Learning Innovation Branch

Instructional Design at the home of the U.S. Army’s Military Intelligence School
- 9600 students a year
- GEDs to PhDs
- Courses range from weeks to months
- Course content mandated from higher
Army instructors are content SMEs...

...LIB brings education soundness...

Together we create a student centered learning environment
FY 2017, ID’s involved in 19 redesigns supporting USAICoE soldiers

Common trends observed

Not enough time to train all critical tasks
Soldiers come to class with varying levels of experience/knowledge
Not enough instructors to train soldiers

*USAICoE = United States Army Intelligence Center of Excellence
Redesign of 35F10 Course

- 35F (Intelligence Analyst) Skill level 10
- Course is 83 days in length
- 11 Individual Critical Tasks to be trained and assessed.
- Majority of soldiers come to course from basic training and have no college credits
- 35F is responsible for delivering accurate and timely intelligence to the commander.
- Redesign completed in nine months
Little involvement with “I’ and “E”

Analysis

- Critical task list
- SME interviews
- Course cadre interviews

Design

- Course flow
- Learning objectives
- Assessment strategy
- Lesson plan blueprint

Development

Implementation

Evaluate

Lesson plan

Little involvement with “I’ and “E”
Critical Task Analysis

- Detailed analysis of the critical task
- Utilize questioning techniques when working with SME:
  - What aspect of the task is most challenging for the soldier?
  - How long does it take to train the task?
  - How do you know the soldier understands the task?
  - How is the task taught in the classroom?
  - How is task performed in a deployment and/or at a unit?
- What way do you think is the best way to train the task?
The critical task isn’t written for the classroom environment.

Our learning objectives:
- Provide the basics for instructional strategy decisions
- Establish clear, concise learner goals
- Determine content of instruction
- Serve as basis for learner assessment
Learning Objective to Assessment Blueprint

- Informal and formal assessments woven throughout lesson plan
- Informal assessments are used as quick, pulse checks on soldier comprehension
- Formal assessments occur at end of learning objective
- Assessment and rubric trainings available for course training developers
Lesson Plan

Start with an engaging motivator
- Relevant
- Affective domain
- Relatable

Learning objectives broken down into learning step activities (LSA)
- LSAs are scaffolded to build soldier up to mastery of learning objective
- LSAs are paired with learner-centric methods of instruction (MOI)
  - Little to no reliance on lecture, PowerPoint slides
  - Soldiers think critically and creatively to solve problems.
  - Soldiers are often placed in small, cooperative learning groups
  - Incorporated processing strategies

Practice, group assessments woven throughout

Individual assessments at end of learning objective to measure student comprehension
Example: Lecture to Small Group
### Working with a SME

- **End-state:**
  
  \[ \text{ID + SME} = \text{Educationally sound products} \]

- **Current state:**
  - SME availability limited
  - Deliverables/products for course redesign (Course Flow, TLO/ELOs, Assessment Strategies, Lesson Plan Blueprint) on a tight schedule per project charter
  - SME’s knowledge of the science of learning and effective facilitation varied

- **Gap:**
  - Need to professionalize the SMEs
Conducted over 70 JITTs for 350+ attendees from November 2016 through June 2017 on these topics:

- **Course Flow** – Spiraling of curriculum, chunking content, higher-order thinking skills w/multiple opportunities to engage in collaborative learning, placeholders for assessments.

- **Learning Objectives** - TRADOC guidance from TP 350-70-1 and TP 3550-70-14 combined with Bloom’s Taxonomy and Critical Task List (CTL)

- **Assessments** - TRADOC guidance from TP 350-70-5, alignment of assessments w/objectives and instruction, formative vs summative assessment, performance-based vs knowledge-based options, and scaffolding.
Conducted over 70 JITTs for 350+ attendees from November 2016 through June 2017 on these topics:

- **Rubrics** – Performance descriptors, criteria, scoring strategies
- **LP Blueprint** – TRADOC guidance from TP 350-70-14 on Methods of Instruction, student engagement, modeling a learner-centric approach, and considerations for 7.2 hr training day instructional flow; how to move away from the lecture and .ppt!
- **LP Development** – Two parts; LP development and LP implementation. Created and disseminated Instructional Job Aid.
Professionalize the SME

- JITT results
  - Qualitative survey data from JITT participants overwhelmingly positive
  - Instructional Designers’ work sessions w/SMEs post-JITTs more efficient and effective
  - Hard to measure how JITTs impacted deliverables (LIB’s involvement w/implementation limited)
  - JITTs recognized by TRADOC Accreditation Team (inspection in September 2017) as best practice
  - ACT on the GAP!