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# BUILDING AND MAINTAINING READINESS TO WIN IN A COMPLEX WORLD

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# TRAINING

**A PROVEN ROADMAP TO READINESS AND VICTORY**

***DISTRIBUTED LEARNING  
SUPPORTING TRAINING AWARENESS AND READINESS***



**SPRING/SUMMER 2024**

**EDITION 38**



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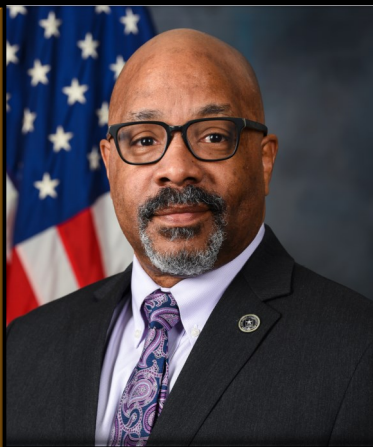
## DL STAR

*DISTRIBUTED LEARNING  
SUPPORTING TRAINING AWARENESS AND READINESS*

SPRING/SUMMER 2024 EDITION 38

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**Michael R. Holt**

*Vice Provost for Digital Education,  
Army University*



## ***IN PERSPECTIVE***



***Greetings Teammates,*** I am proud to present the 38<sup>th</sup> edition of the DL STAR to all of you. This publication has been a wonderful avenue for us to share success stories, current and ongoing initiative updates and provide a look into the future of Digital Education and building the Army Learning Eco-System. I must say that this current edition is no different and in transparency, I am very excited about the contents and the articles that are included.

Army University, with your help, continues to lean into the Digital Education space. Exploring and leveraging new capabilities like introducing and integrating Artificial Intelligence into Training and Education. There currently are multiple projects ongoing through research and pilot initiatives focusing on how to best leverage the AI capability. This emerging capability, along with additional endeavors, has created a very dynamic environment causing many improvements and changes within the Army Learning Enterprise (ALE) in response.

The Office of the Vice Provost for Digital Education (VPDE) has continued executing its campaign to re-energize and rejuvenate the integration of technology into Army Training and Education. To help provide an organized path forward, VPDE has been tasked with creating a new Digital Education Committee as part of the Army Learning Coordination Council. The intent of this committee will be to serve as the Army's mechanism to lead the synchronization and integration of Digital Education and Artificial Intelligence initiatives across the ALE. This committee will be a stand-alone committee with the authority to energize workgroups for specific tasks or development in areas such as the development of AI Strategy, In-House and DL Development, and Mobile Content Development.

Additionally, VPDE has developed a Strategic Campaign Plan consisting of four Lines of Effort that are nested with our higher headquarters: 1) Modernize Training and develop the Learning Eco-System, 2) Build Connective Tissue and Leverage the Capability of the Enterprise, 3) Increase Customer Communication and Support, 4) Develop Training Development Professionals of Tomorrow. These four LoEs are supported by 28 specific objectives that will help create and support the Army Learning Eco-System of 2030 and beyond. A quick look inside these efforts would reveal collaborative partnerships already built between VPDE and AI2C, Carnegie Mellon, AIRCoE, and DEVCOM.

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## 21<sup>ST</sup> CENTURY DIGITAL TRAINING ENABLERS TRANSFORM SUSTAINMENT CAPABILITIES—PART I



*SGM Antadius Smith & Mr. Rodney Smith  
Petroleum & Water Department  
Fort Gregg-Adams*

**The** 21st Century Soldier enters the United States (U.S.) Army from a digitally enhanced training methodology dating back to grade school. Digital Training Enablers (DTE) support the Advanced Individual Training (AIT) efforts of the Petroleum & Water Department located at Fort Gregg-Adams, Virginia. DTE's enable the simulation of procedures for students to practice unlimited repetitions in a virtual environment prior to the execution of task in a training environment (LSI, 2023). DTEs are first person interactive 3D replicas of tactical systems with gamification. The software allows Soldiers to set up and operate tactical systems in a virtual environment. The major training focus for the U.S. Army warfighter remains to prepare everyone to fight and prevail Large-Scale Combat Operations. As the combat environment continues to embrace technology, competition increases and



**A 92W Instructor selecting the proper Personal Protective Equipment (PPE) on the 3K GPH Reverse Osmosis Water Purification Unit (ROWPU) DTE. (U.S. Army)**

leaders at all echelons must evolve their training tactics. DTEs advances the leaders ability to train their formations in replicated battlefields with limited resources and reduces the wear and tear on equipment as well as reduce the operating cost required to train all Soldiers equitably. Revolutionary change requires leaders across the U.S. Army to

adapt their traditional training schedules to incorporated blended methods of training to increase readiness across their formations. The U.S. Army's current training methods must continue to evolve and adopt blended learning to maintain a combat edge over peer competitors.

### Improving Army Readiness

Expanding training capabilities of units across the U.S. Army requires understanding the power of DTEs. The principle of training focuses on sustaining the levels of training proficiency over extended periods of time (Department of the Army [DA], 2021). The ability to sustain the efficiency of training as technology continuously advances requires leveraging existing digital learning platforms to replicate battlefield conditions. Annually at Fort Story the Reverse Osmosis Water Purification Unit (ROWPU) training evaluation exercise tests the skills of water purification specialists. The 2023 evaluation revealed the power of DTEs during the training phase of the exercise. U.S. Army units continued to train and prepare for the exercise utilizing legacy training methods. While the U.S. Marine Corps lacked the 3K ROWPU within its inventory and resulted to spending 12 hours on DTEs to prepare for the evaluation.

The 2023 ROWPU training evaluation displayed to remain challenging and required extensive knowledge and skills of water purification specialist. The Marines took the top place in the exercise and was recognized by Brigadier General Patricia Wallace of the U.S. Army as the most motivated (Poulten, 2023). The fact that the Marines lacked the 3K ROWPU within its inventory displayed the value-added capability of incorporating DTEs into training concepts for the U.S. Army.

DTEs enable warfighters to access training from cellular devices, computer devices, and most importantly from dispersed locations around the world. The character of war continues to evolve as technology advances requiring leaders to embrace advanced meth-



ods of training their subordinates. Understanding the capabilities of DTEs regarding its ability to increase readiness remains vital, however, it requires understanding the digital learning environment.

### Digital Learning Environment

The Army's Learning Model (ALM) promotes outcome-oriented instructional strategies that foster thinking, initiative, and provide operationally relevant context. It features learning beyond the learning institution in a career-long continuum of learning through the significantly expanded use of network technologies (DA, 2017). Today's Soldier is interested in innovative technology and its use in instruction. They expect content that is realistic and engages the senses. They expect content to adapt to their learning preferences and experience level. A digital learning environment covers anything that includes learners using digital platforms, resources, systems, and apps. The learning can involve using digital tools during face-to-face training or for the self-development learning domain. The Quartermaster School's Petroleum and Water Department is leading the Army's move toward a digital learning environment using DTEs and Virtual Reality (VR). The learning is facilitated by technology that gives Soldiers various elements of

control over the time, place, path, and pace of their learning. The training combines blended learning initiatives and DTEs that simulate actual procedures allowing the Soldiers to practice unlimited virtual repetitions prior to culminating the Soldier's execution of the task in a tactical/field environment. The learning activities provide an opportunity for Soldiers to think and engage their peers, and practice skills for learning, applying, synthesizing, and summarizing the training material. The DTEs that are used at the institutional school are made available to Soldiers in the operational and self-development learning domains for refresher and sustainment training.

### Life-Long Continuum of Learning

ALM calls for life-long, individual-based learning that blends self-development, institutional instruction, and operational experience across the operational and institutional components (DA, 2017). The Petroleum and Water Department is expanding its learning system beyond the confines of "brick and mortar" to deliver learning products to Soldiers at the point of need. The department has transitioned its AIT courses to a fully blended learning training platform. The goal



**Petroleum Supply Specialist conducting VR training on the Tank Rack Module (TRM). (U.S. Army)**

was to develop digital training products that can be used in all three learning domains. Soldiers can now download DTEs from anywhere at any time. DTEs are perfect for home station training to validate individual training skills. The training resides on the Ar-

my Sustainment Resource Portal (ASRP) and does not require a CAC card to enable. The DTEs can also provide pre-mobilization and deployment support by providing Soldiers refresher training prior to falling in on their equipment during Large-Scale Combat Operations.

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## DIGITAL TRAINING ENABLERS ADVANCE 21<sup>ST</sup> CENTURY WARFIGHTER SUSTAINMENT—PART 2



*SFC Deserae Harris*

*Chief Instructor*

*Advanced Liquid Logistics Energy Division*

*Petroleum & Water Department*

**Training** is the foundation that builds the skills warfighters need to maintain dominance both on and off the battlefield. To maintain this edge, the U.S. Army must leverage new technologies to enhance training opportunities, mitigate the constraints of time and limited resources while bridging the gap within generational learning environments. In the past, training in institutions and home station have been heavily dependent on technical manuals and serviceable equipment availability. For liquid logisticians 92F/L/W, over 89% of our Total Force structure is within the National Guard or U.S. Army Reserve. In most cases, equipment is not collocated with the unit but stored at a distant maintenance storage site where access can be difficult.

Readiness is the top priority for NCOs who plan, organize, and facilitate training (Lilley & Tan, 2015).

Advances in technology enable NCOs to leverage creative avenues to build and sustain readiness of formations using digital methods. These modern technologies are called Digital Training Enablers (DTEs). DTEs provide opportunities for Soldiers and NCOs to meet training requirements, increase their knowledge, achieve mastery of necessary skills, and achieve proficiency on their equipment with very little cost in resources.



**SFC Harris briefing Digital Training Enabler (DTE) to 262<sup>nd</sup> QM BN CSM Wiggins**

DTEs are interactive 3-D virtual replicas of actual equipment and systems. These virtual but lifelike systems allow Soldiers to train and retain more procedural task knowledge through ease of use and augmented repetition. First, Soldiers execute training in a guided step by step method and then move into ever increasingly challenging unguided modes. The result is Soldiers understanding the systems, memorizing the procedures, and executing the task to standard on the actual piece of equipment.

Incorporating DTEs into both self-development and unit collective training plans is crucial for readiness and allows leaders to validate Soldier's skill sets to maintain our training edge. DTEs provide access to up-to-date information, interactive training modules, and realistic simulations enhancing Soldier's learning experiences. Soldiers using DTEs learn faster, retain more information, and retrain on their own knowing what skills they must improve on and where they are

proficient via their individual performance captured by data analytics.

### **Incorporating Digital Training Enablers**

As an instructor at the Petroleum and Water Department, Fort Gregg-Adams, Virginia, incorporating DTEs into 92F/L/W training has improved Soldier knowledge, information retention, and yielded higher pass rates on performance exams. DTEs place Soldiers in a virtual environment with their equipment where guides and assistance cues take Soldiers through the learning process in a crawl, walk and run method. This tried-and-true Army method applies the digital environment and produces success that can be replicated at home station, at a Reception, Staging, Onward Movement, and Integration (RSOI) site or while forward deployed in theater.

Soldiers applying their knowledge in a realistic setting helps them understand and retain more information. The method has increased Soldier test scores and increased the number of first-time go's on equipment performance exams.



DTEs are available for most 92F/L/W equipment. Soldiers access equipment DTE's on tablets, laptops, or phones. For example, a 92L, Petroleum Laboratory Specialist, can execute every test they are required to perform using DTE's.

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## *COURSEWARE STANDARDIZATION AND SPECIFICATIONS DIVISION*



## *DIAGNOSTIC, ADVISEMENT, RESEARCH, AND TECHNICAL TEAM (DART)*



**Courseware Assistance Request Support (CARS) URL: <https://cars.dldart.org/>**

**The** Diagnostic, AdviseMENT, Research, and Technical (DART) Team are highly qualified, degreed and experienced analysts and engineers with exceptional Distributed Learning (DL) skill-sets. The team provides the capability to determine the source of Army DL issues and identify measures to correct them. The team identifies, documents and distributes solutions to ensure DL functions on Army Learning Content Management Capability (ALCMC) platforms such as the Army Learning Management System, and updates DL development and delivery specifications quickly to stay in front of changes to DL users. The DART Team supports DL initiatives as following:

**DIAGNOSE** - Determine source of DL courseware issues; provide explanation and corrective measures; issue Technical Alerts (TA) and General Alerts (GA) on Courseware Assistance Request Support (CARS); analyze, troubleshoot and resolve reported DL courseware/content issues; generate enterprise solutions that will provide analytical guidance and technical direction to you and your courseware developers.

**ADVISEMENT** - Provide solutions with functioning samples that perform properly on ALCMC delivery platforms; offer the sample code to DL developers at no cost;

distribute best practices for the design, development and implementation of courseware developed with authoring tools such as Storyline, Captivate and Lectora.

**RESEARCH** - Explore standards, specifications and recommendations for DL development and delivery; provide findings through GAs and TAs which will update Army DL specifications; identify SCORM conformance issues during implementation; apply and integrate emerging technology and standards such as xAPI, CMI5, Virtual Reality and Augmented Reality.

**TECHNICAL MIGRATION ASSISTANCE** - Review content migrating from expiring LMSs to ensure proper technical functionality on ALCMC platforms; examine courseware to identify problems and solutions.

Requests for assistance from the DART Team are submitted through the Courseware Assistance Request Support (CARS) site at <https://cars.dldart.org/> or by email at [cars@dldart.org](mailto:cars@dldart.org). The DART team will work closely with your team to resolve reported issues. The DART team shares commonly-found problems, frequently-asked questions and solutions with the Army DL development community as an additional asset. The team welcomes the opportunity to support your DL efforts and contribute to your success.

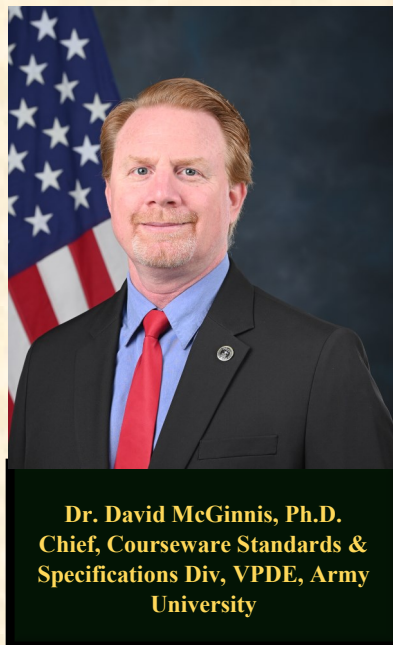
*Reference: Courseware Standards & Specification Div, VPDE*



## *VPDE WELCOMES DR. DAVID A. MCGINNIS*



*Dr. David McGinnis* joined the Office of the Vice Provost for Digital Education (VPDE) as the Division Chief for Courseware Standards and Specifications in January 2024. He comes from the National Transportation Safety Board (NTSB) HQ office in Washington D.C. where he was the Career Development Officer for the agency. While at NTSB, Dr. McGinnis created and implemented an agency wide mentoring program, developed an agency wide “Career Development Roadmap”, and designed and facilitated a 360-



**Dr. David McGinnis, Ph.D.**  
**Chief, Courseware Standards & Specifications Div, VPDE, Army University**

evaluation program for agency senior executives.

Prior to working at NTSB, Dr. McGinnis was a Lead Training Specialist at U.S. Department of Agriculture and a Learning and Development Manager at CoreCivic before that. He has a Doctorate of Business Administration (DBA) with a specialization in Management and did his dissertation on organizational change management. He is also a certified Project Manager Skills Certified Professional (PMSCP). Dr.

McGinnis is a veteran of the U.S. Army.

## **DTE**

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Soldiers master the task using the DTE an unlimited number of times before going into the Petroleum Quality Analysis System-Enhanced (PQAS-E) and performing the task on equipment. We have found Soldiers memorize the task using the DTE and then execute on the actual system with confidence and accuracy. This is not limited to the 92L MOS. Both the 92F/W are learning at faster rates, retaining more knowledge, and executing with greater confidence and skill.

### **Blended Learning**

Blended learning training methods allow trainees to benefit from traditional methods and incorporates digital learning approaches to create a facilitated learning environment. It blends interactive multimedia instruction, to build effective learning experiences

though outcome-oriented instruction. This type of training especially speaks to our current generation of recruits.

Generationally, new Soldiers are used to receiving instruction through digital means. From kindergarten to college, much of their instruction is via digital training. DTEs are the right adaption to meet to this generation’s way of learning. DTEs mirror the methods and styles of digital games Soldiers play. The gamification within the DTE learning environment is entertaining, holds Soldier interest and more effective than current instructional methods. This has proven to keep Soldiers learning, excited and engaged. DTEs are available on any system with access to the internet with no CAC card required. This freedom of access ensures Soldiers can use the DTEs anytime they need them.

## NCO Role in Next Generation

### Training Transformation

NCOs are responsible for ensuring Soldiers are prepared for the increasingly tech-oriented environment of the modern battlefield. NCOs reinforce training through understanding and enforcing training doctrine as the first step to maintaining effective unit training plans. DTEs incorporated into a blended learning environment provide greater effects than traditional instructor-led training, reduces wear and tear on equipment and decreases resource requirements. It is capability that reduces resources necessary to maintain proficiency.

larger fabric of a collective task. Data analytics will provide NCO's analysis of each Soldier's performance so they can be retrained on areas where they need improvement. Once all the Soldiers meet the standard they rotate to new tasks until all the Soldiers can perform all the tasks. The benefit is the squad will know how to execute the collective task before they roll the first truck out of the gate. Second, NCOs can focus their training time on the key elements of the tasks where data analytics shows Soldiers need more training. Third, this method is potentially a huge cost savings, greatly increasing time spent on training, lowering maintenance costs, and building higher read-



*(U.S. Army photo by SPC Alison Strout)*

The NCOs at PWD are developing the next generation of DTEs. The concept is scenario-based training placing squads of Soldiers in a virtual reality 3D world executing collective tasks together. Inside this virtual reality world, squads train and are assessed on all the individual tasks Soldiers execute within the

iness rates.

Current and future 92F/L/W DTEs should be used as training validation tools for Soldier prior to deployment. NCOs only need a computer or tablet with the DTE downloaded or online.

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## UPDATED VPDE NOMINATION PROCESS



Ms. June Gavett, VPDE

**The** Vice Provost for Digital Education (VPDE), Army University (AU) manages the process that enables proponent schools, Centers of Excellence (CoEs), and other Army agencies to request development and funding of distributed learning (DL), blended learning (BL), and other training or education products each fiscal year IAW TRADOC Campaign Plan 2022-2030 (TCP 4.0). VPDE encourages organizations to nominate training requirements that support the Warfighter by leveraging emerging technologies across an array of portable devices using modern and proven instructional models. This training will advance TRADOC's ability to enable our soldiers to "deploy, fight, and win our nation's wars."



(U.S. Army photo by PFC David Dumas)

VPDE's Acquisitions and Management Division (A&M) has taken steps to modernize the nominations process. VPDE will be using Decision Lens Enterprise Resource Planning (ERP) tool to collect DL / BL submissions for the first time for FY26 nominations. POCs must register with A&M to have access to submit DL / BL nominations in Decision Lens. The POCs are identified in the FY24 TRADOC

TASKORD entitled *The Army Distributed Learning Program (TADLP) Request for Registration of FY26 Distributed Learning/Blended Learning (DL/BL) Contract Submissions and Proponent In-House Contracted DL/BL.*

RAs will accomplish several steps in the planning window that leads up to the execution of the VPDE TASKORD. Proponents will submit DL / BL POCs to A&M POCs early in the process, so the RA has access to Decision Lens. Training managers will identify which projects are best suited for DL / BL modality when executing the planning process. Leaders must review TRADOC and COE Training Guidance to facilitate development of training proposals that support the CGs' leadership vision as the first planning step. Developers will ensure there is sufficient DOTMLPF and complete, accurate GFI to facilitate draft proposals. Planners will review the CTL and establish learning objectives for the proposals after ensuring the resources available are sufficient. Instructional designers must ensure the product training strategy implements all steps of the ADDIE process. Finally, the training acquisition manager will develop a draft PWS for the DL / BL training proposal.

Proponents will receive the TASKORD as notification that the nomination process is open. Organizational Representatives will access Decision Lens at the link in the TASKORD and answer all questions in the required data fields in Decision Lens. RAs will use the Attachment field to upload all required documents. RAs must attach a draft Purpose of Work Statement (PWS), a Critical Task List (CTL), and a Virtual Learning Resources Model (VLRM, if required). The proponent is required to submit the VLRM if the training currently exists as residential, but the intent of the proposed project is to convert the training wholly or partially to DL/BL. The user will be able to click the

# HOLT

*From page 3*

Soon, we will be looking for additional partnerships to further explore and test some of the work from the wonderful organizations. As I mentioned, this is a very exciting time for Training Development and the Digital Education environment and I'm happy to be sharing this journey with professionals like all of you.

*Michael R. Holt,  
Vice Provost for Digital Education,  
Army University*



## VPDE Notes

### TRADOC Task Order 240318-JVRN Published Seeking DL Project Nominations

HQ, TRADOC published a request for project nominations on 18 Mar 24.

1. Purpose: Assemble a list of approved DL/BL nominations for FY26.
2. Deliverable: NLT 30 APR 24, TRADOC requiring activities (RA) submit FY26 DL/BL nominations through Decision Lens to VPDE to improve Army readiness.
3. Background: Vice Provost for Digital Education (VPDE), Army University (ArmyU) manages the process that enables proponent schools, Centers of Excel-

lence (CoEs), and other Army agencies (referred to as requiring activities (RAs) throughout this tasking order (TASKORD)) to request development and funding of DL/BL, and other training or education products each fiscal year IAW TRADOC Campaign Plan 2024-2032 (TCP 5.0). RAs nominate training requirements that support the Warfighter by leveraging emerging technologies across an array of portable devices using modern and proven instructional models. This training will advance TRADOC's ability to enable our soldiers to deploy, fight, and win our nation's wars.

4. Suspense: 30 APR 24

5. POC for questions regarding this tasker: Mr. Lionel Henderson, [lionel.a.henderson.civ@army.mil](mailto:lionel.a.henderson.civ@army.mil) or Mrs. Latasha N. Chatman, [lata-sha.n.chatman.civ@army.mil](mailto:lata-sha.n.chatman.civ@army.mil).

## Gamification

A recent Wall Street Journal article by Wei Cai ("Are Games the Secret to Better Company Training?" 17 Feb 2023) found that gamified training contributed to a 25% improvement in commercial business performance measured by fees collected and new clients. The study found some employees repeating the training experiences on their own initiative. Officers with these dedicated learner/gamers were 19% more effective achieving core business metrics than those with lower participation rates.

Making courseware fun and engaging is an art with quantifiable benefits! Consider including a game or other challenge in your next product.

## Community of DL Practitioners

We have two tools to assist DL developers share questions, issues, expertise, and solutions.

1. Program Management Review (PMR) chat. We kept the chat from PMR 24-1 active. We encourage you to share your challenges and solutions. In March 2024 alone, there were 64 interactions and countless hours saved from having to solve problems others have already resolved.

When we conduct PMR 24-2, we will shut down 24-1 since it is controlled by a now-retired employee and cannot be modified. Simply jump on 24-2 chat and continue the dialogue. If you do not receive an invita-

tion to PMR 24-2, contact us and we will be happy to add you.

2. VPDE SharePoint site. Upload your example documents and download those created by others. Anyone with a CAC card should be able to access this site.

[Community of Distributed Learning Practitioners](#) or

<https://armyeitaas.sharepoint-mil.us/sites/TR-CAC-AU-VPDE/Shared%20Documents/Forms/AllItems.aspx?csf=1&web=1&e=GMKNih&cid=8c29f23d%2Df42d%2D4bf2%2D87a6%2Dc8cca1de3df6&RootFolder=%2Fsites%2FTR%2DCAC%2DAU%2DVPDE%2FShared%20Documents%2FCommunity%20of%20Distributed%20Learning%20Practitioners&FolderCTID=0x012000AF8ED0CAA8EA85499769082DF933882C>

## VPDE In-house Capability Project

We are embarking on a project to build an in-house DL development capability. This capability will help us:

1. Produce simple, short-duration courses that fulfill high-priority requirements for customers who lack in-house training developers.
2. Experiment with evolving technology – specifically exploiting CMI5 and artificial intelligence to someday enable asynchronous courseware that can train Soldiers in many subjects faster, better, and cheaper than any human.
3. Lead by example; gain and maintain proficiency with development technology and experience some of your challenges so we can better assist the Army DL community.

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## DTE

*From page 10*

The Soldier executes the DTE training and conducts the validation test and retaining until they meet the standard. This process ensures Soldiers are certified on their equipment before they deploy therefore increasing lethality and bridging the training gap.

## Technology Advancing Sergeant's Time Training

Technology-delivered Sergeant's Time Training (STT) uses an internet-based platform on the Army Sustainment Resource Portal to deliver real-time DTE training conveniently accessed from any location with access to the internet. Interactive instructional videos and DTEs support training from any computer with internet access and without a common access card. Programs are both self-directed and NCO-led. Due to its versatile nature, STT can be adapted to a variety of learning preferences, such as audio-visual, written, and hands-on experiences. Using technology reduces maintenance costs associated with training and provides opportunities for concurrent training during operations. It supports the Soldier's self-development as well. Overall, STT provides the Army with a tried and proven platform to increase the quantity and quality of training while saving time and resources.

### Conclusion

NCOs using blended learning incorporating DTEs and virtual reality training tools institutionally, at home station, for STT and validating MOS deployment training tasks gives leaders the 21<sup>st</sup> Century tools to maintain training dominance and produce war winning readiness. The use of these technology bridges generational gaps across organizations globally and builds readiness across the Total Force. As NCOs use these tools, Soldier proficiency increases while training costs go down. Digital Training Enablers the tools NCOs need to keep the force ready and winning now and into the future.

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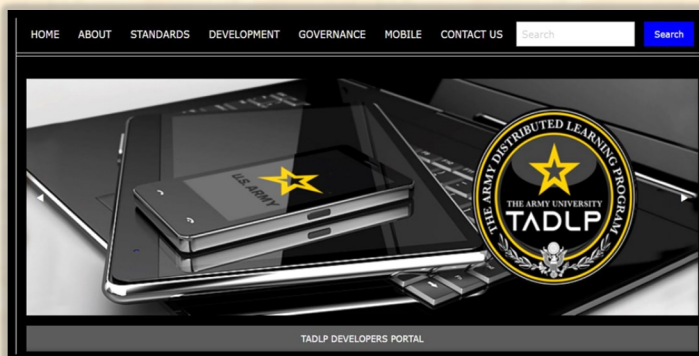


*The* Office of the Vice Provost for Digital Education (VPDE), Army University (AU), conducted the 24-1 Program Management Review (PMR) with proponent schools and Centers of Excellence on 7 November 2023. The PMR purpose is to share information and ideas throughout the Army Distributed Learning (DL) community; identify areas assistance can be offered; and share best practices. PMR forums provide opportunities to discuss the latest developments that can assist Schools and Centers of Excellence with getting the best training material to our fighting forces worldwide.

Initial Microsoft Teams (MS) Teams invite was sent to DL POC's on 21 September 2023 and again on 17 October 2023. Updated invites with instructions, agenda, and slides were emailed to participants on 6 November 2023. Approximately 78 to 120 attendees participated virtually via MS Teams and by telephone conference call. PMR 24-1 began at 10:00 AM (EST) and ended at 3:00 PM (EST). Slides, attendance, and recordings (morning and afternoon sessions) are located in MS Teams VPDE DL PMR Chat.

### PMR 24-1 SUMMARY

**1. Dave Boslego**, Chief, Strategic Plans & Policy Division, provided initial opening comments, introductions, agenda, and other administrative information. Strategic Plans & Policies Division, Office of the Vice Provost (VPDE,) Army University (AU), provided technical support and organization throughout the PMR 24-1 session.



**2. Michael Holt, VPDE, AU**, Discussed VPDE's Key Successes/Actions Since the Last PMR; Major Current Activities and Actions; and the Way Ahead.

*Key Successes include the following:*

- Simplified courseware certification by providing an updated Army Test Suite
- Finalized FY 24 Nomination List which Includes 12 Contracts
- Performed as Army Lead for the DOD Advanced DL Advisory Committee
- Assisted in Review of Joint/Multinational Doctrine Content
- Conducted Six Quality Assurance evaluations (9 DL Courses) and Two DL PMRs
- Reviewed 26 JCIDS Notifications and 262 TRAS Actions
- Published the 37th Edition of DL STAR

*Major Current Activities and Actions include the following:*

- Updated activities in both the Courseware Standards & Specifications Division and the Mobil Content Division
- Working on the FY 25 Nomination List which Includes 16 Contract Requests
- Transitioning management of the nomination process to A&M Division and training the new POCs
- Participating in AR 350-1 Revision Working Group and TR 350-70 revision

*The Way Ahead include the following:*

- Develop Courseware/Learning Product Standards and Specifications for the Future Learning Environment
- Take on the additional role of soliciting, reviewing, and prioritizing DL Contract Requests/Nominations in preparation for forwarding to AU/CAC G8 for approval and funding.
- Complete the DL Strategic Plan.
- Mobile Content Division's activities with Army Applications.

*Continued*



# 24-1 PMR SUMMARY



### 3. **Timothy M Hale**, U.S. Army Program

Executive Office Enterprise Information Systems (PEO EIS) Army Training Information System (ATIS) Product Manager (PM), presented an update on the status of the Army Learning Management System (ALMS). Mr. Hale provided a visual presentation as he discussed “Who, What, Where, When, and Why” concerning ALMS transition. See below:

**Who** – PM ATIS is currently undergoing an ALMS tech refresh, in which IBM is the existing sustainment contractor.

**What** – ALMS is changing from SABA to Moodle Workplace, Migrating from on-prem to off-prem, and rebranding ALMS to ATIS Learning.

**Where** – ALMS is currently on-prem at ALTESS and will be moved into the Army’s commercial cloud environment in AWS, cARMY.

**When** – Ongoing tech refresh started in Jun 22, and migration of content is now 77% complete. ATIS Learning is scheduled to go live in the new environment in Jan 2024.

**Why** – SABA was bought by a competitor and the competitor was also sold, SABA was going out of support. The content/courseware never worked very well on the SABA platform. IBM recently, and successfully converted the USAF’s content delivery system to Moodle.

4. **Mathew Maclaughlin**, Chief, Mobile Content Division, VPDE, AU, discussed the Division’s functions, products, and impact, which include the Army-wide process for development, management, registration, and hosting mobile learning products. The presentation began with updates to the We Care Application Suite; the Double Eagle Updated Redesign (up-to-date information about the Army Reserve), and updates to the National Museum of the United States Army (NMUSA) mobile application. The NMUSA mobile app provides a comprehensive portrayal of Army history and traditions through the eyes of the American Soldier.

#### MOBILE APPLICATION DEVELOPMENT



5. **LTC Allen Avery**, FA26B, Executive Officer and Chief, Courseware Standards and Specifications (CSS) Division, VPDE, AU, presented an update on CSS process and procedures (see TADLP Developers portal: <https://tadlp.tradoc.army.mil/developers-portal.html> ). The presentation agenda included the following:

#### *Standards and Specification Update:*

Army Business Rules and Best Practices Guide for SCORM 2004 CMI DL Development, Version 3.0 (28 Jul 22); and Army Acceptance Criteria SCORM 2004, Version 3.1 (20 Dec 22).

#### *Examples of 508 Compliance:*

AR 25-1 requires Army websites, multimedia, and other electronic information technologies to comply with revised 508 standards.

#### *Future Courseware Development:*

- Update Business Rules and Best Practices and Acceptance Criteria to incorporate cmi5 specifications.
- Develop a new certification process to support CMI5 development.
- SCORM conformant courses will continue to be supported.
- Continue working with PdM ATIS development and implementation of ATIS Learning (Moodle based)
- Continues to monitor the Diagnostic Advisement and Research Technical (DART) Contract and Moodle

*Continued*



# 24-1 PMR SUMMARY



**6. Dr. Richard McCallum**, Supervisor, Acquisition and Management (A&M), VPDE, AU, presented the A&M Mission, which is to “...Manage the Army’s centralized contract for distributed learning product development [and] provide support to proponents with technical and instructional design guidance on content.” Mr. McCallum also presented an update on Key References and Guidance, Recurring Challenges, and Tips and Best Practices.

**7. Dave Boslego** Chief, Strategic Plans and Policy Div (SP2) Div, VPDE, AU presented an update on SP2 Mission. The briefing included the status of CMI5 (xAPI + LMS), BYOD (Bring Your Own Device), Artificial Intelligence in DL, Course Nominations/Registrations, and Way Ahead. Ms. Angela Owens-Campbell (ISS Quality Assurance, Army Enterprise Accreditation Standard Criteria 3h1-9 DL Program evaluator) discussed QA Trends and Analysis.

**8. DL Program team leads** from various TRADOC and Non-TRADOC Proponent schools and Centers of Excellence (CoE) shared their organization’s DL accomplishments, capabilities, challenges, and innovations. The presentation format was sufficiently standardized to accomplish PMR purpose objectives. Each school/CoE presentation included the following topics:

- Active DL Course Status (number of courses, DL hours, whole or partial courses);
- School resources dedicated to DL development;
- Top 3 DL Products the school is Proud of;
- Innovations, Lessons Learned, Best Practices;
- Challenges to Increasing DL Use.

*The following individuals presented their school/CoE’s DL program status:*



- **Dave Garrison**, Chief, Training Technology Div, U.S. Army Sustainment Center of Excellence (SCOE), Fort Gregg-Adams, VA



- **Jeramy P. Cook**, Dir, Dept of Academic Support & DL, U.S. Army Management Staff College (AMSC), Fort Leavenworth, KS



- **Margret M. (Peggy) Ohara**, Courseware ISD, U.S. Army Force Management School (USAFMS), Fort Belvoir, VA



- **Nelson S. Mitchell**, EdD, Chief, Learning Innovation Br, U.S. Army Intelligence Ctr of Excellence (ICoE), Fort Huachuca, AZ.



- **Sean M. DeYoung**, Chief, Learning Tech Div, DOTD, USA Medical CoE, Fort Sam Houston/JB San Antonio, TX.

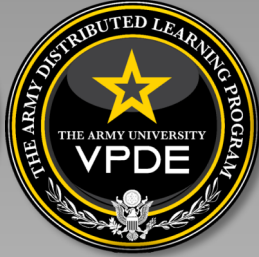


- **William C. Nolen**, Chief, DL Office, U.S. Army Space & Missile Defense School (SMDS) CoE, Colorado Springs, CO.

**Note:** *VPDE greatly appreciates presentations and contributions from all participating schools.*

**9. Alan Bodle**, Deputy Director, VPDE, AU, provided closing remarks. Mr. Bodle discussed VPDE’s goals, which are to ensure future PMRs include open discussions focusing on distributed and mobile learning processes, school issues, and industry updates.

**NEXT PMR TO BE CONDUCTED ON 23 APRIL 2024**



# DL STAR

DISTRIBUTED LEARNING  
Supporting Training Awareness and Readiness

## SHARE WHAT YOU DO!

Consider sharing your DL development projects with the VPDE community of practice through the [TADLP Website](#).

The DL STAR is where VPDE highlights innovative DL products developed in partnership with Army proponents and courseware developers.

Send any inquiries about showcasing your projects to VPDE email: [usarmy.jble.tradoc.mbx.au-tadlp@army.mil](mailto:usarmy.jble.tradoc.mbx.au-tadlp@army.mil)

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

## DL STAR CONTRIBUTIONS

The DL STAR is constantly looking for timely and relevant articles to share with TRADOC and Distributed Learning (DL) communities of practice. See previous DL STAR editions at: [Newsletter | The Army Distributed Learning Program](#)

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: Use APA style citations.
- Include copyright permissions, when appropriate.
- Include original photos and/or illustrations; with credits.
- Refer to Army University Press Publishing Options: *Key Considerations and Practical Tips to Get Published*, URL: <https://www.armyupress.army.mil/Publish-With-Us/>

Submit articles to [usarmy.jble.tradoc.mbx.au-tadlp@army.mil](mailto:usarmy.jble.tradoc.mbx.au-tadlp@army.mil) using the words “DL STAR ARTICLE” in the subject line of your submission.

Call **757-878-4516** for additional information.