

THE FUTURE

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

INSIDE:
INCORPORATING GAMING ELEMENTS
MODERNIZING LEARNING
MOBILE CONNECT APP
CONCORDANCER PROGRAM

TRAINING

A PROVEN ROADMAP TO READINESS AND VICTORY

*DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS*



SPRING/SUMMER 2022 EDITION 34



CONTENTS



DL STAR

**DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS
SPRING/SUMMER 2022 EDITION 34**

- 3. IN PERSPECTIVE** *Michael R. Holt*

- 5. WELCOME: NEW STRATEGIC PLANS AND
POLICY DIRECTOR** *A. Owens-Campbell*

- 6. INCORPORATING GAMING ELEMENTS TO DL**
Sherri Morris

- 8. MODERNIZING LEARNING AT DLIFLC**
Chiayi Lin, Sandy Wagner, & Dr. Ali Afshar

- 13. ARMY'S NEW MOBILE CONNECT APP**
Michael Beaton

- 15. CONCORDANCER PROGRAM AT DLIFLC**
Dr. Tamas Marius

- 17. PROGRAM MANAGEMENT REVIEW (PMR)
22-1 SUMMARY** *A. Owens-Campbell, EdS*

- 21. DL COMMUNITY CONSORTIUMS,
RESOURCES, & NETWORKING**
A. Owens-Campbell, EdS

COVER PHOTO: *Future War and the Defence of Europe*, by John R. Allen, Frederick Ben Hodges, Julian Lindley-French. 2021, Oxford Scholarship Online. DOI:10.1093/oso/9780198855835.001.0001. Examines COVID-19 crisis and potential impact on European defence. Provides a radical vision of a technology-enabling future European defence. Analyses dilemmas facing Europe in maintaining and assuring its defence. URL: <https://oxford.universitypressscholarship.com/view/10.1093/oso/9780198855835.001.0001/oso-9780198855835>

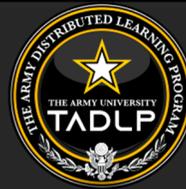




**Michael R. Holt,
Director, TADLP, DDL,
Army University**



IN PERSPECTIVE



Greetings Team, Welcome to the 34th 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 a 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.

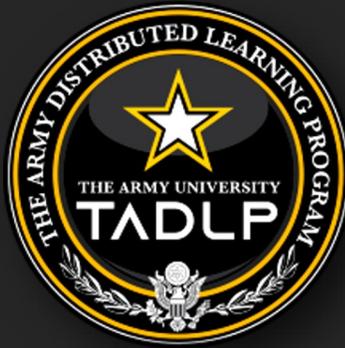
Much has been accomplished in the past six months. Some efforts include the following: finalizing the FY23 Nominations Priority List; developing the DL implementation plan; assisting with use of DL Blended/Virtual Learning strategies; transitioning to an improved contracting process to support Future Learning Environment (FLE) and Mission and Installation Contracting Command (MICC) for the next AVLE 2.0 Contract; and developing courseware/learning product standards and specifications for FLE.

Thank you for your contributions to this edition of the DL STAR. We strive to provide insights and ideas to 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: *"Incorporating Gaming Elements to DL"* (Academic Support Division, Medical Education and Training Campus, Defense Health Agency); *"Modernizing Learning at the Defense Language Institute Foreign Language Center"* (DLIFLC); *"Army's new Mobile Connect App"* (TADLP); and the *"Concordancer Program at DLIFLC"*.

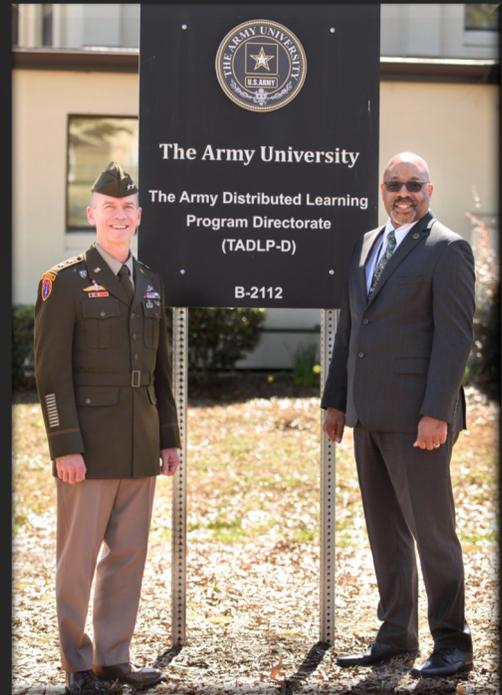
Additional DL STAR articles include an introduction to Dr. James "JJ" Martin, our new Director of Strategic Plans and Policy. JJ served in the Army as a Blackhawk Instructor Pilot. JJ's civilian career began at Ft Rucker as Chief of Enlisted Training, Chief of Aviation Technology, and Aviation Acquisitions Branch Chief. JJ also served with the Department of State as Chief of Training Systems. Finally, we included a list of references and resources. We ask you to share this edition with other professionals and elicit ideas and thoughts as we continue on a shared path of excellence

Our semi-annual TADLP Program Management Review (PMR) 22-2 is scheduled for 24 May 2022. PMR presentations will include updates from TRADOC's Army Training Information System (ATIS) Office; in addition to TADLP updates from Strategic Plans and Policy Division, Mobile Learning Division, Content and Acquisition Management (CAM) Division, Courseware Standards and Specifications (CSS) Division, and TADLP Directorate. Presentation topics will include the following: *"Army Business Rules and Best Practices for Distributed Learning Development"* from CSS; *"Content Communication Trace Log and Army Conformance Testing Suite"* from TADLP Diagnostic, Advisement and Technology Research Team (DART) team; *"AVLE 2.0 Update"* from CA&M; and *"Review of FY23 AVLE Requirements"* from Strategic Plans and Policy Division. Recommendations for additional topics are welcome. MS Teams Invites will be sent to the DL community in early May.

Michael R. Holt, Director, TADLP



GREETINGS FROM TADLP



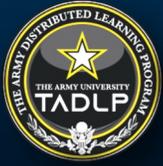
MG Donn H. Hill, DCG, USACAC/Provost Army University; and Michael R. Holt, Dir, TADLP, DDL, Army University



MG Donn H. Hill, Deputy Commanding Gen, U.S. Army CAC/Provost Army University, visits The Army Distributed learning Program (TADLP) Directorate of Distributed Learning (DDL), Bldg 2112, Pershing Ave, Joint Base Langley-Eustis, VA 18 March 2022.

On 18 March 2022, MG Donn H. Hill, Deputy Commanding Gen, U.S. Army CAC/Provost Army University, met TADLP, DDL staff in their respective work areas, in building 2112, Pershing Ave, Joint Base Langley-Eustis, VA.

MG Hill visited TADLP, DDL personnel in the following areas: DDL Headquarters/Operations; Strategic Plans and Policies/Joint Distributed Learning Division; Courseware Acquisition & Management Division; Courseware, Standards & Specifications Division; and Mobile Learning Division.



TADLP WELCOMES NEW DIRECTOR OF STRATEGIC PLANS AND POLICIES



DR. JAMES "JJ" MARTIN, DIR,
STRATEGIC PLANS AND POLICIES

TADLP Welcomes
Dr. James "JJ" Martin,
Director of Strategic
Plans and Policies.

Dr. Martin joined the U.S. Army in 1990 and retired in 2009. He was a Blackhawk Instructor Pilot and served throughout the World, including,

Germany, Alaska, and Iraq. JJ has four combat tours in support of Operation Desert Shield/Storm and Operation Iraqi Freedom.

JJ worked for the Directorate of Training and Doctrine (DOTD) and served as Chief of Aviation Technology, overseeing all Distributed Learning (DL), education contracts, and Interactive Multimedia Instruction (IMI) development. During his tenure as Technology Chief, he instituted in-house development of training products, reducing contract costs by over \$2 million per year. He also assisted with the source selection panel for the Army Virtual Learning Environment (AVLE) contract. JJ's leadership further resulted in his team winning an Army-wide mobile application production on Active Shooter training.

JJ continued with DOTD as Aviation Acquisitions Branch Chief, overseeing materiel and non-materiel products introduced into Army Aviation, ranging from Unmanned Aerial Systems (UAS), software, and future aircraft. During his tenure, he streamlined the verification and validation of regulatory requirements for integration of new equipment into training across the Aviation Enterprise.

JJ instituted a rigorous training program to reduce time required for new personnel to learn the processes of their position from 12-18 months to no more than three months.

JJ's last position with DOTD was Chief of Enlisted Training. He managed over 28 Programs of Instruction (POIs) for 19 Aviation Military Occupational Specialties (MOSs), Professional Military Education, and Functional courses. JJ built effective teams to enhance development of lessons and ensuring resourcing was accurate and effectively managed through each 3—5-year resourcing cycle.

JJ worked for the Department of State from January 2021 to March 2022, where he was in charge of all training systems, DL, and drone operations. He was responsible for all Distributed Learning and Unmanned Aerial Systems operations. He managed a team of 30 talented personnel in multimedia fields, ranging from Producers, Editors, Graphic Artists, Copywriters, Programmers, System Administrators, and Instructional Designers. He was responsible for \$19 million multimedia budget. JJ pioneered the only media center in the Department of State and it was an asset throughout the world to educate Foreign Service Officers.

Education:

Doctor of Philosophy, Adult Education and Technology, Auburn University

Masters of Arts, Operational Science, Command and General Staff College, United States Army

Masters of Science, Project Management, Embry-Riddle Aeronautical University

Bachelor of Science, Professional Aeronautics, Embry-Riddle Aeronautical University



INCORPORATING GAMING ELEMENTS TO DISTRIBUTED LEARNING



By Sherri Morris



GAMING, gamification, gaming elements, serious games—we often hear these terms in discussions about learning requirements. Historically, classroom learning used games and gaming elements to provide an interactive form of learning and reinforcement. There are a number of templates for using the format of popular television game shows like Jeopardy and Who Wants to Be a Millionaire in knowledge-based lessons. Gaming elements, such as teams and timers, are a part of classroom learning from early childhood education through adult education.

What constitutes gaming? There are several elements common in gaming. These include:

- **Goal(s)**
- **Rules**
- **Strategy**
- **Timing**
- **Feedback system**
- **Achievements**

Over the past decade, there has been more interest in incorporating gaming elements in distributed learning products, especially e-Learning products. However, this interest meets varying responses from leadership.

Sometimes, ideas of using gaming elements meets resistance. There may be many reasons for resistance: budgetary concerns, seriousness of subject matter, or a mindset that gaming wastes time. How do we respond to resistance?

FIRST, we must understand gaming elements are only components in an e-Learning product. The focus is not on gaming elements. The focus is on learning outcomes. Similar to the variety of components used in classroom learning, e-Learning uses a number of different components (e.g., audio, video, text, etc.). Gaming elements are another tool instructional designers and developers use to achieve learning outcomes.



SECOND, ensure there is demonstrable, instructional value in proposed gaming elements. Adding gaming elements simply because it can be done is not the right approach. Careful consideration must be made regarding how incorporated gaming elements assist instructional goal. Consider types of gaming elements that encourage learner interaction and engagement with learning content. Does adding a timer encourage learners to stay engaged in learning or does it keep learners from completing an exercise on critical content?

Continued



Does having a learner “look for clues” enhance instructional goals or does it frustrate learners? If finding “clues” in a scenario is similar to the way a learner would research in real life to formulate a response to a critical question, then this might be a good way to engage learners because it enhances instructional goals.

Does feedback speak directly to the actions of learners or is it too generic? It may be appropriate to delay feedback until a later point in the activity, but when provided, the feedback should provide the learner input on the actions (or inactions) taken. Avoid generic feedback such as “you missed some things” and provide sufficient feedback details for the learner to know how to improve.

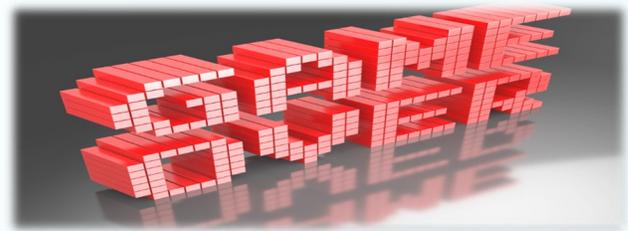
Some content may lend itself naturally to a particular gaming element; for example, a timer added to a medical scenario on treating an allergic reaction. Natural consequences occur in this type of scenario when the timer runs out. Completing the steps of a critical task in an activity may easily provide a checklist of achievements.

THIRD, know your audience. Army Soldiers and Civilians complete numerous hours of training each year. Some training is mandatory and some training requires periodic refreshers. Course designers look for ways to make training relevant and engaging for learners. Generally, content provides the relevancy factor, but the engagement factor can be more challenging in both classroom and e-Learning environments. Incorporating gaming elements may be a way to increase the level of engagement if done properly.

FOURTH, the use of gaming elements alone does not elevate learning levels or interactivity levels. Interactivity levels and learning levels are different concepts but, unlike in classroom learning environments, are often confused in e-Learning environments. Some gaming elements, like timers,

applied to a lower interactivity level exercise does not increase the interactivity level.

A gaming element applied to a low learning level activity does not increase the learning level. For example, a knowledge-based multiple choice question asked by an avatar is a nice visual element but doesn’t increase the interactivity or learning level. Incorporating higher level of thinking decision points as part of the gaming strategy for a scenario requires the learner to think beyond the immediate answer to the second and third order effects of their decision. Use gaming elements judiciously with other components and appropriate content to increase learning and interactivity levels.



IN SUMMARY, when considering incorporation of gaming elements in your distributed learning, start with your content. Rather than starting with a gaming concept and forcing your content into it, enhance your content by adding gaming elements to increase learner engagement and interactivity. Ensure your learning outcomes are met and learners benefit from gaming elements incorporated. This will require close coordination between all team members: course designers, subject matter experts, and course developers. When done well, value added to the learner is well worth the effort.

Author: Ms. Sherri Morris, (sherri.l.morris12.civ@mail.mil), Instructional Systems Specialist, Academic Support Div, Medical Edu and Training Campus (METC), Defense Health Agency, Fort Sam Houston, TX

Suggested resources:

DeCoster, R. (2013, April 28). Mastering Game Mechanics [video]. YouTube. https://www.youtube.com/watch?v=UPU_yi9Nv3M

Bidarra, J., Rothschild, M., Squire, K. (2011). Games and Simulations in Distance Learning: The AIDLET Model. In M. Cruz-Cunha, V. Varvalho, & P. Tavares (Ed.), Computer Games as Educational and Management Tools: Uses and Approaches, IGI Global. <http://doi:10.4018/978-1-60960-569-8.ch005>

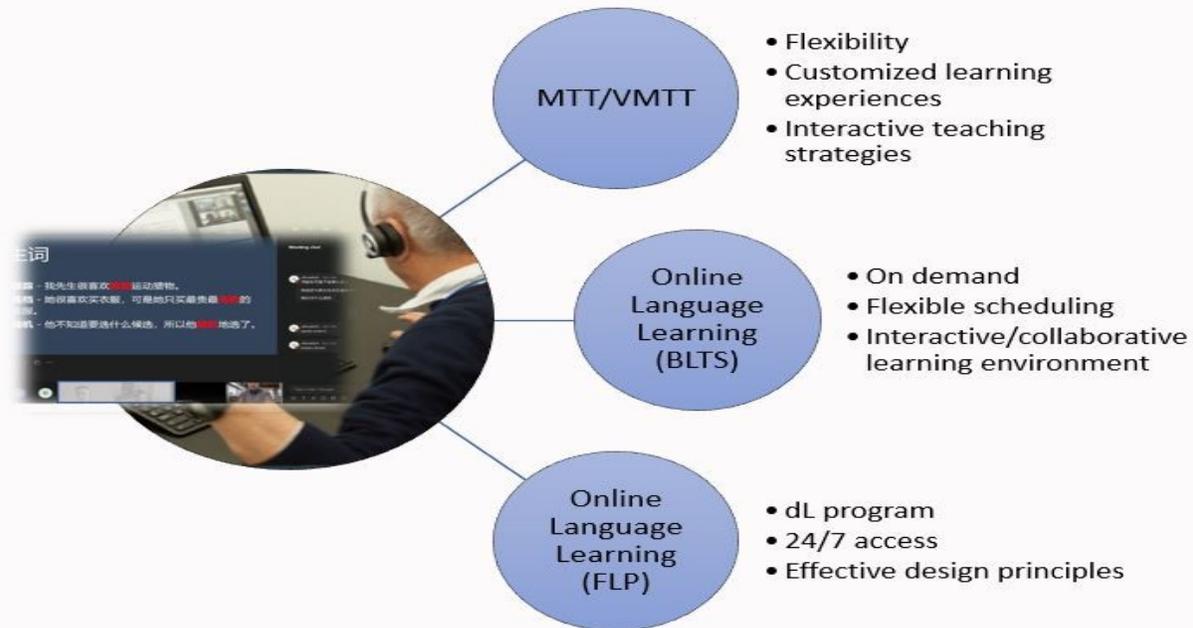
Squires, K. (2011). Video games and learning. Teaching and participatory culture in the digital age. New York: Teachers College Press.

MODERNIZING LEARNING AT THE DLIFLC:



MAINTAINING THE MOMENTUM

By: Chiayi Lin, Sandy Wagner, & Dr. Ali Afshar



OVERVIEW - DL PROGRAMS

The School of Distance Learning (DL) at the Directorate of Continuing Education (CE) of Defense Language Institute Foreign Language Center (DLIFLC) has the mission of providing superior basic and post-basic foreign language instruction and support to DoD personnel via technology-mediated programs. DL provides programs for non-resident instruction which include Mobile Training Teams (MTT) courses (delivered in person and via Virtual Mobile Training Team [VMTT] courses), and online instruction through the Broadband Language Training System (BLTS) and Foreign Area Officer (FAO) Language Program (FLP).

Courses in these programs demonstrate the foundational principles of modernized learning, providing “a technological foundation that not only allows ubiquitous access to learning, but also provides pathways for optimizing individual and workforce development at an unprecedented pace.” (Walcutt, J.J. & Schatz, S., 2019. Modernizing Learning: Building the Future Learning Ecosystem.)

A closer look at DL programs in this context follows.

Authors: Chiayi Lin, chiayi.lin@dliflc.edu,
Sandy Wagner, sandra.wagner@dliflc.edu,
Ali Afshar, ali.afshar@dliflc.edu

Continued

MODERNIZING LEARNING AT DLIFLC: MAINTAINING THE MOMENTUM

Coherence
Eliminate extraneous

Pre-Training
Start lessons with a quick refresher and an overview

Multimedia
Words and pictures are better than words alone

Spatial Contiguity
Put words and related pictures near each other

FLP MULTI-MEDIA LEARNING DESIGN MODULE

THE BROADBAND LANGUAGE TRAINING SYSTEM (BLTS) supports delivery of language instruction via online platforms at point of need, aligned to individual learner preferences that include length and frequency of the course, learning objectives, and specific learner requirements and programs of instruction. Since its inception over a decade ago, the BLTS program has utilized solely online synchronous and asynchronous modes of instruction and established long-term learning support for military linguists throughout their career path. In true “modernized learning” fashion, BLTS programs have realized the promise of incorporating “anytime, anywhere” instruction, focusing on learning personalized to individual needs and continuous lifelong learning support.

THE FOREIGN AREA OFFICER LANGUAGE PROGRAM (FLP) provides synchronous and asynchronous instruction in over 12 languages for advanced language sustainment and enhancement. These DL courses are offered asynchronously through Army Learning Management System (ALMS) and Joint Knowledge Online (JKO), and as synchronous study sessions scheduled with DL instructors. The design of all FLP courses incorporates intentional methods of design and elements supporting effective multimedia learning principles put into practice. (Reference: Mayer’s 12 Principles of Multimedia Learning).

Continued

MODERNIZING LEARNING AT DLIFLC: MAINTAINING THE MOMENTUM

The screenshot shows a Microsoft Teams interface. At the top, there is a search bar and the text 'Defense Language Institute Fore...'. Below this, the channel name 'Virtual Java Cafe' is displayed with options for 'Posts', 'Files', and 'Notes'. A user profile for 'Wagner, Sandra FAC (CIV)' is shown next to a post titled 'All About You' dated '12/22/2020 2:31 PM'. The post content reads: 'This breakout room is for you and any topic you wish to talk about. Feel free to share questions, personal concerns, happy news, or just let everyone know how you are doing. One rule: target language use only and adhere to netiquette guidelines. See the Netiquette guidelines document in the files area. Each time you post on a new topic, please start a new conversation. To reply to conversations already started, click on the "reply" button.' Below the text is an image of a stick figure on a green map. A blue box highlights the 'Channels' list on the left, with a blue arrow pointing to the 'Virtual Java Cafe' channel. At the bottom of the screenshot, there is a 'New conversation' button and a grey box containing the text 'BREAKOUT ROOMS FOR MULTIPLE FUNCTIONS'.

MOBILE TRAINING TEAM (MTT) COURSES, delivered face-to-face, serve the greater Department of Defense community and provide tailored language instruction at the request of CONUS and OCONUS military units at their respective locations. MTT course durations vary from 4-6 weeks with instructors traveling to work with students at all locations. Due to travel restrictions caused by the pandemic, supporting MTTs and maintaining continuity of the regular training cycle necessitated a reconceptualization of “mobility” through Virtual MTT (VMTT) courses, transporting the instructor virtually to the classroom through synchronous and asynchronous means.

With the recent adoption and introduction of Office 365 applications, in particular Microsoft Teams, DL instructors smoothly transitioned from face-to-face instruction to an online environment, with a more intensified program of 6 hours of platform instruction for up to six weeks, incorporating features and capabilities of this newly acquired online learning platform.

DLI'S EXISTING TECHNOLOGY INFRASTRUCTURE AND TECH SUPPORT ensured an effective transition in providing support for a learning environment that adapts to ever-changing and diverse modes of instruction (e.g., face-to-face, online, hybrid, etc.) as dictated by world events and the military units' preferences.

What many VMTT instructors discovered in the process was the beneficial impact of more ubiquitous use of technology to support best practices for language proficiency development. The VMTT learning structure took on a new look, redefining many aspects of instruction and addressing the challenges of virtual only learning.

Overall, instructors and students transitioned using the following approaches to address specific challenges for online learning (See next page):



Continued

- **2-3-2 Teaching Day:** Two hours of synchronous sessions, three hours of asynchronous studies (including lunch time), and then wrapping up the day with a return to two hours of synchronous sessions. This structure of the schedule addresses screen fatigue and provides time for learning, reflection, and individual assistance.
- **Team-Teaching Approach:** This allows for small group breakout sessions, differentiated instruction, and greater exposure to authentic language and regional dialects when there is more than one instructor teaching a course.
- **Break-Out Rooms:** Incorporating MS Teams Channels allows instructors to create Breakout Rooms for collaboration, greater cognitive engagement and interactivity, and, at the same time, private spaces for individualized instruction and feedback. Breakout rooms also provide “discussion forum” type spaces for social interactions, tech assistance and other focused topics all can access. These forums additionally offer practice writing in the target language and more engagement with peers.
- **File-Sharing Capabilities:** MS Teams file sharing enables access on all devices and 24/7 retrieval of documents and uploading assignments.
- **Multiple Learning Sources:** Incorporation of a variety of online programs and authentic sources for reading, listening, and viewing, including OneNote, Forms, PDF, PowerPoint, Thinglink, YouTube and other programs integrating seamlessly with MS Teams.

- **Optimal Use of Chat Functions:** Expanded use of the chat feature facilitates sidebar discussions, questions, posting of helpful links, and input from students and instructor, and immediate feedback.
- **24/7 Learning Environment:** Provides access to all course materials, study guides, activities, assignments, etc. at point of need.

RETURNING TO THE “NEW NORMAL” after a “virtual only” teaching requirement has been an enhanced “business as usual” endeavor. DL faculty, already experienced educators in the field, have been able to maintain the momentum of their mission and further capitalize on technology-enabled instruction even as they return to regular face-to-face classes. DL instructors continue to deliver pedagogically informed technology-enabled instruction and build on a modernized approach while adapting to the changing landscapes of language learning.

References:

- Walcutt, J.J. & Schatz, S. (Eds.) (2019). *Modernizing Learning: Building the Future Learning Ecosystem*. Washington, DC. Gov Pub Office. URL: <https://adlnet.gov/modernizing-learning>
- Walsh, K., 2017. Mayer’s 12 Principles of Multimedia Learning are a Powerful Design Resource. Source: <https://www.emergingedtech.com/2017/06/mayers-12-principles-of-multimedia-learning-are-a-powerful-design-resource/>
- Micheline T. H. Chi & Ruth Wylie (2014) The ICAP Framework: Linking Cognitive Engagement to Active Learning Outcomes, *Educational Psychologist*, 49:4, 219-243, DOI: 10.1080/00461520.2014.965823. Online Source: https://education.asu.edu/sites/default/files/chiwylie2014icap_2.pdf



STRATEGIC PLANS AND POLICIES, DDL, WELCOMES TRAINING PROGRAM ANALYST



Chris Fretard, Training Program Analyst

TADLP Strategic Plans and Policies welcomes Mr. Christopher Fretard, Training Program Analyst. Mr. Fretard's Army civilian career began as a Training Technician with TADLP, DDL Research, Standards, and Specifications Division, where he certified over 140 Distributed Learning deliverables.

Mr. Fretard was promoted to Strategic Plans and Policies, DDL, in 2022, as the Training Program Analyst. Mr. Fretard served in the Active Army for 21 years. Mr. Fretard's assignments include deployment to southwest Asia as a Squad Leader with the 101st Airborne Division for Operations Desert Shield and Desert Storm.

Additional assignments include Forts Polk and Huachuca; Bad Kreuznach, Germany; and the U.S. Army Element School of Music performing duties of Training/Operations NCO, Equal Opportunity Representative, Master Fitness Trainer, and First Sergeant to name a few. Mr. Fretard also earned the Air Assault Badge while stationed at Fort Campbell, Ky.

After serving in the Army, Mr. Fretard worked as a Corporate Trainer for a major telecommunications company. During this time, he trained over 1,700 students to provide customer support for the company's internet, television, and telephone products. Between classes, he continued to mentor his graduates, write new hire curriculum, and interview applicants.

2022 Army University Learning Symposium

'MODERNIZING MILITARY LEARNING'

19-21 July 2022

Lewis & Clark Center Fort Leavenworth, KS & Virtual

Military, Government, Academia, and Industry Partnering to Exchange Ideas and Promulgate Cutting-Edge Learning Sciences



KEYNOTES



PANELS



ACTIVITIES



TUTORIALS



POSTERS

POC: Dr. Keith R. Burskens, keith.r.beurskens.civ@army.mil,

See URL: Army University



THE ARMY'S NEW MOBILE CONNECT APP PROVIDES SOLDIERS WITH FAST, SECURE LOG-INS TO EAMS-A



by Michael Beaton



The Army MobileConnect application is integrated into the Enterprise Access Management Service-Army (EAMS-A) capability to provide an alternative Multi Factor Authentication (MFA) solution.

This solution does not replace the Common Access Card (CAC). It adds a DoD approved second factor for logging in to Army web sites behind EAMS-A that allow username & password.

TADLP

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



Released after rigorous prior vetting and testing, the Army Mobile Connect App is changing the way Soldiers access controlled official Army websites. With an emphasis on usability, the app has a simple two-factor authentication that provides instant, simple and secure logins to EAMS-A on your personal mobile devices.

Working together to develop, test and release the app, personnel at the Training and Doctrine Command's (TRADOC) Army Career Tracker (ACT) Program Management Division, the Program Executive Office Enterprise Information System (PEO-EIS), and The Army Distributed Learning Program's Mobile Division (TADLP), the app was released in January 2021 as a download for both Android and Apple smartphones on a number of public platforms.

The app went through a rigorous improvement and testing process prior to its release to create a user-friendly and practical experience for users with an emphasis on simplicity.

Instrumental in the creation of the app, PEO EIS provides much of the Army's information technology as well as providing network and business systems.

The ACT system, within the Program Management Division, besides administering its name-sake responsibility of assisting Soldiers in tracking their Army careers and education, is the Army's automated enterprise solution for the Total Army Sponsorship Program (TASP). The Army Mobile Connect App will be instrumental in allowing Soldiers and Sponsors to access ACT and securely execute Army Sponsorship on their mobile device without the use of a CAC Card.

Continued



MOBILE CONNECT APP



“Our involvement started with the Mobile Connect pilot program at the beginning of 2021. One of our main roles in helping to develop this app was to represent the end-user and give as much feedback as we could to the developers,” said Tyrone Johnson, Chief, Army Career Tracker (ACT) Program Management Division in a telephone interview six months after the app went public.

During the approximately six-month period since its release, Soldier reviews had given the app a nearly unanimous “thumbs up”.

“Mobility is increasingly important to Soldiers, and smartphone access to Army sites is key to providing mobility and flexibility. A user does not need to be on the NIPR to use the app - making it ideal for personnel without access to a CAC enabled device.” Johnson added.

“We are constantly vetting the app to make it valuable to the user.” said Matt MacLaughlin, Chief of TRADOC’s Mobile Division who initially published the app and has released an update with expanded features. “Once downloaded, this app will work with or without internet connectivity on a personal device. Equally - if not more importantly - Mobile Connect adds trusted security to username/password logins, protecting user’s accounts from hackers and malicious activity.”

The Army Mobile Connect App has a 4.9 out of 5 stars approval rating from the independent website “approves” and a 4.8 out of 5 stars rating from Google Apps. Comments from both sites were overwhelming positive, with user reviews calling the app “Resourceful” and reporting it “works flawlessly”.

SIMPLICITY OF DESIGN: THE MOBILE CONNECT APP

The app requires a US Army EAMS-A account and registration for the Mobile Connect service. Simple, step-by-step instructions are provided in the app.

After logging in to EAMS-A as a user normally does, Mobile Connect sends an immediate notification to the users device, asking to approve the login. Alternately, the user can elect to use a generated one-time passcode instead.

In the near future Army Mobile Connect will provide access to systems and content which will not be available with username/password alone.

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 their website at UJRL:
<https://tadlp.tradoc.army.mil/>

*For additional information, contact:
Matt Maclaughlin,
matthew.c.maclaughlin2.civ@army.mil
Or Michael Beaton, michael.k.beaton.civ@mail.mil*





CONCORDANCER PROGRAM

DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER

By: Dr. Tamas Marius

WHAT IS A CONCORDANCER?

A new application named ‘Concordancer’ has been added to the Defense Language Institute Foreign Language Center (DLIFLC) line of language technology support products to enhance language learning and teaching outcomes. Concordancer’s 20-million-word database supports searches in 15 languages. More languages are being prepared for this system.

Concordancers show how sequences of letters, characters, words, or phrases entered into the system appear in published source-language texts. Similarly, DLI’s version of the Concordancer automatically constructs a concordance between the submitted entry and the corresponding sequence of characters or words as they appear in published text materials. It is an exciting new resource for finding examples of a word or a phrase as it is used in the target language in professionally written articles reflecting the latest usage based on the content housed in the database.

Unlike other versions, DLI’s Concordancer provides essential information about the source material where a matching entry – or concordance – appears. The matching list of concordances are categorized by Interagency Language Roundtable (<https://www.govtilr.org>) established levels as all articles in the DLI database have been catalogued with their corresponding ILR levels. The ILR level markings refer to the whole article from which the example is quoted.

Thus, the word or words shown do not represent an ILR level; even the full sentence may not represent the ILR level complexity, but the full source article from which the text is quoted does. All collected articles have been evaluated by text-typology-trained instructors who collected the texts to represent an even source of samples for steps between 1+ through 4.



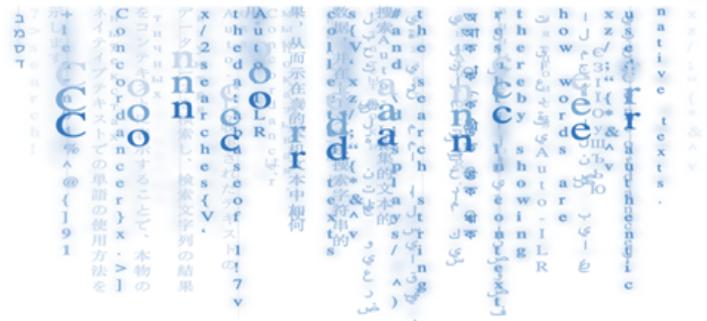
Concordancer 1.9

Directions

Welcome to Concordancer

Concordancer searches the database of Auto-ILR collected texts and displays the search string results in

Start



Available languages:

- Arabic (MSA) (3384 texts)
- Chinese Mandarin (2199 texts)
- English (4893 texts)
- Farsi (1395 texts)
- French (2758 texts)

- German (222 texts)
- Hebrew (1885 texts)
- Indonesian (1294 texts)
- Japanese (82 texts)
- Korean (4278 texts)
- Portuguese (194 texts)

- Russian (2099 texts)
- Spanish (1942 texts)
- Tagalog (693 texts)
- Thai (209 texts)
- Turkish (295 texts)

Continued



CONCORDANCER PROGRAM AT DLIFLC

As the Concordancer landing page shows previously, there are 4,893 published articles in English, which represent about 4 million English words in our database. For example, when the sequence “tele” is entered into the English Concordancer, the system provides 531 occurrences on 22 pages all sorted by ILR level.

An automated system lists weekly usage reflecting entries searched and languages accessed. The newly published Concordancer is available at the DLIFLC online system at <https://ltea.dliflc.edu/conc> together with other online products through the LTEA page: <https://ltea.dliflc.edu>. DLIFLC is working on expanding its existing line of products of NetProF, Auto-ILR, Transcript Trainer, Real Language, Concordancer, Numbers in Context, and Paragraph Transcriber.

English Search string: contains with up to 1 surrounding word show ILR:

tele search About ILR sort by ILR (asc.)

531 results found : 531 at all levels < Page 12 of 22 >

510	Telegram	2.5
511	after Telegram	2.5
512	Telegram	2.5
513	the Telegram	2.5
514	because Telegram	2.5

There are words included which are very different in meaning as in: clientele, tastelessness, etc.,

Hrvatski Telekom tested the	2.5
booth for various television and political	2.5
developing a loyal clientele	2.5
broadcast on state television, cheering red	2.5
reach Afghanistan, the television, newspapers, and	2.5
long wave broadcasting telescope antenna	2.5
to decry the tastelessness of far	2.5

or the combining form “tele,” which means distance, or the word teleology which already points to a level of language complexity, higher than exhibited in many other entries.

or Teleological	4
Florida Telecommunications	4
added tele, 'the	4
Deriving tele from	4

Results can be limited by selecting ‘contains, is exactly, starts with, or ends in’.

Another example in French shows the variety of entries to focus on positions of adjectives in sentences.

We have under development the following apps: Curriculum-based Vocab and Sentence Quizzes, a sentence-structure-based quiz named Syntaxizer, a visual mapping of source-language sentence structure to its target-language translation in Translation Mapper, and a word frequency app. For more information, please contact ltea@dliflc.edu.

French Search string: is exactly with up to 3 surrounding words show ILR:

rouge search About ILR sort by ILR (asc.)

111 results found : 111 at all levels < Page 2 of 5 >

1	Sur la liste rouge qu'elle met	2
2	sur cette liste rouge sont en péril	2
45	de la Croix-Rouge (CICR) sont portés	2
46	de la Croix-Rouge à Bamako, Valéry	2
47	certaines peintes en rouge, certaines entre deux	2
49	indiqué la Croix-Rouge.	2

**Author: Dr. Tamas Marius, tamas.marius@dliflc.edu
LTEA Dir, DLIFLC**



DIRECTORATE OF DISTRIBUTED LEARNING (DDL), Army University (AU), conducted the 22-1 Program Management Review (PMR) with proponent schools and Centers of Excellence on 9 Nov 2021. DDL emailed the PMR agenda to participants on 9 Sep 2021. Fifty (50) attendees participated virtually via Microsoft Teams and by telephone conference call. The PMR began at 9:45 AM (EST) and ended at 4:30 PM (EST). PMR slides are posted on the 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 online training and education. See PMR topics listed below:

- Opening and closing remarks/Status of TADLP Policies and Procedures (DDL Director).
- Army Training Information System (ATIS) Partial Stop Work Order (ATIS).
- Army Virtual Learning Environment (AVLE) and the Acquisition Process (DDL Content Acquisition and Management Division).
- Current Mobile Environment (DDL, Mobile Learning Division).
- Introduction to Joint Distributed Learning (DDL, Joint DL Division).
- Responsive Web Design and Revised 508 Standards (DDL, Courseware Standards and Specification Division).
- Review of FY23 AVLE Requests (DDL, Strategic Plans & Policies Division).
- Demonstration of the Virtual by Default vs Virtual by Design (R2V) Concept (Medical Center of Excellence (MEDCoE)).
- Demonstration of the Virtual Learning Resource Model (Cost Analysis Division, TRADOC G-8).

MEETING OVERVIEW/SUMMARY

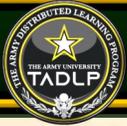
1. STRATEGIC PLANS AND POLICY (SPP) DIV organized PMR 22-1 and provided technical support throughout the session. Mr. Arthur (Brian) Robertson (Chief, TADLP Integration Office, DDL, AU) facilitated the PMR by providing initial opening comments, introductions, agenda, and other administrative information throughout the event.

2. MR. MICHAEL R. HOLT (DIRECTOR, DDL, AU) provided “TADLP Updates”. Discussion included key actions since the last PMR other major activities and actions, and the way ahead.

KEY ACTIONS SINCE LAST PMR:

- FY 21 requirements fully funded.
- Participated in DL Modernization OPTs to Capitalize on Lessons Learned During COVID-19 and Other On-Going Efforts.
- Conducted an Internal Review and Audit Compliance (IRAC)-Program Level Review and Follow-up.
- Assisted with the Revision of TRADOC Resource Models.
- Revised TRADOC Pamphlet 350-70-12.
- Assisted in Review of Joint/Multinational Doctrine Content for DL and Training Capabilities.
- Performed as Army Lead for the DOD Advanced DL Advisory Committee.
- Hired two Computer Scientists in the Mobile Division
- Published 33d Edition of the DL STAR <https://tadlp.tradoc.army.mil/newsletter.html>

Continued



22-1 PMR SUMMARY

MAJOR CURRENT ACTIVITIES:

- Support to key learning initiatives such as the Captain Career Course Modernization.
- Develop Joint and Multinational DL Strategy for TADLP
- Support HQ TRADOC/CAC TASKORDs and DL OPTs/Workgroups
- Assist with Use of DL: Blended/Virtual Learning Strategies
- Assist with Return on Investment for Reinvestment Efforts
- Execute FY 21 DL and Mobile Learning Requirements
- Prioritize FY23 AVLE Requests and Forward to AU Provost for Approval
- Update the Concept of Operations in Mobile Division to incorporate additional staff members

WAY AHEAD:

- Develop DL implementation plan informed by the soon to be published Army Learning Concept, Army University Education and Modernization Plan, TRADOC Campaign Plan, and results of the IRAC team audit.
- Transition to an Improved Contracting Process (Centralized/Decentralized) to Support Future Learning Environment and Conduct Mission and Installation Contracting Command – Ft Eustis (MICC-E) DDL OPT for next AVLE 2.0 Contract
- Develop Courseware/Learning Product Standards and Specifications for Future Learning Environment
- Establish New Internet of Things (IoT) and Technological Standards for Army Mobile

3. MS. SANDRA DELOZIER, Chief, Instructional Media Solutions Branch, Learning Technology, DOTD, Medical Center of Excellence (MEDCOE), and Mr. Sean M. DeYoung, Chief, Learning Technology Division, MEDCoE, sponsored a demonstration titled, “Virtual by Default vs Virtual by Design (R2V)” online educational/training concept. Ms. Kimberly M. Ward facilitated the demonstration (MEDCoE Instructional System Specialist). The R2V demonstration illustrated the benefits of designing results-orientated virtual/online courseware. PMR attendees were engaged and motivated to contribute to the session.

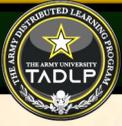
Presenters discussed methods to enhance virtual/online training and education development.

Intent of the information is to improve online e-learning delivery by incorporating “R2V” gamification, performance-focused and student-centered virtual/online courseware design and development processes into our e-learning environment.

4. LTC JEFFRY T. KOONTZ, TRADOC Proponent Office, Army Training Information System (ATIS) presented an update on ATIS status. Army Contracting Command-New Jersey (ACC-NJ) issued a 90-day stop work order to Peraton for the ATIS development contract in response to performance issues. Driver was vendor performance versus government expectations. ATIS updated the stop work order to ensure established cloud footprints would be maintained throughout the stop work period. The Government is pursuing alternative courses of action to include restructuring efforts under the current subject agreement. ATIS is developing courses of action (COAs) and will engage stakeholders as the COAs are established, with consideration on plans for legacy system sustainment and future ATIS system interfaces. Effort is to minimize impact on the ATIS schedule. ATIS will provide updates via recurring ATIS stakeholder sessions and other forums in the ATIS battle rhythm. ATIS is still expecting to sunset all legacy systems participating in bridging solutions (ALMS, LLC, TDC, and ECDC).

5. MR. RICHARD SHIPMON, Chief, Standards and Specifications Division, DDL, AU, provided a presentation titled “Responsive Web Design and Revised 508 Standards”. The presentation included: Responsive Web Design; Information and Communication Technology; Revised 508 Standards, Web Content, Training, Tools, and Events; Understanding Conforming Alternate Versions; and Courseware Assistance Request Support (CARS).

Continued



22-1 PMR SUMMARY

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/>

6. DR. PEGGY KENYON, Chief, Content Acquisition and Management Division, DDL, AU, discussed the “Status of the Army Virtual Learning Environment (AVLE) and AVLE 2.0”. The presentation included AVLE background, how to enter an AVLE contract, FY22 nomination submission timelines, the DDL Contract Process, AVLE 2.0 Overview, and a discussion on “DL In-House Development”. References are TRADOC Pamphlet 350-70-12 and the TADLP website, <https://tadlp.tradoc.army.mil>

7. MR. PATRICK TEIFER, Chief, Cost Analysis Division, TRADOC G-8, demonstrated how to use the “Virtual Learning Resource (VLR) Model”. Mr. Teifer discussed the purpose of the VLR model, background, resourcing levels, learning strategies, a model synopsis, and a list of what the model “does not do”. Mr. Teifer provided an information demonstration of how the model works after his briefing.

8. MR. PAUL MORSE, Chief, Joint DL Division, DDL, AU, provided an Introduction to the Joint Distributed Learning Division structure and responsibilities. Discussion included the following: integrate Joint DL Capabilities and leverage Joint DL courseware content for Soldiers’ access and training; review and advise improvements to Joint and Multinational focus doctrine with relation to DL interests; and partner with Joint Knowledge Online and assorted capabilities.

Discussion also included improve and inform TADLP Joint and Multinational DL Strategy; and serve as TADLP representative to the DoD Advanced DL Initiative (ADL) and Defense Advanced Distributed Learning Advisory Committee (DADLAC).

9. MR. MATTHEW MACLAUGHLIN, Chief, Mobile Learning Division, DDL, AU, provided an update on Mobile Learning Division’s current status. The presentation included updates to the TADLP website; illustration of the Mobile “Ecosystem”; the holistic mobile process (application and publication development); legal issues and compliance with Army regulations; the digital learning environment; illustration of Mobile Division’s new integrative model; interactive mobile publications and progressive web apps; audiobook production; TADLP social media campaigns; and the TRADOC Application Gateway.

10. MS. TRIENTJE TIPPENS, Strategic Plans and Policies Division, DDL, AU, reviewed the status of “FY23 AVLE Requests” submitted on TADLP’s website. TADLP received 27 requests from eight Schools/CoEs and an additional 20 courses identified as projected “In-House Development”. Ms. Tippens reviewed each school’s product title; Proponent priority number; TRADOC BIN/Band designation as provided by proponent; and Acquisition Management Oversight (AMO) package due date. Ms. Tippens explained she and Ms. Owens-Campbell will begin reviewing the request after the PMR and contact proponents with any questions or concerns. She reminded proponents the TASKORD stated proponents were to submit a draft Performance Work Statement along with their AVLE request and include an explanation of how the AVLE request aligns with TRADOC Campaign Plan and CAC Command Guidance.

Continued



22-1 PMR SUMMARY

11. MR. MICHAEL R. HOLT, Director, TADLP, AU, provided closing remarks. For additional information, contact Strategic Plans and Policy Division, Ms. Trientje Tippens (trientje.a.tippens.civ@army.mil) or Ms. Angela Owens-Campbell (angela.owenscampbell.civ@army.mil). The next PMR is tentatively scheduled for May 2022.

PMR 22 –1 PRESENTER POC INFORMATION:

- DeLozier, Sandra K., MEDCoE, Sandra.k.delozier.civ@army.mil;
- Holt, Michael R., DDL, Director, Michael.r.holt2.civ@army.mil;
- Kenyon, Peggy L (Dr), DDL, peggy.l.kenyon.civ@army.mil;

- Koontz, Jeffrey T., LTC, ATIS, jeffry.t.koontz.mil@army.mil;
- Maclaughlin, Matthew C., DDL, matthew.c.maclaughlin2.civ@army.mil;
- Morse, Paul L., DDL, paul.l.morse.civ@army.mil;
- Robertson, A. B. (Brian), DDL, arthur.b.robertson.civ@army.mil;
- Shipmon, Richard S., DDL, richard.s.shipmon.civ@army.mil;
- Teifer, Patrick J., TRADOC G-8, patrick.j.teifer.civ@army.mil;
- Tippens, Trientje A., DDL, trientje.a.tippens.civ@army.mil;

PMR 22-1 Slides available in MS Teams.

1. Click on: <https://dod.teams.microsoft.us/!team/19%3adod%3af83b41354d34de49a9388800fc4f5a2%40thread skype/conversations?groupId=21208248-bd5a-40a6-af34-207d3ceb05ad&tenantId=1a6bd70f-9546-4811-9266-0530d6f84c43>
2. Click on: “Program Management Review”.
3. Click on: “Files”.
4. Click on: “TADLP PMR 22-1”.

NEXT PMR TO BE CONDUCTED 24 MAY 2022



NEW PARADIGM OF LEARNING: PARTNER AND PREVAIL

*August 16, 2022 - August 18, 2022
Alexandria, Virginia, USA
Hilton Alexandria Mark Center*

iFEST 2022 is the premier conference on Distributed Learning, bringing together thought leaders, innovators, and senior officials from military, government, industry, and academia to share the latest challenges, innovations, and opportunities for collaboration.

If you have a role or interest in education and training modernization, you’ll want to be part of **iFEST 2022**.

iFEST 2022 theme – “New Paradigm of Learning: Partner and Prevail” – highlights the value of working together to build the DoD’s future learning ecosystem. In today’s connected world, projects achieving enterprise-level interoperability and widespread adoption depend on building or attracting partnerships. Join us at iFEST 2022 to explore opportunities across agencies, and with academic, corporate, and international partners.

NEW FOR 2022!

iFEST Journal Special Issue – A publishing opportunity in a special-issue journal will be available to iFEST presenters. The journal will focus on iFEST presentations and include articles describing current best practices for distributed learning.

Application-Based Distributed/Distance Learning Opportunities – iFEST 2022 will include sessions specifically geared toward professionals who are involved in leveraging technology and instructional media for digital education and training.

<https://www.adlnet.gov/news/2021/08/17/iFEST-Special-Event-Promises-an-Engaging-Discussion-on-the-Future-of-Military-Learning/>

DL COMMUNITY CONSORTIUMS, RESOURCES, & NETWORKING OPPORTUNITIES



TADLP, DDL, ARMY UNIVERSITY

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

THE ARMY UNIVERSITY

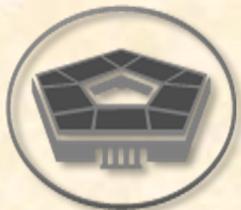
Premier learning institution preparing the best leaders in the world to prevail in Multi-Domain Operations, and integrates professional military education institutions within the Army into an educational structure modeled after many university systems across the country. Mission. The Army University provides academic policy, governance, and innovation to enable the Army's academic enterprise to train and educate agile and adaptive Soldiers, leaders, and the Army Civilian Corps to achieve cognitive overmatch to win in complex operational environments.

<https://armyuniversity.edu/About>



THE OFFICIAL HOME PAGE OF
THE U.S. ARMY,

[https://www.army.mil/article/222090/
army_funded_research_boosts_memory_of_ai_systems](https://www.army.mil/article/222090/army_funded_research_boosts_memory_of_ai_systems)



U.S. DEPARTMENT OF
DEFENSE.GOV,

<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.

[JKO | The Army Distributed Learning Program](#)



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

ADL Magazine
[https://www.adlnet.gov/
publications/2022/01/DADLAC-2021-
Annual-Report/](https://www.adlnet.gov/publications/2022/01/DADLAC-2021-Annual-Report/)



FEDERAL GOVERNMENT
DISTANCE LEARNING ASSOCIATION
(FGDLA),

<http://www.fgdla.us/>



DEPARTMENT OF DEFENSE
INFORMATION ANALYSIS CENTER
(DODIAC),

<https://dodiac.dtic.mil/>



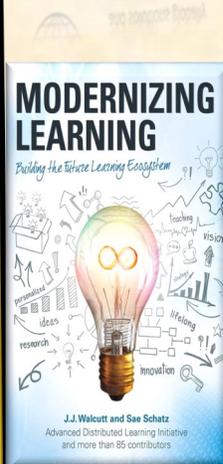
ASSOCIATION OF THE UNITED
STATES ARMY (AUSA),

<https://www.ausa.org/>



ARMED FORCES COMMUNICA-
TIONS ELECTRONICS ASSOCIATION
(AFCEA) International,

<https://www.afcea.org/site/>



“Modernizing Learning:
Building the Future Learning
Ecosystem”

Examines shift to enable lifelong, experiential, interconnected learning. Outlines vision for learning ecosystem spanning 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).

[https://bookstore.gpo.gov/products/modernizing-
learning-building-future-learning-ecosystem](https://bookstore.gpo.gov/products/modernizing-learning-building-future-learning-ecosystem)

ARMY COMMUNITY LITERARY RESOURCES

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

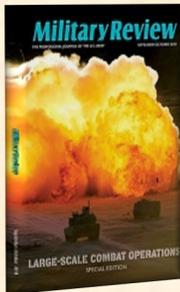


Explores impact of infectious disease on military personnel, providing historical and ongoing risk profile of various infectious diseases putting the warfighter at risk. Includes historical impact of infectious diseases on past conflicts before detailing current and future infectious disease risks, impact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



The Military Review

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

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.



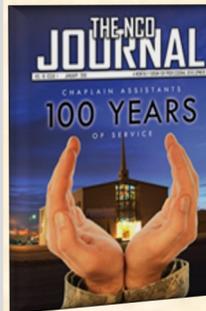
Army Communicator

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

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

Provides 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.

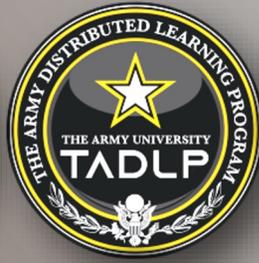
When Hindsight is 2020: What Have we Learned 20 Years After Y2K and Where are we Going Now? T

Center for Digital Government go to figure out 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/>



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.

