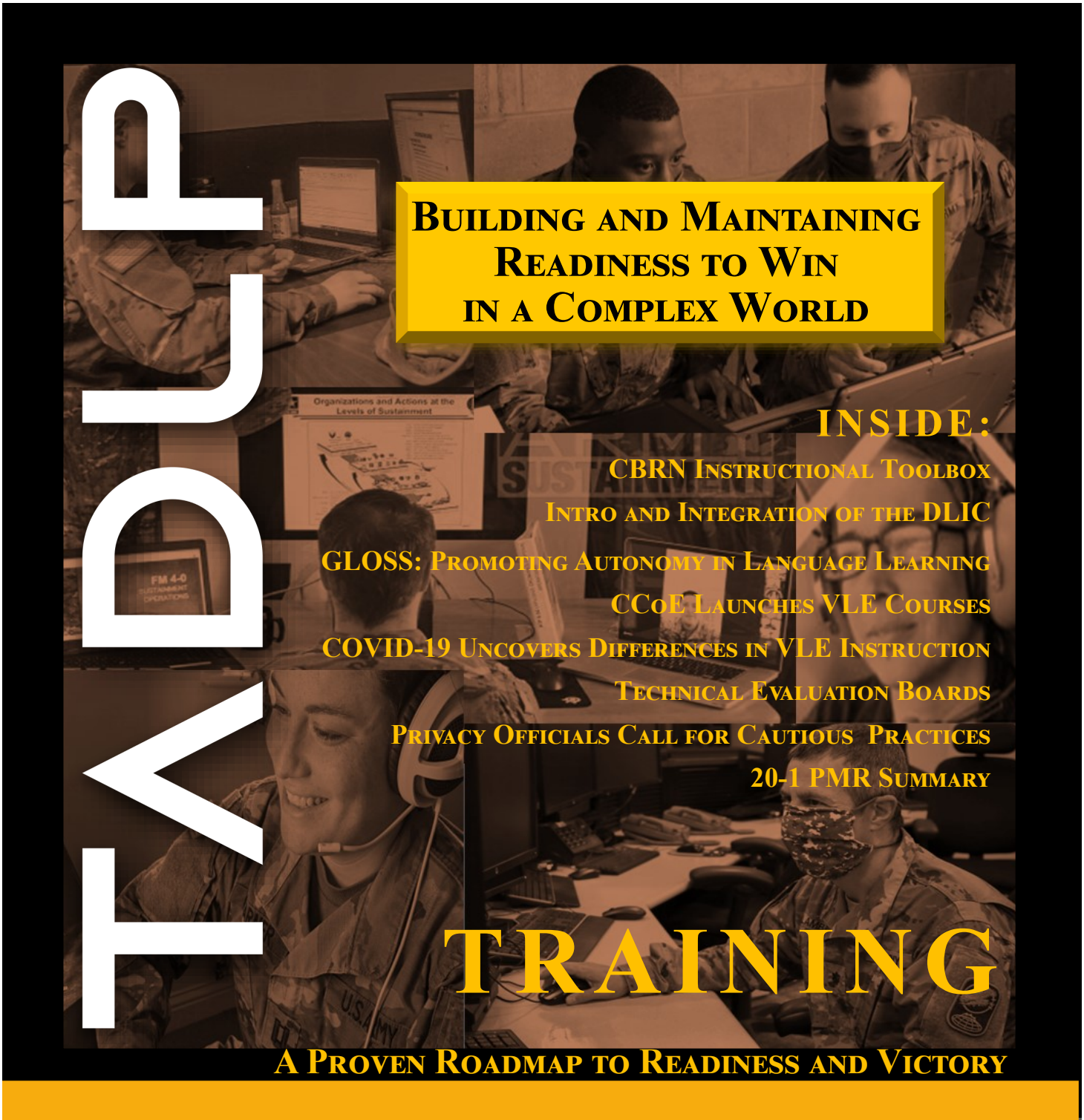


Building and Maintaining Readiness to Win in a Complex World

INSIDE:

TRAINING

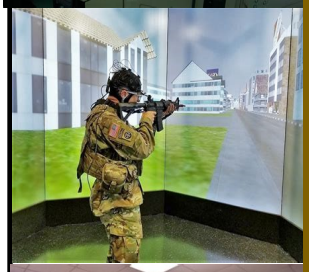
A Proven Roadmap to Readiness and Victory

THE DL STAR

Distributed Learning Supporting Training Awareness and Readiness

Fall/Winter 2020 Edition 31







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THE DL STAR

DISTRIBUTED LEARNING
SUPPORTING TRAINING AWARENESS AND READINESS

FALL/WINTER 2020 EDITION 31

COVER PHOTO: *Collage of Department of Army Instructors and Students participating in Virtual Learning Environment (VLE) training sessions; result of COVID-19 standards and guidelines.*

IN PERSPECTIVE

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

Meeting COVID-19 Challenges: DL OPT Objectives and Lessons Learned

Greetings Teammates, I would like to welcome all of you to the 31st Edition of the DL Star. Despite COVID-19, these past months have been busy for many of us as we have worked the various Distributed Learning (DL) operational planning teams (OPTs) to explore leveraging DL and virtual learning opportunities.

The DL OPT conducted mission analysis, which was briefed to the Training and Doctrine Command (TRADOC) Deputy Commander focusing on near, mid, and long term strategies and methods for executing critical Professional Military Education (PME), Basic Officer Leader Course (BOLC), and critical Functional training. The OPT first principles include: (1) Protecting the Force; (2) Generating Readiness; (3) Preserving the Quality of Training and Leader Development; (4) Prioritizing Lethality, Leadership, and Safety; and (5) Learn from the Crisis.

As we continue to refine the DL OPT objectives, we solicit your ideas and solutions to help us continue to push challenging and realistic training and education to our force to ensure Army readiness under any condition.

Thank you to all the contributors to the DL STAR. Articles in this edition include: the "CBRN Instructional Toolbox" from USA Chemical, Biological, Radiological, and Nuclear School (CBRNS); "Introduction and Integration of the Digital Learning Instructor Course (DLIC) Across the Army Learning Enterprise" from US Army University (ArmyU); "GLOSS: Promoting Autonomy in Language Learning" from the USA Defense Language Institute Foreign Language Center (DLIFLC); "Shifting to the Virtual Learning Environment: CCoE Faculty and Staff Development (FSD) Branch Launches VLE Courses" from the USA Cyber Center of Excellence (CCoE); and "COVID-19 Uncovers Unanticipated Differences in Resident Versus Virtual Learning Environment (VLE) Instructional Approaches" from the USA Aviation Center of Excellence (AVNCoE).

Additional articles include: "Technical Evaluation Boards (TEBs): Considerations When Selecting a TEB Representative" from The Army Distributed Learning Program (TADLP), Directorate of Distributed Learning (DDL); "Privacy Officials Call for Cautious Telework Practices" from the US Army Aviation and Missile Command (USAAMCOM); and the "20-1 Program Management Review (PMR) Summary" from DDL.

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

H. A. Remily

As always, we ask that you continue to provide us information regarding lessons learned and innovation so we can highlight your efforts to the DL community at large.

Helen A. Remily,
Director, Distributed Learning
Army University

CBRN INSTRUCTIONAL TOOLBOX

By: Andrew Roden

CBRN-IT VIDEO: Mass Casualty Decontamination

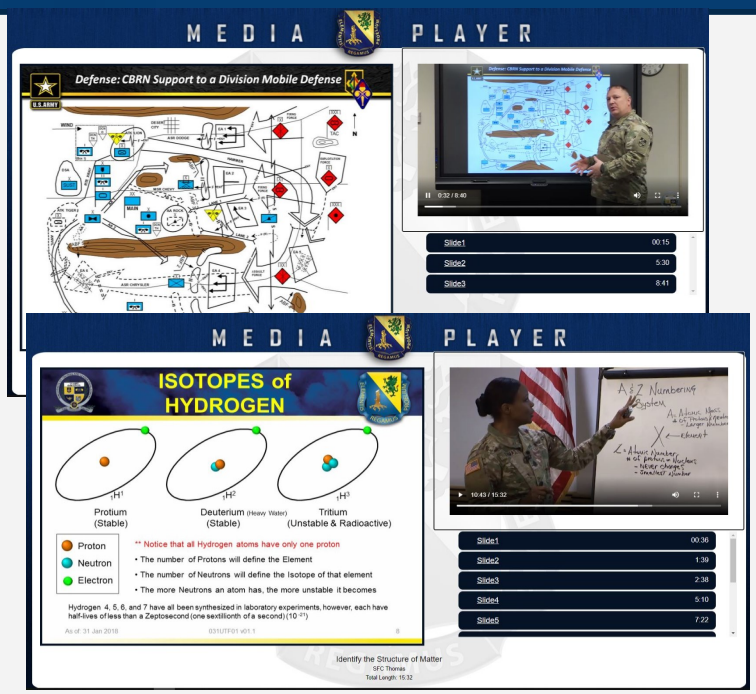
Fort Leonard Wood, Missouri – Since the implementation of the Army Learning Concept, the US Army Chemical, Biological, Radiological, and Nuclear School (USACBRNS) has launched several technology integration initiatives to include the CBRN Instructional Toolbox [CBRN-IT]. Located on the Maneuver Support Center of Excellence [MSCoE] Lifelong Learning Center [LLC] Blackboard Portal, the CBRN-IT is a repository for CBRN distributed learning [DL] and interactive multimedia instruction [IMI] products selected for wide dissemination. All products hosted on the CBRN-IT can be downloaded by training developers to be used within their curriculum.

Due to the COVID-19 pandemic, the imminent need for DL and IMI products has increased tremendously, for both students and instructors. Students need access to engaging content that improves knowledge retention and encourages collaboration. Instructors need access to content that supports a DL or blended learning (BL) environment that can be easily acquired and implemented into the curriculum. To address these needs, the CBRNS developed several lecture-based micro-learning products using instructional videos and the Digital Video Performance Evaluation Resource (ViPER) Authoring Tool. ***See sample courseware description on next page.***

Continued

CBRN INSTRUCTIONAL TOOLBOX

Sample CBRN-IT Products



Micro-Learning Products (Instructional Videos)

Title	Videos	Scope
Knot Tying:	12	Variety of knots used in Confined Space Training
Mechanical Advantages	10	Rope assemblies used in Confined Space Training
Patient Packaging	11	Patient packaging used in Confined Space Training
Mask Confidence Training	2	Preparation and execution of Mask Confidence Training
Mass Casualty Decontamination	1	Supporting media and documents to conduct and train the revised Mass Casualty Decontamination.
M256A2 Trainer	HTML IMI	Description and use of the M256A1 and M256A2 Kit

Products Available on the CBRN-IT

Title	Scope
Advanced Concepts *(Standalone DL)*	75 hours - Builds on 3 basic science concepts (Biology, Chemistry, and Radiology); applies Science concepts in a variety of tactical and domestic CBRN scenarios, to include Defense Support of Civil Authorities (DSCA) and Hazardous Materials (HAZMAT) incidents.
74D Skills Training *(80 VIPER Products)*	Military Occupational Specialty Training (MOS-T) required for 74D CBRN Specialist MOS Qualified (MOSQ)
FM 3-11 CBRN Ops *(7 ViPER Products)*	Field Manual (FM) 3-11. Provides thorough doctrinal approach for tactical and operational levels of war; to provide tailorable, scalable CBRN capabilities across operations. Acknowledges CBRN units must be integrated at multiple tactical and operational headquarters to enhance capabilities to counter Weapons of Mass Destruction (WMD) and retain operational flexibility. Transforms CBRN enterprise to being offensive and proactive, interdicting CBRN before employment rather than practicing avoidance.

The Digital ViPER Authoring Tool is a hypertext markup language (HTML) product that offers a simple way to combine videos with images to create a basic lesson or presentation. Its intuitiveness and obtainability make it an invaluable tool when content must be created and made available quickly.

The Digital ViPER authoring tool is not CAC restricted and will be accessible to all training developers on the Central Army Registry [CAR] in the future. Currently the USACBRNS hosts 87 ViPER Tool products on the CBRN-IT.

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Introduction and Integration of the Digital Learning Instructor Course (DLIC) Across the Army Learning Enterprise

Department of Distance Education (DDE), Command and General Staff Officers Course (CGSC), and the Faculty and Staff Development Division (FSDD), ArmyU, worked in coordination to develop a blended course designed to help Army Enterprise instructors rapidly transition to teaching in a virtual learning environment (VLE): the Digital Learning Instructor Course (DLIC). DDE made the class available in mid-April 2020 in response to the increased demand for virtual learning due to COVID-19 restrictions. At which time, DDE conducted three iterations of the course that supported over 60 students from over 25 different organizations across the Army Learning Enterprise (ALE).

Purpose of the course: To assist faculty members rapidly transition from face-to-face teaching to a fully online venue in a VLE and curricula that involve a blend of asynchronous and synchronous learning activities. Upon completing DLIC, instructors will have the necessary knowledge, skills, and practice to develop, manage, and facilitate learning in the digitally-enhanced learning environment of their online classrooms. Although the primary target audience was CGSC faculty — specifically, DDE faculty — the techniques and procedures are applicable across various teaching and learning environments.

Course Description. The design of the course is a part-time faculty development program that intersperses asynchronous learning activities with synchronous sessions for discussion and practical exercises. While initially designed for the Blackboard.com learning management system (LMS), DLIC is "LMS-neutral." This change allows faculty to learn through the same system(s) that they will utilize within their institutions. There are two versions of DLIC: the full 3-week version (24 hours) and the 2-week "express" version (16 hours).

The full version is intended for faculty teaching longer courses that involve team building, collaboration, and problem-based learning. The express version is intended for faculty teaching shorter courses that primarily include presentations and discussion. The ideal class size is 18-21 learners and requires three facilitators. Although conducted over a 2-week or 3-week period, most of the work is asynchronous and does not require signing in to an LMS or VLE: the synchronous sessions are twice weekly for 2 hours each.

Way Ahead. ArmyU FSDD began hosting bi-weekly workshops on 19 AUG 20 in collaboration with individuals from the Centers of Excellence, schools, and other organizations across the ALE to develop a more robust Professional Learning Network that will benefit a larger audience. The long - range plan is to capture the critical components of DLIC and the Asynchronous Distributed Learning Instructor Course (ADLIC) to develop a blended approach to teaching that includes traditional distance learning and resident instruction, along with a resident/face-to-face VLE component. The analysis and development of this product is expected to take most of the next fiscal year, but the initial portions—draft lesson plans, learning products, and assessment techniques—may be available for validation as early as the first quarter of the next fiscal year.

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ArmyU FSDD Resources: *https://www.milsuite.mil/book/groups/armyu-fsdd-resources*

GLOSS:
Promoting Autonomy in Language Learning

DLIFLC Photo Notes (2019): The Command Language Program Managers (CLPMs) at Monterey, will assist military linguist personnel in maintaining their language capabilities.

Dr. Julia Voight
5/11/2020

Army Regulation 350-20, Management of Defense Foreign Language Training, underlines the need to help military and government linguists maintain and enhance their language proficiency by a) providing sustainment and enhancement training of the Services' Command Language Programs; b) enhancing nonresident training with a distributed learning component; c) delivering nonresident training materials electronically, where possible; and d) providing sustainment/ enhancement language training support for learners who graduate from the program.

In order to answer these demands, the Defense Language Institute Foreign Language Center (DLIFLC) developed the Global Online Support System (GLOSS), an online maintenance and proficiency-enhancing tool for independent language learners. GLOSS lessons are accessible at the DLIFLC website: gloss.dliflc.edu.

Initially developed as a tool to sustain and enhance the proficiency of government linguists and independent linguists in the field, GLOSS is now highly regarded and extensively used in the blended curriculum of DLIFLC's Basic and Post-Basic Programs.

As a result of an increased need for new GLOSS content, DLIFLC partnered with the Army Distributed Learning Program (TADLP), Directorate of Distributed Learning (DDL), Army University (ArmyU) to develop 180 new lessons to support the Korean, Russian, Spanish, and Chinese Mandarin language programs. The lessons span Interagency Language Roundtable (ILR) levels 2 through 3+ and cover topics like culture, science, society, defense, politics, security, commerce, geography, technology, and the environment.

Each GLOSS lesson has its own objective and provides interactive activities, authentic materials, explanations, and guidance to help learners reach this objective within a time frame of two hours. The learner is free to explore all the elements of the lesson in any order, but for maximum effect, users are encouraged to start with the warm-up activity, proceed through three or four enabling activities, and finish with the wrap-up activity and a quiz at the end. Passing the quiz yields a certificate of completion.

GLOBAL ONLINE SUPPORT SYSTEM

ADVANCED SKILLS
ENHANCEMENT & SUSTAINMENT

The successful collaboration between GLOSS and TADLP, DDL, ArmyU, has enriched the GLOSS program, especially at higher levels of language reading proficiency (ILR 3 and 3+) and in such critical spheres as cybersecurity, digital currency, artificial intelligence, and digital forensic investigation. These lessons are highly interactive, address important language features, and can be easily adapted to the classroom.

The lessons developed as a result of the partnership between GLOSS and TADLP, DDL, ArmyU, will be instrumental in the self-structured language proficiency development and maintenance of field linguists and foreign area officers. These lessons will see wide use within Language Training Detachments, the Foreign Service Institute, the National Security Agency, the Central Intelligence Agency, and other government organizations.

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Shifting to the Virtual Learning Environment: Cyber Center of Excellence (CCoE) Faculty and Staff Development Branch Launches VLE Courses

Dr. R. K. Roberson, Ph.D.,
Ms. S. D. Thomas, M.Ed.,
Dr. M. Waters, Ph.D.

In recent months, COVID-19 has generated various challenges for many organizations and agencies globally; including many Army Centers of Excellence and schools. These unique challenges had a significant impact on instruction and training efforts occurring across the military environment. Hardin (2008) stated that to remove barriers to training and educational opportunities, institutions should restructure the traditional learning environments and faculty roles to effectively meet the needs of target audiences and facilitate student learning. In overcoming these barriers that still exist today, the CCoE Faculty and Staff Development Branch (FSDB) adopted a new normal in accomplishing its mission. Through collaborative processes, the FSDB team successfully shifted its resident courses from the traditional setting to a virtual learning environment (VLE). According to Kiryakova (2019), distance education is an effective solution to overcoming physical constraints that may emerge in the traditional learning environment.

Students Participating in a MS Teams VLE Course

In designing the VLE courses, the FSDB team worked diligently to ensure the VLE sustained high levels of student engagement commonly witnessed in its traditional resident courses. In designing a virtual environment that promotes meaningful student engagement with course content, the FSDB team incorporated teaching and learning principles offered by Fink (2016) in his theory on high-impact teaching practices. The instructional team successfully completed the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) process in delivering multiple virtual courses that accomplish the following: (1) places the learner at the center of all instructional design efforts (2) ensures course layouts are easy to navigate, and (3) supports student-centered instructional methods.

Course Design

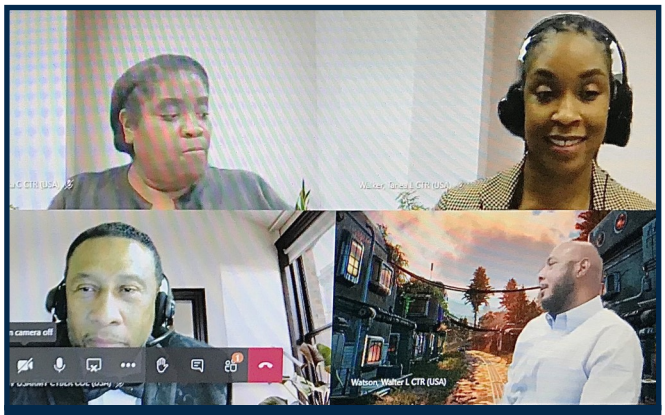
The FSDB team collaboratively analyzed best practices for virtual instructional design to include using VLE course maps that enable the instructional team in accomplishing course objectives through a diverse set of virtual activities.

Continued

The VLE course maps are comprised of synchronous and asynchronous components that are interwoven throughout the course. These components create a blended learning approach that grants learners the opportunity to continuously collaborate with their facilitators and peers in real time.

Montelongo (2019) asserted that asynchronous and synchronous activities should be incorporated in virtual learning opportunities for effective learning and engagement to occur. This collaborative experience is accomplished through video conferencing technology, chat and text features, screen sharing, and small group activities. Learners are also afforded the opportunity to access course content and requirements beyond instructor-led sessions through a diverse set of self-directed learning activities.

Knowles (1975) defined self-directed learning as "a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes" (p. 18). Building on the ADDIE process, the FSDB team incorporated a variety of self-directed learning activities to include critical reading assignments, research, reflective journaling, and discussion topics related to the course curricula. This mixed methods approach to facilitation received positive feedback from learners and aided instructors and students in meeting all course learning objectives as accomplished in face-to-face resident courses.



Students Participating in MS Teams VLE Course

VIRTUAL PLATFORM

While a host of learning management systems and web conferencing tools are available for virtual collaboration and instruction, the FSDB team utilizes Microsoft Teams as the sole platform for conducting synchronous class sessions and asynchronous requirements in a digital learning environment. Microsoft Teams is also utilized as the repository for storing and securing instructional content and student resource materials. Through the use of individual student folders and class resource sections that are a part of the course layout, Microsoft Teams allows students' easy access to all course materials during instructor-led sessions and asynchronous timeframes. Knowles (1975) emphasized while some descriptions of self-directed learning imply this form of learning only occurs in isolation, self-directed learning generally occurs in a collaborative setting with instructional facilitators, peers, and other support personnel.

Continued

The FSDB team constructed a learning environment that afforded students the opportunity to collaborate in multiple small group activities that are supported by the following resources: (1) interactive virtual whiteboards, (2) group breakout rooms, (3) discussion forums, and (4) virtual notebooks. These activities and tools strengthen student participation and provide learners opportunities to reflect critically on topics emphasized throughout the curricula. In providing continuous instructional support throughout the duration of the course, each VLE course is equipped with virtual office spaces. The virtual offices allow students to connect individually with their facilitators, beyond instructor-led sessions, if additional guidance is needed at any time during the course.

CONCLUSION

The FSDB instructional team for the CCoE has witnessed positive outcomes in terms of student achievement and student feedback obtained through end of course critiques (EOCCs) and virtual classroom observations. The following themes emerged from student survey data and observation feedback regarding the VLE course characteristics: (1) highly interactive and engaging, (2) strong replica of the resident course, (3) and a user-friendly course layout. The VLE courses supported the FSDB team in increasing its overall training output through additional course offerings and increased student enrollment. This effort enabled the FSDB in extending training opportunities beyond the CCoE to various Army Reserve and National Guard units, assisting a significant number of Army instructors in satisfying the Faculty Development and Recognition Program (FDRP) requirements for awarding of Army Instructor Badges (AIBs).

The FSDB team has offered four iterations of VLE courses for the Common Faculty Development Instructor Course (CFD-IC) and the Common Faculty Development – Developer Course (CFD-DC). The way ahead for FSDB is to continue infusing best practices and lessons learned across the TRADOC community into future instructional design efforts. Our goal is to facilitate virtual learning experiences that aid facilitators in overcoming challenges impacting the learning environment. Working collaboratively across the community of practice better enables us in providing instruction that satisfies the needs of our learners and meets the needs of the operational environment. Our office welcomes any questions or feedback regarding this article; please contact one of the authors of this submission.

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Dr. Margie Waters, Ph.D., margie.waters.civ@mail.mil

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COVID-19 Uncovers Unanticipated Differences in Resident Versus Virtual Learning Environment (VLE) Instructional Approaches

C. Parker, Ed.D., & L. Momeny, Ed.D.

Screen Shot of Virtual Learning Environment Course (VLEC) in Micro Soft (MS) Teams

In the wake of COVID-19, the United States Army training facilities have experienced a tumultuous shift in how we train. We know this. We've felt it. We've heard training leaders acknowledge it. What we didn't know, however, was just how unprepared we were, as instructors, to teach differently when moved to a Virtual Learning Environment (VLE). Where we may have conceptually understood that resident and virtual training required varying instructional approaches, we found it hard to employ those approaches. We found it hard to teach differently based on the distinct environmental differences. We weren't prepared to use the technology as an instructional platform and we weren't prepared to teach without lecturing. One survey respondent remarked that the organization did not plan well for this extreme change in methodologies nor did it capture lack of 'technological' ability of individual instructors to adapt quickly. As a result, our academic training suffered. Our lectures fell on tuned out, unengaged, and under-stimulated ears.

In a brief survey of instructors conducted at the United States Army Aviation Center of Excellence (USAACE), Education and Technology Branch, the following questions were posed:

1. *Which instructional delivery techniques did you find didn't work in the VLE that did work in the traditional classroom?*
2. *How did you recognize that a specific instructional delivery technique was not working in the VLE?*
3. *What alterations to your instruction did you make to address issues with instructional delivery techniques?*
4. *Which instructional delivery techniques did you find worked well both in VLE and the traditional classroom?*

Interestingly, but perhaps not surprisingly, the responses received tended to represent two opposing instructional perspectives: the first, that lecture was the natural and assumed method of instruction regardless of environment; the second, that lecture was an ineffective instructional method for the VLE. Responses either inferred that techniques that supported the ability to lecture were found to be difficult or that the lecture method itself was inappropriate for the environment and that more facilitative instructional methods were required.

Responses to the questions were wrought with contradiction. For example, those that continued to assume lecture as the instructional delivery method cited such hardships as: "the lack of drawing ability [on a] whiteboard" during their lessons which required "additional slides [to PowerPoint presentations] that basically replicated what is usually drawn on the whiteboard to enhance certain areas of the class and drive home the subject more thoroughly."

Continued

Those that found lecture to be ineffectual reflected that lecturing with PowerPoint slides did not work well in the online environment. "VLE worked better with part synchronously and part asynchronously delivered information." In this case, for example, the instructor "trimmed slides down to [the informational] Touch Points which was approximately 6-16 slides for a 50- minute block of instruction." This instructor added in more discussion, facilitated group assignments, and provided asynchronous pre-class assignments such as reading, media review, and pre-assessments of knowledge.

While no one was ready for a pandemic that propelled us into a virtual realm of socializing, meeting, and educating, this dichotomous view of the use of the lecture method between resident and virtual training environments highlights a potential separation between those instructors who are more intuitively aware of the instructional need based on environment and those that do not possess an intuitive awareness. It suggests the need for rigorous instructor training that intentionally emphasizes instructional methods other than lecture. It also suggests an intentional focus on the myriad of learning environments and the appropriate instructional methods, strategies, and techniques that apply to each.

The small but targeted discovery may also have larger implications. It may also suggest that training organizations, as a whole, need to consider the knowledge and skills sets of individuals to be placed in instructional positions. Can the individual recognize learning opportunities that would enhance the learning if a different method or environment was employed? Can they transition fluidly between instructional method as well as instructional environment? How are the instructional systems specialists being engaged to bridge that knowledge and skill gap? The Army's instructional systems specialists have both the education and skillset required to enhance both the content and delivery of our education across the non-traditional educational environments.

Rather than looking at the effects of this global pandemic on our educational processes as something merely to survive and then be forgotten, even if unintentionally, we should instead leverage what has been learned, emphasize the valuable resource of instructional systems specialists available at every Center of Excellence, and leverage technological and instructional solutions to move training and Soldier performance to the next level.

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Technical Evaluation Boards: Considerations When Selecting a TEB Representative

Carrie Stevenson

Before selecting a representative from your organization to serve on a Technical Evaluation Board (TEB), think about the desired outcome for your learning product. As an organization, you've completed a tremendous amount of work "to date" by carefully identifying critical training/educational requirements in your performance work statement (PWS). You have taken additional steps to develop the evaluation criteria that will be used to assess potential offers during the solicitation effort. Now it's time to focus on how your organization will be represented during the TEB. What qualities should leaders consider when recruiting potential TEB members?

> ***The Technical Evaluation Board (TEB)*** *function is to determine whether the contractor's proposed expenditure of labor and resources relates to the performance promises and schedule objectives of the contract.*

Let's say your objective is to develop a highly immersive learning product using Level 3 and Level 4 interactivity that encourages learners to use higher level thinking. Would you have an interest in the contractor's plan to bring that innovative learning product to life? Although contractors are capable of designing and developing acceptable distributed learning (DL) products, we cannot assume all contractors have submitted a TEB proposal containing strategies that directly align with your organization's goals and requirements.

A quality contractor will clearly communicate a strategy to develop your learning product based on their understanding of the task order requirements, their capabilities, and their proven performance. If the contractor's plan is vague, missing critical elements, or not even close in scope or design, then how could this possibly be the right contracting team to design and develop your learning product? It is imperative that you consider using your voice to select a quality contractor. This is done in part by selecting the right representative to provide relevant, reliable, and critical input during the TEB.

Selecting the right representative to serve on the TEB is challenging yet achievable. The more committed the organization is in recruiting a quality TEB representative, the more efficient the evaluation process. The phrase "quality in" nets "quality out" is a reminder that it is essential that supervisors actively qualify potential TEB members' skill sets. TEB representatives must be prepared to meet the challenge of evaluating each contractor's proposal.

> ***The TEB*** *directly affects the outcome of the negotiation stage of the acquisition process. The basis for understanding and producing a cohesive technical evaluation is: understanding the performance work statement, reviewing the contractor's proposal, methodologies and rationale, and formulating a technical plan.*

Continued

TECHNICAL EVALUATION BOARDS (TEBS):
CONSIDERATIONS WHEN SELECTING A TEB REPRESENTATIVE (CONT'D)

Leadership should consider the following when selecting TEB representatives: (1) the TEB representative clearly understands the organization's goals and the product requirements; (2) the TEB representative is committed to serving as an active participant throughout the entire technical evaluation process; (3) TEB participation: it is the TEB representative's primary place of duty, and (4) the TEB participant possesses effective writing and verbal communication skills.

Individuals serving on the board will be involved in professional discussions and are required to document their feedback on appropriate forms. The Mission and Installation Contracting Command (MICC) will not accept TEB evaluations that cannot be immediately clarified or substantiated, especially when the comments may be used in court. Therefore, it is critical to select the best TEB representative to accomplish the task.

> ***The Purpose*** *of the TEB Guidance is to convey responsibilities of individuals serving as members of a technical evaluation committee. The TEB process is an analysis of each offeror's proposal with respect to the standards and criteria established in the solicitation.*
>
> ***The TEB Process*** *is an analysis of each offeror's proposal with respect to the standards and criteria established in in the solicitation.*

The TEB participant's schedule must be cleared and participant must be excused from other assigned duties or personal commitments (e.g., annual leave, passes, or other distractions) throughout the TEB's duration. TEBs usually last three to five duty days. If a TEB candidate cannot be available or otherwise committed throughout the entire evaluation, then the individual is not the appropriate selection.

The TEB representative's primary obligation is to provide high levels of discretion in ensuring the integrity of the evaluation process. Leaders should confirm that the representative has a current Confidential Financial Disclosure Report (OGE 450) on file that discloses any potential conflicts that may exist between official duties and private financial interests or affiliations. If there is a conflict of interest, then the individual should not be selected to serve on the board. Leadership must ensure TEB representatives are not pressured to succumb to internal influence if serving on the TEB. Any evaluation ratings provided by a panel member when reviewing and evaluating proposals must be strictly based on the evaluation factors and sub-factors set forth in the solicitation.

BLUF: "Quality in" nets "Quality out." Organizations must have a strategy to provide a quality individual fully capable of providing quality input throughout the TEB source selection process. The concentrated effort to manage the above concept will ensure your organization successfully achieves your goals in an efficient, effective, and expedient manner to produce a quality DL product.

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Defense Acquisition Review Journal.
apps.dtic.mil/dtic/tr/fulltext/u2/a432894.pdf
https://www.ignet.gov/sites/default/files/files/fsaeval.pdf
https://fedsim.gsa.gov/customervideo3.html

Privacy Officials Call for Cautious Telework Practices

Lisa Simunaci, USAAMCOM, 3/25/2020

As the COVID-19 situation means more employees are teleworking, Army privacy officials are calling for caution when it comes to transmitting personally identifiable information (PII).

"Employees are trying to be inclusive and keep each other abreast of circumstances as teleworking expands across our organizations," said Beth-Anne Ward, the privacy program manager for the U.S. Army Aviation and Missile Command.

Personally identifying information is any information about an individual which can be used to distinguish or trace an individual's identity. PII includes information such as rank, name, Social Security number, date and place of birth, mother's maiden name, biometric data, and financial or medical records. Failure to properly protect PII could result in significant harm to individuals, to include embarrassment, inconvenience, financial loss, identity theft, and other types of distress.

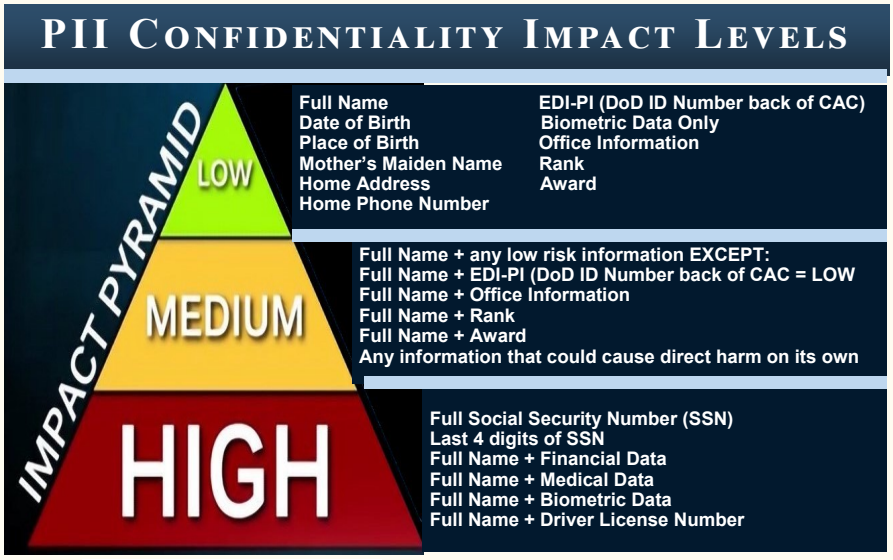

Photo Credit: U.S. Army

"*While we are limiting face-to-face discussions and relying more heavily on email, we must add that extra layer of attention and think things through before we push send*," Ward said. "*Exposed PII puts both individuals and the command at risk*."

Ward cautions those who deal with this type of information to carefully consider who they copy on emails, particularly when high-impact information, like Social Security numbers, are involved.

"*Think about who really needs to have that information,"* Ward said. "*We must be cognizant of all recipients and limit the distribution to those with a need to know."*

Email that includes PII must be encrypted and the subject heading must include "FOUO – PII" or "UNCLASSIFIED//FOUO PROTECTED BY PRIVACY ACT." The subject marking calls attention to the email content and hopefully prevents careless forwarding to those without a need to know, Ward said.

"PII data elements require protective handling and safeguarding," Ward said. "*We are reminding our workforce about those data levels to protect peoples' private information and decrease the risk of data breaches."*

Along with emails, many employees are turning to SharePoint to boost collaboration. Ward cautions that those who need to use SharePoint for PII must contact administrators to ensure their site is secured.

"Otherwise, Social Security numbers do not belong on SharePoint," she said. *"Protecting sensitive information is everyone's business,"* said AMCOM Chief of Staff Col. Rick Zampelli. *"Anyone who suspects a breach or receives unencrypted PII should report it to privacy officials."*

Ward agreed. *"Breaches have a negative effect,"* Ward said. "*However, we know mistakes happen. I encourage people to report so we can minimize the impact."*

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The Army Distributed Learning Program (TADLP) 20-1 Program Management Review (PMR) Summary

A. Owens-Campbell

Directorate of Distributed Learning (DDL), Army University, conducted the 20-1 PMR with proponent schools and Centers of Excellence on 10 June 2020. Attendees participated virtually using MS Teams and by telephone conference call. The PMR provided status updates to the distributed learning (DL) community regarding technology issues and the impact of COVID-19 on training and education.

PMR topics included the following: TADLP Update; Acquisition Update; Enterprise Classrooms Update; Mobile Learning Application Support and Performance Improvement; Joint Distributed Learning; FLASH Discussion and Way Ahead; Army Training Information System (ATIS) Program of Record Update; FY21 Requests; Responsive Web Design Consideration and Benefits for DL; and other DL Issues and Concerns. Ms. Helen Remily provided the closing remarks.

Building and Maintaining Readiness to Win in a Complex World

Attendees discussed challenges and synchronized efforts across the U.S. Army DL community concerning modernization of the DL program. Discussions included innovative ideas and products that continue to move us forward. DDL invites you continue to allow us to showcase your products, for they, indeed, validate and document mission efforts and benefit the community as a whole. The upcoming PMR 20-2 is to be conducted in early November 2020. We can again share with you the outcomes of many of these venues.

The Strategic Plans and Policy Division, DDL, AU, facilitated the PMR. ***Mr. Paul McCarthy*** provided welcome remarks, administrative information, and introductions.

Ms. Helen Remily (Director, TADLP, DDL). Ms. Remily provided opening comments and closing remarks and presented a discussion entitled "TADLP Update." Discussion included the key actions since the last PMR and other "major current activities and actions." Current activities include: a) readdressed DL funding to senior leadership; b) developed Army DL FLASH Deprecation Mitigation Plan; c) conducted an Internal Review and Audit Compliance (IRAC) Program Level Review; d) revised TP 350-70-12; and e) supported the OSD DL Ecosystem taskers and DOD initiatives. Ms. Remily discussed the following issues: a) implement CG TRADOC guidance on use of technology; b) support to HQ TRADOC TASKORD and DL OPTs/Workgroups (near-term, mid-term, long-term); c) assist with use of DL (blended/virtual learning); d) develop/ execute blended learning pilots; and e) assist with revision of TRADOC resource models.

Dr. Peggy Kenyon, Chief, Content Acquisition and Management Division, DDL, AU, provided the DDL Acquisition Update. The presentation included the status of the FY20 contract acquisition process and information concerning the DL Products Model. Tips for nominating DL products are available at URL: https://tadlp.tradoc.army.mil. She recommended schools plan first and ask hard questions when preparing to nominate DL courseware for development.

Mr. Thomas Daley, Program Manager, TRADOC Enterprise Classroom Program (ECP). He presented an update on the following ECP classroom items: organization and tasks, classroom program and approval process, types of classrooms, effective classroom timeline, Classroom Validation Requirements Model (CVRM), Classroom Prioritization Model (v1), Process Device Validation Requirements Model (DVRM) determination, classroom sustainment, classroom repository goals, points of contact information, and status of TRADOC Reg 350-71.

Continued

TADLP 20-1 PMR Summary (Con't)

Mr. Matthew Maclaughlin, Chief, Mobile Learning Division, DDL, AU, discussed "Mobile Learning: Application, Support, and Performance Improvement." The presentation included the Mobile Division's mission; product processes; mobile application development initiatives; and the project development process (analysis, design, development, implementation, and evaluation (ADDIE) process), capabilities, and performance enhancement. Additional presenters: a. **Ms. Diane Jenkins** (Senior Information Technology Specialist, Mobile Learning Division, DDL, AU) presented the Mobile Applications Teams Update; b. **Mr. Robert Roberts** (Branch Chief, Mobile Publications, Mobile Learning Division, DDL, AU) presented the Progressive Web Applications (PWA) Capabilities. Discussion included description, capabilities, demonstration availability, and use of PWA.

Mr. Paul Morse, Joint Distributed Learning, DDL, AU, discussed the Joint DL Program and the capabilities of the Joint Knowledge Online (JKO) and other Joint services. Included in the discussion was information on how Joint DL can help proponents and how proponents can help the Joint DL Program. He also discussed future JKO programs such as the Enterprise Course Catalog (ECC) development (xAPI, metadata) and Standardized Course Naming (Inter-Service, Joint, and Coalition.

Mr. Brian Robertson, TADLP Integrator, DDL, AU, presented the Adobe FLASH Deprecation Mitigation Update and Initiative. The presentation included a discussion on the FLASH Rebuild Lines of Effort, current assessment, challenges, and status of FLASH FY19/FY20 Rebuild Requirements.

Mr. David Bolt, Deputy, Army Capability Manager - Army Training Information System (ACM-ATIS), Army Training Support Center (ATSC), presented a discussion entitled "Army Training Information System Overview." Discussion included updates to the ATIS Program of Record and ATIS Legacy. Program efforts included a discussion on the current state, ongoing modernization efforts, ATIS end state, and capability development sequence.

Discussion also included ATIS five capabilities, ATIS Alignment with DoD and Army Policies and Initiatives, Authoritative Data, Deployment by Capability, and Requirements Control Board Governance. Presentation concluded with a discussion concerning the ATIS Governance Structure, History, and Program Milestones.

Mr. Paul McCarthy, Chief, Strategic Plans and Policies Division, DDL, AU, presented the status of the FY21 Army Virtual Learning Environment (AVLE) Contract Requests Submitted on the TADLP website. He discussed the definitions of Bins and Bands.

Mr. Richard Shipmon, Chief, Research, Standards & Specification Division, DDL AU, presented Responsive Web Design Consideration and Benefits for DL. He provided the definition, consideration, and benefits of a Responsive Web Design. He also discussed the purpose and availability of the Courseware Assistance Request Support (CARS) Information website and the Diagnosis, Advisement, Research and Technical (DART) team. These resources are available to provide assistance to proponents when designing and developing DL courseware. Proponents may submit requests for in-house courseware development assistance at URL: https://cars.dldart.org/

Mr. Paul McCarthy requested school representatives submit DL Issues and Concerns using the Issue - Topic Quadrant format.

Ms. Helen Remily discussed lessons learned from the field and provided closing remarks. See below samples of Remote Learning Best Practices: a. Department of the Army (DA) United States Military Academy (USMA) West Point, Remote Learning Best Practices & Faculty Survey Data, #1, 23 March 2020; b. DA USMA West Point, Remote Learning Best Practices & Faculty Survey Data, #2, 30 March 2020; and c. Information Paper [Draft] DAPE—Army Research Institute (ARI) - IJ Subject: Summary of ARI-FBRU Distributed Learning Research, 24 April 2020.

For additional information, contact: A. Owens-Campbell, angela.owenscampbell.civ@mail.mil (mobile: 706-399-6208).

DL Community Consortiums, Resources, & Networking Opportunities

GOVERNMENT

The Official Home Page of the U.S. Army, URL: https://www.army.mil/article/222090/army_funded_research_boosts_memory_of_ai_systems

U.S. Department of Defense.gov, URL: https://www.defense.gov/

Federal Government Distance Learning Association (FGDLA), URL: http://www.fgdla.us/

Department of Defense Information Analysis Center (DODIAC), URL: https://dodiac.dtic.mil/

Advanced Distributed Learning (ADL) Initiative, URL: https://www.adlnet.gov/

NON-GOVERNMENT

Armed Forces Communications Electronics Association (AFCEA) International, URL: https://

Association of the United States Army (AUSA), URL: https://www.ausa.org/

Association for Talent Development (ATD) (Formerly American Society for Training & Development), URL: https://www.td.org/atd-global

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

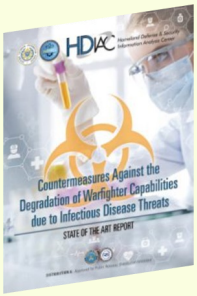
International Society for Technology in Education (ISTE), URL: https://www.iste.org/

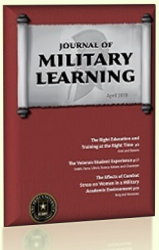
Online Learning Consortium (OLC) (Formerly SLOAN), URL: http://www.onlinelearning-

For additional information see Army University TADLP Website URL: https://tadlp.tradoc.army.mil/

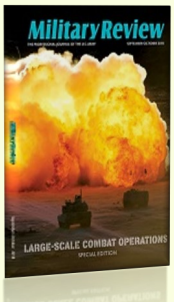
ARMY COMMUNITY LITERARY RESOURCES

"Countermeasures Against the Degradation of Warfighter Capabilities due to Infectious Disease Threats". Explores impact of infectious disease on military personnel, providing historical and ongoing risk profile of various infectious diseases putting the warfighter at risk. Includes historical impact of infectious diseases on past conflicts before detailing current and future infectious disease risks, impact on warfighters, and prevention or treatment challenges.



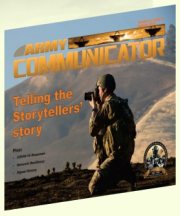


The Army University Journal of Military Learning (JML) Peer-reviewed semiannual publication that supports efforts to improve education and training for the U.S. Army and the overall Profession of Arms. http://www.armyupress.army.mil/Journals/Journal-of-Military-Learning



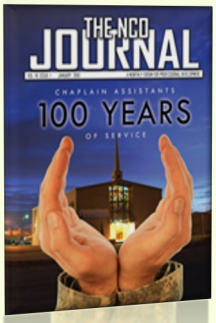
The Military Review is the U.S. Army's forum for original thought and debate on the art and science of land warfare. Authors and readers comprise researchers, politicians, leaders, academics, and heads of industry. Stimulating leaders to think critically and deal with controversial subjects while providing a medium to inform on new ideas and analyze concepts, doctrine and warfighting principles.

Army Technology is the official blog of the U.S. Army Research, Development and Engineering Command, created to advance the conversation about Army technologies, inform the public about Army initiatives and showcase the work the Army technology team does to keep our Soldiers safe and strong.



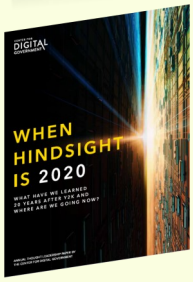
Army Communicator, a command information e-publication for the US Army Signal Corps, under the provisions of AR 360-1. Explores trends and provides a place to share good ideas and lessons-learned.

The Army AL&T magazine is a quarterly professional journal written by and for the Army Acquisition Workforce and its many stakeholders. Its purpose is to educate, motivate and instruct readers through in-depth, analytically oriented articles featuring lessons learned, best practices and innovation across the Army acquisition enterprise. Authored by subject-matter experts, the magazine is the Army's premier resource on acquisition, logistics,



The NCO Journal mission is to provide a forum for the open exchange of ideas and information, to support training, education and development of the NCO Corps and to foster a closer bond among its members. The Journal contains information on the Army and the NCO Corps. The magazine is published monthly and is available online

The U.S. Army Center of Military History publishes Army History quarterly for the professional development of Army historians and as Army educational and training literature.



Center for DIGITAL Government. When Hindsight is 2020: What Have we Learned 20 Years After Y2K and Where are we Going Now?" This report is the Center for Digital Government go to guide for how to build the government of the future today, learning form the important lessons of yesterday.

For additional information, see the following Websites:
ArmyU: https://armyu.army.mil/
TADLP DDL: https://tadlp.tradoc.army.mil/

THE DL STAR

DISTRIBUTED LEARNING
Supporting Training Awareness and Readiness

SHARE WHAT YOU DO!

Consider sharing your DL development projects with the TADLP community of practice through the *TADLP Website.*

The *Content Showcase* is where TADLP highlights innovative DL products developed in partnership with Army proponents and courseware developers.

Send any inquiries about showcasing your projects to TADLP email: *usarmy.jble.tradoc.mbx.au-tadlp@mail.mil*

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

DL STAR CONTRIBUTIONS

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

Spring/Summer Edition Deadline is 19 March 2021.

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

GUIDELINES FOR ARTICLE CONTRIBUTIONS:

- Use "active" voice (p.6) AR 25-50.
- Be brief; limit to approximately 600 to 1200 words.
- Proofread submissions.
- Include copyright permissions, when appropriate.
- Include original photos and/or illustrations; with credits.
- Submit articles to ***usarmy.jble.tradoc.mbx.au-tadlp@mail.mil*** using the words **"DL STAR ARTICLE"** in the subject line of your submission e-mail.

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