2022 Army University Learning Symposium

Fort Leavenworth, KS

11-15 July, 2022

Online Program

2022 Army University Learning Symposium

Table of Contents

2022 Army University Learning Symposium

Agenda

MODERNIZATION

- **The Army University's Role in Transitioning Learning Products| Presentation**
  Dr. Shanda Lauer and Dr. Becky Robinson - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 13 JUL 0945-1015

- **Modernizing the Army's Faculty and Staff Development Program| Presentation**
  Mr. William Kuchinski - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 13 JUL 1030-1100

- **Establishing Data Driven Design Through Learner Feedback| Roundtable Panel**
  Dr. Judith Bayliss, Dr. Christopher (Chris) Hardy, and Dr. Alicia Sanchez - Defense Acquisition University; Dr. Abigail Stonerock - US Army War College
  Meet the Presenter Q&A Chat Session: 13 JUL 1200-1230

- **Warrant Officer Senior Service Education (WOSSE) Capstone Assessment Modernization Strategy| Presentation**
  CW5 Joseph D. Giusto, Sr. and CW5 (R) Mr. Jim Steddum - US Army Warrant Officer Career College
  Meet the Presenter Q&A Chat Session: 13 JUL 1245-1315

- **Generalized Intelligent Framework for Tutoring (GIFT) Master Gunner Course Pilot Study| Poster**
  Dr. Anne Sinatra, Dr. Benjamin Goldberg, and Dr. Gregory Goodwin - US Army DEVCOM Soldier Center; Dr. Becky Robinson - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 13 JUL 1415-1445

- **Modernizing the Captains Career Course| Presentation and Paper**
  MAJ Elvin Fortuna - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 14 JUL 1115-1145

- **Training Modernization at the Intelligence Center of Excellence: Our Experiences with Proficiency Based Graduation and First Unit of Assignment Focused Training Models| Presentation**
  Ms. Beth Leeder - Intelligence Center of Excellence
  Meet the Presenter Q&A Chat Session: 14 JUL 1200-1230

- **New Learning Requirements in PME Governance Process| Tutorial**
  Dr. John Persyn, LTC Matthew Hinze, and CPT Stephen W. Terry - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 14 JUL 1245-1315

- **Better – Faster – Cheaper: Developing Web-based Learning Products In-House| Presentation**
  Mr. William Kuchinski - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 14 JUL 1330-1400

PEOPLE

- **Army Credentialing and Continuing Education Services for Soldiers (ACCESS) Programs Overview| Presentation**
  COL Julia Bell and Dr. Louis Wesley Smith - Army Credentialing and Continuing Education Services for Soldiers, Army University
  Meet the Presenter Q&A Chat Session: 15 JUL 1115-1145

- **New Army Instructor Competencies| Presentation**
  Dr. Thomas Creviston - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 13 JUL 1330-1400

- **MilGears – Powered by COOL| Tutorial**
  Ms. Rita Detrick, Ms. Christine Loving - Solutions for Information Design (SOLID); Sophia Sweeney - Army Credentialing and Continuing Education Services for Soldiers, Army University
  Meet the Presenter Q&A Chat Session: 13 JUL 1500-1530

- **Leader Presence and Readiness| Presentation**
  Ms. Janetta Harris, Mr. Mounir Bouchareb, and Dr. Bernard Harris - Center for Army Profession and Leadership
  Meet the Presenter Q&A Chat Session: 14 JUL 0900-0930

- **Development and Implementation of a Learning Ecosystem for the Maneuver Captains Career Course| Presentation**
  Dr. Ashley Wittig - US Army Research Institute for the Behavioral and Social Sciences; Ms. Kerri Conning Chik, and Mr. Ian Cooley - TiER1 Performance
  Meet the Presenter Q&A Chat Session: 14 JUL 0945-1015

- **The New Era of DOD Regional Expertise, Education, and Culture Programs| Paper**
  Mr. Ian D. Edgerly - 1st Special Forces Command (A), US Army Special Operations Command
  Meet the Presenter Q&A Chat Session: 14 JUL 1030-1100

- **Looking Through Athena's Shield: The Case for the Missing Philosophy of Army Education| Paper and Presentation**
  CW5 (Dr.) Leonard Momeny - US Army Warrant Officer Career College; Dr. Christina Parker - US Army Aviation Center of Excellence; Ms. Kelly Matthews - Independent Researcher
  Meet the Presenter Q&A Chat Session See Live Presentation on: 21 JUL 1300-1400

TALENT MANAGEMENT

- **Army Training and Talent Management: Finding Developmental Leverage in the Rediscovery of the ISS| Presentation**
  Dr. Christina Parker - US Army Aviation Center of Excellence; Dr. Leonard Momeny (CW5) - US Army Warrant Officer Career College
  Meet the Presenter Q&A Chat Session: 13 JUL 0900-0930

- **Park University's Fast App: Academic/Corporate Partnership for Credit for Military Learning| Presentation**
  Ms. Kena Wolf - Park University; Mr. Ujash Patel – AstrumU
  Meet the Presenter Q&A Chat Session: 13 JUL 1545-1615

- **General Officer Perspectives on Executive Communication Competency| Presentation**
  Dr. Abigail Stonerock - US Army War College
  Meet the Presenter Q&A Chat Session: 15 JUL 1200-1230

OUTCOMES BASED MILITARY EDUCATION

- **Directorate, Distributed Learning Mobile Division: Mission and the Army's Mobile Marketplace| Poster**
  Mr. Michael Holt, Dr. JJ Martin, and Mr. Matt Maclaughlin - Directorate of Distributed Learning, Army University
  Meet the Presenter Q&A Chat Session: 13 JUL 1115-1145

- **The Army University Research Program (AURP)| Poster**
  Dr. Shanda Lauer and Dr. Meredith Shafto - Vice Provost Academic Affairs, Army University
  Meet the Presenter Q&A Chat Session: 15 JUL 0945-1015

2022 Army University Learning Symposium

Abstracts

The Army University's Role in Transitioning Learning Products

Online chat:
13 JUL 0945-1015

Presentation

Dr. Shanda Lauer and Dr. Becky Robinson - Vice Provost Academic Affairs, Army University

This presentation highlights the Institutional Research and Assessment Division (IRAD)'s role within the Army University in vetting, transitioning, and disseminating successful learning technology throughout the Army Learning Enterprise (ALE). IRAD supports both Command-directed and Army University Research Program (AURP) projects and provides evaluation and assessment expertise to the ALE, making it strategically positioned to connect stakeholders with impactful learning technology. Recommendations for vetting learning technologies at each stage of evaluation is discussed along with future considerations. Two recent Army University-sponsored pilot studies are then outlined as examples of the role that IRAD has played in vetting learning products. The Maneuver Center of Excellence partnered with DEVCOM-Soldier Center and the Army University, to test the Generalized Intelligent Framework for Tutoring (GIFT), an adaptive tutoring platform, in the Master Gunner Course. The Sabalauski Air Assault School partnered with DEVCOM-Soldier Center, the Army University, and the Advanced Distributed Learning (ADL) Initiative to pilot test the Pervasive Learning Systems (PerLS), a micro-learning platform in the Air Assault Course. Both pilots were successful and underscore the Army University's role in bringing together technology developers and stakeholders to transition new learning products to the greater Army enterprise.

Modernizing the Army's Faculty and Staff Development Program

Online chat:
13 JUL 1030-1100

Presentation

Mr. William Kuchinski - Vice Provost Academic Affairs, Army University

The Army's Faculty and Staff Development Program supports the qualification, certification, and professional development of over 30,000 instructors and developers. Traditionally, the program focused on resident instruction taught in a classroom setting. However, with the recent advances in collaborative, online technologies and the lessons learned during the pandemic, the Army is modernizing the faculty development program to enhance teaching and learning in resident, nonresident, and blended learning environments. The goal is to provide a flexible, tailorable, and effective program that fully supports the educational needs of the Army.

Establishing Data Driven Design through Learner Feedback

Online chat:
13 JUL 1200-1230

Roundtable

Dr. Abigail Stonerock moderates this exciting discussion of the wicked problems Defense Acquisition University (DAU) educators have identified and effectively addressed, and the applicability and value of their findings and approach to teaching and learning design, development, and process improvement in PME environments. DAU's notable award-winning practices demonstrate the role of data-informed

Dr. Judith Bayliss, Dr. Christopher (Chris) Hardy, and Dr. Alicia Sanchez - Defense Acquisition University; Dr. Abigail Stonerock - US Army War College

decision-making in creating conditions for risk, visibility, efficacy, and transformation in curricular design, and the mechanisms for conducting long-term program evaluation. In this presentation, Dr. Judith Bayliss addresses the mechanisms and principles that inform DAU's institutional approach to instructional design and program delivery; and the associated risks, constraints, and opportunities represented by the research project. Dr. Alicia Sanchez addresses the creation of the initial survey, the rationale for the selected 12 items, the institutional drivers that are leading DAU to seek transformational changes to training programs, and the affirmation of those improvements by the acquisition community without up-ending already established proven practices. Dr. Chris Hardy addresses DAU's program evaluation methodology and the infrastructure that allows team members and organizational leadership visibility into program performance and efficacy over time and by audience. He also discusses how that educational and leadership infrastructure enables the project and its applicability to partner professional military education and training programs. Dr. Stonerock concludes with questions to provoke and infuse innovation in course or lesson design.

Warrant Officer Senior Service Education (WOSSE) Capstone Assessment Modernization Strategy

Online chat:
13 JUL 1245-1315

Presentation

CW5 Joseph D. Giusto, Sr. and CW5 (R) Mr. Jim Steddum - US Army Warrant Officer Career College

The USAWOCC education and learning community, has developed a "Capstone Assessment Modernization Strategy" to ensure proper OE conditions, trends, and characteristics reflect Large Scale Combat Operations/Multi-Domain Operations (LSCO/MDO) in its curriculum. Success in a multi-domain environment will require Army Warrant Officers to widen their analytic aperture and be ready to update, change, and adapt OE, across all domains, planning events, and mission types.

Army Warrant Officers will learn the convergence of OE variables and the implications each variable will have upon planning and mission execution. But perhaps most importantly, they will learn to recognize that changes in seemingly unrelated factors can and will have a dramatic impact on military operations, and to offer solutions to Mission Commanders.

Towards this end, The WOSSE Capstone has transformed into a course long, multifaceted assignment that serves as the culminating educational and intellectual experience for Warrant Officer PME. It provides an opportunity for senior Army Warrant Officers to demonstrate a broad mastery of the course learning outcomes by integrating coursework, learned competencies, and the experiential learning environment into real OE solutions for mission commanders.

1.This new Capstone Assessment strategy begins by identifying a real strategic army problem during Phase 1 DL, prior to attending the resident course. The identified problem will be approved by course staff and faculty NLT completion of Phase I DL.

2.While attending the Phase 2, the four week resident course, students would research and analyze the identified problem for potential courses of action by applying the following WOSSE learning objectives as part of their solution set:
A .Historical context or case study
b. Doctrine specific to MDO/LSCO
c. Joint International Multinational (JIM) OE

d. National and International Strategic Policy
e. Total Army Analysis and Leadership Complexities.

3.The result would allow for production of recommended solutions to real OE related problems, briefed to mission commanders, and/or codified in written bodies of work that could pursue publication or simply be shared across various Centers of Excellence. The outcome would enhance both relevance for the student, practical solutions for mission Commanders, and contribute to Army University's greater body of knowledge.

Generalized Intelligent Framework for Tutoring (GIFT) Master Gunner Course Pilot Study

Online chat:
13 JUL 1415-1445

Poster

Dr. Anne Sinatra, Dr. Benjamin Goldberg, and Dr. Gregory Goodwin - US Army DEVCOM Soldier Center; Dr. Becky Robinson - Vice Provost Academic Affairs, Army University

This proposed online/virtual poster will discuss the development and initial findings of an Army University sponsored intelligent tutoring system Pilot between US Army DEVCOM-Soldier Center-Simulation and Training Technology Center and the Maneuver Center of Excellence. The Pilot utilized DEVCOM-SC-STTC's Generalized Intelligent Framework for Tutoring (GIFT) software, which is an intelligent tutoring system framework that researchers, instructors, and subject matter experts can use to create adaptive tutoring in topic areas of their choice. For the Pilot, GIFT was utilized to create 7 online adaptive tutoring lessons covering elements of DIDEA (Detect, Engage, Assess) from the Master Gunner Course. Approximately 2 weeks prior to the start of a Master Gunner course, Soldiers who were registered for the course were offered the opportunity to complete the online lessons. GIFT tracks the performance of individuals as they complete the lessons and provides remediation on concepts/topics that they do not initially master. Those that chose to participate in the Pilot were asked to take a 20 question Pre-Test before participation, and a 20 question Post-Test after participation. All participation was completed prior to the start of the in-person Master Gunner course. The Post-Test scores for those that completed all of the lessons were significantly higher than the Pre-Test scores. Additionally, there were positive ratings by the participants of the usability, utility, and value of utilizing the GIFT system in this manner. These Pilot results demonstrate that adaptive tutoring can be created with GIFT that utilizes existing lessons materials from Army School Houses, and has positive outcomes. Recommendations and lessons learned for creating lessons in GIFT using existing material will be discussed, as GIFT is highly customizable and can be utilized in many contexts.

Modernizing the Captains Career Course

Online chat:
14 JUL 1115-1145

Presentation & Paper

MAJ Elvin Fortuna - Vice Provost Academic Affairs, Army University

Army University has taken up the call to assess, adapt, and innovate PME by modernizing the Army's Captains Career Course (CCC). The modernized CCC aligns closer to the future learning ecosystem concept as described by the Advanced Distributed Learning (ADL) Initiative, particularly in the areas of technological infrastructure and design. Since 2009, CCC for active component officers has remained a primarily 20–21-week resident-based experience, while reserve officers currently complete CCC using a blend of Interactive Media Instruction (IMI) and resident instruction by TDY.

Two factors necessitated a modernization effort. The COVID-19 pandemic exposed the Army to the need for blended learning options for students throughout 2020.

Second, the Army Modernization Strategy as published in 2019 called for modernization across the DOTMLPF-P spectrum to prepare for future Multi-Domain Operations (MDO). These two factors drove the institution to begin to re-modernize CCC to better meet the needs of students.

CCC Modernization for fiscal year 2023 can be understood through six lenses as described by the ADL Initiative in their 2019 book "Modernizing Learning: The Future Learning Ecosystem". These six areas are technological infrastructure, design, commitment, governance, policy, and human infrastructure. Of these areas, this iteration of modernization focused on technological infrastructure and design.

Army University introduced a revamped 75-hour DL component for students. This DL is improved from the 2009 iteration and is universal to both AC and RC officers. The course design itself allows for significantly more time for each school and center to focus on branch-specific skills. The next iteration of modernization can expand on the human infrastructure of CCC, specifically in DL. Additionally, future modernization efforts can expand on the technological infrastructure, design, and policy dimensions of CCC. This has the potential to inch close to the future learning ecosystem ADL describes.

Training Modernization at the Intelligence Center of Excellence: Our Experiences with Proficiency Based Graduation and First Unit of Assignment Focused Training Models

Online chat:
14 JUL 1200-1230

Presentation

Ms. Beth Leeder - Intelligence Center of Excellence

The effort began with a question: How can the Intelligence Center of Excellence prepare Soldiers to serve in a wide variety of unit types from strategic to BCT, given the upcoming fiscal and modernization challenges? One of the solutions developed was to change our industrial age training models.   ICOE has successfully implemented two new models for training and education: Proficiency Based Graduation and First Unit of Assignment. This presentation will detail how we did it, what we learned, how it worked and what we are doing next.

New Learning Requirements in PME Governance Process

Online chat:
14 JUL 1245-1315

Tutorial

Dr. John Persyn, LTC Matthew Hinze, and CPT Stephen W. Terry - Vice Provost Academic Affairs, Army University

Professional Military Education (PME) is the critical element for officer and non-commissioned officer development in both joint and military service learning environments. PME provides the foundational education throughout the continuum of learning and spanning the service member's career to prepare officers and NCOs for their leadership roles in the challenging current and future multi-domain operational environment.   To ensure PME continues to adapt to the dynamic educational needs of Soldiers, new and emerging topics are frequently proposed for inclusion into Army PME. These proposals may result from changes to doctrine, lessons learned from current operations, or new requirements directed by Army senior leaders. Because schools have limited instructional time to address all PME learning requirements, each proposal for a new or emerging topic must be reviewed to ensure it is a valid learning requirement that addresses a valid problem or gap in existing PME content. The Validation of Learning Requirements Process is used by the Army Learning Coordination Council to conduct mission analysis and to develop a learning strategy for inclusion into PME. In most cases, this will involve integration

with existing content without course growth. Less often, it may require adding hours to the existing courses, or removing obsolete or lower priority topics from PME curriculum. This tutorial will provide an overview of the ALCC process for Validation of Learning Requirements in PME and will highlight key actions, timelines, and senior leader decision points in the process.

Better – Faster – Cheaper: Developing Web-based Learning Products In-House

Online chat:
14 JUL 1330-1400

Presentation

Mr. William Kuchinski - Vice Provost Academic Affairs, Army University

Throughout the Army Learning Enterprise, schools and centers are modernizing learning products to leverage technology and enhance teaching and learning in resident, nonresident, and blended learning environments. In the past, many schools looked to external contractors to develop the Interactive Multimedia Instruction (IMI) needed to educate nonresident and blended students. Today, the speed of change, frequent advancements in educational technologies, and rapid updates to doctrine require an agile and adaptive process to update learning products needed to educate Soldiers in all learning modalities. Unfortunately, contract IMI is expensive, typically can't keep pace with doctrinal updates, and results in substantial opportunity costs as faculty spend a significant amount of time preparing funding requests, writing work statements, and reviewing contractor products rather than teaching students or developing lessons. The Army can better use its resources to ensure Army faculty have the knowledge, skills, and resources required to produce high-quality IMI faster, cheaper, and better than external contractors.

People

New Army Instructor Competencies

Online chat:
13 JUL 1330-1400

The Army People Strategy published in 2020 highlighted the importance of developing leaders who value differences and create shared understanding through open, two-way communication. In support of the Army's People Strategy and the work done by the Army's Talent Management Task Force (ATMTF), ArmyU developed the Army Instructor Competencies (AICs), focusing on the knowledge, skills, attributes, and behaviors expected of an Army instructor to create an open and effective learning environment necessary to achieve course outcomes and enhance Army readiness. The AICs incorporate necessary leadership competencies and attributes into professionally recognized standards and provide a foundation for Army instruction to ensure Army instructors are leaders who are prepared to deliver course curricula, facilitate learning, embrace diversity, assess learner performance, and evaluate lesson effectiveness.

MilGears – Powered by COOL

Online chat:
13 JUL 1500-1530

Learn about MilGears, a web-based application powered by the Services' Credentialing Opportunities On-Line (COOL) platforms that helps Service members explore, plan for, and achieve their career goals. This robust career exploration tool

Tutorial

Ms. Rita Detrick, Ms. Christine Loving - Solutions for Information Design (SOLID); Sophia Sweeney - Army Credentialing and Continuing Education Services for Soldiers, Army University

produces career pathways for Service members based on their in-Service skills attainment and employment experiences, connecting them to relevant career-related credentials. See how Milgears can be leveraged for career guidance, planning, and decision making for all Service members within and beyond academic settings.

This presentation will provide an overview and live demo of the MilGears suite of tools paying particular attention to the Quick Explorer and the Engage My Career (EMC) tool. Attendees will learn about the new and improved features of MilGears which aid Service members in their career exploration, including expansion of exploration tools from Navy to all Services.

The demonstration of Quick Explorer will highlight the various methods for exploration including how MilGears produces career pathways for Service members and maps military occupations to civilian occupations and credentials for both in-Service skills attainment and eventual post-Service employment.

The demonstration of Engage my Career will pay special attention to the more customized functionality within MilGears, going beyond a military occupation to take all an individual's training and experience into consideration when connecting them with potential pathways.

Further, attendees will learn how a Service member and other stakeholders can use MilGears for guidance, planning, and decision making, and provide Service members with information on credentialing opportunities that support their career goals.

Leader Presence and Readiness

Online chat:
14 JUL 0900-0930

Presentation

Ms. Janetta Harris, Mr. Mounir Bouchareb, and Dr. Bernard Harris - Center for Army Profession and Leadership

According to Army doctrine, presence consists of four critical leader attributes: military/professional bearing, fitness, confidence, and resilience. While most people have some understanding of the significance of presence, presence is often discounted. This presentation highlights the importance of leader presence to the Army profession in three parts. In the first part, the presenters provide a brief overview of the four presence attributes. In the second part, the presenters explain effective leader presence and show a framework/approach for using leader development to address challenges leaders may encounter. In the third and final portion, the presenters examine ten factors that affect the climate of an organization and how leader presence is an integral part of each of those factors.

Development and Implementation of a Learning Ecosystem for the Maneuver Captains Career Course

Online chat:
14 JUL 0945-1015

Presentation

Dr. Ashley Wittig - US Army Research Institute for the

A targeted assessment of the Maneuver Captains Career Course's (MCCC) teaching methodology and instructor certification pointed to the need for a centralized digital platform to support MCCC Small Group Leaders' (SGLs) teaching practices and overall instructor development. To address this need, the research team developed the MCCC Learning Ecosystem (LE), a digital collaboration environment developed within the Microsoft 365 suite of cloud-based software applications. In addition to the application itself, the LE is accompanied by standard operating procedures (SOPs) to access and update content. Its purpose is to help instructors quickly prepare

Behavioral and Social Sciences; Ms. Kerri Conning Chik, and Mr. Ian Cooley - TiER1 Performance

and teach lessons consistently and effectively. Specifically, the LE was designed with the following institutional challenges in mind:
• Minimal time to on-board new SGLs,
• Varying familiarity with course content among SGLs,
• Inconsistent instruction across teaching teams,
• Same course content is updated by multiple people in multiple locations, and
• Lost trust in teaching resources and team-members' preparedness.

In order to standardize course content, teaching practices, and support instructor development, the LE incorporates workflow processes and communication practices into a comprehensive digital organizational structure for the MCCC. This structure also supports the continuous documentation of lessons-learned as the course evolves over time and as the instructors develop their teaching expertise. Without documentation, this valuable expertise can be lost as more experienced SGLs move on to their next position. The presenters will describe the front-end analysis used to define the requirements and the iterative process to design and develop MCCC's LE. The presenters will also discuss the need for a change and communication strategy as well as a governance plan to implement and sustain the LE. Best practices for developing and implementing similar platforms will be described.

The New Era of DOD Regional Expertise, Education, and Culture Programs

Online chat:
14 JUL 1030-1100

Paper

Mr. Ian D. Edgerly - 1st Special Forces Command (A), US Army Special Operations Command

It is no secret that Department of Defense Regional Education Programs have diminished over the past three to four years which has left many educators, academics, and security practitioners wondering why this has occurred. Culture and Regional Expertise were hallmarks of a well-trained unit readying for deployment under the GWOT strategies, but never-the-less these competencies and cultural centers have faded into the background. This paper argues that there have been numerous shifts and changes in the geopolitical and policy ecosystems that have presented a not easily addressed conundrum within the DoD cultural education initiative. A dyadic relationship between changing requirements in educational delivery mechanisms writ large and a recursive policy related shift towards strategic competition form the core characteristics of this conundrum. Measures of success have been found via a distinctive methodology in Regional Expertise / Education Course development. To address this increasing dynamic environment, the 1st Special Forces Command (A) Regional Expertise / Education and Culture program developed a structured professional military education initiative around two core constructs: Utility to the Warfighter and sustainment / enhancement functionality. Within the programed flexibility that these core characteristics provide, the program further solidified around three areas of support: Academic weeks, exercise support, and intercultural competency assessment. Further, the program utilizes a non-centralized team of instructors who reside within each of the SF, CA, and PO groups within the command. Although many of these areas of support have been covered over the years by numerous programs, it is the unique combination of the entirety of the program which has allowed it to find increasing success in this postulated "New Era" of Regional Expertise, Education, and Cultural programs. The paper presented herein provides a deep description of how the environment has changed, and why, as well as how remaining programs must adapt.

2022 Army University Learning Symposium

Army Credentialing and Continuing Education Services for Soldiers (ACCESS) Programs Overview

Online chat:
15 JUL 1115-1145

Presentation

COL Julia Bell and Dr. Louis Wesley Smith - Army Credentialing and Continuing Education Services for Soldiers, Army University

As a new entity within TRADOC, this overview will inform the TRADOC audience on the wide range of programs managed by ACCESS. ACCESS manages the policy and defends the funding in support of the Voluntary Education/Continuing Education programs for all components, i.e., Active Component, ARNG and USAR. These programs include Tuition Assistance (TA); the Army Credentialing Program (ACP) that includes Institutionally Delivered Credentialing (IDC), United Services Military Apprenticeship (USMAP) and Credentialing Assistance (CA); Military Training Evaluation Program (MTEP); Education Counseling; Joint Services Transcript (JST); Basic Skills; Army Personnel Testing (APT); academic testing; management of ArmyIgnitED.

Looking Through Athena's Shield: The Case for the Missing Philosophy of Army Education

Presented live during Concurrent Session #8
21 JUL 1300 - 1400

Paper and Presentation

CW5 (Dr.) Leonard Momeny - US Army Warrant Officer Career College; Dr. Christina Parker - US Army Aviation Center of Excellence; Ms. Kelly Matthews - Independent Researcher

The Athena Project has recently made clear a need to contextualize developmental information to better equip Soldier students with the ability to appreciate and apply knowledge. The authors of the paper suggest a solution in the form of a guiding Army philosophy of education. The Army can bridge this philosophical gap through the adoption of a pragmatic philosophy specifically supported by a pictorially rendered humanist educational framework. Adoption of such an educational philosophy and humanist framework can dramatically improve moments of individual development and professional military education by allowing students to better "see" themselves and content relevance.

Talent Management

Army Training and Talent Management: Finding Developmental Leverage in the Rediscovery of the ISS

Online chat:
13 JUL 0900-0930

Presentation

Dr. Christina Parker - US Army Aviation Center of Excellence; Dr. Leonard Momeny (CW5) - US Army Warrant Officer Career

The following paper explains how Army training organizations can improve intellectual habits of mind as well as the quality and rigor of its instruction through exploration of a deeper fundamental understanding and leveraging of intentional Instructional Design practices by experienced Instructional Design (ID) professionals. In May 2020, a qualitative study highlighting the perceptions and practices of Instructional Designers within United States Army training organizations, published findings that indicated Instructional Systems Specialists (ISSs) were not routinely performing ADDIE related competencies. This 2021 paper expands that data through a quantitative descriptive methodology that explains exactly what International Board of Standards for Training, Performance, and Instruction (IBSTPI) ID competencies and ISS position description (PD) job tasks are

12

commonly conducted by ISS and the associated frequency of those tasks. Sixty-nine (69) ISSs from Army Training and Doctrine Command (TRADOC) Installations within the Southeast region of the United States participated in the survey. This quantitative descriptive case design was used to collect, analyze, and present data with the intention of supporting current Army Office of Personnel Management (OPM) and Army University initiatives to improve talent management awareness and practices.

The authors argue that identifying true ISS job task performance will ultimately inform leadership regarding the actual utility of their specialists. This identified gap in knowledge can further inform future organizational structures and hiring practices that enhance application of expertise in such a way that will greatly benefit the execution of training and education within Army TRADOC. This information will naturally feed into the improvement of soldier job proficiency, performance, and ultimately enhance wartime readiness under Large-scale Combat Operations.

Park University's Fast App: Academic/Corporate Partnership for Credit for Military Learning

Online chat:
13 JUL 1545-1615

Presentation

Ms. Kena Wolf - Park University;
Mr. Ujash Patel - AstrumU

Park University, in partnership with AstrumU, has recently launched Military Credit Fast App 2.0. The new Military Credit Fast App is a helpful tool for prospective undergraduate students who currently serve or have served in the armed forces to maximize their military experience. Using this platform, military students across Park campuses gain insight into how their skillsets translate into civilian career paths along with data-driven recommendations for education and training options to support their transition into high-growth industries.   To create personalized career recommendations, AstrumU's platform ingests verified data directly from employers, educational providers, and participating service members to understand and predict how specific skills, credentials, and experiences translate into career outcomes.   In addition, it assesses military training and experience by providing an estimate of earned military credits at Park and calculates an estimated graduation date, based on data gathered from previous degree-seeking students and the American Council on Education's evaluation of selected military specialty/classification code training and experience. The credit awarded varies based on occupation, skill level and completed military courses as listed on the prospective students' transcripts, and applicable prior learning applied toward degree requirements.   More than 200,000 men and women in uniform leave the military for civilian careers every year, a transition process that can be complex and difficult to navigate. Using a career advising platform, active-duty service members and veterans will gain personalized guidance on the education and training programs that can help them upskill or retrain for roles in the civilian labor market.   Park's new collaboration with AstrumU builds on its long-term commitment to serving active-duty military service members and veterans, embodied by the Park University Global Warrior Center, a one-stop shop for military students and families that provides dedicated support staff with military service knowledge, career advising, and other specialized support services.

General Officer Perspectives on Executive Communication Competency

Online chat:
15 JUL 1200-1230

The need for strategic, adaptive leaders who can achieve intellectual overmatch under conditions of disruptive change resonates throughout the Army professional military

Presentation

Dr. Abigail Stonerock - US Army War College

education literature. The US Army War College (USAWC) General Officer Survey, conducted every two years, provides valuable and timely insight into current needs, requirements, and perceptions of USAWC graduates. When asked to advise, analyze, and reflect upon the competencies most needed by senior Army leaders in the next 15 years, communication and data analysis skills rise to the top (Army General Officer Survey, 2021). When asked to identify the knowledge or foundational skill(s) they most wished they had more exposure to prior to becoming a senior leader, general officers identified complex problem-solving, leading change and innovation, emotional intelligence and interpersonal skills, and effective written, verbal, and visual communication. And when asked to rank USAWC graduate abilities on program learning outcomes, the category ranking lowest was "apply analytical frameworks and theories to analyze and develop strategies to address current and anticipated national security challenges across the competition continuum in a global environment" (Army General Officer Survey, 2021).

The USAWC Office of Institutional Research annually assesses the quantitative results. Narrative data is reviewed, but not subjected to systemic qualitative analysis. This is a missed opportunity. In this study, the author analyzed survey results spanning four years (2018-2021), triangulating quantitative and qualitative methods to answer two key research questions: (1) How can the USAWC better prepare graduates to meet the demands and expectations of senior leaders as strategic, adaptive leaders who can achieve intellectual overmatch under conditions of disruptive change? (2) By triangulating methods of analysis, what new information can we uncover to inform our thinking on the development of senior leader competencies?

Outcomes-Based Military Education

Directorate, Distributed Learning Mobile Division: Mission and the Army's Mobile Marketplace

Online chat:
13 JUL 1115-1145

Poster

Mr. Michael Holt, Dr. JJ Martin, and Mr. Matt Maclaughlin - Directorate of Distributed Learning, Army University

The Army University Mobile Division (MobDiv) under Directorate, Distributed Learning provides the Department of the Army a fully approved mobile process for applications and publishing. The processes developed by the division are validated by the Army Audit Agency and fully integrated into Department of the Army CIO G-6. The DDL Mobile Division: Manages the Army-wide process for the development, vetting, management, registration and hosting of mobile learning products including mobile apps, digital publications, podcasts, and audiobooks. Manages an internal team that develops innovative mobile learning solutions. Conducts mobile app vetting and release mobile apps to the commercial marketplace, the TRADOC Application Gateway, and the DISA App storefront. This poster presentation updates the community with doctrinal information now official for the work the division does, and shares some of the newest products currently available for them to use immediately.

2022 Army University Learning Symposium

The Army University Research Program (AURP)

Online chat:
15 JUL 0945-1015

Poster

Dr. Shanda Lauer and Dr. Meredith Shafto - Vice Provost Academic Affairs, Army University

The purpose of this poster is to advertise the AURP and associated battle rhythm, while encouraging future submissions to the program from the Army Learning Enterprise. The Army University Research Program was created in FY20 to address gaps, identify pragmatic solutions to problems, and explore emerging practices within the learning sciences in support of learning enterprise practitioners. Practitioners can be faculty/instructors, curriculum or faculty development staff, students, or research staff. Through the AURP, research support requests from Army University Schools and Centers are elevated to the attention of the Army Learning Coordination Council, and provided research support and oversight via the Institutional Research and Assessment Division, Vice Provost of Academic Affairs, The Army University. The AURP is currently supporting five research projects with Army-wide relevance and impact, and aims to provide new opportunities in the coming year to support participation from a wider range of contributors.

2022 Army University Learning Symposium

"Meet the Presenter" Q&A Chat Sessions

Link: https://us.bbcollab.com/guest/3120f895e97a4ffb9c468849ac7569ff
Phone: +1-571-392-7650   PIN: 379 913 1478

Session	Wednesday 13 JUL
0900-0930	**Army Training and Talent Management: Finding Developmental Leverage in the Rediscovery of the ISS| Presentation** Dr. Christina Parker - US Army Aviation Center of Excellence; Dr. Leonard Momeny (CW5) - US Army Warrant Officer Career College
0945-1015	**The Army University's Role in Transitioning Learning Products| Presentation** Dr. Shanda Lauer and Dr. Becky Robinson - Vice Provost Academic Affairs, Army University
1030-1100	**Modernizing the Army's Faculty and Staff Development Program| Presentation** Mr. William Kuchinski - Vice Provost Academic Affairs, Army University
1115-1145	**Directorate, Distributed Learning Mobile Division: Mission and the Army's Mobile Marketplace| Poster** Mr. Michael Holt, Dr. JJ Martin, Ms. Alexis Thompson ,and Mr. Matt Maclaughlin - Directorate of Distributed Learning, Army University
1200-1230	**Establishing Data Driven Design Through Learner Feedback| Roundtable Panel** Dr. Judith Bayliss, Dr. Christopher (Chris) Hardy, and Dr. Alicia Sanchez - Defense Acquisition University; Dr. Abigail Stonerock - US Army War College
1245-1315	**Warrant Officer Senior Service Education (WOSSE) Capstone Assessment Modernization Strategy| Presentation** CW5 Joseph D. Giusto, Sr. and CW5 (R) Mr. Jim Steddum - US Army Warrant Officer Career College
1330-1400	**New Army Instructor Competencies| Presentation** Dr. Thomas Creviston **-** Vice Provost Academic Affairs, Army University
1415-1445	**Generalized Intelligent Framework for Tutoring (GIFT) Master Gunner Course Pilot Study| Poster** Dr. Anne Sinatra, Dr. Benjamin Goldberg, and Dr. Gregory Goodwin - US Army DEVCOM Soldier Center; Dr. Becky Robinson - Vice Provost Academic Affairs, Army University
1500-1530	**MilGears – Powered by COOL| Tutorial** Ms. Rita Detrick, Ms. Christine Loving - Solutions for Information Design (SOLID); Sophia Sweeney - Army Credentialing and Continuing Education Services for Soldiers, Army University
1545-1615	**Park University's Fast App: Academic/Corporate Partnership for Credit for Military Learning| Presentation** Ms. Kena Wolf - Park University; Mr. Ujash Patel – AstrumU

2022 Army University Learning Symposium

Session	Thursday 14 JUL
0900-0930	**Leader Presence and Readiness| Presentation** Ms. Janetta Harris, Mr. Mounir Bouchareb, and Dr. Bernard Harris - Center for Army Profession and Leadership
0945-1015	**Development and Implementation of a Learning Ecosystem for the Maneuver Captains Career Course| Presentation** Dr. Ashley Wittig - US Army Research Institute for the Behavioral and Social Sciences; Ms. Kerri Conning Chik, and Mr. Ian Cooley - TiER1 Performance
1030-1100	**The New Era of DOD Regional Expertise, Education, and Culture Programs| Paper** Mr. Ian D. Edgerly - 1st Special Forces Command (A), US Army Special Operations Command
1115-1145	**Modernizing the Captains Career Course| Presentation and Paper** MAJ Elvin Fortuna - Vice Provost Academic Affairs, Army University
1200-1230	**Training Modernization at the Intelligence Center of Excellence: Our Experiences with Proficiency Based Graduation and First Unit of Assignment Focused Training Models| Presentation** Ms. Beth Leeder - Intelligence Center of Excellence
1245-1315	**New Learning Requirements in PME Governance Process| Tutorial** Dr. John Persyn, LTC Matthew Hinze, and CPT Stephen W. Terry - Vice Provost Academic Affairs, Army University
1330-1400	**Better – Faster – Cheaper: Developing Web-based Learning Products In-House| Presentation** Mr. William Kuchinski - Vice Provost Academic Affairs, Army University

Session	Friday 15 JUL
0945-1015	**The Army University Research Program (AURP)| Poster** Dr. Shanda Lauer and Dr. Meredith Shafto - Vice Provost Academic Affairs, Army University
1030-1100	
1115-1145	**Army Credentialing and Continuing Education Services for Soldiers (ACCESS) Programs Overview| Presentation** COL Julia Bell and Dr. Louis Wesley Smith - Army Credentialing and Continuing Education Services for Soldiers, Army University
1200-1230	**General Officer Perspectives on Executive Communication Competency| Presentation** Dr. Abigail Stonerock - US Army War College