decisions needed to be made that would ultimately impact the future of training and education for Soldiers and civilians. Army senior leaders envisioned an environment for virtual learning and recognized the need for an environment agile enough to train and educate at any time and in any place. This environment could put instructors and students together to reap all the benefits of face-to-face learning. This article aims to trace the evolution of the foundational tools in the Army and enable robust future virtual capabilities.

The Introduction of Virtual Learning

The technology that underlies an environment for virtual learning draws from the use of hypertext. Hypertext allows the learner to access other information by clicking a mouse and it predates the Army's distributed learning program. In 1945, Vannevar Bush conceived the concept of clicking links as a way of branching between pieces of information and described a "hypertext like device" he called memex (Bush, 2019). In 1965, Theodor Nelson gave this concept the name of hypertext (Talbert, 1988, p. 2.8). Hypertext allowed the reader to branch as needed rather than follow a strictly linear path of information.

Hypermedia was a natural extension of hypertext that allowed linkage between information and different forms of media. It offered four elements that enabled the learner to interact with con-

tent that was part of the virtual environment: linear, substitution of image for text, look back, and branching. The Department of Defense later adopted these elements for computer-based training (Kenyon, 2012; Vernon, 1993).

In 1985, a large-scale hypertext/hypermedia system called Intermedia allowed instructors and students to create, organize, visualize, and connect multimedia information (Talbert, 1988, p. 2.14). This system produced excellent results as both students and instructors felt a deeper understanding of the course material over a traditional linear display of text or platform recitation. Blended learning allows students the benefits of both traditional and digital learning. David Ausubel's theory of meaningful learning explains part of this phenomenon as an individual's desire to make meaning of new information by relating it to previously understood concepts. From a cognitive perspective, it is the purpose of education to help students grasp essential and central ideas (Talbert, 1988, p. 3.2).

To assist instructional designers, Intermedia used toolsets that made up three instructional design environments: one to help instructors plan their course material; one to manage the development process; and one to provide for delivery, presenta-

tion, testing, and controlling content to achieve the desired learning event (Talbert, 1988, pp. 2.16–2.17).

Futuristic Soldier



URL: https://www.groundreport.com/wp-content/uploads/2015/01/futuristic_soldier_concept_by_badillaflloyd-d78udg5.jpg

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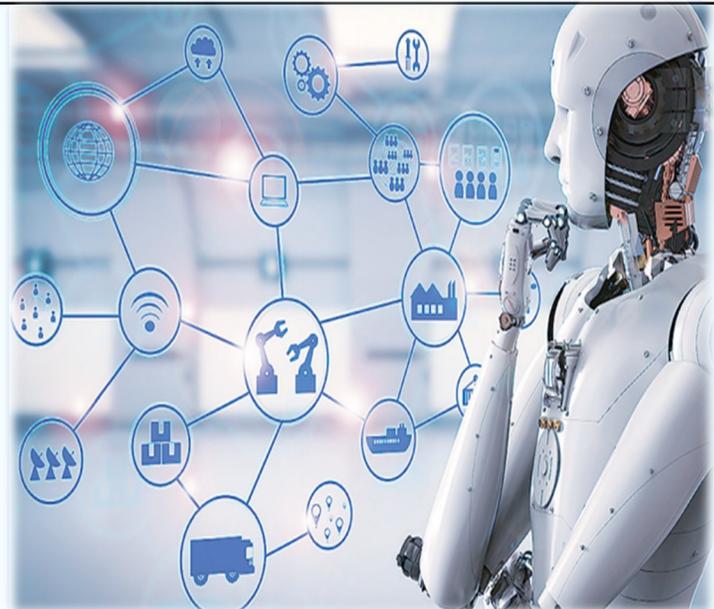


These early tools evolved into software applications known today as course management systems (CMS). The systems that employed all three instructional design environments became learning content management systems (LCMS). These systems formed the enabling technology for a virtual learning environment (VLE). The evolution of VLEs aligns and traces back to the growth of e-learning or the use of emerging technology in the delivery of training and education. The standards, specifications, and implementation of a virtual university were envisioned in 1998 by the Institute of Electrical and Electronics Engineers. The VLE ultimately defined a university environment for students with limited or no access to a brick-and-mortar campus. It provided an online interaction in three types: student-content interaction, teacher-student interaction, and student-student interaction (Boser, 2020).

The Army's Use of VLEs

The Army's use of software applications to enable the face-to-face classroom environment includes an LCMS called Blackboard. Instructors for the Command and General Staff College, the Army War College, the School of Advanced Military Studies, and the Sergeants Major Academy primarily use this LCMS to manage learning, post grades, communicate with students, and receive homework submissions (Weller, 2007).

The same LCMS used in those classroom venues was used in the distributed learning environment, providing access for Reserve Component students and to other students who do not have easy access to a brick-and-mortar campus. As the implications of the COVID-19 pandemic evolved, this distance learning environment became the new normal for the instructor-led classroom as hundreds of instructors and thousands of students became the focus of the professional military education/operational planning team in March 2020. Classroom support and a distance learning environment became the Army's solution: a VLE.



Virtual Reality, Future of Military Training
URL: [Virtual reality: The future of defence training during COVID times - The Financial Express](#)

Virtual Learning Enablers

The term “virtual learning enabler” does not have a concrete and indisputable definition. Enablers provide a virtual space for students and instructors to interact. The capabilities of an LCMS include many touchpoints for student-to-instructor interaction such as methods for breaking down the curriculum, tracking the student, and plans for student-to-student and student-to-instructor communication.

These VLEs are software applications, and there are today many LCMSs in use in academia, business, and government. Within a CMS, there are defined roles for both instructors and students. The instructor can be present with students in a synchronous session or have the students engage in the CMS independent of instructors and peers. The Army's LCMS, defined as a web-based platform for the digital aspects of courses of study, presents resources, activities, and interactions within a course structure and provides for the different stages of assessment (U.S. Army Training and Doctrine Command [TRADOC], 2013).

Continued



To better understand the VLE, we need to acknowledge the value of a learning management system (LMS). This system provides options that are much broader in scope than a CMS. A CMS fits within the range of an LMS to provide structure and delivery to a course. In contrast, the LMS provides for the planning, implementation, assessment, and evaluation of many classes or a complete curriculum. The Army has defined an LMS as a software application for the administration, documentation, tracking, reporting, and delivery of educational courses. It provides training programs or learning and development programs that are focused on on-line learning delivery supporting a range of uses and acting as a platform for online content, including courses both asynchronous-based and synchronous-based (TRADOC, 2013). An LMS may offer classroom management for instructor-led training or a flipped classroom used in higher education, but not in the corporate space.

registration of the curriculum and the various courses that support it. Once complete, the student can launch the course and begin the learning event. The library and other resources are captured in the course environment. Additional resources are videos, podcasts, assessments, and games. The LCMS provides for authoring content, importing content, or storing content.

Finally, when the course is complete, the LMS manages the updates to the student records and can report completion or grades to another system if required.

One could argue that only an LMS or only a CMS is needed, but there are legitimate reasons to employ the capabilities of both. An LMS can manage a curriculum, but a CMS can better handle a course.

Conclusion

The future direction for Army training and education now includes a plan for a virtual environment. As the events of this year unfolded, the enablers the Army already had in place became the fallback. The Army rose to the occasion. It quickly formed the professional military education/operational planning team, identified systems in place, ascertained gaps in instructor-led education and training, and found a shortfall in software application licenses. Within a few weeks, the Army VLE was fully operational.

The way forward for Army training and education reflects optimism and determination. It has been a long, tough year, but in true Army fashion, there was an attitude of “we can do this,” and it did.

See References, Resources, & Glossary on next page.

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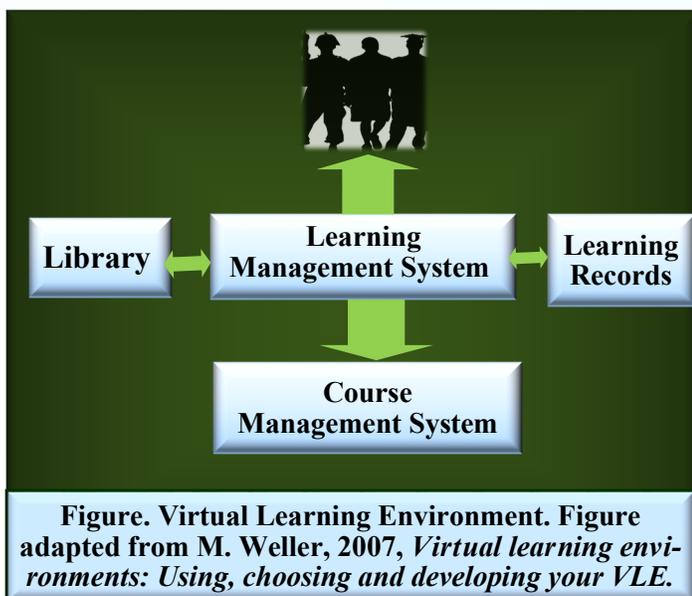


Figure. Virtual Learning Environment. Figure adapted from M. Weller, 2007, *Virtual learning environments: Using, choosing and developing your VLE*.

In the figure, the student enters the VLE via the LMS. This route accomplishes a few things. First, it confirms the identity of the student and offers a catalog of courses. Second, it manages the



Dr. Peggy Kenyon (peggy.l.kenyon.civ@mail.mil) has been with the Directorate of Distributed Learning since 2006. She is the division chief for contract acquisition and management of distributed learning courseware and content, and she was previously responsible for technical standards for distributed learning products. Kenyon has an MBA and a PhD in education technology from Walden University. Her previous publications were “Distance Education in the Armed Forces,” published in *The Handbook of Distance Education*, 3rd and 4th editions; “Measuring Distance Learning Workload: The Army Model for DL Instructor Hours,” presented during the Interservice/Industry Training, Simulation, and Education Conference (I/ITSEC) 2012; and *The Brain Mist*, Mobile Instructional Strategy Templates for Guided Mobile Content Development, presented during the Interservice/Industry Training, Simulation, and Education Conference (I/ITSEC) 2014.

The Army University Journal of Military Learning, (Oct 2020), U.S. Army TRADOC Virtual Learning. Ft Leavenworth, KS, pgs 91-96. <https://www.armypress.army.mil/Journals/Journal-of-Military-Learning/Journal-of-Military-Learning-Archives/October-2020/Kenyon-Virtual-Learning/>

Glossary

References

Asynchronous learning allows students to complete their work on their own time. Students are given a time frame—usually a one-week window—during which time they need to connect to their class at least once or twice. (eLearning, n.d.)

Blended learning has seen growth over time, primarily because of the increasing accessibility of technology and ongoing interest in digital learning technologies. Many education advocates have spoken to the advantages of blended learning in the classroom, such as student-centered instruction, data collection, and increased engagement. As with any educational model, blended learning should be used sensibly and thoughtfully to enrich student learning. (Study, n.d.)

Flipped classroom is a model that involves instructors having students interact with new material for homework first. Then, they use class time to discuss the latest information and put those ideas into practice. (Nelson-Danley, 2020)

Hypertext is text displayed on a computer or other electronic device with references (hyperlinks) to other documents the reader can immediately access, usually by a mouse click or keypress sequence. Early conceptions of hypertext defined it as text that could be connected by a linking system to a range of other documents stored outside that text. (Talbert, 1988)

Synchronous learning occurs on set schedules and time frames. Students and instructors are online simultaneously in synchronous classes since lectures, discussions, and presentations take place at specific hours. All students must be online at that exact time to participate in the class. (eLearning, n.d.)

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Military Future Concept: Soldier Virtual Reality Glasses.
URL: Soldier In Virtual Reality Glasses. Military Concept Of The Future Stock Photo - Image of innovation, cyber: 134491502 (dreamstime.com)



A LOOK AT SOUND PROPERTIES IN TEACHING AUTHENTIC LEVANTINE MATERIALS

Fouad Khatab



Properties of Sound

When we talk about MSA, we mostly mean grammatical and other linguistic properties, but what about sound properties? Is there a standard to what a word should sound like especially when teaching dialects such as Levantine? Is speaking (sounding certain words) a matter of perception, or is there a standardized pattern to what a certain vocabulary should sound like? Which resources should be used as “authentic materials” when teaching Levantine?

The three components of foreign language aptitude are Phonetic Coding Ability, or the ability to discriminate between and retain sounds. Students of Target Language (TL) acquisition should be able to differentiate various sounds, diphthongs, and diacritics. Second, Memory Ability/Associate Memory. Ability to make association between the verbal stimuli and their referents. Learning new vocabulary and theme based expressions by using one’s memory. Third, Linguistic Analytic Ability. The students’ ability to analyze the different grammatical and lexical relationship between verbs, nouns, verbal nouns, active participles, and passive participles.

Instructors must keep all three components in mind when choosing authentic materials for their students. The primary resource for language teaching is the teacher/instructor and not the textbook. Also the Levantine program here at Military Education (ME) schools is still in its infancy. After all, teachers are authentic material representatives. “Regional differences are lexical and phonological before they are grammatical”.

ROLE OF TECHNOLOGY IN PROMOTING HIGHER LEVEL SPEAKING AND LISTENING

In “listening,” learners engage with the text-based expressions of others’ ideas at their discretion and on their own timeline (Jonassen & Kwon, 2001). In “speaking,” they exercise decisive control over the timeline for composing their thoughts and when and where in the conversation they contribute.

Attaining Level 2 or above in Levantine dialect is very challenging because of the cultural sociolinguist knowledge needed to express the TL at that level. Attention is drawn to many potential advantages of integrating technology into face-to-face instruction. For example, using video cameras has a positive impact on students’ viewing and critically evaluating their speaking and listening tasks. A prime example of that would be the use of a camera when submitting speaking homework by students studying in the Turkish Language Department here at DLI. Integrating technology ensures that learners develop accuracy and complexity in their speaking as well as fluency.

Continued



HOW TO ACHIEVE LEVEL 2 AND BEYOND IN SPEAKING MODALITY?

Students must master these L2 seven tasks: Past, Present, Future Narration, Role Play with minor complications, Reporting News or current events, Instructions/Directions, and Description. In addition to mastering all of Level 2 tasks, students must be asked two probes designed to establish the ceiling of the student's language production. A Level 2 student should exhibit to natives not used to dealing with foreign learners with confidence, not facility.

Finally, the teaching faculty must decide when to consider the final push in preparing the students for Level 2 Oral Proficiency Interview (OPI) format. It is true that the requirements to pass the DLI program's OPI level is Level (1+); however, it is proven that when the students attend a demo OPI test and know exactly what test structure and processes to expect, results are better and the percentage of students scoring Level 2 or above is very promising.

Teaching Levantine Dialect requires teachers to be aware of the apparent differences in teaching, compared to Modern Standard Arabic (MSA). There is no right or wrong way of teaching Levantine as long as the teachers are aware of all the variables mentioned above. Here are some suggestions that might make it easier for educators to teach the Levantine dialect or any other dialect for that matter.

RECOMMENDATIONS:

1. Materials must be regionally and culturally diversified, Lower-Order Thinking Skills (LOTS) which are important for students to understand the general or main theme of the assigned passage and essential elements of instruction, and Higher Order Thinking Skills (HOTS). The concept concentrates on student understanding learning process based on their own methods.

Through the HOTS questions, students are trained to think creatively, critically, and innovatively.

2. Instructors must be highly flexible when teaching audio authentic materials. The key word here is flexible using differentiated learning strategies and other relevant language acquisition approaches. Listening is a slow skill to acquire and honing it requires patience and flexibility. After all, students have different learning styles and instructors should be aware of them in order to utilize and maximize on TL learning opportunity.

3. Audio authentic materials should complement the three components of FL aptitude: phonetic coding ability, memory ability, and linguistic analytical ability.

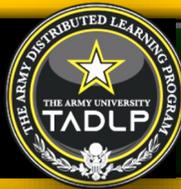
4. Instructors should expose students to a variety of different sounds of the Levant countries (Syrian, Jordanian, Palestinian, and Lebanese) in their early stages of program in order to familiarize the students with the differences or variation of the Levantine Dialogue. In the later semester three, instructors can expose the students to limited sound varieties within each country.

5. Instructors should use small talk with language learners as a method to resolve some of the tensions between the needs of communicative language use, develop complexity, and bring focus on forms. This strategy is especially important when learning Cat. IV Languages.

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Defense Language Institute, Fouad.Khatab@dliflc.edu*

Citation :

*Dialog on language Instruction, Vol 18 # 1&2. 2007. The Role of Aptitude in Foreign Language Learning. Marina Cobb.
"Small Talk": Developing Fluency, Accuracy, and Complexity in Speaking. Hunter, James. 2000
Turkish Online Journal of Educational Technology - TOJET, v10 n4
p1-13 Oct 2011*



The Directorate of Distributed Learning (DDL), Army University (AU), conducted the 21-2 Program Management Review (PMR) with proponent schools and Centers of Excellence on 18 May 2021. DDL emailed the PMR agenda to participants on 14 May 2021. Sixty-nine attendees participated virtually via Microsoft Teams and by telephone conference call (see list of invited proponents, pg. 5). The PMR began at 9:45 AM (EST) and ended at 4:30 PM (EST). The PMR slides are posted on the CVR/IL5 MS Teams PMR Channel.

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

The PMR discussion included updates to the distributed learning (DL) community regarding technology issues and the impact of COVID-19 concerning online training and education. PMR topics included the following updates:

- a. TADLP Status Update
- b. Army Training Information System (ATIS) Program of Record
- c. Long Term DL OPT Update and Discussion
- d. Resourcing Model Questions and Way Ahead
- e. Mobile Learning: Current Mobile Environment
- f. TRADOC G6 Army 0365 and Other IT Efforts
- g. Acquisition Process
- h. Army National Guard/Army Reserve Updates
- i. Research, Standards & Specification (RSS) Updates & Trends
- j. Foreign Area Officer (FAO) Language Program (FLP) and Broadband Language Training System (BLTS) Program FY20-21 Recap
- k. Combined Arms Support Command and the Sustainment Center of Excellence (CASCOM/SCoE) Approach to Digitization & COVID Response
- l. Other Issues and Concerns.

MEETING OVERVIEW/SUMMARY

1. The Strategic Plans and Policy (SPP) Division, DDL, AU, facilitated the PMR. Ms. Hilda Elizabeth (Lisa) Brock (Training Program Analyst, DDL) took roll call (see PMR participation list). Mr. Paul McCarthy (Division Chief, SPP) and Ms. Helen Remily (Director, DDL) provided welcome remarks, administrative information, introductions, opening comments, and closing remarks.

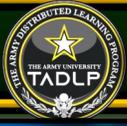
2. Ms. Helen Remily (Director, DDL, AU) discussed “The Army Distributed Learning Program (TADLP) Updates”. Ms. Remily’s discussion included key actions since the last PMR and other major activities and actions. Key actions since the last PMR include:

- a. Executed all FY20 DL/ML requirements
- b. Established the DL Modernization Operational Planning Team (OPT) to capitalize on lessons learned during COVID-19 and other on-going efforts
- c. Assisted with revision of TRADOC Resource Models
- d. Conducted an Internal Review and Audit Compliance (IRAC) Program Level review and follow-up
- e. Assisted in the execution of blended learning pilots
- f. Published the 32nd Edition of the DL STAR
- g. Revised TP 350-70-12 with resource updates
- h. Assisted in review of Joint/Multinational Doctrine Content for DL and training capabilities
- i. Performed as Army lead for the DOD Advanced DL Advisory Committee.



Click on URL: [A Flat Screen No More: Envelop For Windows Brings VR To Your Desktop \(fastcompany.com\)](https://www.fastcompany.com)

Continued



21-2 PMR SUMMARY



Future Visual's VISIONxR®. "Uses of VR in Military Training" Tim Fleming, Nov 2020.
<https://www.futurevisual.com/blog/uses-vr-military-training/>

MAJOR TADLP 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
- e. Work closely with the TRADOC Proponent Office (TPO) Army Training Information System (ATIS) on next generation of Army Learning Management System (ALMS)
- f. Assist with future policies, procedures, and infrastructure from DL OPTs to facilitate modernization of the Learning Enterprise
- g. Execute FY21 DL and ML requirements

3. Mr. David Bolt (Deputy, TPO, ATIS) presented the "ATIS Overview." Mr. Bolt's primary discussion included updates on the following activities:

- a. Lifelong Learning Center (LLC) service and support surge for FY21
- b. ATIS objective state
- c. ATIS capability focused status
- d. ATIS program updates
- e. HQDA EXORD 061-20 Fragmentary Order 1 purpose, background, scope, and status
- f. Human centered design activities
- g. SS PEG transition challenges
- h. Status of the Defense Integrated Business Systems
- i. Agile process product owners and focused teams.

4. Mr. Brian Robertson (TADLP Integrator, DDL, AU) presented a briefing on "Modernizing the Professional Military Education (PME)/Distributed Learning (DL) Program Objective Memorandum (POM) and Long-Term Operational Planning Team (OPT) in the Army". The presentation included a discussion on the following:

- a. FY24-28 Modernize DL POM Planning Tasks and Directed Courses of Action
- b. Near-Term Tasks
- c. PME DL Long-Term OPT status

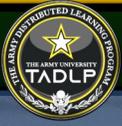
5. Dr. Peggy Kenyon (Chief, Acquisition and Management Division, DDL, AU) provided a presentation on "Practical Considerations for In-House Development Virtual Learning". References are TRADOC Pamphlet 350-70-12 and the TADLP website, <https://tadlp.tradoc.army.mil>. Dr. Kenyon also discussed the following:

- a. Advantages and disadvantages of in-house and out-sourced DL development
- b. Government Service (GS) equivalent skillsets and labor categories for in-house DL development
- c. Authoring tools (recommend using open source tools)
- d. Work stations
- e. Delivery platforms
- f. Requirement for the SCORM runtime environment.

6. Mr. Harold (Mike) Starry (Army Learning Model Integration, Advanced Concepts Directorate, TRADOC G-3/5/7) was team lead for a discussion on "DL Planning and Resource Models". See presenters and topics listed below:

- a. Dr. Peggy Kenyon, DDL ArmyU - "TR 350-70-12 Virtual Learning Model"
- b. Patrick Teifer, TRADOC G-8 - "Virtual Resource Model"
- c. Hank St-Pierre, ArmyU - "Training & Education Development Manpower POM Workbook"
- d. "DL/BL Requirements Development & POI Validation":
 - 1) Coreitha Carty, ArmyU - "Training Development Capability (TDC)"
 - 2) Gary Hammond, TRADOC G-8 - "Instructor Resource Model (IRM)"
 - 3) Jason DeYoung, TOMA - "Army Training Requirement Resourcing Model (ATRRS)"

Continued



21-2 PMR SUMMARY



Synthetic Training Environment (STE). “From Gaming to The Battlefield: The Benefits Of Virtual Reality In Military Training”. Dec 11, 2019, Harry Buhl : <https://militaryembedded.com/ai/machine-learning/from-gaming-to-the-battlefield-the-benefits-of-virtual-reality-in-military-training>

7. Mr. Matthew Maclaughlin (Chief, Mobile Learning Division, DDL, AU) provided an update on the status of the Mobile Learning Division: Current Mobile Environment Application Updates, Support, and Performance Improvement”. The presentation included statistics showing the “Future of Learning is Mobile; and the “Expanding Digital Learning Environment”.

8. Mr. Robert Roberts (Branch Chief, Mobile Publications, Mobile Learning Division, DDL, AU) discussed Legal Issues and Compliance with Army Regulations; TADLP Website Featured Products and Helpful FAQs and Infographics; Mobile Publication and Mobile Application Development Processes; Interactive Mobile Publications and Progressive Web Apps; Increased Number of TADLP Mobile Publications Audiobooks; and product releases for TADLP Social Media Campaigns.

9. Mr. Charles Day, Director, Business Acquisition Office, ITBO, TRADOC G-6. Army 365 Overarching Integrated Planning Team (OIPT) Working Group and Army 365 Update.

Mr. Day provided an update to the way ahead for Army 365 and the “CVR-like” capabilities. Discussion included the Army 365 way ahead, timeline, overview, and operational impact.

10. Mr. Sergio Porras, Army Reserve National Guard (ARNG)-TRS, Program Manager. Mr. Porras provided a discussion about managing the operations and maintenance of more than 400 ARNG distributed learning classrooms (DLCs) nationwide and providing online capabilities at fixed, mobile, and 2022 DL classrooms; and ARNG DLP Systems Engineering.

11. LTC Shane Rundgren, US Army Reserve Component (USARC) G37, Chief, Institutional Training Division. LTC Rundgren provided a discussion on USARC FY20/21 virtual training issues and way ahead. Discussion included the impact of COVID-19 on institutional training; virtual programs, processes and models; USAS schools analysis; VL versus distance learning; and HQDA funding to resource (TRADOC model).

12. Mr. Richard Shipmon (Chief, Courseware, Standards & Specification Division, DDL, AU). The presentation included a discussion on the courseware certification process; the Army Conformance Test Suite; the Content Repository Catalog (CRC); the dispositions schedule; in-house Courseware Development Support (CARS) Program. Mr. Shipmon discussed the purpose, availability, and resources of the CARS information website. These resources are available to provide assistance to proponents when designing and developing DL courseware. Proponents may submit requests for CARS in-house courseware development assistance at URL: <https://cars.dldart.org/>

Continued



21-2 PMR SUMMARY

13. Mr. Dave Randolph, Manager of the Defense Language Institute Foreign Language Center (DLIFLC), Directorate of Continuing Education (CE), School of Distance Learning (DL), Foreign Area Officer (FAO) Language Program (FLP). Mr. Randolph provided a presentation on the FLP and Broadband Language Training System (BLTS) program achievements. The achievements were the result of a high demand (throughout the COVID-19 pandemic) for the Advanced Language Enhancement Courses (ALEC) to transition from resident to virtual and the high demand for online DL training. Demand for online language learning instruction hours increased 184%.

The FLP target audience consists of Senior FAOs (advanced learners). A standard course model for FLP synchronous studies is very flexible, usually consisting of 2-10 weeks of self-study. The FLP provides advanced language materials on the Joint Knowledge Online (JKO) and the ALMS.

14. Ms. Kay (Chiayi) Lin, Manager, BLTS Program. The BLTS provides synchronous virtual post-basic language instruction for the DoD language community. The learners are DoD linguists and FAOs (mostly DLI graduates). A standard BLTS course model usually consists of 2 DL hours per session, twice a week for 12 weeks.

15. Mr. Alan Bodle, Chief, Training Integration & Quality Assurance Office, ALU, Combined Arms Support Command and the Sustainment Center of Excellence (CASCOM/SCOE). Mr. Bodle provided a briefing on the “CASCOM/SCoE) approach to digitization & COVID-19 response”. Mr. Bodle discussed the digitization initiative, which consisted of the following phases: a) Emergency Response Teaching (Phase 1) and b) Stabilize and Reinforce our Position (Phase 2).

Phase development consisted of the following activities: 1) developing the organization’s DL and digitization –criteria and methodology for selection of DL/BL; 2) prioritizing the course candidates for conversion from resident to virtual/DL; and 3) analyzing the training technical capabilities (authoring tools, delivery systems, target audience, logistics, etc.).



“Military Applications for VR Training” Tim Fleming, Nov 2020. <https://www.futurevisual.com/blog/uses-vr-military-training/>

16. Paul McCarthy (Chief, SPP, DDL, AU) requested school representatives to feel free to continue to submit DL issues and concerns to TADLP for review and analysis.

17. Ms. Remily (Director, DDL, AU) discussed lessons learned from the field; answered proponent follow-up questions and comments; provided helpful information and guidance; and delivered closing remarks.

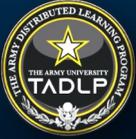
Presentation Slides available in MS Teams “Files”:

Go to “**Search**”, type in “**TR-CAC ArmyU DDL P2**”,

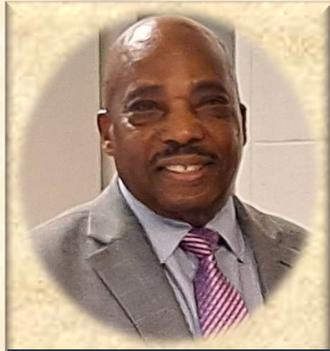
Click on “**Program Management Review**”,

Click on “**Files**”, Click on “**TADLP PMR 21-2**”.

NEXT PMR TO BE CONDUCTED IN OCT/NOV 2021



THE DIRECTORATE OF DISTRIBUTED BIDS FAREWELL TO FORMER MEMBERS



Paul E. McCarthy Jr.

Mr. Paul E. McCarthy, Jr., has retired after 53 years of service. On 27 July 2021, Mr. McCarthy received the Superior Civilian Service Medal for exceptional service as Chief, Strategic Plans and Policies, for Army University's Directorate of Distributed Learning (DDL) during

the period October 2009 through July 2021. Mr. McCarthy displayed the highest levels of leadership and management skills showing that he was the consummate professional employee. He was directly responsible for countless TRADOC Strategic Plans, TRADOC Campaign Plans, DL Strategic Plans, DL Conferences and Program Management Reviews, and TRADOC regulation reviews and changes. He skillfully coordinated and planned with senior strategic leaders and partners at TRADOC Centers of Excellence and schools throughout his tenure in DDL. He developed and strength-

ened collaboration and synchronization with the Army and TRADOC staff.

Mr. McCarthy entered the Army in 1968, and immediately served in Viet Nam. Mr. McCarthy eventually retired from the Army as a LTC. He entered Civil Service in 1984 and worked at Army Training Support Center (ATSC) and Head Quarters (HQ), Training and Doctrine Command (TRADOC). His all-time favorite assignment, besides working at the Army Distributed Learning Program (TADLP), was as an Assistant Professor of Military Science for three years at the University of Texas in Austin, where he really enjoyed teaching the students. Mr. McCarthy worked in DDL since 1989, where he worked on the 1st Distributed Training Master Plan for COL Robert Seger.

Mr. McCarthy earned a BS from Tuskegee Institute in AL; an EDS from Ball State, Muncie, Indiana; and an MBA from Florida Institute of Technology. He has been married for 54 years, with two daughters and three grandchildren. He plans to spend more time with them while retired and do volunteer work in his church and community.



Lisa Brock

Ms. Hilda Elizabeth (Lisa) Brock received a promotion to GS13 and departed to TRADOC Proponent Office (TPO) Army Training Information System (ATIS) on 31 July 2021. Ms. Brock distinguished herself as a Training Program Analyst for the Army Distributed Learning Program (TADLP) during the period December 2009 to

July 2021. She excelled in providing instructional design and courseware nomination and registration assistance; Program Management Review orchestration; expert analysis of training plans and documentation; and a myriad of distributed training reporting to TRADOC and non-TRADOC proponents, schools and Centers of Excellence as well as to teammates within the Directorate of Distributed Learning (DDL).



Bernadine Hopkins

Ms. Bernadine F. Hopkins has retired after 40 years of outstanding civil service. Ms. Hopkins distinguished herself for meritorious achievement as a Lead Training Technician in the Courseware Standards & Specifications (CSS) Division for the Army Distributed Learning Program (TADLP) during the period 1 June 2005 through 30 July 2021. Ms. Hopkins was a true worker-leader who was always ready to support her colleagues. She demonstrated this by periodically working side by side with Training Technicians when they had certification issues. Ms. Hopkins always looked for ways to improve her talents, resulting in a significant benefit to herself and the office. Ms. Hopkins' dynamic personality, positive leadership, and attention to detail made her an outstanding Training Technician for TADLP.

DL COMMUNITY CONSORTIUMS, RESOURCES, & NETWORKING OPPORTUNITIES



THE OFFICIAL HOME PAGE OF THE U.S. ARMY,
URL: https://www.army.mil/article/222090/ai-my_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 raining resources. URL: [JKO | The Army Distributed Learning Program](#)



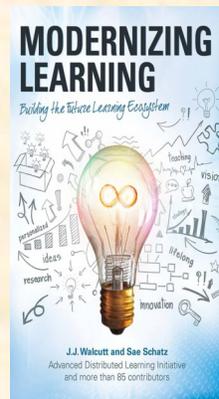
FEDERAL GOVERNMENT DISTANCE LEARNING ASSOCIATION (FGDLA),
URL: <http://www.fgdla.us/>



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

MILITARY AI

MILITARY AI focuses on artificial intelligence technology in the defense and aerospace domain, bringing readers coverage on machine learning, neural networks, and deep learning techniques leveraged in military and aerospace applications.
URL: <https://militaryembedded.com/newsletters/military-ai>



“Modernizing Learning: Building the Future Learning Ecosystem”

Examines shift to enable lifelong, experiential, interconnected learning. Outlines vision for learning ecosystem that spans technology, learning science, policy, and organizational factors. Provides implements blueprint of future learning. Reflects extensive technological research conducted across disciplines and communities needed to develop maturation of learning continuum.

Walcutt, J.J. & Schatz, S. (Eds.) (2019).
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/>

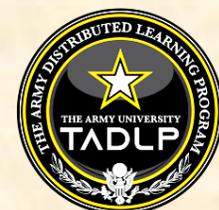
ADL Magazine URL: <https://adlnet.gov/assets/uploads/DADLAC%202020%20Annual%20Report%202021-03.pdf>



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



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



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

ARMY COMMUNITY LITERARY RESOURCES

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

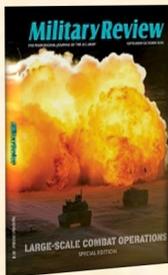


Explores impact of infectious disease on military personnel, providing historical and ongoing risk profile of various infectious diseases putting the warfighter at risk. Includes historical impact of infectious diseases on past conflicts before detailing current and future infectious disease risks, impact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

<https://www.armyupress.army.mil/Journals/Military-Review/English-Edition-Archives/July-August-2021/>

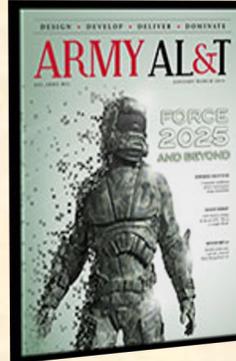


Army Technology is the official blog of the U.S. Army Research, Development and Engineering Command, created to advance the conversation about Army technologies, inform the public about Army initiatives and showcase the work the Army technology team does to keep our Soldiers safe and strong.

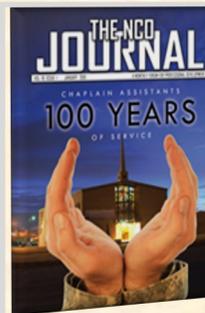


Army Communicator, a command information e-publication for the US Army Signal Corps, under the provisions of AR 360-1. Explores trends and provides a place to share good ideas and lessons-learned.

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

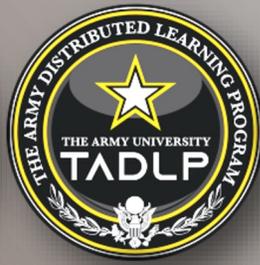


The U.S. Army Center of Military History publishes Army History quarterly for the professional development of Army historians and as Army educational and training literature.



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 form the important lessons of yesterday.

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