

THE DL STAR

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

INSIDE:

**NEW TADLP MOBILE-FRIENDLY WEBSITE
FLASH MITIGATION UPDATE
ARMY DL & THE EVENTS OF LEARNING
AUTOMATIC ILR LEVELING APPLICATION
THE DART TEAM
19-3 PMR SUMMARY**

TRAINING

A PROVEN ROADMAP TO READINESS AND VICTORY



THE DL STAR

DISTRIBUTED LEARNING

SUPPORTING TRAINING AWARENESS AND READINESS

SPRING/SUMMER 2020 EDITION 30



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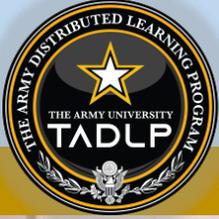
THE DL STAR

**DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS
SPRING/SUMMER 2020 EDITION 30**

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COVER PHOTO: Courtesy of U.S. Army. A Soldier from the Old Guard tests the second iteration of the Integrated Visual Augmentation System (IVAS) capability set during an exercise at Fort Belvoir, VA in Fall 2019. Photo provided by Courtney Bacon.





IN PERSPECTIVE

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



As we approach the spring of the year, I trust we have already had some challenging experiences as we look forward to continuously providing quality and immersive training for our community. HR

GREETINGS TEAM! Welcome to the 30th edition of our newsletter, the DL STAR (Distributed Learning Supporting Training Awareness and Readiness). It has been a whirlwind journey, to say the least, since publishing the previous edition of the DL STAR. The journey isn't slowing down as we move through the challenges of COVID-19 and into the new norm for educating and training the total force.

This edition of the DL STAR continues to provide relevant and exciting articles and topics that address future technological trends. Articles in this edition includes: an introduction to the new TADLP mobile-friendly website; an update on the status of the FLASH Mitigation Process,

an article on Army DL and Gagne's "The Events of Learning"; a brief summary of the 19-3 PMR; and an article from the Defense Language Institute (DLI) introducing the new "Automatic ILR Leveling Application" software that will be used to help evaluate learners' language proficiency.

COVID-19 has affected every facet of life. We realize no matter the location that you are working, you are fully engaged in near-term efforts to continue the mission. If there are positive outcomes from this, I am hopeful that one highlights the flexibility, value, and expertise of your instructors, instructional designers and students. Another is leveraging the current situation and capitalizing on your innovative solutions to rethink not only distributed learning, but also how we instruct/facilitate and learn.

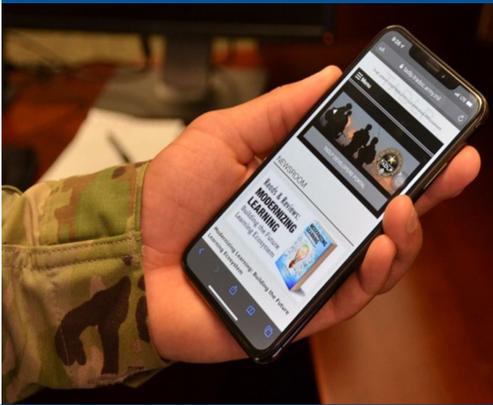
Your efforts in implementing these near-term solutions helps us better inform our senior leaders decisions on where to invest our resources when adjusting learning strategies and delivery methods for the future Army learning environment. Our response to COVID-19 is a forcing function, however, it should not be the only crisis we plan for--this effort should posture us to confront the next health or environmental crisis enabling us to successfully execute the mission without pause.

I have challenged my team to determine how the Army's DL program can support you. We have made progress in gaining senior TRADOC support in recognizing that the program is under resourced and how the current TRADOC resourcing model (ITRM) does not support integration of DL/BL. We will continue to update you on the situation as we move forward.

Finally, I request that you review your respective FY 21 DL requirements and insure they meet the intent of this message, and the soon to be released TASKORD. The DDL team is here to assist you in any way we can.

During these challenging times, I wish you and your families safety and health. If you have any questions, concerns, or feedback, please feel free to reach out!

HR



TADLP LAUNCHES MOBILE-FRIENDLY WEBSITE

Photo Credit - U.S. Army: <https://www.army.mil/e2/c/images/2020/01/21/575065/original.jpg>

M. Beaton

FORT EUSTIS, Virginia -- With the New Year barely underway, The Army Distributed Learning Program [TADLP] located on Fort Eustis has just launched a completely redesigned website. In addition to a more polished look, the site features enhancements to allow for better navigation and user experience via ultra-mobile devices as more than half of all visitors now access the site from their cell phones and tablets.

The new website is designed to offer the best user-friendly experience for DL proponents, courseware developers and the public, offering improved navigation and functionality while allowing visitors to the site to see the full product portfolio TADLP can offer. The re-design was initiated following a recent study documenting the growing numbers of website visitors accessing sites from smartphones.

The new site is mobile-friendly, created with the user experience in mind, and includes many new features to help users quickly and easily navigate the site and find the information they need.

New features include: Look Ahead Navigation to reduce the number of user clicks to navigate the site, Product Filters which allow courseware developers to easily find pertinent documents and regulations, and a Rapid Response Functionality allowing the site to be compatible with all web browsers and the latest mobile devices.

New website offers improved experience for U.S. Army's Distributed Learning (DL) proponents, DL developers and Soldiers seeking DL products.

*Submitted by: Michael Beaton, ArmyU
January 17, 2020
The Army University, TADLP Website,
URL: <https://tadlp.tradoc.army.mil/>*



Photo Credit - U.S. Army: <https://www.army.mil/e2/c/images/2020/01/21/575066/original.jpg>

ONLINE ACCESS: BY THE NUMBERS

Released 1 February 2020: 1 Jan - 31 Dec. 2019 figures compiled by TADLP Mobile Division

How people use and learn on the internet is changing, with change accelerating significantly in the last decade, as shown by the statistics below. Keeping up with new developments and innovations, adapting new ideas and technologies is a critical part of the Army Distributed Learning Program's daily operations. The field of Army Distributed Learning (DL) is fast-paced, multifaceted and exciting. At TADLP the future of Army learning is now, making training and education to Soldiers, leaders, and Army civilians from a responsive and accessible - frequently mobile - delivery capability.

1. TIME SPENT ONLINE BY COUNTRY, DAILY:

-  USA: 2 hours, 3 minutes
-  UK: 1 hour, 42 minutes
-  France: 1 hour, 42 minutes
-  Germany: 1 hour, 19 minutes
-  Brazil: 3 hours, 30 minutes
-  China: 2 hours, 12 minutes
-  Japan: 45 minutes.

3. WEBSITES RANKED BY NUMBER OF MONTHLY VISITORS, WORLDWIDE:

1. Google.com
2. Youtube.com
3. Tmall.com
4. Facebook.com

Note: Wikipedia ranked at No. 14 on this list.

2. ACCESS TO THE WEB BY DEVICE, RANKED AS OF DECEMBER 2019:

1. Mobile phones: 53.3 % (+8.6%)
2. Laptops & Desktops: 44.% (-6.8%)
3. Tablet Computers: 2.7% (-27%)

4. USE OF MOBILE APPS BY CATEGORY IN 2019:

1. Chat Apps (Messengers): 89%
2. Social Networking Apps: 89%
3. Entertainment (Video): 65%
4. Entertainment (Music): 52%
5. Maps: 65%
6. Games: 47%

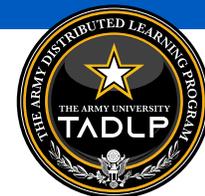
5. MOBILE APP DOWNLOADS BY NUMBER:

1. Games
2. Entertainment
3. Social Networking



TADLP

THE ARMY DISTRIBUTED LEARNING PROGRAM



THE U.S. ARMY'S GO-TO RESOURCE FOR AUTHORIZED DISTRIBUTED LEARNING COURSEWARE DEVELOPMENT, MOBILE APPLICATIONS AND PUBLISHING

Source/Attribution:

1, 4 and 5. GLOBALWEBINDEX (Q3 2019). Figures represent the findings of a broad survey of internet users aged 16 to 63. See GLOBALWEBINDEX.COM for more details.

2. STATCOUNTER (Released Jan. 2020) Figures indicate each device's share of web pages served to web browsers only.

3. ALEXA (Jan. 2020), ALEXA is the name of Amazon's accounting and insights arm. Figures represent the findings of a broad survey of internet users aged 16 to 63.

FLASH MITIGATION UPDATE

B. Robertson

ADOBE Corporations will stop supporting FLASH at the end of calendar year 2020. Distributed Learning content that uses FLASH to visibly present instructional content to the learner must be redeveloped to HTML 5 to present the instruction no later than the end of life for FLASH on 31 December 2020.

The degradation of FLASH will be seen first in the browsers. Later this year the major browsers will begin migrating to a default setting "Click-to-Run" for FLASH content. "Click-to-run" will disable the playing of FLASH content until the learner permits the launch of FLASH content with the "Click-to-Run" option. This action is expected to spike the number of help desk calls as the learner and the Army navigate through the rest of the year.

By the end of 2020, FLASH will be disabled within all browsers. However, other possible issues such as security vulnerabilities and DoD policies accelerate the FLASH end of life date. At this moment, we are tracking the 2020 end of life date.

The Directorate of Distributed Learning (DDL), in coordination with Army centers and schools, has been taking actions over the past 3 years to minimize the impact of FLASH degradation on training and education. The DDL, centers, and schools analyzed the courses to support "keep or archive" decisions. The centers and schools determined 233 courses to archive. The remaining courses were analyzed for FLASH content. DDL developed two main lines of effort to mitigate the use of FLASH in these courses.

The first line of effort is the use of the unfunded requirements process and the Army's centralized DL contract. During FY19, this was highly successful: 100% funded. However, FY20 FLASH funding is still unknown and organizations should not depend on this as a solution. The second line of effort, i.e., in-house development teams, has been highly successful for organizations with that capability.

With the establishment of the web-based Courseware Assistance Request Support (CARS) capability, we have been encouraging centers and schools with unresolved FLASH issues to submit assistance requests to evaluate their courses. The URL for CARS is <https://cars.dldart.org/>. DDL's diagnosis, advisement, research, and technical (DART) team receives the requests. This team will evaluate the source files and provide recommendations to mitigate any FLASH issues. DDL will assist you with determining the next steps once you receive the recommendations from the DART team.

We stand by ready to assist and ensure our Soldiers and civilians continue to have access to the best learning experience. Should you have any questions pertaining to this transition or how to accomplish the associated actions, please contact the following personnel:

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ARMY DL AND THE EVENTS OF LEARNING

Dr. P. Kenyon

ROBERT M. GAGNE was an educational psychologist who was also known as a pioneer of instructional design. He was possibly best known for his work on the conditions of learning. In his 1965 book *Conditions of Learning*, he posited that learning was more than an immediate change in behavior but was a change in “human disposition or capability” that persisted over time. It was described this way: a learner is exposed to a stimulus situation which then elicits a recall of a prior learning which then alters the learner’s performance from a time before being in the situation to a time after being in it. In simpler words, when presented with a situation the learner recalls a learning event that alters the way he/she performs in the current situation, demonstrating that learning from that previous event did occur (Gagne 1977, pp. 3-5).

Gagne worked with the Army and Air Force applying his theories of design to both computer based training (CBT) and multimedia based instruction. His approach to the conditions of learning worked well with the military’s approach to training and even shaped much of it. When faced with large numbers of raw recruits, the mission was clearly to train quickly and with consistency of results.

THE NINE EVENTS OF INSTRUCTION

Most anyone working in the field of instructional design becomes acquainted with Gagne’s nine events of instruction. Gagne’s work influenced all training development in the military. Even non-designers could probably recognize the events as the structure and sequence of a lesson plan. With distributed learning, it appears Gagne also had an impact.

I thought it might be important in the age of new technology and delivery platforms to take another look to see if this model still works or if we should open our aperture to see what other models would work best. Let’s review...

1. Gaining Attention

The first of Gagne’s instructional events is gaining attention.

Most training developers will recognize this event as the motivator. What do I say to gain the attention of the learners and activate their motivation to learn? The answer differs based on the location of the learning event as well as the intended audience for the instruction. The instructor can speak loudly or authoritatively in the classroom to gain attention, or the instructor could tell a story that relates the training about to take place to a real job situation that might occur. These are good techniques but would they have the same impact to the distant learner? Gagne felt a learner had to be conditioned to learn, appreciate, and value what it meant to them alone.

2. Expectancy

What will I know after this training or education event

that I do not know now? The second event was described as expectancy, or informing the learners of the objective or what they are expected to know at its conclusion. Gagne recognized that learning is a process: it has a beginning and an end. For the learners, it is important to situate them into that process in order to alleviate anxiety and better prepare them to learn.

3. Retrieval

What have I learned in the past that I can draw from or use to

make meaning of this new information? Retrieval follows expectancy and for most of us it describes the process of drawing from both short term and long term memory. This process of learning and memory forms the basis of information processing theories (*Conditions of Learning*, p. 52). We are constantly receiving information through all of our senses. Once it is registered in our brains, we set about the process of encoding it for short or long term recall. The difference is really all about the persistence of the information and how we value it. Short term memory receives information that can simply fade away.

Continued

ARMY DL AND THE EVENTS OF LEARNING

Dr. P. Kenyon

Valued information is encoded into long term memory that persists and can be recalled as needed. For most learners, the information that is valued the greatest is stored for later retrieval. When a new learning event presents itself, the learner recalls the information that is associated with the prior event which helps to make meaning and create relevancy between the two.

4. Selective Perception

The process known as selective perception deals with a learner's attention to some features of content stored in memory and the ability to ignore the rest. The process is very individualized and is difficult to predict between learners. This process has been described by researchers as "complete" and lasting only a fraction of time. The learner receives, evaluates, and stores for later use the information deemed necessary for further use. All other components die away. The learner's process of attending to some information and not to all helps to accomplish short term memory storage (*Conditions of Learning, p.52*).

5. Semantic Encoding

Not all memory persists nor should it. Memory deemed purposeful and likely to be needed in the future is encoded and stored in long term memory. However, storing memory requires meaningful organization of the content. This ensures when the time comes, that little kernel of information from deep inside your long term memory will surface. Google search engines have nothing to compare to the human's daily search and retrieval processes of the brain.

6. Eliciting Performance

The learning outcome or the objective of learning is elicited as performance. It may be a cognitive performance, reading and reciting content. It may involve motor movement using big muscles such as the trunk of the body or the small muscles of the hand. It is the demonstration that learning has occurred.

7. Providing Feedback

Feedback done well provides confirmation to the learner that what was taught was learned. The process closes the learning loop. Feedback that is not done well can lead to destruction of the learning goals. Feedback on a process done well gives the learner the right reinforcement and solidifies the process to make it permanent, available for recall.

8. Assessing Performance

This event involves the retrieval of stored information in long term memory. Once information is retrieved, the learner can demonstrate previously learned content and make it available for reconstruction with new content, evaluated, and then stored once again.

9. Enhancing Retention and Transfer

The long term success of any learning event is in the recall of what was learned, the outcome, and then to generalize that outcome to unique and novel situations. Given a meaningful schema to organize long term memory and the right external cues to activate recall, the learner can evaluate relevancy, discard content that doesn't fit, and transfer previously learned content in a novel way. Provide for repeated practice so that each person retains the information.

The nine events really describe learning as a linear process, one that has a definite beginning and end. Think of instruction in a classroom and an instructor following a lesson plan, Intro, lesson 1~n, and assessment. Another way to look at the nine events is through the lens of learning theory. This instructional model is behaviorist; remember Gagne was interested in changing the behavior of new recruits. The behaviorist influence is also seen in Bloom's and in the resulting interactivity levels.

Continued

ARMY DL AND THE EVENTS OF LEARNING

Dr. P. Kenyon

EVENT	BLOOM'S LEVEL	LEARNING LEVEL	INTERACTIVITY LEVEL
Gaining attention	Knowledge information gathering	Fact Learning	Level 0
Expectancy	Knowledge information gathering	Fact Learning	Level 0
Retrieval	Knowledge information gathering	Procedure Learning	Level 0
Selective perception	Synthesis – recall and construct	Perception (encoding)	Level 1
Sematic encoding	Synthesis – recall and construct	Perception (encoding)	Level 1
Eliciting performance	Application – making use of knowledge	Mechanism	Level 1
Proving feedback	Analysis – taking apart	Origination	Level 1
Assessing performance	Evaluation - judging outcome	Valuing	Level 1
Enhancing retention and transfer	Knowledge – information gathering	Fact Learning	Level 0

BLOOM'S NINE EVENTS AND THEIR INTERACTIVITY LEVELS

Bloom's and the Nine Events

By comparing Bloom's learning objectives to the nine events we can see the linear pattern. The hierarchy and sequence of learning is clearly demonstrated in the nine events; facts and principles must be taught before rules, and rules before problem solving (Mil-HDBK, 2001).

Conclusion

So a fair question is: what does all of this mean? Many of the products developed by TRA-DOC schools reference this model. You can find it referenced in the Instructional Media Design Package (IMDP). In fact, we ask the contractor to tell us in the IMDP as it is a requirement for the package. But is this the model schools really want and need?

The answer may manifest in conflict with the contractor. Why doesn't the content reach the learning and interactivity level I want? Why doesn't this content demonstrate the Experiential Learning Model, Problem-based Learning, or Inductive-Thinking?

It is important to look for the instructional model your contractor is planning to use or better yet, state what you want it to be in the contract. It will guide the visual presentation of the content, the interactivity level, and the learning outcome. I am certain it will also help in your satisfaction with the final product.

*Author: Dr. Peggy Kenyon, , peggy.l.kenyon.civ@mail.mil
757-878-6935*

References:

Gagne, R. M. (1977). The Conditions of Learning, 3rd, Holt, Rinehart, and Winston, NY.

Mil-HDBK – 29612-3A (31 August 2001). Department of Defense Handbook, Development of Interactive Multimedia Instruction (IMI) (Part 3 of 5 Parts)

INTRODUCING THE NEW

DIAGNOSTIC, ADVISEMENT & RESEARCH TECHNICAL (DART) TEAM

J. Broadwell

The Diagnostic, Advise, Research, and Technical (DART) team is made up of highly qualified, degreed, and experienced analysts and engineers with exceptional distributed learning (DL) skillsets. The team provides the capability to determine the source of Army DL issues and identify measures to correct them. The team identifies, documents, and distributes solutions to ensure DL functions on Army Learning Content Management Capability (ALCMC) platforms such as the Army Learning Management System, and updates DL development and delivery specifications quickly to stay in front of changes to DL users.

THE DART TEAM MAY SUPPORT YOUR DL INITIATIVES IN THE FOLLOWING AREAS:

- **Diagnose** - Determine source of DL courseware issues; provide explanation and corrective measures; issue Technical Alerts (TA) and General Alerts (GA) on Courseware Assistance Request Support (CARS); analyze, troubleshoot, and resolve reported DL courseware/content issues; generate enterprise solutions that will provide analytical guidance and technical direction to you and your courseware developers.
- **Advisement** - Provide solutions with functioning samples that perform properly on ALCMC delivery platforms; offer the sample code to DL developers at no cost; distribute best practices for the design, development, and implementation of courseware developed with authoring tools such as Storyline, Captivate, and Lectora.

- **Research** - Explore standards, specifications, and recommendations for DL development and delivery; provide findings through GAs and TAs which will update Army DL specifications; identify SCORM conformance issues during implementation; apply and integrate emerging technology and standards such as xAPI, CMI5, Virtual Reality, and Augmented Reality.
- **Technical migration assistance** - Review content migrating from expiring LMSs to ensure proper technical functionality on ALCMC platforms; examine courseware to identify problems and solutions.

Requests for assistance from the DART Team are submitted through the Courseware Assistance Request Support (CARS) site at <https://cars.dldart.org/> or by email at cars@dldart.org. The DART team will work closely with your team to resolve reported issues. The DART team shares commonly-found problems, frequently-asked questions, and solutions with the Army DL development community as an additional asset..

The team welcomes the opportunity to support your DL efforts and contribute to your success

For additional information contact the following:

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- Or -
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TADLP PARTICIPATION IN 2019-2020 MEETINGS AND CONSORTIUMS

DADLAC Conference Attendees, 26-29 AUG 2019

A. Owens-CAMPBELL

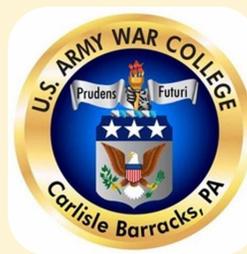
TADLP continues to support growing trends in DL Technology through networking and consortium partnerships. See below for a summary of TADLP Networking Accomplishments between the Summer of 2019 to present.



DDL participated in the Defense Advanced Distributed Learning Advisory Committee (DADLAC) and the Instruction Implementation Federal E-learning Science and Technology (iFEST) conference on 26 Aug 2019. Attendees shared in DL issues, concerns, and challenges with partners in other services. DADLAC attendees highlighted Learning Modernization efforts across Government agencies and North Atlantic Treaty Organization (NATO). iFEST attendees focused on innovative learning technologies and development of future training environments.



In August 2019, DDL participated in the Joint Training Synchronization Conference. Attendees discussed reducing stove pipe systems in Government agencies, NATO, and coalition forces. Attendees also discussed Joint Training Synthetic Environment Enterprise Data Strategy which promotes effective data sharing, data interoperability, and data visibility throughout the Joint Enterprise.



In late November 2019, DDL presented an update on TADLP to senior staff members at the U.S. Army War College (USAWC). DDL received an update from the Director, Distance Education, in their classroom of the future.

EDUCAUSE

DDL also supports academic and partnership consortiums such as EDUCAUSE (<https://www.educause.edu/about/mission-and-organization>), which provides access to a network of technology professionals from higher education institution.



Throughout this fiscal year, DDL participated in the planning phases of the Army University Learning Symposium, to be held in Fort Leavenworth, KS. Because of the COVID-19 situation, the Learning Symposium will be conducted next year, in 2021. See <https://usacac.army.mil/node/2505> for Learning Symposium status updates.

For additional networking opportunities, see the following Websites: ArmyU: <https://armyu.army.mil/> TADLP DDL: <https://tadlp.tradoc.army.mil/>

THE DIRECTORATE OF DISTRIBUTED LEARNING WELCOMES NEW MEMBERS



Dr. Sabrina L. Green, Team Chief,
Content Acquisition and Management Branch

Introducing Dr. Sabrina L. Green, Chief, Content Management Branch, Content Acquisition & Management Division, Directorate of Distributed Learning (DDL), Army University.

Dr. Green has collectively served over 34 years supporting the DoD. She served 21 years in the Army and retired as an Army Master Sergeant, and over 13 years as a Department of Army Civilian (DAC) 1750 Instructional Systems Specialist. Dr. Green has earned her BA in Psychology, MS in Counseling Psychology and PhD in Educational Psychology. She serves as an Adjunct Psychology Professor at St. Leo University.

Dr. Green's civilian service career began with the Transportation School Staff and Faculty and she later served with the Army Training Support Center (ATSC) Staff and Faculty where she received the Achievement Medal for Civilian Service award. Dr. Green's most recent position with the Content Acquisition & Management Division was that of a Technical Contract Officer Representative (TCOR). Dr. Green was promoted in Sep 2019 to her current position.

Introducing Mr. James H. Broadwell, Supervisory Computer Scientist in Research, Standards, and Specification. Mr. James H. Broadwell has over 40 years supporting the Department of Defense as a deputy director, division chief, program manager, project officer, senior systems analyst, supervisory training manager, system manager, technical instructor, and support contractor.

In 1978, Mr. Broadwell earned his Bachelor of Arts in Environmental Earth Science with a minor in Secondary Education. In 1985, Mr. Broadwell earned his Masters of Science in Teleprocessing Science.

Mr. Broadwell entered the US Air Force through the Officer Training School. He served as a Communications Computer Programmer and a Communications and Information Officer. Upon retirement he continued to serve the US Air Force as a support contractor in various roles in the acquisition of new radars, intelligence, and communications systems.

In 2014 Mr. Broadwell transitioned to civil service as a computer scientist. His last assignment prior to DDL was as Deputy Director of Engineering for Program Executive Office for Command, Control, Communications, Intelligence and Networks.



James H. Broadwell, Supervisory
Computer Scientist in Research,
Standards, & Specification

AUTOMATIC ILR LEVELING APPLICATION AT DLIFLC

Dr. Tamas Marius, 1/22/2020



DEFENSE LANGUAGE INSTITUTE FOREIGN LANGUAGE CENTER'S

Automatic Evaluation of Foreign Language Text Materials Corresponding to the Skill Levels Established by the Interagency Language Roundtable (ILR).

The ILR system is the basis of many of the components of the curriculum and testing materials at the Defense Language Institute Foreign Language Center (DLIFLC). The DLIFLC provides foreign language education to over 3,500 students in 16 languages annually through its resident instructional program. Proficiency is measured through a battery of tests that is referred to as the Defense Language Proficiency Test (DLPT). The DLPT measures foreign language proficiency in listening and reading. The scoring application is based on the guidelines of the Interagency Language Roundtable (ILR) <https://www.govtilr.org/>

A minimum of 2, 2, 1+ (Listening, Reading, and Speaking) scores are required for successful graduation for Basic Course students. Intermediate students' DLPT score requirements are at 2+, 2+, 2, respectively, thus accurately determining the levels of language complexity for teaching and testing materials is paramount.

The Language Technology Evaluation and Application (LTEA) Division at DLIFLC, together with the Massachusetts Institute of Technology (MIT) Lincoln Laboratory, has produced an automated ILR leveling application for foreign language texts that is now available in support of the following 18 languages: Arabic, Chinese, Croatian, Dari, English, Farsi, French, German, Korean, Sorani-Kurdish, Pashto, Portuguese, Russian, Spanish, Serbian, Tagalog, Turkish, and Urdu.

Lincoln Lab scientists produced the computer code, while DLIFLC provided the language data that was needed for the actual application to be developed to support all 18 languages that were requested to be part of the application.

The Auto-ILR application helps curriculum developers, faculty, and students at the DLIFLC to check the ILR levels of foreign language text materials. The application instantly evaluates articles based on the ILR evaluation application parameters. Detailed ILR level descriptions can be found on the ILR homepage.

For this application to be developed, text-typology-trained language subject matter experts (SMEs) in the supported languages collected 200 sample articles at each level (1, 1+, 2, 2+, 3, 3+, and 4), 1,400 articles in total, for a database for each language. See Table 1 below showing examples of Advanced ILR characteristics.

INTERAGENCY LANGUAGE ROUNDTABLE (ILR)

ILR Level 2	ILR Level 2+	ILR Level 3
<ul style="list-style-type: none"> Identify formal and informal commands while reading a recipe. Recognize factors that influence the processing of speech in a telephonic dialogue in a radio transmission. 	<ul style="list-style-type: none"> Demonstrate comprehension of an allegory to explain a cultural phenomenon. Analyze a news story about a legal issue involving religion in Spain. 	<ul style="list-style-type: none"> Recognize idioms and rhetorical use of words in an article about the characteristics of Chinese parents. Interpret humor and satire in fast-paced Chinese comic dialogues.
	ILR Level 3+	ILR Level 4
	<ul style="list-style-type: none"> Translate literary review about the work of a Latin American writer. Refine your ability to comprehend the undertones of unrehearsed, fast-paced speech. 	<ul style="list-style-type: none"> Recognize Chinese philosophy of moral integrity through understanding literary Chinese phraseology and a couplet. Recognize lexical tools and techniques used by the author to support philosophical arguments.

TABLE 1. EXAMPLES OF ADVANCED ILR CHARACTERISTICS

Continued

Automatic ILR Leveling Application at DLIFLC



Defense Language Institute Foreign Language Center:
Students completing Language Proficiency Assessment, URL: <https://www.dliflc.edu/academics/testing/>

New sets of 1,400 articles in each language are being added on an ongoing basis to increase the reliability of the application and to keep the language content up-to-date.

The Auto-ILR Application has two components: the Instant and the Subscription versions.

The Instant version allows for a foreign language article to be pasted into the online application and provides an ILR evaluation in seconds. The built-in algorithm analyzes text features that include length of words, phrases, sentences, paragraphs, and passages. It further checks additional characteristics and features, including the ratio of commonly used words to rarely used words. The algorithmic text analysis function then compares the results with characteristics representative of texts at each ILR step and chooses the rating that most closely corresponds to the submitted article.

The Subscription version uses the Really Simple Syndication (RSS) function of online newspapers together with a WebCrawler and provides a special query service. For example: users can set up an automated search for an ILR level 1+ text in Arabic in the Sports section and subscribe to URLs of articles to be listed on their home page. Thus the home page would list the URLs of all articles requested by topic and level found online. The article itself is not copied – thus no copyright issues arise – only the URL is provided to the user. The URL can be shared and as long as the article is available online, all users can instantly access selected articles at the requested levels.

Data collection is ongoing to augment the number of ILR-leveled articles and expand the database. There are over 75,000 ILR-leveled articles in the respective languages in the database to support the Auto-ILR application. Text typology-trained instructors are assigned to find sample articles at the seven required ILR steps (1, 1+, 2, 2+, 3, 3+, and 4). The ongoing updates ensure that the ever-widening database provides a more robust collection of rated articles as the basis of comparison to the newly introduced articles. The accuracy of ratings have shown an average of 0.2 level of discrepancy for most languages between levels of 1+ and 3+ 1.

The application is gaining popularity and over 20,500 articles were evaluated in 18 languages in the Auto-ILR Instant version in 2019. There are over 72,000 subscriptions by over 5,800 subscribers in the Subscriptions setup.

More and more curriculum developers, faculty, and students are using both the Instant and Subscription applications to facilitate attainment of their teaching and learning goals at DLIFLC and beyond.

For ILR Background info, see URL: <https://www.aclweb.org/anthology/W13-2904.pdf>, A Language-Independent Approach to Automatic Text Difficulty Assessment for Second-Language Learners

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THE ARMY DISTRIBUTED LEARNING PROGRAM (TADLP) 19-3 PROGRAM MANAGEMENT REVIEW (PMR) SUMMARY, 17 SEP 2019

A. Owens-Campbell

TADLP PROGRAM MANAGEMENT REVIEW (PMR) 19-3, 17 SEP 2019

Attendees discussed challenges and synchronized efforts across the U.S. Army DL community concerning modernization of the DL program. Discussions included innovative ideas and products that continue to move us forward. DDL invites you continue to allow us to showcase your products, for they, indeed, validate and document mission efforts and benefit the community as a whole. The upcoming PMR 20-1 is to be conducted in early June. We can again share with you the outcomes of many of these venues.

DIRECTORATE OF DISTRIBUTED LEARNING (DDL), Army University, conducted the 19-3 PMR with proponent schools and Centers of Excellence on 17 Sep 2019. Attendees participated by telephone conference call and Adobe Connect. The PMR provided updates to the distributed learning (DL) community regarding technology issues.

DL issues discussed included: TADLP update, FLASH Discussion and Way Ahead, Army Training Information System (ATIS) Program of Record Update, Enterprise Classrooms Update, Mobile Learning Application, Support and Performance Improvement, Courseware Topics (Training Development Capability (TDC), Storage, and FY20 Workload), and other DL Issues and Concerns. DDL emailed the PMR briefing slides and agenda to participants on 16 Sep 2019.

Meeting Summary

DDL Strategic Plans and Policy (SPP) Division 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) provided welcome remarks, administrative information, introductions, and opening comments.

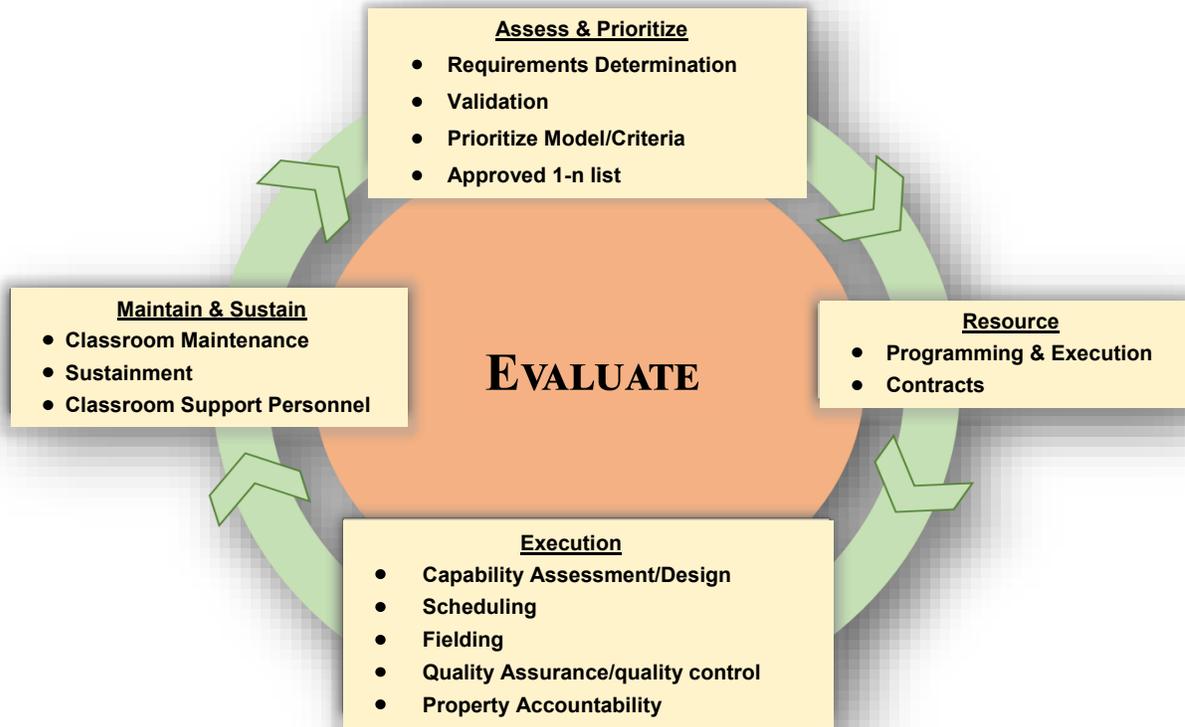
Ms. Helen Remily (Director, DDL) provided welcome remarks and opening comments. Ms. Remily presented a discussion entitled "TADLP PMR Update". Ms. Remily's discussion included the following activities: PMR Update, TADLP Major Accomplishments, FLASH Deprecation Mitigation Update, current assessment of the Army Virtual Learning Environment (Classrooms) Technologies, Performance Improvement/Enhancement Technologies, DL Metadata, DOD Initiatives, Source File Repository Requirements, Army Evaluation Survey Application Capability, status of TRADOC G8 Funding, status of TRADOC Pamphlet (TP) 350-70-12, The Army Distributed Learning (DL) Guide, and the Way Ahead for Army Distributed Learning Modernization.

Mr. Brian Robertson, TADLP Integrator, DDL, presented a more detailed discussion concerning the Adobe FLASH Deprecation Mitigation Update and Initiative. The presentation included a discussion on the FLASH Rebuild Lines of Effort, current assessment, and challenges. The presentation also included a discussion on the status of proponent FLASH In-House Rebuilds, FY19/FY20 Rebuild Unfunded Requirements (UFRs), and DDL FLASH In-House Rebuild.

Mr. David Bolt (Deputy, TRADOC Capability Manager (TCM)-ATIS, Army Training Support Center (ATSC) presented a discussion entitled "Army Training Information System Overview." Mr. Bolt's primary discussion included updates for the ATIS Program of Record and ATIS Legacy. Program efforts included a discussion on the current state, ongoing modernization efforts, ATIS end state, capability development sequence, list of legacy systems, ATIS five capabilities, requirements and governance, and what to expect. Mr. Bolt's presentation concluded with a discussion concerning the Army Training Help Desk Customer Support Services and a status of the Lifelong Learning Center contracts.

Continued

TRADOC ENTERPRISE CLASSROOM ANNUAL PROCESS



Mr. Thomas Dailey, Program Manager, TRADOC Enterprise Classroom Program (ECP), presented the ECP Update. Mr. Daley’s presentation included a discussion on the ECP mission, organization, key functions, list of TRADOC schools that support ECP classrooms, types of ECP classrooms (lecture, collaboration, and simulation), illustration of the most effective ECP classroom configuration, ECP classroom approval process, ECP classroom validation requirements model (CVRM), classroom prioritization model (v1) and Process device validation requirements model (DVRM) determination, ECP classroom sustainment, ECP classroom repository goals, and ECP points of contact information.

Mr. Matthew Maclaughlin, Chief, Mobile Learning Division, DDL, presented a discussion entitled “Mobile Learning: Application, Support, and Performance Improvement”. The presentation included a discussion on the Mobile mission, the Mobile project development process (analysis, design, development, implementation, and evaluation (ADDIE) process), DDL Mobile Division capabilities, Mobile performance enhancement, and Mobile Learning Division support and performance examples.

Building and Maintaining Readiness to Win in a Complex World

Dr. Peggy Kenyon, Chief, Content Acquisition and Management Division, DDL, presented a discussion on the following courseware topics: electronic submission of source files, Distributed Enterprise Asset Repository (DEAR) DL source file repository, program of instruction (POI) development using the TDC to resource the development of DL, status of FY19 projects, and the FY20 workload. Dr. Kenyon requested that PMR participants use the issue/topic slide format to submit issues and concerns for the next PMR. The issue/topic format includes a section for issues, topics, recommendations, benefits, and savings.

LTC Robert Carpena, Deputy Director, DDL, provided closing remarks.

Next PMR: TBD

DL COMMUNITY CONSORTIUMS, RESOURCES, & NETWORKING OPPORTUNITIES

GOVERNMENT & NON-GOVERNMENT

GOVERNMENT



- **ARMY UNIVERSITY JOURNAL OF MILITARY LEARNING**, Army University Press Offices, URL: <http://www.armyupress.army.mil/Journals/Journal-of-Military-Learning>



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



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



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



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

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



NON-GOVERNMENT



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



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



- **ASSOCIATION FOR TALENT DEVELOPMENT (ATD)** (Formerly American Society for Training & Development), URL: <https://www.td.org/atd-global>

EDUCAUSE

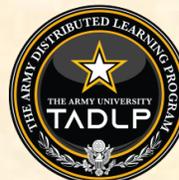
- **EDUCAUSE**, URL: <https://www.educause.edu/about/mission-and-organization>



- **INTERNATIONAL SOCIETY FOR TECHNOLOGY IN EDUCATION (ISTE)**, URL: <https://www.iste.org/>



- **ONLINE LEARNING CONSORTIUM (OLC)** (Formerly SLOAN), URL: <http://www.onlinelearning-c.org>



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

SHARE WHAT YOU DO!

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

The *Content Showcase* 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.atsc-tcm-tadlp@mail.mil

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



THE DL STAR

DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS
AND READINESS

DL STAR CONTRIBUTIONS

The DL Star is constantly looking for timely and relevant articles to share with TRADOC and TADLP communities of practice. See previous DL STAR editions at: <https://tadlp.tradoc.army.mil/newsletter.html>

Winter Edition Deadline is 15 November 2020.

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

See guidelines below for article contributions:

- Use “active” voice (p.6) AR 25-50.
- Be brief; limit to 800 words.
- Proofread submissions.

Include copyright permissions, when appropriate.

• Submit articles to: usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil

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

