

Army Learning Model provides key component of university system

By Kimberly M. Burr

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.

Implementing the Army Learning Model has not been easy. There have been huge hur-

dles since its inception in 2008, as the Army Learning Concept, and further analysis in the 2012 report of Institutional Education and Training Reform Study (also known as the Braverman Study). The first hurdle was conveying exactly what ALM meant and how it impacts training. Some educators felt ALM was no more than a "buzz word" and it would soon be replaced by something new. Now, most realize the TRADOC Strategic Plan highlights ALM as one of the top priorities for GEN Robert Cone, TRADOC commanding general. ALM has high visibility and is not going away.

None-the-less, there is still some anxiety concerning ALM implementation. There is hesi-

tation due to budget cuts plus a lack of new course resource models and ALM training.

Army Learning Model Training Impact

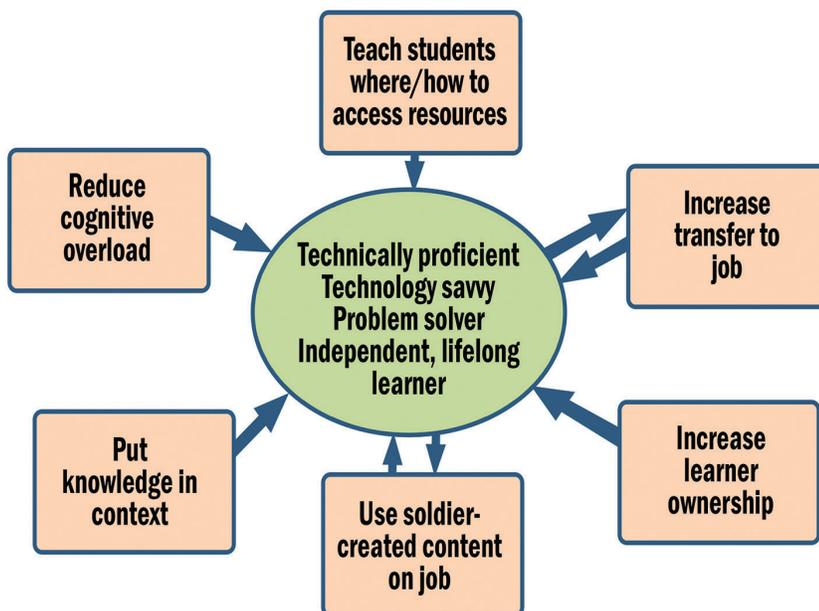
TRADOC Pamphlet 525-8-2 outlines ALM as being based on the Continuous Adaptive Learning Model. Training is learner-centric, more engaging, relevant, rigorous, and accessible for a generation of Soldiers and leaders who have grown up in a digital world. It also focuses on bolstering seasoned Army professionals with repeated deployments who bring a wealth of experience to learning.

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.

ALM is more than just reducing PowerPoint slides, asking more questions during the check on learning, or simply integrating a new technology. ALM promotes the use of several learning approaches such as: problem-

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Analysis of Army Learning Model



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based learning, outcome-based learning, case studies, and discussion with reflective thinking. An example of redesign is when developers eliminate outdated content and if necessary, re-sequence lessons and learning activities to ensure they promote collaborative, context-based problem-solving exercises. Additionally, the facilitator must be able to engage the students in a way that requires them to collaborate and teach each other when possible.

GLOs have been drafted from the 21st Soldier Competencies to support the concept of lifelong learning that links each level of training for Soldiers and leaders. The GLOs begin in IMT where they build the foundation of lifelong learning. Combining the GLOs with each corresponding level of critical tasks serves as the basis for designing a holistic curriculum that includes learning activities in the institution, unit and self development domains. The goal of lifelong learning curricula are to help Soldiers and leaders see what they need to learn, where they can learn it, and when they

should receive training during the course of their careers.

The Army Learning Model and SIGCoE

Aspects of ALM are already integrated into SIGCoE courses. In 2011, the Signal Captains Career Course started implementing the use of the ELM for the Combined Arms Center common core subjects. Instructors learn how to transition to facilitators in the SIGCoE FDP. Training developers will learn how to develop lesson plans using ELM when the third phase of FDP is implemented. Others courses are also scheduled to begin this year that will support ALM and ELM training.

Soldiers can also reach signal training at any time during their career through the LandWarNet eUniversity and S-6 Community of Purpose. The information on these websites for CBT, SIMs, Quick Reference Videos and other information is ensuring the right information is reaching Soldiers regardless of where they are stationed. To further support training at the point of need, LWNe-U is mobile device capable to match any device being used. LWNe-U also supports

blended learning though the use of unit universities which can be tailored to a unit's training requirements.

There are also over 30 CBTs, SIMs and other training products that are used throughout Fort Gordon signal courses. In addition, General Dynamics integrated quick reference codes into the signal training they provide on Fort Gordon, as well as utilizing SIMs and mobile training devices during classroom instruction.

Ultimately, ALM is providing the opportunity to transform training and assist in building career paths for Army Soldiers and leaders that are challenging; providing relevant learning experiences while also developing the knowledge and skills they require to perform duties on a complex, full-spectrum battlefield.

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ACRONYM QuickScan

ALM - Army Learning Model
ALC - Army Learning Concept
SIGCoE - Signal Center of Excellence
TRADOC - U.S. Army Training and Doctrine Command
SCCC - Signal Captains Career Course
FDP - Faculty Development Program
GLO - General Learning Objectives

ELM - Experiential Learning Model
CAC - U. S. Army Combined Arms Center
CBT - Computer Based Training
SIM - Simulator
TASKORD - Tasking Order
QRV - Quick Reference Video
LWNe-U - LandWarNet e-University
IMT - Initial Military Training