



EDUCATION COMMUNITY OF INTEREST

NEWSLETTER

HOW YOUR SKILLS COULD IMPACT THE DON/MARINE CORPS ENTERPRISE?

VOLUNTEER OPPORTUNITY

Message from the Community Leader, Mr. Jeffrey Bearor - "I encourage all members of the Education Community of Interest to support this effort to improve civilian training opportunities. In particular it is important for us to get supervisor training right. The interactions between employees and supervisors are key to helping improve and increase skills across the workforce and at the same time assist civilian Marines to meet their individual goals as members of the Marine team." R/ JWB

Special Guest Article Contributor

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Inquiry Based Learning (IBL)

Pamela L Raymer, EdD

As instructors strive to provide the most effective learning environment, experiential learning, student-focused instruction and problem-based learning (PBL) are terms many students and instructors have become familiar with in training courses.

We can add another term to that inventory- --inquiry-based learning (IBL) . IBL is grounded in constructivist theory. This theory can be traced back to a Russian psychologist Lev Vygotsky from the early 1900's along with the more well-known American educator from the same time period, John Dewey. Dewey believed that learning begins when the learner is placed in a state of "perplexity, confusion or doubt" and Vygotsky believed that social interaction was critical in the development of cognition. These two elements, the social aspects of learning and the ill-structured nature of learning are critical to IBL design of instruction.

The basic premise of IBL is that regardless of content, helping the student learn how to solve problems is critical. IBL addresses the fact that most jobs and tasks in the real work are ill-structured – no single way exists to solve a problem. Context is also an important element. The context in which we learn impacts the understanding we have of new information. That is why presenting a specific problem for students to solve maximizes learning. The key difference between PBL and IBL is that in PBL, the focus is on solving a specific problem. In IBL the focus is on helping the learner develop inquiry strategies that can transfer more broadly and more specifically to other tasks and problems. IBL translates well across content domains and as such is domain - independent whereas PBL is

generally domain-dependent. In IBL the problem is the tool, the vehicle that is used to help learners develop these inquiry strategies while in PBL, the solution to the problem is the learning.

Traditional lecture-based instruction and even some instruction that is labeled experiential often present only the school-house solution to students. The schoolhouse solution is generally teaching what is considered to be the “best” way to solve the problem but often from the instructor’s perspective. This type of instruction is restrictive in nature since there are often multiple ways to solve a problem. Teaching novices the schoolhouse solution often gives them an inaccurate and incomplete solution. Forcing students to learn to solve a problem one way can also confuse them.

A simple math example will illustrate this point. When given a math problem of calculating the cost of a \$120 jacket that is 40% off, students can use multiple strategies to derive the correct answer. They can multiply .40 and 120 and get 48 and then subtract 48 from 120 to get 72. Or they can multiply .60 and 120 and get 72. They can multiply .10 and 120 and get 12 and multiply that by 6 to get 72. They can take half of 120 and get 60 and then multiply .10 and 120 and get 12 and add 60 and 12 to get 72. The final answer is always the same but one problem-solving strategy can be more meaningful to some students than to others – thus enhancing their ability to process more complex problems.

In IBL, students are allowed to use their individual learning strategies to contribute to solving the problem. The IBL model emphasizes collaboration of learners with each other and with instructors. Students also seek out other sources of information and knowledge from a variety of sources, e.g., books, reference materials and experts in the field. This research contributes to their ability to perform independent assessments.

Make no mistake! This approach to learning is not unstructured. Students are not given a problem to solve and left on their own. Instead students are guided through a series of specific learning activities designed to maximize the learning experience while solving problems in teams. Students can be assessed individually even when working in teams through a wide variety of assessment methods.

Instructors serve as subject matter experts, guides, mentors and advisors as students process through the learning activity. Students learn negotiation skills as they work to convince other students of the best way to proceed in solving the problem or in deriving the final solution. Instructors can assess solutions as good, better, best or wrong.

A questions often asked is --- Isn’t IBL for advanced students only but not for novice learners such as basic trainees. The response is always “no.” It is appropriate for all levels. Kindergarten students can learn using IBL methods. The structure of the activities is determined during the design phase based upon the “problem” or task to be learned. Teaching students how to problem solve should never be restricted to advanced-level students. All levels should develop problem-solving skills. The goal of every parent and instructor should be that all learners become efficient and effective problem-solvers.

Certainly when training basic technical skills such as assembly and disassembly of a weapon, the most effective and efficient method is to demonstrate assembly and disassembly and allow the student to practice. These types of tasks don’t call for social negotiation. They are well-structured tasks – essentially one way to do them. A common mistake in training though is to put students in a classroom and teach them about the ammo and the specifications of the weapon before they are allowed to handle the weapon. In this case, context is missing. Handling the weapon and seeing its components is important. And learning the skill while practicing with others can be helpful as well.

Learning about the types of ammo and its firing distance, etc is so much more meaningful after the students have had hands-on experience. But all too often, the practice of lecture followed by hands-on is the norm. Changing from this Tell - Show-Do to Show-Do-Tell is more effective. Additionally IBL can be integrated into the task. Instead of just having students line up to fire on a firing range, ask them simple questions such as “Under what circumstances

would you use this particular weapon vice another to engage the target, e.g., rifle, pistol, mortar. As they gain technical skills, build upon the inquiry-based learning strategies.

For additional information on IBL within a military environment, check out the Army Research Institute Report 2010-02 “Achieving Adaptability through Inquiry Based Learning” by Thomas Duffy and Pamela Raymer. The book *Constructivist Instruction: Success or Failure?* edited by S. Tobias and T. Duffy is also a useful source.

Dr. Raymer’s BIO

Education

EdD Supervision with subspecialty in Training and Development,
University of Louisville

MS Instructional Systems Technology,
Indiana University;

MS Counseling,
Baylor University

BA, History & Political Science
University of KY

Significant Awards and Honors

Inducted into Phi Kappa Phi, All University National Honors Society and Phi Delta Kappan, Honorary Education Society. She was inducted as an Honorary Member into the Order of St Barbara, Patron Saint of Field Artillery and a Noble Patron on the Order of St George, Patron Saint of Armor and into the FA Order of the Quill. Received the Commander’s Award for Civilian Service, Superior Civilian Service Award and numerous other civilian performance awards. She was an NBCC and Texas licensed counselor for over 15 years and is a Lean Six Sigma Green Belt.

Professional Organizations

Phi Kappa Phi
American Association of University Women

Career Sketch

Raymer was selected as the Director for the Army Continuing Education System in November 2011. Prior to this assignment she served as the Education Director for Army Cadet Command Junior ROTC program. She was the Dean of Academics at Army Management Staff College from January 2007 to June 2010 launching the Civilian Education System. Previous assignments include Chief, SIGINT, Ft Huachuca, AZ; Director, Quality Assurance Office & Staff and Faculty, US Army Fires Center, Ft. Sill, OK; Director, Quality Assurance Office & Staff and Faculty, US Army Armor Center, Ft. Knox, KY; Strategic Concepts Officer, HQs, USAREC, Ft. Knox, KY; Education Director, US Naval Air Facility Atsugi, Japan. She has over 21 years of university teaching experience in graduate and undergraduate programs with the University of Louisville School of Education, Webster University School of Management and Central Texas College serving both as a resident and online instructor. Raymer also worked as a Recreation specialist with 2nd Infantry Division in South Korea and was a school counselor in Texas. She is published in several professional journals- the Educational Technology Journal, Academic Exchange Quarterly, ASTD Training and Development Journal, the Fires Journal and the Journal of Installation Management along with publishing a Research Report for Army Research Institute. She has presented at the International ASTD conference, the national Federally Employed Women’s conference and numerous other state, regional and local conferences. She has completed numerous races – the Louisville Derby Triple Crown Races, the Army Ten-Miler four times and the Zama Tough Ten. She earned the German Fitness Badge – military gold standard. She owns 3 Tennessee Walking horses. Her daughter, Anne, son-in law Chris and two granddaughters live in Tucson, AZ.

HOW YOUR SKILLS COULD IMPACT THE DON/MARINE CORPS ENTERPRISE?

DON is looking for volunteers to assist in reviewing, assessing, revising, and testing a new Supervisor Training computer based training (CBT) course. There are no parameters in a volunteer's grade level or level of expertise, just a willingness deliver the best possible product.

Background

In 2010, the Federal Supervisor Training Act was passed as part of the National Defense Appropriations Act (NDAA), which required all agencies to develop and implement a standard Supervisors Training curriculum. The Department of Navy (DON), Office of Civilian Human Resources (OCHR) is the lead agency for this initiative.

<i>Volunteer's Benefits</i>	<i>Enterprise Benefits</i>	<i>Learner's Benefits</i>	<i>Program Design</i>	<i>Skill Set Areas</i>
<ul style="list-style-type: none"> • Contribution to vital and visible product • Resume worthy accomplishment • Utilize skills for an enterprise project that will benefit the workforce • Enrich or develop skills set 	<ul style="list-style-type: none"> • Effective, efficient & economical method of training • Enhanced capability and capacity • Great way to leverage internal resources • Unified and consistent training 	<ul style="list-style-type: none"> • Will enrich/improve supervisors proficiency • Strengthen workforce performance • Provides developing leaders and new supervisors with a complete curriculum • Assist transition from technical skills base to supervisory skills base 	<ul style="list-style-type: none"> • Based on Federal Supervisor Act 2010 requirement • Self-Paced CBT • 17 modules • Personal time requirement is dependent on tasked assigned • OCHR dedicating four weeks to each module 	<ul style="list-style-type: none"> • General Education • Adult Learning Theory • Adobe Captive application • Supervisory skills and functions • Instructional Systems Design • NOTE: <i>Identified skill set are not limited to the above listing or by grade level</i>

This opportunity is not only limited to volunteers who are in our community, but if you are aware of others who may be interested, please pass this information to them. If interested in this opportunity, send an email with your name, contact information, task(s) you may be interested in, and short summary of your skills if you have any experience in instructional design and/or Adobe Captive to email:

TECOM_CWFDT@usmc.mil. Thank you for your contributions!



Welcome to the Marine Corps Acculturation Program (MCAP)!

By Lon Martin CPP, PMP

Workforce Devolvement, Awards/ Recognition and MCAP

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Have you ever wanted to know more about the Continental Marines, “To the Shores of Tripoli” and General Chesty Puller among many others? The MCAP will provide insight into Marine Corps; legacy of valor while building a common foundation of knowledge between Marines and Civilian Marines.

Background

MCAP was deployed by the Deputy Commandant for Manpower & Reserve Affairs HQMC throughout the Marine Corps in December 2007, to be delivered to all newly join Civilian Marines as part of their orientation program. Since December 2007 HQMC and Marine Corps Base Quantico (MCBQ) have partnered as a team to educate their new Civilian Marines when they come to work for the Corps.

Mission

The Civilian Workforce Development section of Headquarters, U.S. Marine Corps (HQMC) is responsible for the development of policy and actionable plans for career management and development in support of the lifecycle of Civilian Marines. The Civilian Workforce Development division provides

required training to support and strategically communicate the Civilian Workforce Campaign Plan which strengthens the Marine Corps' vision to be the "employer of choice."

Furthermore, The Civilian Workforce Development division is charged with acculturating Civilian Marines' to the Marine Corps, to nurture and further Civilian Marines professional goals and opportunities, to provide flexible career opportunities and to create Civilian Marine leaders at all levels within the organization.

In support of this mission, The Bowen Group was retained to develop and deliver the Marine Corps Acculturation Program (MCAP) Curriculum and Training. The Bowen Group was responsible for the development of a comprehensive management and training curriculum and all course materials, instituting multiple train-the-trainer sessions to Human Resource (HR) Personnel, and the direct training of summer interns and newly hired Civilian Marines across the Marine Corps.

Goals and Objectives

The training program increases understanding of the Marine Corps culture and work environment, enhances opportunities for professional career development, and augments local initiatives sponsored by installation Civilian Leadership Development (CLD) Programs.

The variety of creative and innovative teaching tools and training materials support classroom-based instruction and provide a comprehensive training package which included individual exercises, materials, group exercises, videos, display items, and platform-based instruction. The curriculum guide and participant guide include goals, learning objectives, references, resources, curriculum, PowerPoint slides, and participant instructional material.

The modules include:

- Introduction to U.S. Marine Corps Civilian Workforce
- History of U.S. Marine Corps
- Mission and Organization of U.S. Marine Corps
- U.S. Marine Corps Culture and Protocols
- Civilian Marines
- Marine Corps Workforce Development

Program Outline

The classes are taught once a month at either HQMC at the Pentagon or MCBQ at the [National Museum of the Marine Corps \(NMMC\)](#). The classes for MCBQ are taught by three very motivated and knowledgeable Civilian Marines who have all served as active duty members of the Corps, SgtMaj Lon Martin USMC Ret, MGySgt Henrik Iversen USMC Ret, and former Marine Cpl Charles Andrews.

Day One

The first day of the course at Marine Corps Base Quantico (MCBQ) is kicked off by either a Senior Marine or Civilian Marine Leader welcoming the newcomers to the Corps. Classes are taught on history, traditions, customs and courtesies. Later, the class is invited to join their MCAP instructors for lunch at

the NMMC in Tun Tavern (a replica of the Marine Corps first Recruiting Station). After lunch, a guided tour is given to the class of the NMMC by Lon Martin, the Lead Instructor for MCAP and also a volunteer Docent at the NMMC.

Day Two

On the second day, the class is divided into teams and plays the game Jeopardy. The two teams are asked questions on what they were taught the first day of the course and the teams get pretty competitive. Later, the day covers the organizational structure of the Corps and civilian workforce development opportunities available. The last event is a Leadership Panel which consists of four members; two Marine leaders, one male and one female and two civilian leaders, one male and one female. The panel's role is to answer any relationship/work related type questions pertinent to working with Marines or Civilians.

At the end of the day, the class will reconfirm their oath to our country and take part in a graduation ceremony which is conducted by their MCAP instructors. The new Civilian Marines are presented with a certificate of completion and Civilian Marine pin.

The MCAP course at MCBQ is not the standard for MCAP courses, taught throughout the Marine Corps, but if you are a New Civilian Marine and want to learn more about the Marine Corps that you are serving with please attend a MCAP near you. To register for MCAP at HQMC or MCBQ go to [Training Registration website](#) or if you are not assigned to HQMC or MCBQ you can contact your local HROM for information on MCAP at your command.

Summary

As Civilians Marines, we are an integral part of the First to Fight and have long been recognized as part of the total force. The events of September 11, 2001 brought this concept to national attention as no other event has done before or since. The focus is to provide an overall picture of the "Marine Corps" to our newly assigned Civilian Marines. The Instructors at MCBQ provide the best MCAP Training in the Marine Corps. The new Civilian Marines are now ready to assume their position in the ranks of the Corps who has served our Nation for over 237 years.

Lonnie Martin

Retired after 30 years of service with the USMC as the SgtMaj Marine Corps Base Quantico
Current position is with the Civilian Manpower Branch G-1, Workforce Devolvment
Runs the Civilian Awards and Recognition program for MCBQ
Is the Lead MCAP Instructor for MCBQ
Has been a volunteer Docent at the National Museum of the Marine Corps since it open on 10 November 2006 where he has put in thousands of hours and conducted hundreds of tours.



KEEP YOUR TRAINING TOOLS SHARP

(A Training Course Evaluation Review)

By Katie Bryan, Manpower, Personnel, and Training Lead /1750, Email: katie.r.bryan@usmc.mil

Have you ever had a silent scream moment? During a training meeting, an instructor proudly announced that he had conducted training the same way for 16 years – that was my moment. I wanted to scream. His methodology made me think of a classic character like PAC-MAN battling a Brute in Halo: outdated strategies are no match for modern advancements. As trainers, we must keep our training tools, methods, mediums and media fresh, up-to-date, and sharp.

As an Instructional Systems Specialist, I search for training approaches that are economical, uncomplicated, participatory, and effectively adapts to the need of the next generation learner. Considering the Marines' time constraints, the training has to be brief and concise; and also allow for demonstrations, practice, and feedback. A one-hour webinar by the "Bob Pike Group" met the requirements.

The course *Writing Objectives that are Measureable*, taught by Jaime Pylant, was a refresher on writing stronger objectives. Jaime, a former cheerleader, planned individual and group activities for active participation. He made no assumptions about the experience of the audience and explained how to use the communication tools on Blackboard Collaborate before we practiced using them. Then he smoothly transitioned into the lesson by asking the question, "What would you like to do the last 44 days of summer?" That began the lesson on how to differentiate a goal from an objective; and the three categories of development: knowledge, skills, and attitudes. We had practical exercises throughout the lesson and Jaime gave constructive feedback. He also covered some common mistakes in writing strong objectives such as adding "will be able to" in the objective statement. I took the one hour course at my desk; it was modern, engaging, and beneficial.

In the book *The Meaning of Adult Education*, [Eduard C. Lindeman](#), one of the great historical figures in adult education wrote, "Every adult person finds himself in specific situations with respect to his work, his recreation, his family-life, his community-life et cetera – situations which call for adjustments. Adult education begins at this point. Subject matter is brought into the situation, is put to work, when needed." Participating in the webinars was a refreshing method to bring learning to the learner. The course was instructor-led and participant-centered; we asked questions, completed group activities, and worked independently under the guidance of the subject matter expert. Using Blackboard online was a simple and modern way to complete the training; I was able to sharpen my training tools outside of a classroom without going to a designated location; and a link to the entire training session was available for 30 days after the course. Although this type of training is not appropriate for the physical training of a Marine – it is a valuable means for sustainment training in the units and for those seeking self-improvement or higher education. I recommend webinars as a means of training to meet situational needs, to sharpen training tools, and to stay up-to-date. I look forward to taking the next course.

Katie Bryan

Katie Bryan has a Bachelor of Science degree in Occupational Technical Studies from Old Dominion University. She retired from the Air Force after twenty-two years of service in the training career field. For four years she has shared that experience as a Civilian Marine; she is currently a member of Infantry Weapons Systems at Marine Corps System Command, Quantico.



MISTAKES, WE ALL MAKE ‘EM!

By Mr. Bill Weidow, Instructional Systems Specialist/1750
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What do you do when you make a mistake in front of your students? Do you baffle them with brilliance, or BS? Do you go to the default position of “I don’t know but I will find out and get back to you?” Although these approaches have application and be appropriate for some Target Population Descriptions (TPD) and contexts; perhaps there is another way. Even though the terms model and modeling have various definitions, the most readily applied to the educational context is “to serve or work as a model: worthy of imitation.” This definition functions nicely to segue into unpacking Albert Bandura’s social learning theory and then establishing how theory can be put into practice.

In its essence Bandura’s social learning theory is learner centered in addition to being cognitive and vicarious, social learning theory is characterized as being self-regulated. Learners can regulate their own behavior by visualizing consequences based on observations of other’s behaviors and the consequence of those behaviors. (Merriam & Caffarella, 1999) The bottom line with Bandura’s theory is that we can learn from observing our environment without having to replicate a behavior. So, what does this mean? Well, it means that if you are watching someone hitting themselves in the head with a hammer, you do not have to replicate that behavior to know that it hurts!

Harriet Edwards takes this a step further by discussing the importance of utilizing instructor mistakes as teachable moments that can be modeled by the instructor. By admitting mistakes, instructors expose their human nature which encourages student empathy. The author states “By openly displaying our reactions to a mistake, we can demonstrate not only the problem-solving process, but also the coping mechanisms for dealing with the emotions that accompany mistakes.” (Edwards, 1993) Additionally, there is value in acknowledging mistakes as part of the normal learning process because we are all predisposed to idiosyncratic errors. When instructors share (model) mistakes, they facilitate student development of mechanisms for preventing, finding, and dealing with their own mistakes. This directly relates to Maryellen Weimer’s work which stresses the need for faculty to model more. She believes that instructors should assume the role of “master learner” and demonstrate how skilled learners tackle problem solving and critical thinking. (Weimer, 2002)

Another tenet that is congruent with Weimer’s *Learner-Centered Teaching* deals with the emotions that accompany mistakes. By expressing their negative feelings while correcting mistakes, instructors expose their frustration. When students see the “experts” displaying negative emotions and yet achieving success, they are encouraged to continue in their own endeavors. This is echoed by Weimer who states “Students need to see examples of how learning is hard messy work, even for experienced learners.” (Weimer, 2002, p.88) Keep in mind however, that a risky assumption is made that the instructor is

dealing with mature and capable adult learners. As with all things academic, the context and culture in which the learning is applied is paramount. Teachers should always consider their context before employing any instructional method or technique.

Another aspect of modeling that coalesces with learner-centered teaching is “self-talk.” Self-talk involves verbalizing one’s attitudes, reasoning, thought process, and emotions. Talking through the problem-solving process could change the way students think. There is a connection between speech, thought, and action. It is generally agreed that we express ourselves through speech, and that words affect our thoughts and actions. Soviet psychologist Lev Vygotsky formulated a theory dealing with the development of thought and language. Vygotsky ascertains that a child’s egocentric language (singing and talking to self, etc.) is a step in the process of internalizing the social aspects of speech culminating in the silent phenomenon of “inner speech.” This process of internalized self-talk continues into adulthood. Students are able to work through problems by literally talking themselves through them. Self-talk is also important in improving negative attitudes in regard to learning. The self-talk technique is recommended by Weimer who states “... you can model learning processes by doing simple things like talking through the problem-solving processes you use when confronted with a problem. (Weimer, 2002, p. 87) So for those of us that routinely talk to ourselves; are not crazy!

So what’s the WIIFM (What’s In It For Me)? Well here it is...as an instructor you may be embarrassed when you make a mistake in front of students, especially “a dumb mistake.” However, realize that YOUR mistake can serve to benefit both you and your students. Mistakes serve to humanize the instructor and create empathy between the instructor and students, encouraging the students to continue in their studies. Additionally, when instructors make mistakes it reinforces that they are human and capable of error: this underscores the fact that Subject Matter Experts (SMEs) and the most seasoned instructors in every field make mistakes. This also serves as a call to action for the instructors to continuously learn and grow within their field. However, this is by no means a “free pass” to be unprepared or to take the business of teaching lightly: the onus is squarely on the instructor to be thoroughly prepared for their classes and to strive to become a SME in their field of endeavor. Mistakes made in the context of a well-prepared, organized, and rehearsed presentation may not impact the instructor’s credibility. Moreover, your mistakes, if dealt with properly, are a tremendous learning opportunity for your students. Modeling the processes you use to problem solve, exposing your emotions and coping mechanisms as you solve the problem, and talking through the problem, teaches your students how to critically think and problem solve. It also shows them that it’s OK to get frustrated when you make a mistake, but more importantly to work through the frustration to find the solution. Capitalizing on mistakes, by modeling problem-solving solutions, emotions, and self-talk the instructor can greatly enhance the student’s potential to learn. Finally, there is an opportunity here to inject humor: it’s perfectly fine to make light of yourself; self-deprecation is best when used liberally!

To learn more consult Dr. Google or Professor Yahoo on:

Albert Bandura, Lev Vygotsky, Social learning theory, Modeling (educational context), Self-talk

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Mr. Weidow holds a MAEd in Adult Education from East Carolina University.



Roadmap to Success

(A Training Course Evaluation Review)

by

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The secret to designing training is to work with what some instructional designers call a “roadmap” or a training “blueprint”. A training roadmap should outline the goal of the desired outcome and provide objectives to accomplish this goal. By fully understanding the differences between the two and the role they play in designing training will provide an instructional designer with a direction in which to develop content for the course. By mapping out what needs to be taught; knowledge, skill or attitude (KSA) in order to reach the desired outcome consistently.

The Bob Pike Group webinar, “Writing Objectives That are Measureable” reinforces this concept by breaking down what’s required to determine if an objective is clearly written and can be measured. The webinar’s interactive and collaborative activities provided insight and clarity of the fundamentals of writing a good objective.

According to Bob Pike Group’s course instructor, Jaime Pylant’s a trick of the trade is to ask - “what does good look like” and if the answer can be found within the objective then it passes the measurability test. In order to understand how to write good objectives, the “ABC’s concept was introduced:

- ❖ *Audience* – who is the training attended for?
- ❖ *Behavior* – how are they to complete it?
- ❖ *Condition* – what will they have/have not available to use?
- ❖ *Degree* – what level of mastery are they expected to have upon completion?

Utilizing this concept helps ensure the right set of questions are asked to test the objectives measurability and that it’s clearly written free of any ambiguity. I have used this concept before, however, in the Marine Corps it’s known as target population, behavior, condition, and standard and an objective is better known as a Terminal Learning Objective (TLO)/Enabling Learning Objective (ELO). Learning objectives are one of three primary products of a learning analysis under the ADDIE model (Analyze, Design, Develop, Implement, and Evaluate). Even though some terminology may have been different its course design follows the same principals of the ADDIE model. Its shared common terminology made it easy to understand and keep up.

A webinar learning environment is designed to accommodate all three learning styles; auditory, visual, and kinesthetic. Webinar based curriculum follows the same effective adult learning theories as other training curriculum. From a design perspective webinars offers the same level of training as a traditional face-to-face

environment. However, for students that have limited exposure to webinar technology, navigating the platform will be a little bit of a learning curve. There were times during the presentation when all three learning styles were utilized at the same time and if compounded by a learning curve there is a possibility of interference with memory processing of the information through immediate to working memory.

Overall the course provided a good high level overview of the common elements needed to ensure a member can identify and write measureable objectives. Its restricted course length of one hour limits the amount of time for practical application and the assumption that webinar technology is well known by enrolled students is a draw back. Suggestions for improvements are to extend the course by an hour in order to allow more time to conduct more practical application. And as a part of the introduction email notification add a quick tutorial that provides “how to instructions” for navigating. Implementing these suggestions would increase student focus and retention of the information.

Sandra Acol

Current Assignment: Training Specialist, WTBn - Academics Management Section (AMS)
Civilian Education: MA, Instructional Design, Walden University
BA, Business Administration, Strayer University
Instructional Delivery, Cert., Emergency Management Institute
Military Education: Systems Approach to Training Basic, (SAT) Cert., Army Trng Cmd.
Automated Systems Approach to Training, (ASAT), Cert., Army Trng Cmd.

Mrs. Acol started her career serving in the Air Force as an administration specialist, supporting commands in Bitburg, Germany and Grand Forks, North Dakota. Upon completion of her service with the Air Force, she has spent over 18 years in a support/training capacity for companies associated with the IRS Consolidated Data Network build out, Satellite Communication, and Telecommunications. Mrs. Acol found her calling in 2001 and moved on to a career as a mentor/counselor for abused children, helping them find a way to mend in order regain their childhood and later become successful adults.

In 2006, Mrs. Acol returned back to her training roots as an Instructional Systems Design Specialist working the Defense Integrated Military Human Resources System (DIMHRS) and the Homeland Security Information Network (HSIN) training projects.

In 2009, Mrs. Acol became the newest member added to the Weapons Training Battalion (WTBn) Academics Management Section (AMS). She currently holds the position of Training Specialist and is responsible for WTBn academic Integrity.



Educational Opportunities in Yuma, Arizona

Alvina Johnson, Education Specialist/1740

Email: alvina.johnson@usmc.mil

Arizona Western College (AWC) is a public community college located in Yuma, Arizona. Students have a plethora of options when choosing AWC. While the main campus is located off of Araby Road and 8E, students can choose to attend classes at the main campus or in San Luis, Somerton, Wellton, Dateland, MCAS Yuma or even online. AWC is sure to meet many academic goals since they offer over 98 academic programs that range from occupational certificate programs or Associate degrees, such as an A.A., A.Bus., A.S., A.G.S., or an A.A.S. AWC has an office at MCAS Yuma's Education Center, Bldg. 850 where you can receive admission and advisement services, take their placement test and even register for courses. For more information about AWC, you may contact them at 928-317-7626 or visit their website at <http://www.azwestern.edu>

Once you have completed your Associates degree with Arizona Western College, or have earned enough credits to be considered a transfer student, you may want to attend Northern Arizona University (NAU). Depending on your degree program, you can choose to attend NAU's main campus in Flagstaff, Arizona, NAU -Yuma Branch Campus or be an Extended Campus student. According to their website, <http://yuma.nau.edu> NAU-Yuma is designed as a transfer institution. That means that students arrive at NAU-Yuma with their lower division courses completed and therefore only take Junior or Senior level courses at NAU-Yuma. By taking lower division courses through a community college, such as the one mentioned above, students can save a lot of money as tuition costs at a community college are reduced. Since NAU-Yuma shares a campus with Arizona Western College, transition to NAU-Yuma can be a seamless process.

NAU-Yuma offers more than 20 Bachelor Degree programs and 7 Masters programs right here in Yuma! A student can earn a Bachelor's degree in areas such as biology, business, criminal justice, education, environmental science, intelligence studies, interdisciplinary studies, nursing, public agency management, psychology, sociology, social work and Spanish. For more information about NAU-Yuma, please call toll-free 1-888-NAU-YUMA or (928) 317-6400.

Another pathway for a Bachelor's degree, without having to leave Yuma, is the University of Arizona (UA). A student can earn a Bachelor's degree, Graduate Certificate, Masters or even a PhD from UA right here in Yuma! Western Cats, a partnership between Arizona Western College and the University of Arizona, allows students to complete their pre-requisites at AWC and then transfer to UA-Yuma to complete their desired educational goal. UA-Yuma offers a combination of both in-person and online classes. The degree programs and available minors are Family Studies and Human Development, Agricultural Technology and Management, Sustainable Plant Systems (Crop Production), Systems and Industrial Engineering, Science Education with an emphasis in Biology and Chemistry as well as Computer Science. UA-Yuma is on AWC's main campus, 2020 S. Avenue 8E in the Ag Science Building. For more information you may view their website <http://uayuma.arizona.edu/index.html> or contact Tanya Hodges, Academic Program Coordinator, by email thodges@cals.arizona.edu or by calling (928)271-9560.

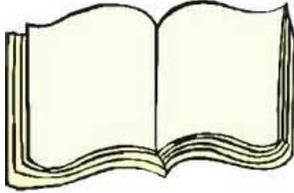
The University of Phoenix is yet another educational option for students living in Yuma. Depending on program availability as well as preferred learning methods, students can choose to be online students or can take in person courses at the Yuma Learning Center, located at 899 East Plaza Circle. The University of Phoenix is known for their convenient learning options as most of their students are adult learners with commitments such as family or employment. They offer Associates, Bachelor's, Masters

and Doctoral degrees in a variety of programs. Some of the more popular programs, within the military population, are Criminal Justice, Technology, Nursing and Psychology. For a list of available programs, in Yuma, please visit <http://www.phoenix.edu/campus-locations/az/southern-arizona-campus/yuma-learning-center.html> The University of Phoenix has a military division dedicated to meet the needs of active or retired military personnel or their dependents. The University of Phoenix is familiar with the Tuition Assistance process as well as the Montgomery or Post 9/11 GI Benefits. For more information about the University of Phoenix you may contact Lindsey Flynn at 877-257-0375 or by email at Lindsey.Flynn@phoenix.edu

Alvina Johnson

Alvina Johnson is an Education and Career Specialist at Marine Corps Air Station Yuma. Alvina earned an Associate's degree from Arizona Western College majoring in Criminal Justice. She earned her Bachelor of Science degree majoring in Criminal Justice with Northern Arizona University. Alvina holds a Masters of Education degree with an Emphasis in Higher Learning conferred by Northern Arizona University as well. She has a wide range of work and career experience having used her undergraduate degree in Criminal Justice as a Juvenile Probation Officer, Detention Manager, Child Protective Services Case Manager and Supervisor. Alvina was a member of Governor Napolitano's House Bill 2024 Child Welfare Reform Act of Arizona. Alvina's experience, in the educational arena, includes coordinating a grant funded program (GEAR UP) where she worked with a cohort of 7th grade students and their families to assist them in navigating through the educational pipeline; specifically higher education. Prior to her current position, Alvina worked at Northern Arizona University as the Assistant Director of Enrollment services overseeing a department in the areas of Admissions, Enrollment, Registrar and Bursar functions. Alvina firmly believes education should be assessable to all and takes on a social work approach in assisting people achieve their educational goals. When not at work, Alvina enjoys spending time with her husband and young children.

RESOURCES & INFORMATION



TECHNICAL BOOKS COMING SOON

The technical books ordered this fiscal year are still in route. Stay tuned for more information on how to obtain your books.

Civilian Workforce Development Training Opportunities (CWDT)

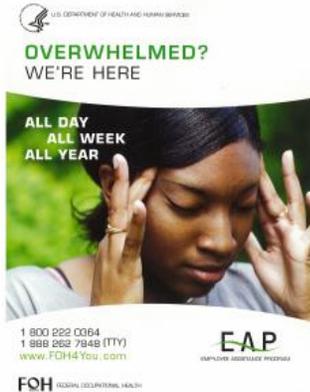
FOR All TECOM Civilian Marines

MARK THE DATE – ENSURE WIDEST DISSEMINATION

TO REGISTER SEND AN EMAIL TO: TECOM_CWFDT@usmc.mil. Include your name, grade, phone number, and organization. REASONABLE ACCOMMODATION: Please let us know when you register if you require reasonable accommodation to participate in this training.

FOR FURTHER INFORMATION: Contact Mr. Robert Alexander @ 703-432-2563, Daly Hall, Bldg 2079

September 19-20, 2013	September 23-27, 2013
“ADOBE CAPTIVATE 6 FUNDAMENTALS: An Introduction to Captivate (limited seats)	“Preparing for the Project Management Professional (PMP) Certification”
Time: 0800-1600	Time: 0800-1600
Description: In this training, you will: <ul style="list-style-type: none"> * Create effective eLearning * Add, edit, and record audio * Convert text-to-speech * Add, manipulate, and manage images * Best publishing format to use for the widest audience * Best settings for publishing to Flash 	Description: <ul style="list-style-type: none"> -Understand project initiation -Recognize Stakeholders -Set a baseline for the project -Understand the work structure -Understand Scope Management -Understand Time Management
Quantico, Education Center, RM 112	Quantico, Education Center, Room 9



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RESOURCES & INFORMATION

2013 DoN LEADERSHIP AND CAREER DEVELOPMENT

We have an awesome training opportunity for Civilians in the National Capital Region recently announced by Pat Adams (see attached invitation letter). The Deputy Assistant Secretary of the Navy (CHRO) and the Assistant Deputy Commandant for M&RA, HQ Marine Corps are hosting a DoN Leadership and Career Development Training "Discovering Leadership Opportunities," 15-16 Oct at The Clubs at Quantico, Marine Corps Base Quantico. This training event is focused on GS12-15 (or equivalent) civilian employees in the National Capital Region.

The purpose of this training is to provide attendees with career development strategies and leadership skills to enhance career progression. The training focus is on three career tracks:

- . GS12-13 target audience
- . GS14-15 target audience
- . GS12-15 audience for Plenary Sessions and Mentoring Opportunities

The sessions are led by Senior Leaders and include topics such as: Budget Basics, Leadership Assessment, Intermediate Management, How to Prepare for SES, Leadership Skills for Aspiring Leaders, Strategies for Effective Leadership, Lead Self, How to Map Your ECQs, Mentoring Sessions, and other Plenary / Panel discussions. A draft seminar agenda is also attached.

Registration is available now. One of the attachments provides directions for sign up to include directions for signing up for a Fleet Forces Account as participants must have a Fleet Forces Account in order to register for the training. The Draft Agenda is also provided. The web portal will host all the update and final information.

POC:

Charles E. Andrews
Civilian Leadership Development Program Manager
G-1, MCB Quantico

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