

The

Summer 2016 | Edition 24

# DL STAR



Distributed Learning Supporting Training Awareness and Readiness



## TADLP SUMMER UPDATES

*Contract vehicle actions, a wireless campus proposal, DL Advisory Committee, and the Australian Defense Force*



**By Helen A. Remily**  
TCM TADLP

This has been a busy spring and summer with a lot of things ongoing within TADLP. One of the many happenings is a new DL contract. TADLP is developing a new contract to replace The Combined Arms Products for Distributed Learning (CAPDL). This new and innovative contract is called AVLE — Army Virtual Learning Environment. Once in place, AVLE will offer all Army proponents with the ability to nominate products such as augmented and virtual reality, 3D simulations, and more.

We also announced the award of the Combined Arms

Center Interactive Digital Publications contract (CAC-IDP). This contract vehicle supports the CAC CG's guidance to bring doctrine to life by enhancing the presentation of text and images with embedded multimedia, such as audiovisual, animation, and 3D objects. These enhancements result in an enriched learning experience and increase

comprehension and retention of complex concepts.

A third new contract supports the rapid development of mobile apps and also provides increased capability to proponents. In addition, TCM Mobile researched and is proposing a wireless campus initiative. The objective of this wireless proposal is to identify one TRADOC location to conduct a NIPR wireless campus pilot. The purpose is to

*...We continue to provide important input during a number of councils and forums...*

inform the DCG, TRADOC on the cost, security, operational capacity, and educational efficacy for future wireless campuses throughout TRADOC. A wireless campus will improve Soldiers' readiness by providing access to training and education anywhere inside the wireless campus.

We continue to provide important input in a number of councils and forums. We participated in the Defense Advanced Distributed Learning Advisory Committee, where we are providing critical input to the new Department of Defense Instruction (DoDI) 1322.26, Development, Management, and Delivery of Distributed Learning, which assigns responsibilities and procedures to develop, manage, and deliver DL across DOD. We participated in a number of Councils of Colonels and General Officer Steering Committee forums. And, our support to the Australian Defense Force (ADF)/Academy in June was an engaging exchange of information to assist the ADF in establishing a distributed learning program.

While we have experienced tremendous momentum in numerous areas, we could not have done this without your support and continual hard work in the development of courseware and support with new and innovative initiatives.

Have a safe summer and keep up the great effort! **HR**

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The

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Distributed Learning Supporting Training Awareness and Readiness



## Tutorial Systems to Enhance Training and Education

By Tammy Bankus, Ed. S.

*Institute for NCO Professional Development*

The use of tutorials can serve as one method for providing “just in time” education and training. Tutorials are designed to help the learner gain a better understanding of subject matter within a given domain or content area.

### From the Research

This early adaptation, however, must occur within the Army training and education arena. To meet the training and education challenges of the future, the Army must use a variety of methods to help the learner at the point of need.

Learning resources must be provided that can be accessed wherever and whenever needed. However, it’s not just a matter of providing smaller chunks of content; rather it means designing content using the appropriate design principles to meet the individual needs of learners. This article will discuss the use of tutorials as an education and training strategy from an educational psychology and instructional design theoretical perspective.

Traditionally, the role of a tutor is to guide thinking by assessing learning, answering questions, and providing feedback and guidance based on the learning needs (Gagne, 1970). This feedback leads to additional assistance or recommendations. Based on the traditional role of a tutor, tutorials are further defined as technology

*“The ability to adapt our people and our institutions to the nature of that conflict in advance of need will largely determine the Army’s success in future conflict (The Army Human Dimensions Strategy, JUN 2015, p. ii).”*

-based instructional aides that present information or demonstrations designed to meet a learning need (Alessi, 2001). Much like a standard face-to-face tutoring session, the sessions can be designed to follow a pattern of presenting information, questions and responses, judgment of responses, feedback or remediation and either the presentation of information again or the session ends. In one form or another, all tutorial systems are based on an expert model for the knowledge and skills being taught.

Given that the role of a tutorial is to meet a learning need, ideally, tutorials should have an upfront assessment to help determine the learners’ level of understanding and areas of needed remediation. In complex learning situations, assessment is critical when it comes to providing the right kind of content to the learner. Additionally, there can be assessments within the tutorial to make sure the learning is occurring or for additional diagnostic purposes. Some tutorial systems use the diagnostic assessments to form a student model that can then be compared to the expert model and the difference between the two models allows for accurate recommendations for improvement.

Before considering tutorials, one must first ask “What should the learner be able to know or do that suits a tutorial method?” (Alessi, 2001, p.89). Unlike full courses, tutorials are usually short and are based on meeting a given objective e.g., how to use a particular software program. The format of the tutorial is chosen based on the needs of the objective. Since tutorials are typically designed for individual use (although they can be designed for a group format), the goal in designing a tutorial is to address topics that learners struggle with where they could benefit from assessment and one-to-one type of coaching and instruction. Tutorials are designed to help explain concepts that the learner is having a difficult time with, provide additional explanations and examples, share successful strategies, help students become confident in their abilities, and help students become independent learners. Therefore, instructional strategies behind tutorial systems range from simple demonstration and guidance to complex assessment and recommendations.

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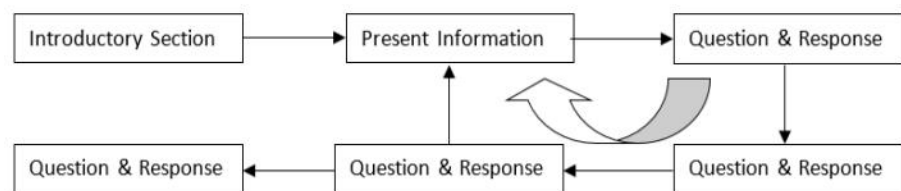
*“Tutorial Systems” cont’d from page 2.*

**A**s with many cases in training and education, tutorials are not a blanket solution used to solve all problems. They rely heavily on the learner’s ability to apply self-directed principles with a high degree of metacognition, and therefore may not be appropriate for everyone. This involves the learner being able to actively establish, maintain, and monitor goal progress (Zimmerman, 2004; Zimmerman, Boekaerts, Pintrich, & Zeidner, 2000). The ability to monitor learning, and use appropriate self-learning strategies while working through a tutorial will have a direct impact on the successful achievement of the learning outcomes (Boekaerts, 1999).

Some effective self-learning strategies that can be applied while using a tutorial include note taking, monitoring progress and self-questioning, access and utilizing appropriate additional resources when needed, organizing and outlining content, paraphrasing learning concepts, using analogies, and practicing skills.

Different subject matter will be structured differently. Some content is suitable for a linear format such as reviewing or learning facts or concepts, while other content lends itself to a more complex branching design, as is the case when applying abstract rules or principles to complex problems like those in the area of physics. The tutorial’s structure should provide a suggested sequence of instruction that builds from foundation knowledge to more complex skills and covers the content adequately. In addition, sufficient explanations and examples are given to help guide the learner (Doering, 2009).

## BASIC STRUCTURE OF A TUTORIAL

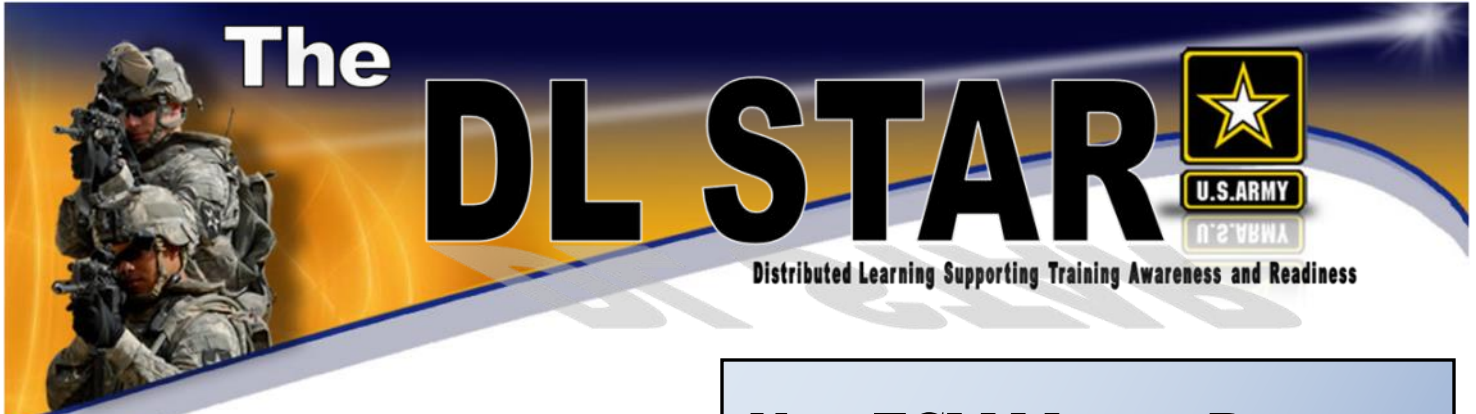


General structure and flow of a tutorial (Alessi & Trollip, 1991, p.90)

*From General structure and flow of a tutorial” (Alessi & Trollip, 1991, p.90)*

The following are some brief examples and recommendations for using tutorial systems.

- Use for remediation when the learner is having difficulty with a specific subject.
- Use in a face-to-face environment for demonstration and practice, while providing feedback to individual students.
- Tutorials can be designed to feed results of individual student progress back to the instructor to allow the instructor to provide additional assistance on an individual basis.
- Use as a method for accessing just-in-time training at the point of need (e.g., mobile access on the job).
- Use tutorials to provide step-by-step video or graphic depiction of how to do a performance-based skill (e.g., drill sergeant school has step-by-step video tutorials for conducting drills and formation marches).
- Use as an additional course resource to allow students to access information on course content prior to class sessions (up front instruction).
- When learning complex formulas or equations, a tutorial can provide additional assistance if designed to allow practice and recognize common errors in computation. This recognition process would be followed by feedback and remediation.



“Tutorial Systems” cont’d from page 3.

- The design of a tutorial can incorporate upfront individual diagnostic assessment and provides instructional guidance and recommendations (e.g., the ability to diagnose common problems in a system and apply appropriate repair techniques).

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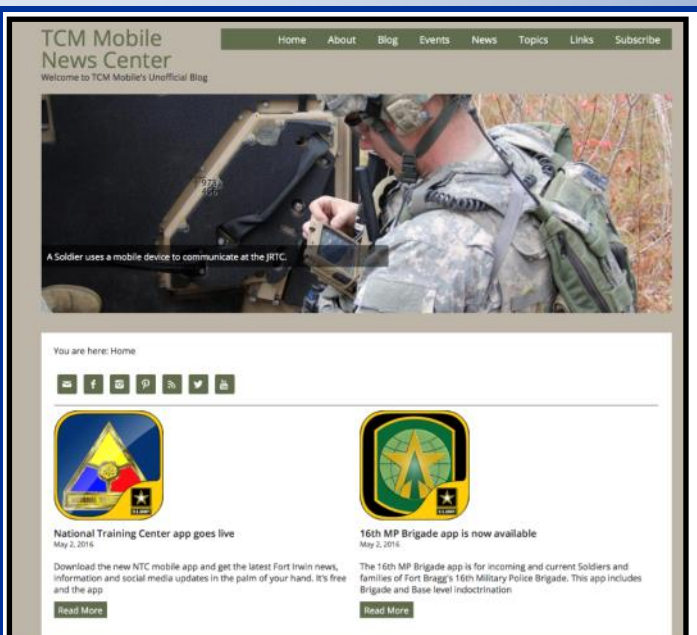
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## NEW TCM MOBILE BLOG



In order to keep the TRADOC DL community aware of our new apps, TCM Mobile now has a news blog.

This blog contains new mobile app announcements; a mobile events calendar; a TCM Mobile blog; a mobile news section and a subscription feature that delivers mobile news articles directly to your inbox.

Keep informed of the latest Army and TRADOC mobile learning news. Visit <https://tcmmobilenews.org> and subscribe to our blog now!



# Leverage

*More than likely it already exists in some form or another*

**By R. Kenneth Crim**

Joint Individual Education and Training DL Chief

“Leverage” as defined in Webster’s New Collegiate Dictionary is: “...to gain greater professional and economic advantage...”. This begs the question of why would one want to spend enormous amounts of money in a fiscally constrained environment and take a lengthy amount of development time and employee development effort to build something that already exists.

Why would you want to go through that process if something already exists that is better than what you are developing? And what if it meets the Army learning outcomes, be it training or education, which you have been tasked with? Any reasonable person would assume that if something exists that can meet the requirement, then it should be used. The amazing thing is that most of the time that is not done. The reasons are myriad: people like to buy new shiny things that they can take credit for. People are not aware that things already exist that can meet their requirements. There often is not a repository to find these “things” we need before the long and laborious process of development begins. TRADOC Capability Manager The Army Distributed Learning Program (TCM TADLP) has found a way to break this paradigm and this article will help show the way to provide excellent training and education to meet the Army’s needs, when appropriate, at little to no cost to the Army.

The first process in the analysis of training needs should be: does what I want to create have applicability to the other services? TCM TADLP has leveraged Joint Knowledge Online (JKO) specifically for this purpose. In 2012, a tasker went out for the development of an Army Counter Insurgency

DL course for all personnel going to the Afghanistan Area of Responsibility (AOR). It was an immediate need, but one that would take quite some time to create and publish, time that was not available for the needs of the Soldier. A call to JKO resulted in sending Soldiers to the JKO website to take a Joint Counterinsurgency Course that was current and met the requirement for entry into the AOR. Furthermore, all course completions of any JKO course are reported through the Army Training Requirements and Resources System (ATRS) giving Soldiers immediate credit and allowing for training completion tracking at the unit level. Since that time JKO has been approved for Regionally Aligned Forces DL training. JKO has 19 Level 4, fully interactive, Virtual Cultural Awareness Trainers (VCATs) for the Combatant Commander AORs throughout the world. Additionally JKO hosts 21 Headstart 2 language courses (60 hours average) and Rapport language courses (4-hour tactical language) all developed by the Defense Language Institute. In FY 15, the Army accounted for 1,477,000 course completions on JKO. That is leverage.

Another way to leverage capabilities is to look at the Army courses that need to be developed. Two years ago the Army needed transition training to be developed for Soldiers transitioning to the civilian world. This was particularly important as force levels were drawing down. TCM TADLP saw this as a potential need across all services and opened up discussions with JKO about possibly hosting this training. This resulted in the largest DL collaboration to date between not only the services but the interagency as well. With the Army’s ten modules serving as the foundation for the course, the other services contributed modules, as well as the Departments of Labor, Health, and Human Services, Education, and the Veterans Administration. This all resulted in the Transition Assistance Program Virtual Curriculum hosted on JKO for all service members and their families to use during their transition periods as well as offering the ability to reach back to the courses even after separation from the military. Another important aspect of this was that there was no cost to the Army or the other services, as the Department of Defense (DoD) saw this as an agency-wide need and

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*“Leverage” cont’d from page 5.*

paid for course development.

Recently, TCM Mobile was created under the TCM TADLP to provide a mobile capability for the TRADOC enterprise. This consisted of infrastructure, devices, funding, policy, and mobile applications. Essentially, the tasking was to start a mobile capability from scratch. TCM Mobile immediately reached out to several organizations to leverage what they had already done. A start was the Army’s own Connecting Soldiers to Digital Applications (CSDA) effort. Over several years, the CSDA effort had developed important point papers and ways forward in the mobile arena. TCM Mobile then leveraged JKO Mobile who had established a mobile applications capability for the Joint world. Most importantly, TCM Mobile worked with the Army CIO G6 and the Defense Information Systems Agency (DISA) to make sure that what we were doing was also meeting all information assurance requirements at the Army and DoD levels. TCM Mobile also leveraged the TRADOC Enterprise Classroom Program for mobile infrastructure and device requirements. As the TRADOC Mobile effort gained traction, the other services saw an opportunity to leverage what the Army was doing to help expedite their own efforts. TCM Mobile has been working with the Navy Education and Training Command (NETC), Navy Reserve Command (CNRF), and the Air Force Training and Education Command (AETC) sharing ideas, capabilities, and working hand in hand on mobile application efforts. Recently AETC took some of the Army processes, adjusted them for AETC, and then sent what they had done back to TCM Mobile who was able to then leverage what AETC had done. Perhaps the most important aspect of this collaboration is that the various services are working together and sharing information and ideas to arrive at an interoperable set of processes of value to all.

This is a particularly difficult time in terms of fiscal constraints. Despite these constraints, it is incumbent upon the training and education enterprises to continue to provide robust training and education programs to our Soldiers. Providing that training and education does not always have to be creating something new when that capability may reside elsewhere that meets the Army requirements.

While we all wear different color uniforms and perform unique missions, much of what we do is similar and shareable.

This not only saves money (actually in the tens of millions of dollars range) and time, but brings the services to a more joint approach to training and education that crosses over service borders. Much of what each of us does independently, in fact, can be shared in part or as a whole to meet service requirements. So the next time an organization is tasked with a training requirement, that organization should first ask: “Does this already exist elsewhere?” If you are not sure, call TCM TADLP.



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served in Operation Desert Storm as well as Operation Iraqi Freedom where he was Chief of Operations, Multi-National Force-Iraq, 2004-2005. At Joint Forces Command, he developed the courses and Communities of Interest to train officers going to the Joint Staffs in Iraq, Afghanistan, and Horn of Africa. Additionally he developed the first online information courses for the Departments of Defense, Department of State, and USAID. He is a graduate of Georgetown University (BSBA), The Naval War College (MA), Joint Forces Staff College, and Oglethorpe University.



## Getting Promotion Points for Completion of DL Courses the Correct Way

By Edward McCool

Soldiers seeking promotion to Sergeant and Staff Sergeant may wonder “how do I earn promotion points for DL courses?” “Where do I find the DL courses that will help me?”

AR 600-8-19, Enlisted Promotions and Reductions, dated 18 December 2015, provides the policy for awarding all promotion points. Paragraph 3-18 addresses the awarding of promotion points for Military Education, with subparagraph 3-18c providing policy for computer-based training. It is important to note that Soldiers also are awarded promotion points for completion of professional military education and other resident military training. See AR 600-8-19, paragraph 3-18a-b, for specifics.

To be awarded promotion points for DL courses,

3-18. Military education*	Promotion to Sergeant	Promotion to Staff Sergeant
Maximum Points	200	220
c. Computer-based training		
Maximum Points	80	90

Soldiers must register and complete military correspondence courses and computer-based training provided through the Army Training Requirements and Resources System (ATRRS) Self-Development Center or Army e-Learning (<https://www.atrrs.army.mil>). Under ATRRS Channels and the Army option are links to the Army e-learning catalog and select, “Self

Development/Distance Learning” to go to the ATRRS Self Development Center. Only the DL courses listed at Army e-learning and the ATRRS Self Development Center are acceptable for promotion points. Once at the ATRRS Self Development Center, recommend Soldiers select “**Advanced Course Search**” on the left-hand side of the screen. A screen appears that will allow Soldiers to review courses offered by 12 school codes. There is also a link to the Army e-Learning Program.

Currently, the ATRRS Self-Development Center does not list the DL Academic Hours for listed courses. If Soldiers write the school code or the course number of courses that interest them and go to <https://www.atrrs.army.mil/atrrscc/search.aspx>, this will allow Soldiers to enter the school code or course number to see the DL Academic Hours for each course before registering.

Soldiers will be granted promotion points based on one (1) point per 5 hours of completed training – restricted to courses completed in their entirety. The Soldier must have record of full course completion and the total credit hours for the entire course will be divided by five to determine promotion points. No points

will be awarded for sub-course completion. The goal is to finish, in its entirety, a formal course of instruction, at which time the Soldier will be granted promotion points.

Promotion points are not granted for duplicate military correspondence and military education courses. However, Soldiers should receive credit for whichever has the greatest value in promotion points. Courses may take up to 12 days to populate from the date of course completion to the automated promotion point worksheet for promotion points.



# AN EXPERT SYSTEM AND WORKING GROUPS

## *Identifying, Solving, and Preventing DL Problems*

By **Mitch Bonnett**

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*Did you ever wonder “What happens when I report a problem with my Distributed Learning (DL)?” The DL Metrics System Process and Tools – including an electronic performance support system (EPSS) - are explained!*

The most difficult DL task a person can undertake is to accurately diagnose the cause of a DL problem from the receiving (learner’s) end. This problem is made more difficult when, as is the case with the US Army, there are well over a million DL learning sessions taken by Army learners every week involving taking thousands of DL courses - including over a thousand auto-scoring DL courses (the most difficult kind of DL courses to build, test, and diagnose) on the Army Learning Management System (ALMS) alone.

That is why the capability developers, computer scientists, computer engineers, and Help Desk agents for the TCM TADLP, the TCM ATIS, the PL DLS, the TSAID, and the ATHD together developed the necessary metrics, tools, and processes that enable them to find, fix, and prevent DL problems. This article explains the Army DL Incident Code Metrics system and process, the RightNow reporting system, and the weekly DL meetings that manage the Army DL incident resolution processes.

### WHAT IS THE DL METRICS SYSTEM?

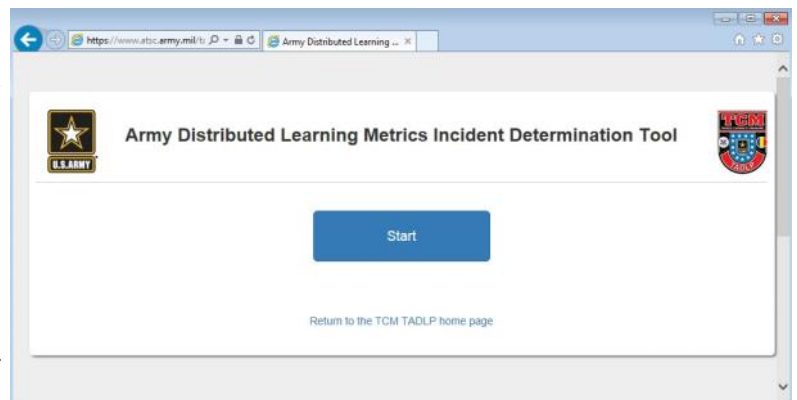
The general business process for an accurate DL issue diagnosis and solution requires three steps. The first step of the process asks the learner a series of questions to identify symptoms. In the second step, computer scientists or engineers confirm the cause(s) based on the answers provided or perform additional diagnosis if needed. In the third step of the process, managers triage the priority of repair for the issue (s) based on available resources.

**Step 1.** Because there are over 5,000 help desk tickets reported to the ATHD every week, making the best choices depends on rigorous data analysis assisted by agreed-upon diag-

nostic codes that identify each issue by its “path”. Just as there may be many causes for a particular human medical outcome (e.g., “patient stopped breathing”), the physician must know what “path of circumstances” preceded the “stopped breathing” to determine the root cause or combination of causes in order to assist the patient, so too do we need to know what the symptom path was that preceded the DL issue.

As is the case for human medical conditions, determining all possible symptoms of the ailments that can inflict DL requires DL computer scientists, computer engineers, and Help Desk agents to meet periodically to refine these engineering paths and to assign a 3-digit code to each of them. Thus, when a learner contacts the ATHD with a DL issue, the agent should ask the learner a series of questions that walk the learner through the list of symptoms - via a yes and no response to each question – that results in assigning the correct DL incident metric code to that engineering path.

The graphic below is a screenshot of the Army Incident De-



termination electronic performance support system (EPSS) tool start page (at <https://www.atsc.army.mil/tadlp/delivery/dltools/incident/>) that is used by DL computer scientists, computer engineers, and ATHD agents to determine the correct 3-digit code.

*See “An Expert System” on Page 9.*





Continued from Page 8, “An Expert System and Working Groups...”

**Step 2.** Every Monday morning between 0800 and 1000 hours, computer scientists and engineers from the DL DART team in the first weekly DL working group – called the DL Incident Code Analysis WG - combine the data from the 5,000+ ATHD tickets collected the previous week with data identifying how many times DL learners actively attempted each of the approximately 2,000 active Army DL courses being tracked in RightNow during that week (each attempt is called a session).

They conduct analysis looking for trends and produce two reports before 1000 hours that TCM TADLP, TCM ATIS, PL DLS, and ATHD managers review in the second working group – called the DL Incident Code Management Review - via teleconference. One report identifies

DL issues by course and the other by issue. Because reporting only raw numbers of tickets does not provide an accurate gauge of what courses need repair most (courses with large numbers of users will always outnumber courses with fewer users – masking difficult issues), the course list is sorted by percentage of tickets to sessions.

*We consider 5% of tickets to sessions (meaning that 5% of the active learners in courses for that reporting period are afflicted by a problem that results in an ATHD ticket) the point that a DL course needs immediate repair.*

This allows us to concentrate triage efforts on courses with the highest percentage of active learners afflicted by an issue. The other report helps identify technology trends across courses.

**Step 3.** Diagnosis and triage continues through Wednesday morning in the DL engineers meeting, the DL Specifications review, and the DL DART/DIG working

groups – each group with a different focus on the problem found in Army DL. On Wednesday afternoon, the DL Prioritization AOWG that was the subject of a previous DL Star article, meets and uses the findings from the other meetings to make data informed decisions.

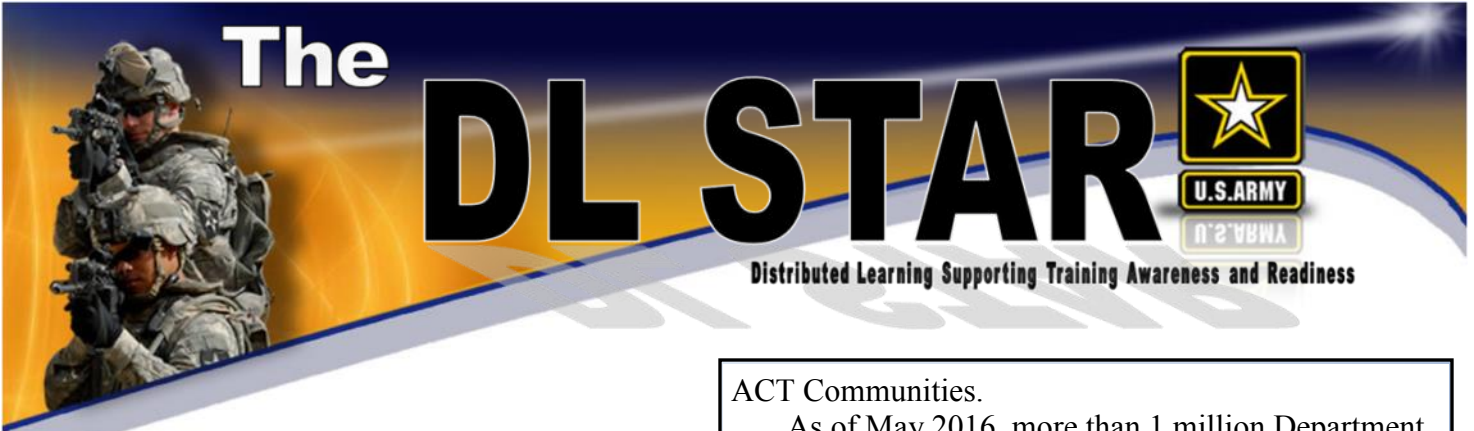
#### HOW WELL DO THE METRIC SYSTEMS AND TOOLS WORK?

We consider 5% of tickets to sessions (meaning that 5% of the active learners in courses for that reporting period are afflicted by a problem that results in an ATHD ticket) the point that a DL course needs immediate repair. Despite the fact that about 2/3 of Army auto-scoring DL is past its anticipated 3-year life-cycle life-span (meaning it can be expected to be adversely affected by changes in the learner’s computing environment such as the browser, plug-in, version of Java, etc.), this metrics system and the subsequent actions of the computer scientists, computer engineers, and Help Desk agents have kept 99% of that DL working. That’s a system that works for the Army.

#### HOW CAN ADLPAS (PROONENTS) PARTICIPATE?

Each month, we provide a meeting notification with a link to the DL Prioritization AOWG DCS session and a conference line number. If an Army DL Producing Activity (ADLPA) would like to receive the meeting notification, send an email to the POC for the meeting, Ms. Tamara Krepps (tamara.a.krepps.civ@mail.mil). Meetings are scheduled for each Wednesday, 1300-1600 EDT (or EST depending on the time of year). Comments, updates, and questions from ADLPAs about the status of their DL products are always welcome!

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# ACT 2.0

*New and improved, ready to be accessed, and used for training*

Soldiers looking for assistance to navigate their way to a successful career can now log on to a new and improved [Army Career Tracker 2.0 \(ACT 2.0\)](#).

The tracker is a career management system that helps enlisted Soldiers, officers, and Army civilians map out their careers based on their specialties. The tracker allows users to manage their lifelong career objectives and monitor progress toward career requirements and goals.

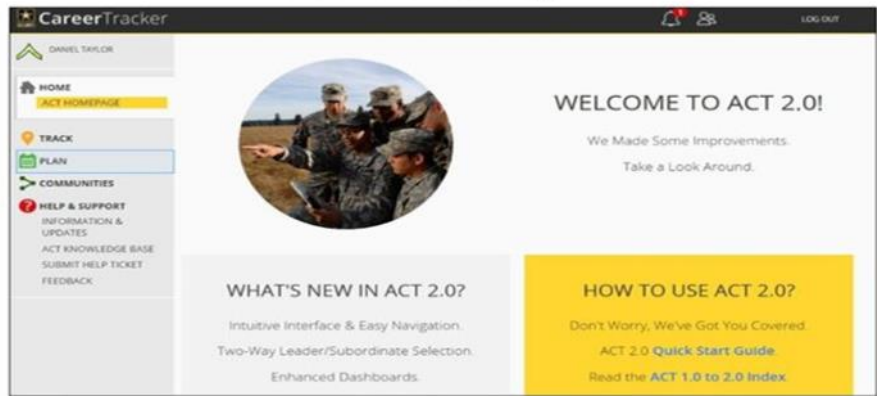
More specifically, users can search multiple Army education and training resources, create professional and personal goals, monitor their career development, receive personalized advice from leaders and mentors, and initiate enrollment in courses and training.

The improved version of ACT 2.0 provides users with a new look and ease of navigation and exploration of available opportunities for all Army career fields. Some of the significant improvements include Sponsorship functions, revised enlisted career maps, Civilian Acculturation Program functions, Army Transition Program resources, and the introduction of the

ACT Communities.

As of May 2016, more than 1 million Department of the Army Soldiers and civilians utilize the system which includes roughly 670,000 enlisted, 135,000 officers and warrants, and almost 200,000 Army civilians. ACT 2.0 helps users to acquire the habits of lifelong learners and a means to explore the wealth of information from key Army source systems and from their respective leaders. Today, users must become

## ACT Home Page



technically proficient, self-motivated learners who possess digital literacy skills that enable them to find, evaluate, and employ online knowledge, whether in institutional or operational environments.

Army training, education, and experiential domains require a holistic integration and clearly defined paths to achieve outcomes at each stage of a Soldier's career. The ACT 2.0 will assist individuals with the management of their lifelong learning objectives and accomplishments and help them to see a visual depiction of possible career paths. For example, a first-term enlisted Soldier will be able to see a complete career path of all of the requisite training and schools that they must attend in order to achieve the rank of Sergeant Major.



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*“ACT 2.0” continued from page 10.*

## **SPONSORSHIP PROGRAM**

One new feature in ACT 2.0 is the Army Sponsorship Program. This program connects Soldiers who are preparing for a permanent change of station with a sponsor at their new unit. This new feature ensures Soldiers and their families are taken care of even before they arrive at their new duty station. Sponsorship aims to reduce the stress associated with relocation by providing direct contact with sponsors who are trained and available to provide the types of support needed by newcomers during the relocation process. Soldiers on assignment instructions will receive a notification from ACT, as well as through their usual personnel chain. Command visibility throughout the process provides a means to capture the Soldier’s sponsorship experience using surveys and dashboards to monitor and track progress during their transition.

## **REVISED CAREER MAPS**

In April 2016, the Army revised 187 enlisted career maps that are currently featured in ACT 2.0. In addition, the tracker features roughly 200 officer, 76 warrant officer, and 844 civilian career maps. The career maps provide users the opportunity to view career choices from cradle to grave. The revised career maps emphasize Human Dimension and Talent Management, providing a framework to integrate developmental assignments, education, training, and other opportunities in order to optimize human performance and build resilient Soldiers, adaptive leaders, and cohesive teams.

## **Civilian Acculturation Program**

The Army is also currently piloting an Army Civilian Acculturation Program, designed for new Army civilian employees. The pilot program, which is currently underway with about 130 new hires, helps new

employees learn about the Army. It also helps them develop an Individual Development Plan (IDP) and guides them on which education and training opportunities are available during their first year of employment.

## **ARMY TRANSITION PROGRAM**

Another new feature is the Army Transition Program which prepares Soldiers for transition to civilian life. Throughout the military lifecycle, the Army Transition Program has specific requirements for the Transition Soldier Life Cycle (SLC) which consists of three phases: an initial phase (0-1 year), a service phase (1 year +), and a transition phase (12-24 months prior to transition), designed to match a Soldier's career progression whether serving on active duty, in the Army Reserve (USAR), or in the Army National Guard (ARNG). Soldiers begin the SLC cycle within 30 days of arrival to their first permanent duty where they create their IDP and establish post career goals with assistance of their supervisors. While serving, Soldiers not only gain military experience but are offered continual preparation during key touch points during their careers to facilitate a more successful transition from active duty.

## **ACT COMMUNITIES**

Another great resource, as part of the transition to the new ACT 2.0, is the ACT Communities where an individual can view and share important and relevant information. “ACT Communities” has dedicated pages where enlisted users can go to get the latest news and resources for Non-commissioned Officer Professional Development related information, NCO Academy information, and Army Instructor information. Communities are easy to maintain and offer great flexibility for uploading, storing and sharing files with other users. ACT users can also navigate to any community within ACT to explore what other career fields offer and to keep abreast of Army initiatives throughout the force. Users will have access to blogs, wikis, forums, personal file storage, and notifications.

The

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Distributed Learning Supporting Training Awareness and Readiness

## From CAPDL to AVLE

*New FY17 contract vehicle to support learning innovation in virtual environments*

**T**CM TADLP is working diligently to transition smoothly from the Army's centralized Combined Arms Products for Distributed Learning (CAPDL) Contract to the new Army Virtual Learning Environment (AVLE) Contract.

Many thanks to those of you who volunteered to assist in developing the requirements for the new contract! Unfortunately, this transition is taking longer than expected.

The current CAPDL Contract expires on 6 December 2016 and we expect the AVLE Contract to be in place no later than the end of 2d QTR FY17. This leaves us with a contract gap; however, it will not affect your current products being developed under CAPDL, as we will work with you to complete all task orders (TOs) committed for FY16.

We will not wait until the new contract is in place to begin working your FY17 requirements; in fact, as soon as the new AVLE Contract template is ready, we will begin the process in order to have the TOs ready upon the new contract award.

The AVLE Contract will be somewhat different from the CAPDL. The new contract provides for an extensive range of distributed

learning Training and Education (T&E) products. In addition to traditional Interactive Multimedia Instruction content, the contract covers digital learning content objects and reusable learning content objects, analysis products, gaming (with or without using a gaming engine), 3D modeling and simulations, and augmented and virtual reality.

The new contract also covers five levels of instructional multimedia (0-4) which leverage delivery types never before used in Army distributed learning. These include synthetic tutors, gaming engines, virtual reality Oculus goggles, and other modalities that engage all human senses.

Finally, we are asking for products that employ the latest in innovative instructional strategies and methodologies, emphasizing constructivist learning environments, active learning, and situated learning to support the ALM and higher cognitive learning. The contractor will design products that support analysis, synthesis, and affective domains of learning, and other T&E products described in the contract. This is truly learning innovation at its best!

If your nominations are at an interactivity level 1 or 2, we encourage you to consider internal development using the Enterprise Content Development Capability. TCM TADLP will provide licenses and training at no charge to the proponent.

The Army DL team stands ready to assist you!



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## TAG It!

*TRADOC App Gateway serves as valuable portal to access numerous apps and e2Books*

### UPDATES FROM TCM MOBILE

The TRADOC App Gateway affectionately known as "the TAG" is available at <https://public.tag.army.mil>. The TAG went online in January 2016 and this "TRADOC app store" now serves over 100 Android and iOS apps and enhanced electronic books (e2Books) to the DL and Army communities.

The TAG is developed and maintained by TRADOC Capability Manager (TCM) Army Training Information Systems (ATIS) at Fort Eustis, Virginia. TCM ATIS provides strict configuration control over the TAG and its codebase. The TAG is updated several times each year and is constantly being enhanced and improved by the TCM ATIS development team.

The apps and content within the TAG are managed and uploaded by TRADOC Capability Manager (TCM) Mobile at Fort Eustis, Virginia. All app nominations are reviewed and screened by TCM Mobile who also has a team of in-house app developers. This agile development team creates Android, iOS and Windows learning apps for TRADOC and the Army.

The TAG provides the Army with a centralized app store capable of delivering official Army

branded apps to personal mobile devices and government furnished equipment. The apps available for download from the TAG have been carefully screened (legal, PAO, OPSEC, etc.) and validated and they are safe for downloading by our Soldiers, Leaders, and DA Civilians.

In order to download apps from the TAG to your mobile device, you must first install an app appropriately named the TAG app. Think of the TAG app as the "bridge" that enables you to download apps from the TAG. The TAG app is available for download when you initially visit the TAG at <https://public.tag.army.mil>.

Later, when you want to install official Army-branded apps, open the TAG app and choose your desired app from the Apps list. Those apps with locks on them are restricted and they require you to log in to AKO before installation. The apps without locks are public releasable and do not require you to log in to AKO before installation.

The technically advanced TAG will serve TRADOC and the Army's DL community well into the future. This app store will continue to grow and will eventually serve a wide array of Army apps and interactive digital products to our mobile Soldiers and Leaders.

In order to stay abreast of our app initiatives and mobile news, please visit the TCM Mobile website, our news blog, and the TAG.

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TCM Mobile website - <https://www.atsc.army.mil/tadlp/mobile/>; TCM Mobile blog - <https://www.tcmmobilenews.org> TRADOC App Gateway (TAG) - <https://public.tag.army.mil>



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## DL STAR ARTICLE SUBMISSION

**The DL Star is always looking for timely and relevant articles to share with the TRADOC and TADLP communities of practice. Please consider sharing your experiences and expertise with your colleagues throughout the Army. Here are some simple steps to help guide you in the submission process:**

- **Use “active” voice (p.6) AR 25-50**
- **Be brief; limit to 800 words**
- **Proofread submissions**
- **Include copyright permissions, when appropriate**
- **Submit articles to: [usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil](mailto:usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil); or call 757-878-1725 for more information.**

## Have DL STAR Ideas?

Then consider sharing your DL development projects with the TADLP community of practice through the TADLP website.

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

Send any inquiries about showcasing your projects to the TCM TADLP email: [usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil](mailto:usarmy.jble.tradoc.mbx.atsc-tcm-tadlp@mail.mil).

You may also call 757-878-4516 or 757-878-1725 for more information.

# THINK DL INNOVATION