

Abstract Proposal

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Critical Task and Site Selection Board - Outcomes (CTSSB-O): New Design for Outcome-based Military Education

Training Developers are asked to use the ADDIE process to develop outcome-based learning. This charge is uniquely difficult for military training developers with formal education in lesson plan development. As a broadening assignment in training development, their MOS does little to prepare them to create learning products. Army institutional training begins with a CTSSB. Each proponent's CTSSB creates an individual critical task list (ICTL) that supports the institutional training with current learning product requirements. Learning product approaches and styles must expand from the traditional objectives-based ICT to an output expressed as knowledge, value, and performance. Proponent's CTSSBs must be given the assignment to identify what graduates of Professional Military Education (PME) must know, value, and perform to be successful in their operational assignments. Providing input focuses on the output of the learning experience. While proponents have the authoritative ability to design lessons with a learning objective that supports knowledge, skills, and abilities, it is ineffective. The last military occupational skill CTSSB this author conducted shows that training developers do not have learning requirements input that supports the lesson design strategy for an outcomes-based education approach. Current training design fits within two categories; the lesson plan is developed from an ICT, or a lesson is developed using knowledge, skills, or attitudes. The second approach is seldom used due to the inability to fully train the ICT. A new design outcome-based CTSSB, with augmented intelligence is required, if PME is to move past the current antiquated train to individual critical task model.