2022 Army University Learning Symposium

Fort Leavenworth, KS

19 - 21 July, 2022

Full Program

2022 Army University Learning Symposium

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Marshall Auditorium: https://us.bbcollab.com/guest/ed8ce905903945f19f61b270655ec6a7
Phone: +1-571-392-7650   PIN: 691 715 6344

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2022 Army University Learning Symposium

Agenda

Tuesday, 19 July (all times in Central Time)

0730-0900	**IN-PERSON REGISTRATION** | Upper Atrium
0730	**EXHIBITS OPEN** | Upper Atrium
0900-0910	**DAY ONE WELCOME** | Marshall • Dr. Keith Beurskens, Symposium Program Chair, Deputy - Vice Provost Academic Affairs, Army University • Introduce Executive Vice Chancellor - Army University
0910-0930	**OPENING REMARKS** | Marshall • **Lieutenant General Theodore Martin**, Executive Vice Chancellor - Army University, Commanding General Combined Arms Center • Introduce Modernization Keynote Speakers
0930-1045	**MODERNIZATION KEYNOTE SPEAKERS** | Marshall • **Dr. Doug Matty**, SES, Director - Army Artificial Intelligence Integration, Army Futures Command • **LTC Vito Errico**, CEO - Army Software Factory, Army Futures Command
1045-1130	**COLLABORATIVE BREAKOUTS** | Classrooms 1116-1119
1130-1300	**LUNCH** | Lewis & Clark Center Food Court or Off Post
1300-1400	CONCURRENT SESSION #1 | Choose One

Track - Outcomes Based Military Education	**Track – Modernization**
Making Learning Visible| Marshall	**Army Learning Concept 2030-2040**| Arnold
Roundtable Panel: Dr. Jack Kem and Dr. Matt Broaddus - Command and General Staff College; Mr. Scot Brownrigg - Kansas Law Enforcement Training Center; Dr. Jaclyn Dudek - Center for Certification and Competency Based Education, University of Kansas	**Roundtable Panel:** Dr. LisaRe Brooks Babin - Vice Provost Academic Affairs, Army University; Dr. Michele A. Calton - Department of Health and Human Services; Mr. Daniel Dail (virtual) - Army Training Support Center; Dr. Benjamin S. Goldberg - US Army DEVCOM Soldier Center
Moderator: Dr. Angela Karrasch - Center for Certification and Competency Based Education, University of Kansas	*Moderator: Mr. Bill Weaver, Vice Provost Learning Systems, Army University*

1400-1415	**TRANSITION**
1415-1515	CONCURRENT SESSION #2 | Choose One

Track – Talent Management	**Track – People**
Army Credentialing| Marshall	**The Art of Critique: Argumentation and Soft Skill Integration in Graduate Professional Military Education**| Arnold
Presentation: Mr. Steve Clair, Mr. Stan Bennett, Ms. Sophia Sweeney, and Mr. Shawn Morrissey - Army Credentialing and Continuing Education Services for Soldiers, Army University; Ms. Christine Loving - Solutions for Information Design (SOLID)	**Presentation:** Dr. Abram Trosky - US Army War College
Moderator: Mr. Steve Clair	*Moderator: Dr. Meredith Shafto, Vice Provost Academic Affairs, Army University*

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1515-1600	**COLLABORATIVE BREAKOUTS |** Classrooms 1116-1119
1600-1700	**LEWIS & CLARK TOUR**
1700-1900	**SOCIAL|** Upper Atrium
	Army University 7th Anniversary Remarks
	• **Brigadier General David Foley**, Provost - Army University and Deputy Commanding General - Education

Wednesday, 20 July (all times in Central Time)

0900-0910	**DAY TWO WELCOME|** Marshall
	• Dr. Keith Beurskens, Symposium Program Chair, Deputy - Vice Provost Academic Affairs, Army University
	• Introduce Provost - Army University
0910-0930	**OPENING REMARKS|** Marshall
	• **Brigadier General David Foley**, Provost - Army University and Deputy Commanding General - Education
	• Introduce People Keynote Speaker
0930-1015	**PEOPLE KEYNOTE SPEAKER|** Marshall
	• **Dr. Lyle Hogue**, SES, Director - Strategy, Plans and Operations, Assistant Secretary of the Army, Manpower & Reserve Affairs
1015-1030	**TRANSITION**

1030-1130	CONCURRENT SESSION #3	Choose One

Track – Talent Management	**Track – Modernization**
Improving Talent Management Through the use of Artificial Intelligence| Marshall	**What's Next? How Basic Research Prepares for Future Modernization in Learning Sciences|** Arnold
Presentation: Mr. Kaj Pedersen, MG (R) Chris Hughes, and Dr. Jim Martin - AstrumU	**Presentation**: Dr. Alexander Wind - US Army Research Institute for the Behavioral and Social Sciences
Moderator: Dr. Jim Martin	*Moderator: Dr. Meredith Shafto, Vice Provost Academic Affairs, Army University*

1130-1300	**LUNCH |** Lewis & Clark Center Food Court or Off Post
	• **Brown Bag Topic|** Classrooms 1116-1119
	• **TBD**
1300-1310	**INTRODUCE SPECIAL FOCUS AREA SPEAKER|** Marshall
	• Dr. Keith Beurskens, Symposium Program Chair, Deputy - Vice Provost Academic Affairs, Army University
1310-1400	**OUTCOMES BASED MILITARY EDUCATION KEYNOTE SPEAKER|** Marshall
	• **Dr. Jack Kem**, Chief Academic Officer - Army University and Dean of Academics - Command and General Staff College

1400-1500	**CONCURRENT SESSION #4**	Choose One

Track – Talent Management	**Track – Outcomes Based Military Education**
Advancing a Culture of Assessments: How Developmental and Predictive Assessments are Changing Army Policy| Marshall	**The Utility of Small Group Instructional Diagnosis (SGID) for Army Courses**| Arnold
Presentation: COL Samuel Saine and Dr. Melissa Wolfe - Center for Army Profession and Leadership; COL Eric Beatty - Command Assessment Program Directorate, Mission Command Center of Excellence	**Panel:** Dr. Ashley H. Wittig - US Army Research Institute for the Behavioral and Social Sciences
Moderator: Jacque' Galloway, Vice Provost Academic Affairs, Army University	*Moderator: Dr. Shanda Lauer, Vice Provost Academic Affairs, Army University*

1500-1515	**TRANSITION**

1515-1615	**CONCURRENT SESSION #5**	Choose One

Track – Talent Management	**Track – People**
VALUE 101: Understanding and Leveraging the VALUE system for Measuring Learning in and Beyond the Traditional Classroom| Marshall	**Advancing Military Connected Credit for Prior Learning (CPL) and Enabling Modernized Tools**| Arnold
Presentation: Dr. Kate Drezek McConnell - VALUE and the American Association of Colleges & Universities (AAC&U)	**Presentation:** Ms. Michele Spires and Dr. Derrick Anderson - American Council on Education
Moderator: CPT Stephen W. Terry, Vice Provost Academic Affairs, Army University	*Moderator: Dr. Thomas Creviston, Vice Provost Academic Affairs, Army University*

1615-1700	**COLLABORATIVE BREAKOUTS** | Classrooms 1116-1119

Thursday, 21 July (all times in Central Time)

0900-0910	**DAY THREE WELCOME**| Marshall

- Dr. Keith Beurskens, Symposium Program Chair, Deputy, Vice Provost Academic Affairs - Army University
- Introduce Chief Academic Officer - Army University

0910-0930	**OPENING REMARKS**| Marshall

- **Dr. Jack Kem,** Chief Academic Officer - Army University and Dean of Academics - Command and General Staff College
- Introduce Keynote Speaker

0930-1015	**TALENT MANAGEMENT KEYNOTE SPEAKER**| Marshall

- **Brigadier General Brett Funck -** Director, Army Talent Management Task Force

1015-1030	**TRANSITION**

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1030-1130	**CONCURRENT SESSION #6	Choose One**

Track – Outcomes Based Military Education	**Track – Talent Management**
Defining and Quantifying "Academic Rigor" in Professional Military Education| Marshall	**Development of Measures to Assess Systems Thinking**| Arnold
Presentation: Dr. Shanda Lauer - Vice Provost Academic Affairs, Army University	**Presentation:** Dr. Ava Loer - US Army Research Institute for the Behavioral and Social Sciences; Dr. Michelle Wisecarver - Personnel Decisions Research Institutes; MAJ Christopher
Moderator: Dr. Becky Robinson - Vice Provost Academic Affairs, Army University	*Moderator: Dr. KC Ejiogu - US Army Research Institute for the Behavioral and Social Sciences*

1130-1300	**LUNCH**	Lewis & Clark Center Food Court or Off Post

1300-1400	**CONCURRENT SESSION #7	Choose One**

Track – People	**Track – Talent Management**
Looking Through Athena's Shield: The Case for the Missing Philosophy for Education| Marshall	**Mapping Assessments to Competencies (MAC) Process**| Arnold
Presentation: CW5 (Dr.) Leonard Momeny - US Army Warrant Officer Career College	**Presentation:** Dr. Jaqueline K. Deuling - US Army Research Institute for the Behavioral and Social Sciences; Dr. Heather Wolters - Center for Naval Analysis
Moderator: Dr. Charles D. Vance, Vice Provost Academic Affairs, Army University	*Moderator: Dr. Steven Petersen, Vice Provost Academic Affairs, Army University*

1400-1415	**TRANSITION**

1415-1515	**CONCURRENT SESSION #8	Choose One**

Track – Modernization	**Track – Outcomes Based Military Education**
Maximizing Readiness by Measuring and Developing Mindsets| Marshall	**The CGSC Creativity Project on the Fletcher Method of Creativity Through use of Narrative Literature**| Arnold
Presentation: Dr. Brian Davidson - MindVue	**Presentation:** Dr. Ken Long and Dr. Rich McConnell - Command and General Staff College; Dr. Angus Fletcher (virtual) - Ohio State University (OSU); MAJ Angela B. Samosorn (virtual) - US Army Institute of Surgical Research; Dr. Autumn Leveridge (virtual) - Texas A&M Civil Engineering, Construction Management & Estimating
Moderator: Eric McClaflin, Vice Provost Academic Affairs, Army University	*Moderator: LTC Chris Baldwin - Command and General Staff College*

1515-1530	**TRANSITION**

1530- 1600	**CLOSING SESSION**| Marshall - Dr. Keith Beurskens, Symposium Program Chair, Deputy - Vice Provost Academic Affairs, Army University

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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

- **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

- **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

- **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

Concurrent Session #1
13:00 -14:00

Making Learning Visible

Location: Marshall

Roundtable

Roundtable Panel: Dr. Jack Kem and Dr. Matt Broaddus - Command and General Staff College; Mr. Scot Brownrigg - Kansas Law Enforcement Training Center; Dr. Jaclyn Dudek - Center for Certification and Competency Based Education, University of Kansas

Moderator: Dr. Angela Karrasch - Center for Certification and Competency Based Education, University of Kansas

Throughout our nation, there are significant initiatives to modernize our educational systems. Many academic institutions, private industry, government, military, and law enforcement agencies are struggling with the demands of the 21st century connected curriculum. Outcomes-based education is part of the solution. Excellence in outcomes-based education will not happen by tweaking traditional processes but, rather, by systemic transformation of the complex ecosystem of stakeholders, institutions, and infrastructure. In order to collaborate in the modernization of our nation's education, a shared vision is necessary and tools that support visualizing the complexity have yet to be mastered. To support a better understanding and a shared vision, this discussion will focus on three goals: 1) Defining the design challenges around outcomes-based learning, 2) Identifying supporting theories and frameworks to address the challenges, and 3) Sharing and discussing innovative tools for visualizing complex content in order to operationalize paths for understanding, assessing, and improving outcomes based educational systems. We will provide opportunities to discuss different adult learning and workplace perspectives and initiatives including military, law-enforcement, and higher education contexts that support making learning visible. We look forward to synthesizing cross-sector challenges, approaches, and tools to address the need for outcomes-based learning.

Army Learning Concept 2030 - 2040

Location: Arnold

Roundtable

Roundtable Panel: Dr. LisaRe Brooks Babin - Vice Provost Academic Affairs, Army University; Dr. Michele A. Calton - Department of Health and Human Services; Mr. Daniel Dail (virtual) - Army Training Support Center; Dr. Benjamin S. Goldberg - US Army DEVCOM Soldier Center

The Army Learning Concept describes a conceptual framework to empower learners and leverage emerging technologies to meet the total Army's readiness requirements, sustain intellectual overmatch of adversaries, and manage talent as an enduring strategic advantage. The framework is described as an ecosystem of interrelated factors that together will produce operational adaptability and expand the competitive space within multi-domain operations to win. The components of the solution describe how future Army forces implement the central idea during operations across five interrelated components: 1) the Army, as a learning organization, commits to a culture of continuous responsibility for the development of individuals and teams; 2) learning strategy design focused on learner centric activities for task competency and ill-structured problem solving in high-tech, complex settings; 3) integration of learning science and enabling technologies promotes the right training and education for the right individuals at the right time and location; 4) a data informed learning infrastructure, integrated with the talent management enterprise, allows the tailoring of

Moderator: Mr. Bill Weaver, Vice Provost Learning Systems, Army University

individual and unit learning to optimize individual and team performance; and 5) fostering human capital and workforce development ensures trainers, faculty, coaches, mentors, and developers are capable of modernizing the Army as envisioned in the other components of the solution. This Roundtable discussion will focus on three of the five components of the solution as elements of the overall learning ecosystem, specifically 1, 3, and 5. The goal of the Roundtable discussion is to share information about the development of the concept and create relationships amongst the audience to create a community of interest to execute the actions needed to realize this innovative approach to learning for the Army of 2030-2040.

Concurrent Session #2
14:15 – 15:15

Army Credentialing

Location: Marshall

Presentation

Mr. Steve Clair, Mr. Stan Bennett, Ms. Sophia Sweeney, and Mr. Shawn Morrissey - Army Credentialing and Continuing Education Services for Soldiers, Army University; Ms. Christine Loving - Solutions for Information Design (SOLID)

Moderator: Mr. Steve Clair

The Army Credentialing Program is comprised of three unique credentialing lines of effort that provide Soldiers the ability to earn professional credentials, including civilian certifications, licenses, and Department of Labor (DOL) Certificates of Completion of Apprenticeship. These lines of effort are constantly evolving through the expansion of civilian credentialing opportunities to validate Soldiers' professional skills, training, and work experiences; bolster individual military-technical competence, and improve collective Army readiness.

Presentation will inform key internal and external stakeholders how to maximize Soldier civilian credentialing opportunities in all three learning domains (institutional, operational, and self-development), through 1) Credentialing Assistance, 2) Institutionally Delivered Credentialing, and 3) United Services Military Apprenticeship Program (USMAP). Academic and Industry Institutions will learn about requirements and partnership opportunities with each of the programs.

The Art of Critique: Argumentation and Soft Skill Integration in Graduate Professional Military Education

Location: Arnold

Presentation

Dr. Abram Trosky - US Army War College

Moderator: Dr. Meredith Shafto, Vice Provost Academic Affairs, Army University

The Applied Communication & Learning Laboratory at the U.S. Army War College has been helping implement faculty and student development in the related graduate and professional skill areas of 1) Socratic inquiry and seminar learning, 2) critical reading and listening, 3) writing and argumentation, 4) peer editing and collaboration, and 5) executive, nonverbal, and visual communications. This multi-prong approach to teaching teaming and communication skills focuses on their interrelationship as they are practiced in both graduate liberal arts education and professional and leadership duties. We refer to this approach as "The Art of Critique" — a "people technology" in which faculty adapt seminar and small-group formats and their students' rich and varied backgrounds to create the conditions under which students refine each other's thinking, communication, and performance. This paper summarizes the curricular,

extracurricular, and faculty development strategies that the ACL Lab has developed in its two years of testing, including texts, tech, tools, and activities to promote a common language and mutual understanding around skills education in PME. This experimental, skills-based approach to the established seminar learning model helps meet the critical and creative thinking, communication, and collaboration outcomes articulated in the Chairman of the Joint Chief of Staff's Special Areas of Emphasis and Joint Learning Areas in graduate-level Joint Professional Military Education and will be of interest to all PME practitioners.

Wed, 20 July

Concurrent Session #3
10:30 -11:30

Improving Talent Management Through the Use of Artificial Intelligence

Location: Marshall

Presentation

Mr. Kaj Pedersen, MG (R) Chris Hughes, and Dr. Jim Martin - AstrumU

Moderator: Dr. Jim Martin

Imagine a world where the keys to success are known and your path could be charted based on your desires and the output of your accumulated education and experience, an idea identified as Knowledge, Skills, Behavior, and Preferences (KDB-P) by the Army. Recent modifications to the Army's talent management processes, such as BCAP and CCAP, are yielding improved outcomes and the AIM2 marketplace is providing more individual input than previously possible. Much has been said of creating a "Road to BCAP" to allow junior officers to prepare for the new assessment processes, rather than being initially confronted with the need for the desired attributes as they compete for battalion command. Using attribute success modeling, artificial intelligence is the solution to this "Road to BCAP" and improved performance by junior officers maturing towards battalion command. By taking the attributes known to create the best battalion commanders, as identified and utilized by the current BCAP, an AI translation engine could ingest the desired attributes and translate officer education, training, and experience data to provide actionable information for human resource managers, service members and mentors to chart a path to success.

Beginning with ROTC cadets, whose branch selection should be based upon the known attributes for success in that branch as described by the branch proponents, AI could be used to identify experiential opportunities and educational paths that would best prepare the cadet to succeed in obtaining the branch of their choice. Matching known branch attributes with the cadet's background, an AI engine could lay out a path through college studies and ROTC military activities to best prepare the young future soldier. This path creation to achieve known attributes could continue throughout the junior officer's preparation for BCAP, the key requirement being identification of the desired attributes and the pertinent data pertaining to the officer's education, experience, and desires.

What's Next? How Basic Research Prepares for Future Modernization in Learning Sciences

Location: Arnold

Modernization in the learning sciences is not a discreet event but rather a continuous process to keep science and practices up-to-date. Environmental conditions (e.g.,

Presentation

Dr. Alexander Wind - US Army Research Institute for the Behavioral and Social Sciences

Moderator: Dr. Meredith Shafto, Vice Provost Academic Affairs, Army University

quickening operational tempo, broadening battle landscapes, shifting societal trends) and new technologies (e.g., virtual learning environments, telecommunications and social networking, AI) can interrupt modernization particularly if the underlining science is lagging. Therefore, long-term basic research investments in the learning sciences is integral to prevent disruptions to the development of innovative products to support learning. The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) Basic Research Program executes high-risk, high-reward fundamental research to develop state-of-the-art theory, methods, and models to create the innovative concepts required to support the Army's future capabilities and needs. This presentation provides an overview of the ARI Basic Research Program's Learning in Formal and Informal Environments S&T thrust that supports topics focused on (1) assessment and learning measurement, (2) the adult learner and career-span development, and (3) group and organizational learning. First, we will walk through the forecasting process used to project and anticipate Army needs in learning capabilities for the near, mid, and far terms. Next, we will discuss gaps in the science that could impede modernization processes. Finally, we will talk about transition vehicles applying the rubric "Knowledge-Concept-Capability" inspired by Stokes (1997) concept of use-inspired research.

Concurrent Session #4
14:00 – 15:00

Advancing a Culture of Assessments: How Developmental and Predictive Assessments are Changing Army Policy

Location: Marshall

Presentation

COL Samuel Saine and Dr. Melissa Wolfe - Center for Army Profession and Leadership; COL Eric Beaty - Mission Command Center of Excellence

Moderator: Jacque' Galloway, Vice Provost Academic Affairs, Army University

The Army People Strategy is foundational to the readiness, modernization and reform efforts described in the Army Strategy. If the enduring advantage to remain the world's most ready, lethal and capable land combat force rests on our People, then it must also rest on our ability to identify and leverage their many talents. Central to this concept is the creation of a culture of assessments, where Soldiers and Army Civilian Professionals are afforded targeted self-development assessment opportunities while attending specific initial entry training and professional military education. This presentation by the Center for Army Profession and Leadership (CAPL) and the Command Assessment Program Directorate (CAPD) will examine two of the Army's newest assessment programs and address how units and individuals can leverage developmental and predictive assessment results when building organizational developmental plans.

The Utility of Small Group Instructional Diagnosis (SGID) for Army Courses

Location: Arnold

Presentation

The Army's Experiential Learning Model (ELM) emphasizes a student-centered approach to instruction, reasoning that students' active participation enhances educational outcomes. Beyond instructional periods, students' active participation can likewise be extended to the assessments of Army courses. One such approach is Small

Dr. Ashley H. Wittig - US Army Research Institute for the Behavioral and Social Sciences

Moderator: Dr. Shanda Lauer, Vice Provost Academic Affairs, Army University

Group Instructional Diagnosis (SGID; Clark & Redmond, 1982), which is an approach to collecting mid-semester course evaluations commonly used in higher education. The purpose of this presentation is to describe the SGID approach and its utility for Army courses by examining the use of the approach in the Maneuver Captains Career Course (MCCC). During this presentation, we will also discuss the potential impact of SGID on student and course outcomes. Unlike traditional surveys, SGID captures feedback on students' learning through "rich, informed dialogue" (Hurney et al., 2014; p. 55). In SGID, a facilitator comes to an instructor's course and engages students in a group discussion on what is going well for their learning, suggestions for improvements, and what the students could do to improve their learning in the course. The facilitator summarizes the feedback and shares it with the instructor. This approach gives the students an opportunity to reflect on their learning and provide feedback to their instructors. Through the SGID at MCCC, we were able to highlight a discrepancy in how the students and instructors viewed the learning goals of the course with respect to performance versus mastery orientations and to share constructive feedback on how to improve instruction. One benefit of SGID is that it highlights these discrepancies, and the instructor then has time to address them before the end of the course (Dangel & Lindsay, 2014). Based on this experience and lessons learned, we outline how this approach would be useful for other courses.

Concurrent Session #5
15:15 – 16:15

VALUE 101: Understanding and Leveraging the VALUE system for Measuring Learning in and Beyond the Traditional Classroom

Location: Marshall

Presentation

Dr. Kate Drezek McConnell - VALUE and the American Association of Colleges & Universities (AAC&U)
Moderator: CPT Stephen W. Terry, Vice Provost Academic Affairs, Army University

The VALUE (Valid Assessment of Learning in Undergraduate Education) approach, which evaluates student mastery of a core set of Essential Learning Outcomes through original academic work produced by students themselves, provides a new lens through which to assess student learning and growth during their postsecondary education. VALUE is arguably best known for its 16 rubrics and has already demonstrated its usefulness for measuring skills such as Critical Thinking, Quantitative Literacy, and Written Communication. Released in 2009, the rubrics provided a clear counterexample to the predominant mode of student learning outcomes assessment—standardized tests. Since 2014, there have been more than 688,000 individual VALUE rubrics downloaded by educators representing 2800+ colleges and universities across 148 countries. What began as simply a suite of open educational resources intended for "local" teaching, learning, and assessment praxis has evolved into the VALUE system of empirical resources and pragmatic tools designed to help institutions—two- and four-year, public and private—demonstrate the value of their educational experiences to students, parents, policy makers, and employers. This session will take a "deep dive" into all of VALUE's constituent parts—from calibration training and the Landscape of Learning to the VALUE ADD (Assignment Design & Diagnostic) Tools to the VALUE Research Hub—providing attendees with a comprehensive understanding of how VALUE can be implemented within and beyond courses and at the program and institutional levels to measure the most in-demand knowledge, skills, and abilities.

2022 Army University Learning Symposium

Advancing Military-Connected Credit for Prior Learning (CPL) and Enabling Modernized Tools

Location: Arnold

Presentation

Ms. Michele Spires and Dr. Derrick Anderson - American Council on Education

Moderator: Dr. Thomas Creviston, Vice Provost Academic Affairs, Army University

It's true! "What an individual learns is more important than when, where or how it was learned." However, the foundation of trust in validating that learning is vital to individual success. Come discover more about the innovations occurring within the Military Training Evaluation Program (MTEP) aimed to enhance the recognition of military learning and work experience to better support service member success and how the American Council on Education's (ACE) Military Guide has been modernized to streamline credit for military learning practices nationwide!

Thurs, 21 July

Concurrent Session #6
10:30 -11:30

Defining and Quantifying "Academic Rigor" in Army Professional Military Education

Location: Marshall

Presentation

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

Moderator: Dr. Becky Robinson - Vice Provost Academic Affairs, Army University

The purpose of this submission is to present an update on the ongoing effort to define and quantify academic rigor within Army PME. The Goldwater Nichols Act of 1986 made preliminary calls for increasing academic rigor in joint military education and provided guidance on what academic rigor looked like but did not explicitly define the term. Many definitions have been proposed since, but the Army still currently lacks an accepted and universal definition for academic rigor. Comparison of the institutional expectations for academic rigor at the time of Goldwater Nichols to the expectations of today's Army reveals a vast difference. Through the creation of the Army University and modernization efforts, much work has already been invested in incorporating elements of academic rigor into modern Army PME, particularly with regard to establishing standards against which student performance is measured. But the question remains, is there Academic Rigor in current Army PME, and if so, where and how much? The Office of the Vice Provost of Academic Affairs, the Army University, has spearheaded a multi-phase research project to answer these questions by: 1.) determining how the Army uses the word, rigor, 2.) developing a working definition for academic rigor, and 3.) identifying or creating measures to quantify academic rigor. This research project is sponsored by The Army Learning Coordination Council and Army University Research Program.

Development of Measures to Assess Systems Thinking

Location: Arnold

Presentation

Dr. Ava Loer, US Army Research Institute for the Behavioral and Social Sciences; Dr. Michelle Wisecarver, Personnel Decisions Research Institutes; MAJ Christopher Allen, Mission Command Training Program

Moderator: Dr. KC Ejiogu - US Army Research Institute for the Behavioral and Social Sciences

Systems thinking is a holistic approach to identifying and understanding relationships and emergent properties among different parts of a system. Numerous jobs in the Army require Army officers to work with or within systems, such as the organization systems officers lead and manage, and the complicated network of cyber systems Soldiers must protect and defend. To prepare Army officers for the systems thinking demands in their jobs, systems thinking is ingrained in various Professional Military Education (PME) courses. A gap exists in the Army where there are no standardized assessments that can provide feedback regarding Army officers' systems thinking skills with respect to Army-specific domains. To address this gap, we developed a systems thinking competency model and two systems thinking assessment tools. The competency model was based on literature and interviews with PME instructors, officers assigned to operational units, and academic subject matter experts. The competency model consists of five dimensions: identifying elements, understanding dynamic relationships, shifting perspectives, identifying holistic patterns, and responding to change. The systems thinking competency model was the basis for two assessment tools: the Multirater Assessment for Systems Thinking (MAST) and the Context-Based Systems Thinking Assessment (CSTA). MAST highlights officer actions that demonstrate systems thinking and promote officer skill development. Ratees are scored according to the five dimensions of systems thinking. CSTA was developed in partnership with the Army Mission Command Training Program. CSTA tests Army officers' systems thinking skills in relation to warfighting functions. CSTA uses a Large-Scale Combat Operation scenario in a Decisive Action Training Environment. Both MAST and CSTA capture how systems thinking is important in the Army and provide Army officers with standardized feedback regarding the officers' current systems thinking proficiencies and how to improve as systems thinkers.

Concurrent Session #7
13:00 – 14:00

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

Location: Marshall

Presentation

CW5 (Dr.) Leonard Momeny - US Army Warrant Officer Career College

Moderator: Dr. Charles D. Vance, Vice Provost Academic Affairs, Army University

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.

Mapping Assessments to Competencies (MAC) Process

Location: Arnold

Presentation

Dr. Jaqueline K. Deuling - US Army Research Institute for the Behavioral and Social Sciences; Dr. Heather Wolters - Center for Naval Analysis

Moderator: Dr. Steven Petersen, Vice Provost Academic Affairs, Army University

The Army's Talent Management Strategy (ATMS) details the importance of demonstrating and measuring expertise rather than depending on time in grade, service, or position for development or promotion decisions. Throughout the educational and training process, the Army assesses its personnel. To support ATMS objectives, the Mapping Assessments to Competencies (MAC) process is being developed to explore the extent to which existing educational, training, or operational assessments could be used to evaluate Army personnel on mastery of specific competencies for application in Army Talent Management initiatives. The overarching purpose of the MAC process is to allow the Army to develop a more dynamic and comprehensive collection of talent assessments that measure the unique knowledge, skills, behaviors, and preferences of Army soldiers and civilians. Given the necessity of getting the right person in the right job at the right time, the Army is motivated to use assessments currently available to the maximum extent possible. The literature on competency assessments, as well as the Standards for Educational and Psychological Testing were instrumental in developing a process that can be applied to a broad range of assessments, both inside and outside of the Professional Military Education (PME) environment. Moreover, the MAC process requires the evaluator to provide evidence that the assessments are sufficiently valid, reliable, and fair to support their intended use. A pilot project of the MAC process using material from CGSOC core courses will be described. Current research includes creating and evaluating MAC user training and research that expands the MAC process by identifying mechanisms for combining disparate competency assessment scores into a single competency index that can be used to inform talent management decisions.

Concurrent Session #8
14:15 – 15:15

Maximizing Readiness by Measuring and Developing Mindsets

Location: Marshall

Presentation

Dr. Brian Davidson – MindVue

Moderator: Eric McClaflin, Vice Provost Academic Affairs, Army University

There is a growing awareness for how an individual's mindset and mental readiness ultimately impacts performance and overall unit readiness. In this engaging and enlightening presentation, Dr. Brian Davidson will discuss how mindsets can be measured and cultivated to improve mental readiness within the military. Having assessed factors like grit, resilience, adaptability, hope, and intrinsic motivation in individuals from over 20 countries across the globe, Dr. Davidson will share the latest findings when assessing these skills within officer candidates at various training locations across the United States and then comparing these anonymized results to others. In addition to sharing this cutting-edge data to understand what is going on inside the minds of officer candidates today, Dr. Davidson will describe key lessons learned from these experiences. He will also share strategies for how the data, analytics, and insights gleaned from measuring these factors can then be utilized by military leaders to best cultivate these skills via cutting-edge technology and learning solutions to enhance the mental readiness of the warfighter to promote performance optimization.

Leaders attending this presentation will leave with a newfound knowledge on specific mindset factors associated with mental wellness and high performance. Attendees will also obtain a glimpse of where officer candidates' mindsets stand today as well as learn strategies for how to help build these skills to maximize mental readiness.

The CGSC Creativity Research Project on The Fletcher Method of Creativity Through use of Narrative and Literature

Location: Arnold

Presentation

Dr. Ken Long and Dr. Rich McConnell - Command and General Staff College; Dr. Angus Fletcher (virtual) - Ohio State University (OSU); MAJ Angela B. Samosorn (virtual) - US Army Institute of Surgical Research; Dr. Autumn Leveridge (virtual) - Texas A&M Civil Engineering, Construction Management & Estimating

Moderator: LTC Chris Baldwin - Command and General Staff College

A discussion of the Innovations in Developing Creativity in the Profession using the methods of Prof. Angus Fletcher of Ohio State University, with a panel composed of the research and writing team conducting the collaborative research with Dr. Fletcher at CGSC this upcoming year. Panel features Dr. Rich McConnell (project lead), Dr. Ken Long (Project catalyst) - members from CGSC faculty engaged on the writing team. The panel will discuss the development of the scoring rubric to be used by the expert panel of judges, who will be applying the gold standard in evaluating creativity, the Consensual Assessment Technique. Dr. Fletcher, MAJ Angela Samosorn, RN, PhD will attend the panel virtually. The Fletcher method and the CGSC research project has been published in Harvard Business Review (Fletcher, 2022), the Annals of the New York Academy of Science (Fletcher & Benveniste, 2022), and has been featured in interviews by the BBC, Jordan Peterson and Martha Stewart. Fletcher wrote "Creative Thinking: A Field Guide to Building Your Strategic Core" specifically for the Army, which has become a best seller, and is #1 in the Amazon category for Leadership Education. Our research project rigorously applies these methods. This project has been developed from scratch here at CGSC in an improbable string of events, which is culminating in Dr. Fletcher being invited to brief the CJCS and J Staff after his successful training of these methods throughout SOCOM, JSOC, JSOU, USASOC, and Fortune 50 companies. His materials are being translated by the Chinese equivalent of RAND. Drs. Fletcher and Long are working with DARPA on a project to develop a wargame to evaluate contenders to create smart AI assistants for Commanders.

Online Content
Available from 11 July

Modernization

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

Presentation

Dr. Thomas Creviston - Vice Provost Academic Affairs, Army University

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

Tutorial

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 produces career pathways for Service members based on their in-Service skills attainment and employment experiences, connecting them to relevant career-related

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

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 Behavioral and Social Sciences;

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 and teach lessons consistently and effectively. Specifically, the LE was designed with the following institutional challenges in mind:

Ms. Kerri Conning Chik, and Mr. Ian Cooley - TiER1 Performance

• 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

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

Presentation

Dr. Abigail Stonerock - US Army War College

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