

The Army Learning Model



The Global Voice of Quality™

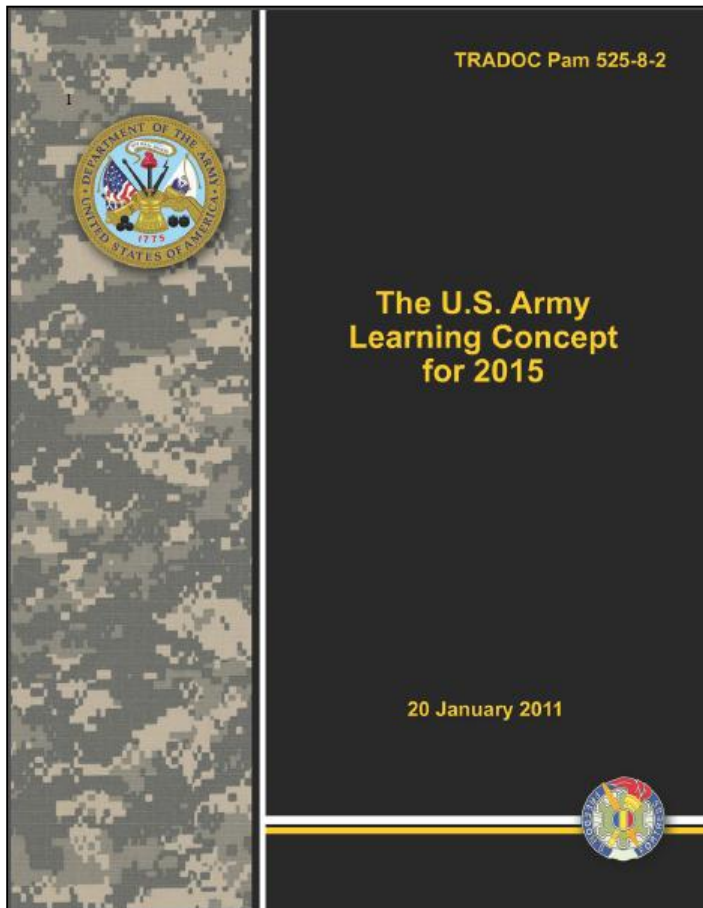
Rodolfo A. Morales Miranda
Certified Lean Six Sigma Black Belt
Certified Change Management Advanced Practitioner
Senior Member, American Society for Quality
Program Manager, Soldier Training Support Program
HQ-IMCOM G37 Training / STSP



The Global Voice of Quality™

What do you visualize when you think of
Army learning and how the military
educates its workforce?





- **The U.S. Army Learning Concept for 2015 identified the need for a new Army learning model.**
- **Redesigning training and education practices has been a priority.**
- **For some, this led to some valuable redesigns of specific curricula and improved instructional practice.**
- **For many, this transition, although difficult, has paid dividends.**
- **For others, however, it has been a “make-work” proposition because they continued doing what they had always done.**



- **One of the most important concepts of the new Army Learning Model (ALM) was to change the focus in the classroom from instructor to student.**
- **Learners are in charge of their own performance and their participation in class.**
- **This is not new . Student-centric instruction has always been a dominant methodology in the Army.**
- **Most Army learning would be considered training as opposed to education, because soldiers learned how to perform a certain job.**
- **Performing a certain procedure was the object of the instruction.**
- **Most Army learning was task-based and ensured that it was learner-centric when it could be, because the learner had to perform that task to get the appropriate badge, identifier or certification.**



- **A second concept of ALM was to move away from static presentations—usually delivered via PowerPoint—and to work in collaborative teams instead.**
- **Students working together to construct knowledge from their collective experiences was a better way of creating learner engagement as well as reinforcing retention of the material.**
- **Too many instructors thought teaching was showing PowerPoints and reading the lesson plan aloud.**

	<i>Analyze</i>	<i>Design</i>	<i>Develop</i>	<i>Implement</i>	<i>Evaluate</i>
Concept	Identify the probable causes for a performance gap	Verify the desired performances and appropriate testing methods	Generate and validate the learning resources	Prepare the learning environment and engage the students	Assess the quality of the instructional products and processes, both before and after implementation
Common Procedures	1. Validate the performance gap 2. Determine instructional goals 3. Confirm the intended audience 4. Identify required resources 5. Determine potential delivery systems (including cost estimate) 6. Compose a project management plan	7. Conduct a task inventory 8. Compose performance objectives 9. Generate testing strategies 10. Calculate return on investment	11. Generate content 12. Select or develop supporting media 13. Develop guidance for the student 14. Develop guidance for the teacher 15. Conduct formative revisions 16. Conduct a Pilot Test	17. Prepare the teacher 18. Prepare the student	19. Determine evaluation criteria 20. Select evaluation tools 21. Conduct evaluations
	<i>Analysis Summary</i>	<i>Design Brief</i>	<i>Learning Resources</i>	<i>Implementation Strategy</i>	<i>Evaluation Plan</i>

- **Redesign of military training courses has meant that the Army has gone through the long and sometimes tedious process of ADDIE—analysis, design, development, implementation and evaluation—to examine an old course in order to make it into a new and better one.**
- **New strategies have been adopted. New equipment has been taken into account. Philosophy and methodology have been revisited.**

Analysis of Army Learning Model

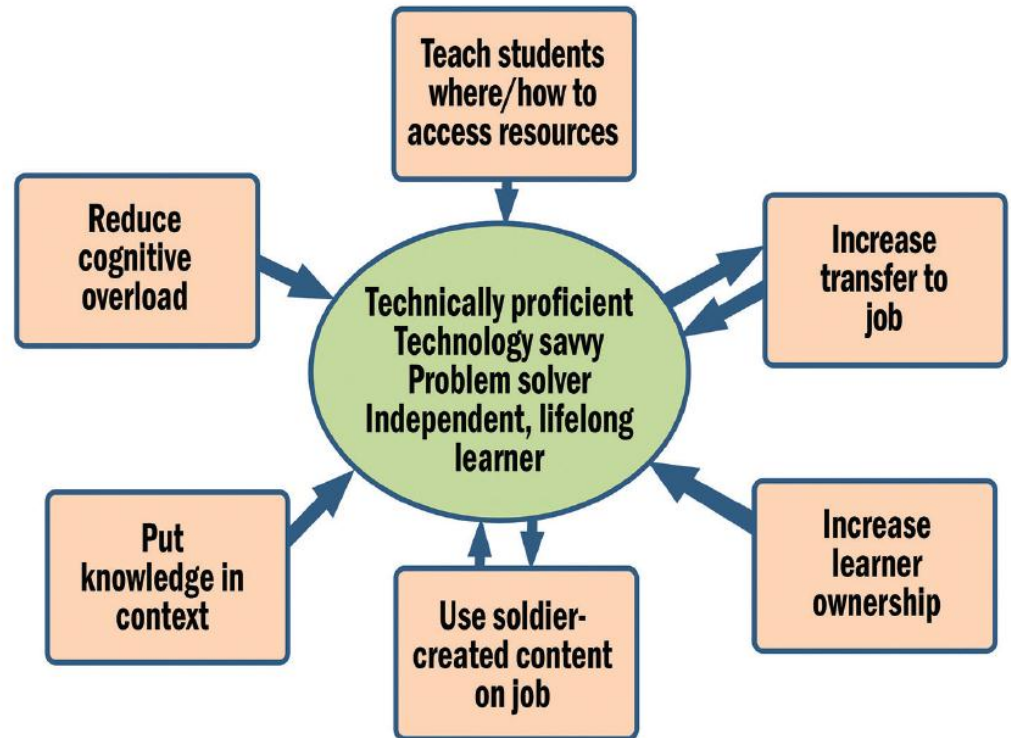
ALM has two main themes.

The first theme seeks to increase the quality, relevance, and effectiveness of face-to-face learning experiences.

The second theme seeks to extend learning beyond schoolhouse (resident) training to deliver learning at the point of need.

ALM supports the integration of technology for instructional delivery.

It does not focus on any particular technology, but rather focuses on the opportunities presented by dynamic virtual environments, online gaming, and mobile learning as learning enablers, where appropriate.



Adapting to an ever changing Environment

Adapting to an ever changing Environment

Adapting to an ever changing Environment

Peer and Developmental Relationships

Operational Domain

Institutional Domain

Training
Experience
Education

Education
Experience
Training

Leader Development

Training

Education

Experience

Army Capstone Concept

Self-Development Domain

Experience
Education
Training

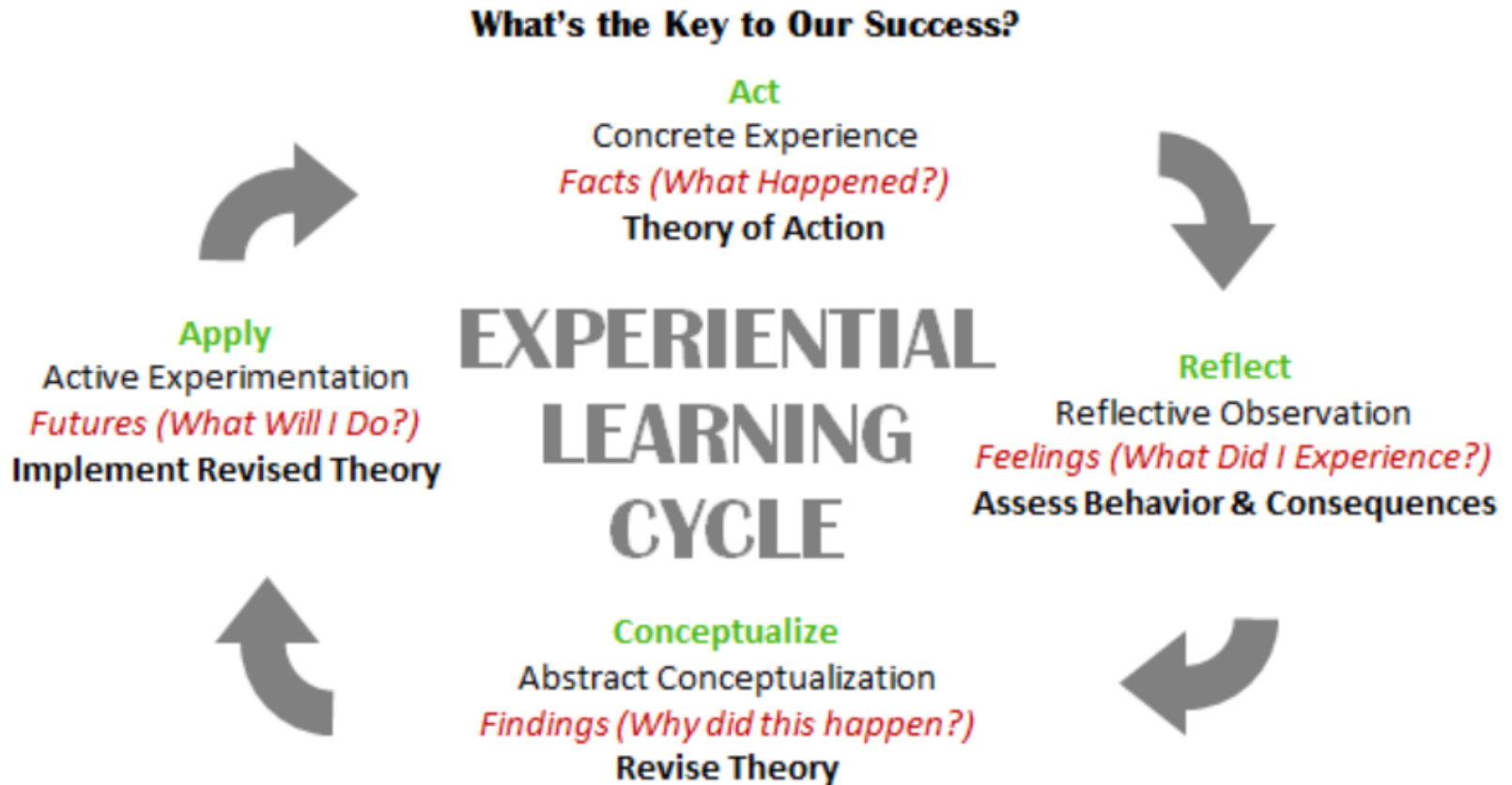
Adapting to an ever changing Environment

The Cone of Learning

*I see and I forget.
I hear and I remember.
I do and I understand.*
— Confucius



Kolb's Theory of Experiential Learning



Adult Learning Theory

Activities should demonstrate to the learner where he or she would benefit in their jobs.

Adults are motivated to learn by both extrinsic and intrinsic motivators.

Focus activities on "doing" something with the information rather than simply "knowing" it.

Adults enter into a learning experience with a task-centered (or life-centered) orientation.

Adults have a need to know why they should learn something.

Adult Learning Principles

Adults become ready to learn when they experience "a need to know".

Activities should be based around real work experiences.

Adults have a deep need to be self-directing.

Present training with as many options for learning as possible.

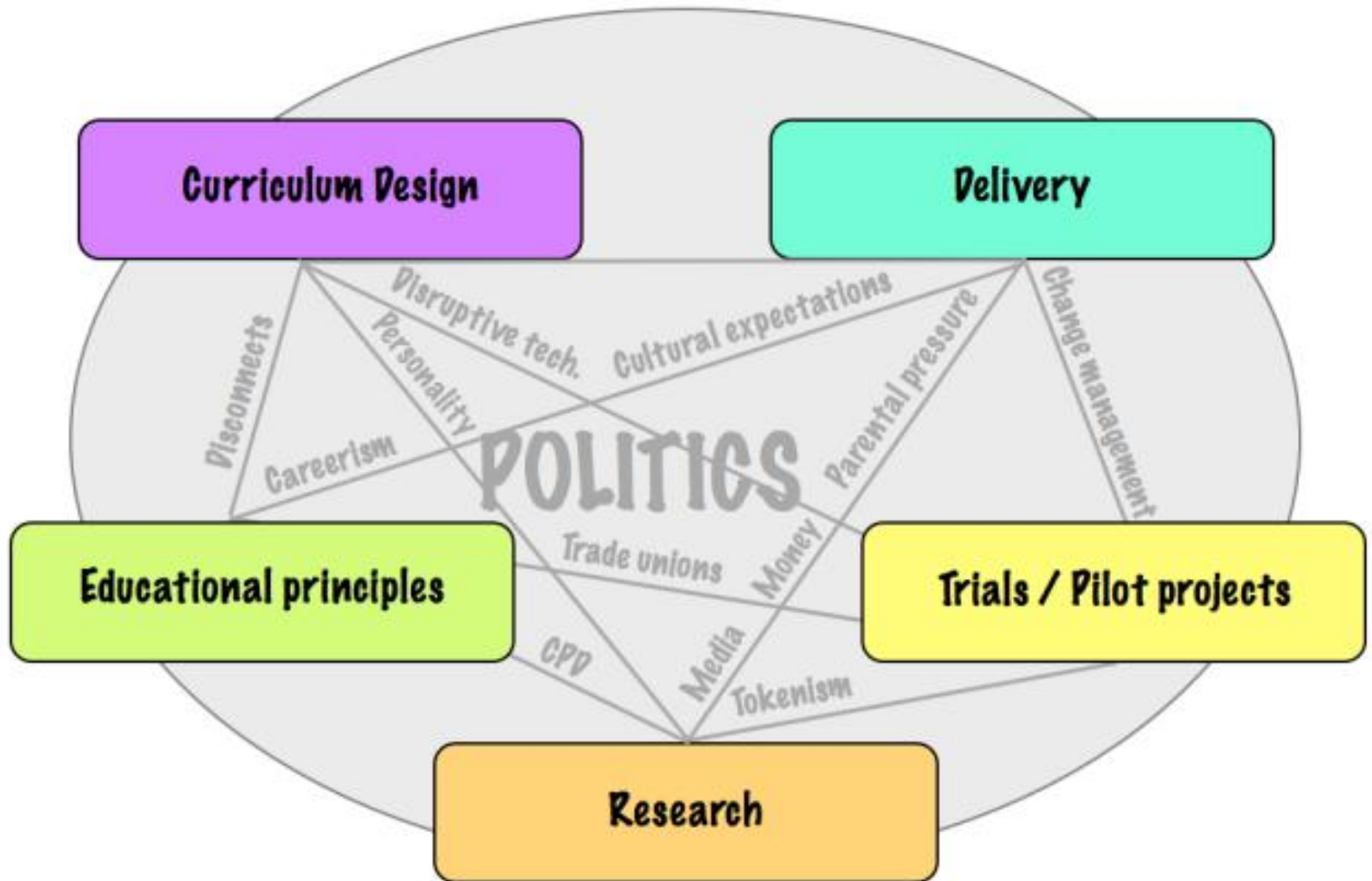
Adults have a greater volume and different quality of experience than youth.

Design activities that reflect the actual work learners perform.

Don't do an information dump.

http://ftp-fc.sc.egov.usda.gov/NEDC/isd/adult_learning_theory
Adapted from: Knowles, M. (1996). Adult Learning. In Robert L. Craig (Ed.), The ASTD Training and Development Handbook (pp. 253-264). NY: McGraw-Hill.

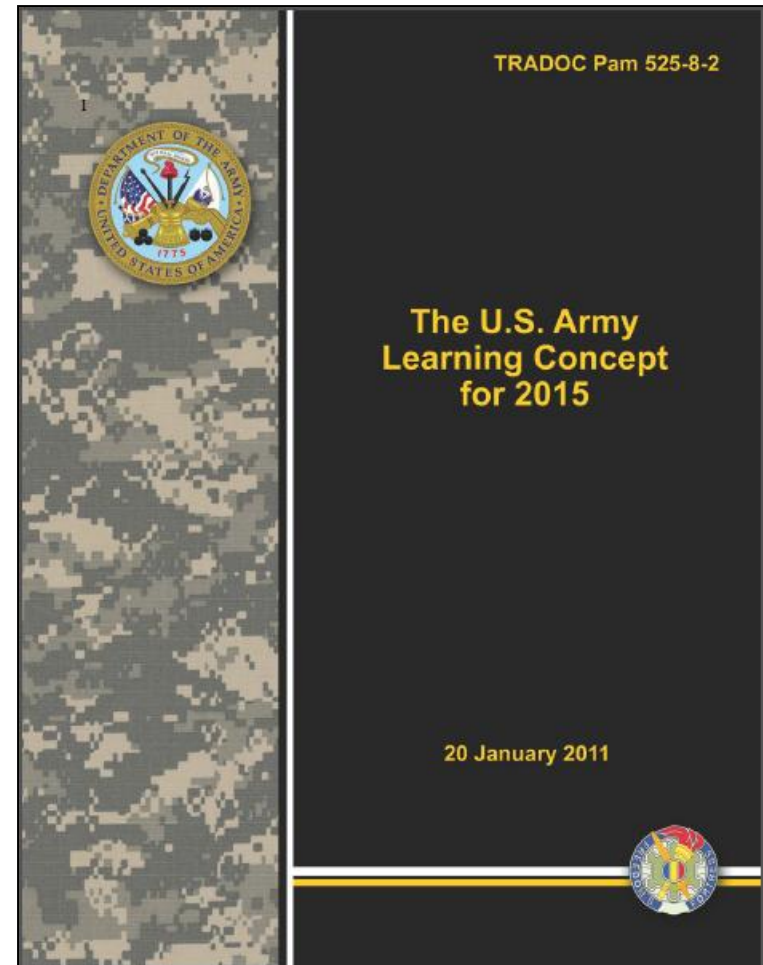
Education is difficult in practice!



The Army Learning Model is an initiative affecting all training across the Army.

It was conceived from the belief that the rapid change of technology and the global learning environment could adversely affect the Army's advantage over adversaries if action was not taken to prepare Soldiers appropriately.

The purpose is to ensure the Army is meeting the need to develop adaptive, thinking Soldiers and leaders capable of meeting the challenges of operational adaptability in an era of persistent conflict.

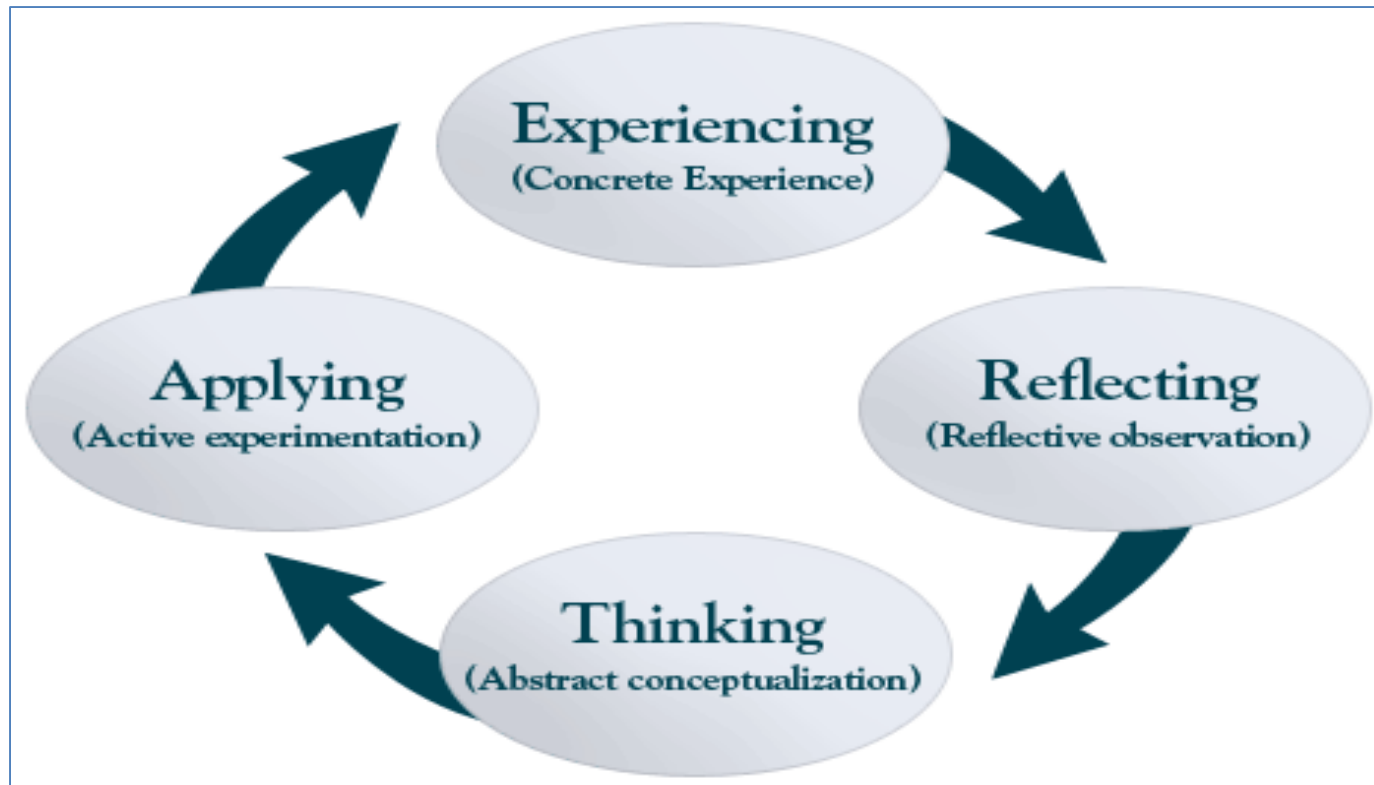


A 21st-century trained and educated Army is the goal.

ALM will help us get there, but it has to be done correctly.

I encourage all who administer education and training to examine their organizations and determine if they have improved their programs over the past few years.

Leaders of organizations should be providing professional development opportunities to their training staff so they can learn to apply effective learning models.



Lesson Design and Development Considerations

Area	Description	Assessment: Developing	Assessment: Proficient	Assessment: Accomplished
Outcome	<i>An outcome is the focus of the lesson. The outcome is both content-driven (knowledge/skills/abilities) and includes desired associated attributes/competencies.</i>	The desired outcome of the lesson is not clearly defined or taught or it is defined as only content-driven (without attributes).	The outcome remains the significant focus throughout the lesson. Questions are written in the lesson that brings learners back to the intended outcome in terms of both content, competencies, and attributes.	The outcome drives the learning activities and the assessments for the lesson as evidenced by included comments and/or questions written into the lesson. Learning activities align with intended attributes, competencies and content objectives.
Objective	<i>Objectives are included and align with critical task list and the Program of Instruction.</i>	Objective(s) is noted, but learning activities don't lead to accomplishing the intended objective(s).	Objective is direct, competent, and appropriate. It is feasible that by completing the lesson's learning activities that the learner will show mastery of the intended objective(s).	Objective is direct, competent, and appropriate. It is certain that by completing the lesson's learning activities that the learner will show mastery of the intended objective(s). Assessments align with the intended objective(s) to provide evidences.

Area	Description	Assessment: Developing	Assessment: Proficient	Assessment: Accomplished
Pre-Assessment	<i>Pre-assessments - Used to access the learners' prior knowledge of content matter/ objectives and learning activities are tailored to the ability level and skills of the learners being taught.</i>	Pre-Assessment is not used and/or all learners progress through instruction regardless of facilitator knowledge of learners' level of experience, skills and knowledge.	Pre-assessment results are used to provide feedback to instructor and learners. Awareness of learner characteristics allows for some tailoring of lesson's content as evidenced by notes included in the lesson.	Learning is tailored to the individual learner's experience and competence level based on the results of a pre-assessment. Multiple courses of action are included in the lesson plan with regard to different levels of learners.
Classroom Learning Activities (Method of Instruction)	<i>The MOI used are learner-centric and engaging. They align the content with the outcomes desired. If basic knowledge or comprehension is the desired content objective, outside learning activities (see below) are utilized and the classroom supplements that learning.</i>	Emphasis is on direct instruction which may lead to learner passivity and/or lack of knowledge transfer to learning.	Facilitation is incorporated into classroom instruction. Lesson activities provide opportunities for learners to contribute and collaborate. Questions are included in the lesson plan as core points for instructor facilitation.	Classroom experiences are collaborative and give opportunities for learners to solve relevant problems. Learning activities are facilitated and questions included in the lesson plan not only guide discussion towards the outcome, but also engage learners to think and understand the relevance and context of what they learn.

Area	Description	Assessment: Developing	Assessment: Proficient	Assessment: Accomplished
Outside Learning Activities	<i>Learners master knowledge and comprehension level learning objectives outside the classroom through individual learning activities such as reading, or research.</i>	Outside learning activities are not required or are referenced as required, but are not utilized in the lesson plan or are redundant to class-based learning activities.	Outside learning activities are referenced in the lesson plan. Follow-up activities in the classroom demonstrate the necessity for having completed the outside activities.	Outside learning activities are implemented into the lesson at appropriate times to fit the learners' readiness. A blended learning approach is applied.
Instructional Media and Virtual Environments	<i>Facilitators use instructional media (e.g. self-paced technology-delivered instruction) and virtual and constructive simulations to blend instruction with in-class experiences.</i>	Technology-enabled training is not used for instruction.	Technology-enabled training is used and referenced/followed-up in the classroom or through learning management software.	Virtual and game-based training is utilized and learning is evidenced by activities assigned as follow-up/assessment.

End of Brief

American Society for Quality

The Army Learning Model

Thank You

For your participation in
today's training

Rodolfo A. Morales Miranda
Certified Lean Six Sigma Black Belt
Certified Change Management Advanced Practitioner

Office: (210) 466-0354

BB: 210-793-7901

email: rodolfo.a.moralesmiranda.civ@mail.mil

