

EDUCATION COMMUNITY OF INTEREST



NEWSLETTER

JULY/AUG 2015

MESSAGE FROM THE PEER MENTORS...

Our Peer Mentors are volunteers from the community and former article contributors. Their essential role on behalf of the Education COI is to provide assistance to potential article contributors in all areas regarding writing from brainstorming topics to submission.

Below are some motivational messages from the peer mentors on the importance of becoming an article contributor.

Ed COI Newsletter, whether it's career related, personal or just for fun, you play an active role in the lifelong learning that takes place within our field."

~ Leanne Cannon, Ph.D.

share your best practices with others.

~Dr. Vanessa Nason,



Sam Bagwell...

Currently, serving as the Personal and Professional Development Branch Manager/ Education Service Officer with over 37 years of government service of which 22 years were served as a United States Marine. My participation in the Ed COI Newsletter provides the foresight to gain and provide new, exciting and beneficial information. Extensive research and inquiry goes into each article submitted. The Community of Interest (COI) has an impeccable reputation for getting the "duty experts" involved. The contributors' passion and vision for education/training constantly strive for ways to bring quality and relevant information to the Marine Corps. By submitting an article, you will significantly impact the lives and careers of your colleagues.

~Sam Bagwell, BBA, MPA, MA Ed., MHR, Ph.D. (Candidate)



Dr. Vanessa Nason....

As educators, we are charged with the notable task of imparting knowledge and sharing ideas with others. Our learning experiences and expertise are unequivocally essential to promoting educational growth within our community. Serving as an article contributor for the Education Community of Interest (COI) is one of the most rewarding and effective ways to communicate with fellow colleagues, while at the same time, doing your part to promote academic excellence. Writing and submitting an article for the COI newsletter is easy as 1-2-3, and I implore you to set aside a little time to



Leanne Cannon ...

"Participation in developing and submitting articles for the Education and Training Newsletter not only allows you to contribute to our Community of Interest, but also to become engaged in a professional network. Article submission increases your awareness of the submission and editing process in a less formal, more positive way than submitting for a formal professional journal. (It's not uncommon for a professional journal submission to be rejected fifteen times before it's finally published!) By submitting to the

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TEST YOUR KNOWLEDGE !!!

ADULT LEARNING
PUZZLE ON PAGE
21...MORE PUZZLE FUN
COMING

MESSAGE FROM THE PEER MENTORS...

Charles Ellard ...



Ronald Reagan said, "Some people spend an entire lifetime wondering if they made a difference in the world. But, the Marines don't have that problem." Participating in our Education Community of Interest is yet another way, in addition to doing our daily jobs, that we can impact the U.S. Marines and therefore the world. "
~Charles Ellard

Lynette Ward...



Greetings 1700 personnel,

Do you realize what an awesome opportunity available to you to make a contribution to your Community of Interest (COI)? This newsletter reaches literally everyone in your field and many, many others. It's amazing not more of you take advantage of the chance to have a voice in shaping the future requirements identified by your expertise. Training and education is the methodology that makes a difference -- a difference that counts in every facet of an individual's career and personal growth. Use this newsletter as your vehicle to share your insightful knowledge and expertise with the entire

Marine Corps, and especially the 1700 COI field--become a contributor. ~ Lynette Ward

Karen Bird ...



Being a article contributor is a great way to motivate others in the education/training community. Having the ability to connect with others and even be inspired is priceless! ~Karen Bird

Dvora Sheremeta...

Have you ever read the community of interest newsletter and wondered why there wasn't something addressing your specific series? Why hasn't anyone written anything about what you do or what the latest and greatest innovations are in your field? So what's stopping YOU from adding to our collective knowledge? If there's something you want to see in the newsletter, take the plunge and write an article. Doesn't have to be lengthy or fancy or grace the pages of an academic journal. If you don't think your writing skills are newsletter-worthy, we have peer mentors who are available to help. (Yes, I'm from the government and I'm here to help.) So this summer, dive in and add your best practices and knowledge to our collective pool of education and training professionals.

~Dvora Sheremeta, Ed.S

INTERESTED IN BECOMING AN ARTICLE CONTRIBUTOR??

- Discuss a topic of interest related to education and training
- Inform the community about what you do for the Marine Corps
- Highlight yourself or someone else that deserves recognition
- Or request a topic list

**Next availability for article submissions:

- Sept/Oct (deadline Aug 24th)
- Nov/Dec (deadline Oct 26th)

If you want to discuss a topic idea or anything regarding your article...we encourage you to contact us ...we're here to assist you.

Contact Us:

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Visit our website at <http://www.tecom.marines.mil/resources/coi.aspx>

Andragogy Techniques, Trainers and Educators: Enlisted Professional Military Education



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ABOUT THE AUTHORS

Dr. Vanessa M. Nason. Since February 2013, Dr. Vanessa M. Nason has served the Marine Corps University as the Curriculum Development Education Officer for Enlisted Professional Military Education (EPME). She comes to this position with an esteemed background in public school education. During her 17-year public school education stint, Dr. Nason has served in positions that ranged from being a teacher to academic dean and principal in various schools throughout the United States. During her years in educational leadership, Dr. Nason achieved a national reputation for her extensive experience in using curriculum, instruction, data, evaluation, and systems and processes to foster long-term, continuous school improvement with schools. She was recently lauded for the impact of her Design Implementation Guide for Early Colleges, which resulted in the success of her students at Washington Early College High School (Atlanta, GA). Dr. Nason was also recognized for her service as a key advisory partner with the Anti-Defamation League, America's Promise Alliance Schools, and the U.S. District Attorney of North Georgia. In addition, Dr. Nason served as an evaluator and expert panelist for the Southern Association of Colleges and Schools (SACS) Accreditation, University of Montevallo, Georgia State University, and Clark Atlanta University.

Along those same lines, Dr. Nason has presented at national conferences such as: the Chick-Fil-A Headquarters Staff Development Annual Meeting, the Institute for Student Achievement (ISA) Summer Annual Conference, the National Middle School Association Conference, and the Southern Regional Educational Board (SREB) Annual Conference. Dr. Nason holds an EdD and EdS in Educational Leadership from South Carolina State University. She achieved a Master's degree in Middle Grades Education from Georgia Southern University, and a B.S. in Early Childhood Education from Armstrong Atlantic State University.

Dr. Kimberly Crawford Florich is the Marine Corps University Faculty Development and Outreach Coordinator. As well, she is the Alternate Designated Federal Officer (ADFO) for Marine Corps University Board of Visitors. She is also a member of the Enlisted Professional Military Education (EPME) Faculty and Staff Professional Development Planning Team at EPME Head Quarters as well as the Quantico Staff Non-Commissioned Officers Academy in Quantico, VA establishing a network of academic collaborations between EPME Academies and surrounding colleges and universities. Dr. Florich teaches courses in Adult Learning Theories and Concepts at EPME Faculty Advisors Course regularly. In addition, Dr. Florich was invited by the Office

of Naval Research to address The British Royal Air Force with her presentation entitled, "Enhancing Student Learning by Promoting Teaching Excellence". In partnership with a Marine LtCol, she co-wrote a proposal for the MCU SACS Quality Enhancement Plan (QEP) entitled, "The Center for Excellence in Learning and Teaching (CELT)". Dr. Florich served 18 years in the Louisiana Community & Technical College System as Interim Assistant Campus Dean, Campus Business Department Head, and Business Professor. There, she also served as Regional Business Department Director and served on the state curriculum review board for Business Technology Programs. She has been a contributing author to The Examiner and other online publications. She appeared regularly on KVVP/KROK and KJAE Radio Stations on behalf of the Central Louisiana Technical Community College. Dr. Florich holds a Doctor of Education Degree in Teacher Leadership, a Master of Arts Degree in Adult Education, and a Bachelor of Science Degree in Business Management.

Introduction

This article will provide an overview of Enlisted Professional Military Education's (EPME) Faculty Advisor's (FACAD) Course and Marine Corps Training & Education Program specifically addressing the preferred systematic approaches to learning. (cont'd on page 4)



TEST YOUR
KNOWLEDGE
FUN ...

Check out the adult
learning puzzle on
page 21.

Andragogy Techniques, Trainers and Educators: Enlisted Professional Military Education

The Marine Corps Training & Education continuum prepares Marines for success in current and future battles combining science and art to meet the demands of warfare. In order to gain a better understanding of the training and education systems in place, a history of Marine Corps Staff Noncommissioned officers Academy is provided. The U.S. Military is incorporating increasingly more ideas to improve training and education. This paper concludes with a brief analysis of the Marine Corps student as an adult learner.

Andragogical concepts are incorporated into the FAC program and Enlisted Professional Military Education (EPME) recognizes shared responsibility between faculty and learner. EPME's FAC takes into consideration theories of Andragogy in order to have a better understanding of adults' motivation to learn. Above all, analysis of adult learning theories is amalgamated with practical application for the comprehensive process of facilitating Faculty Advisors' success in the Marine Corps classroom.

Marine Corps Training and Education Program

The following historical information is extracted from "Guidebook for Faculty Advisors (2011)":

In 1970, the 24th Commandant of the Marine Corps realized that staff noncommissioned officers (SNCOs) never received training in how to be SNCOs. Recognizing this problem, headquarter U.S. Marine Corps tasked the Officer Candidates School with

setting up a Staff Noncommissioned Officer's School. A syllabus for the classes was developed and the Commandant authorized establishment of the Corps' first Staff NCO Academy. SNCO's duties were now spelled out and Marines were provided the education to cope with their duties. On 15 December 1970, the Staff Noncommissioned Officer Academy was officially established at Marine Corps Development and Education Command in Quantico, Virginia. Initial classes were limited to 50 staff sergeants and selectees. All major commands were asked to nominate their most highly qualified personnel. Selections of those to attend the pilot classes were made by a special selection board which convened at Headquarters Marine Corps (HQMC).

On 16 February 1971, the first pilot course was convened at Quantico, with the second one conducted in April 1971. The 24th Marine Corps Commandant was the guest speaker during the opening ceremonies and he stated, "The establishment of this Staff Noncommissioned Officers Academy is another important step in the Corps' all-out effort toward a quality, highly professional, combat ready force." The pilot program consisted of a six-week course with more than 210 hours of instruction. The curriculum included subjects of general military nature and emphasized leadership; effective communications, both oral and written; drill and ceremonies; techniques in military instruction; and physical fitness. During the first years of the Academy, not only did the sister services attend, but local police officers, the majority of which were from Baltimore, Maryland, were in attendance.

A mini Staff Noncommissioned Officer Academy program was tested in January 1980 in Quantico, Virginia. It was a two-week scaled-down version to save money and it was moderately successful. It was field tested on a full scale at major commands during May 1980. Eventually, the reserves implemented this as their resident professional military education (PME) leadership course.

Between 1988 and 1991, there were 17 NCO Schools locally controlled and staffed by the Fleet Assistance Program (FAP) and other non-T/O personnel. Each school had its own program of instruction (POI). Significant changes were made in 1992 and all Sergeant, Career and Advanced Courses followed the same POI. By FY-92, the SNCOA at Camp Butler, Okinawa, Japan was established. The SNCOA at Camp Lejeune, North Carolina, added an Advanced Course for gunnery sergeants and moved to their present location at Camp Geiger, North Carolina. The SNCOA at MCAS El Toro, California, made preparation for its first Advanced Course and would eventually add a Career and Sergeants Course. In July 1998, the El Toro academy relocated to its present location at Camp Pendleton, California.

The SNCO Academies at Quantico, Camp Geiger, Camp Pendleton, and Camp Butler are multi-course academies for the sergeants, staff sergeants and gunnery sergeants, while the SNCOAs at MCAS Kaneohe Bay, Hawaii, and MCAGCC, Twenty-nine Palms, California are stand-alone academies for sergeants.

(cont'd on page 5)



"...analysis of adult learning theories is amalgamated with practical applications for the comprehensive process of facilitating Faculty Advisors' success in the Marine Corps classroom."

Andragogy Techniques, Trainers and Educators: Enlisted Professional Military Education

During 2004, Marine Corps University successfully championed the move of the reserve SNCO Academy courses to Marine Corps Base, Quantico. The move not only resulted in an approximate 30 percent savings to the Marine Corps, but it also allowed reserve marines to attend Marine Corps professional development courses on a Marine base. The move was overwhelmingly applauded by Marine Forces Reserve. In March 2006, the Directorship of EPME, to include oversight of the world-wide SNCOA Academies, was transferred from the Sergeant Major, Marine Corps University, to a newly created Director, Enlisted PME billet; staffed by a Marine Corps colonel. This change resulted establishing the directorship of Enlisted PME on the same footing as the officer schools within Marine Corps University.

Faculty Advisor's Course

To ensure potential leaders of the Marine Corps are provided with the best education available, prospective faculty advisors of the Staff Noncommissioned Officer Academies are required to complete a three-week orientation course. The Faculty Advisor course is a mandated course that seeks to modernize the academy's approach to teaching and learning by helping to preserve a genuine, career-long bond between teachers (known as faculty advisors) and students attending the academy. During the course, faculty advisors learn about subjects such as habits of the adult learner, effective grading techniques, alternative teaching strategies and the Socratic-method style of teaching. The Socratic Method, named after the Greek philosopher Socrates, is a form of education where students are

involved in question and answer group discussions, designed to stimulate critical thinking.

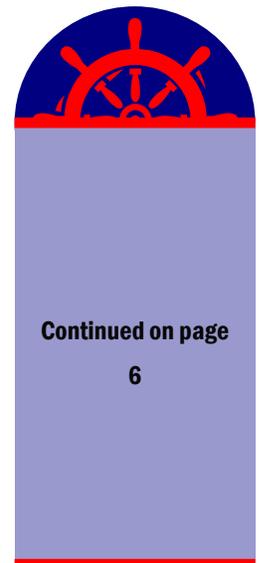
After Faculty Advisor (FA) candidates receive their certification, they have the opportunity to participate in a master instructor program to become master instructor certified. A Master Faculty Advisor not only teaches students but also facilitates professional development with other faculty advisors. The senior faculty advisor is another level in which individuals are required to complete six credit hours of college-level English class which enables the FAs to provide valuable feedback to students on written and oral assignments, which is essential to improving student learning. Embry-Riddle Aeronautical University has partnered with the Staff Academy to help FAs with this requirement by offering English classes at the academy. Not only has the SNCO Academy raised the bar academically but also physically. Selected advisors throughout the enlisted professional military education, along with the Semper Fit staff, have collectively come together and designed a program called the combat conditioning program. This program was developed in March 2009 and is designed to incorporate exercise routines used by professional athletes, as well as more in-depth circuit-course training.

Systems Approach to Training

The Marine Corps has utilized the "Systems Approach to Training" (SAT) for many years. The SAT is a comprehensive methodology for analyzing, designing, developing, implementing, and evaluating (ADDIE) the total process of learning and

teaching. The SAT process identifies what is performed on the job, what should be instructed, and how this instruction should be developed and conducted. This systematic approach ensures that what is being instructed are those tasks that are the most critical to successful job performance. It also ensures that the instructional approach chosen is the most time efficient and cost effective. The SAT process further identifies standards of performance and learning objectives. This ensures that students are evaluated on their ability to meet these objectives and that instructional courses are evaluated based on whether or not they enable student mastery of these objectives. However, the Marine Corps' Training and Education Command has taken a progressive approach towards revising and rewriting the SAT Manual in order that it better reflects an educational approach to learning, identifies where concurrent education and training occur in the curriculum, and addresses the overall shortfalls currently presented in the SAT Manual. The Marine Corps Instructional Systems Design (MSCISD) Handbook will serve as a more user-friendly, professional publication for instructional design, which incorporates the practices that are common throughout ADDIE.

The Faculty Advisor's course takes concepts from the SAT in to consideration as the program is developed and implemented. The five phases within this instructional design model are included in the development of Faculty Advisors as the task analysts, curriculum developers, functional area team leads, and subject matter experts (SMEs) work together to clarify needs (task/list continuum) and analyze the curriculum development process to achieve each task.



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The ADDIE Model is used simply as a guide to follow in order to ensure that what is being instructed are those tasks that are the most critical to successful job performance. For over five years, EPME has followed the SAT model ADDIE during the development of curriculum, which has evolved over time into a more concrete approach for designing and developing curriculum for all courses.

Curriculum Development Process

The principles of instructional design were first illustrated by the military in the 1940's, based on the work of B. F. Skinner, and were set forth as a method called Instructional Systems Design (ISD). The phases outlined in the method were Analysis, Design, Develop, Implement, and Evaluate or ADDIE for short. The original depiction of these phases illustrates a linear process where designers move from one phase to the other (Figure 1).

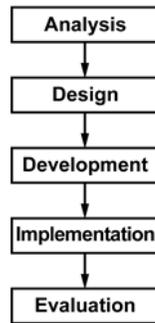


Figure 1: Linear ADDIE Process

As time went on, designers in the commercial sector began to agree that the phases depicted by the military model were a good representation of how instruc-

tional design worked; however, the straight-line model with a beginning and an end was not realistic. Evaluation usually led to more analysis, which created the need for redesign and other exploratory efforts. So the model was reconfigured to represent a more cyclic process (Figure 2).

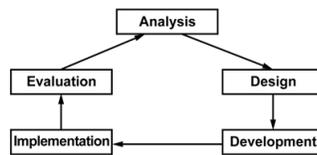


Figure 2: Cyclic ADDIE Process

As the discipline of ISD continued to evolve designers realized even the cyclic model failed to accurately reflect the actual process of instructional design. Over the years hundreds of "models" have been developed to illustrate the numerous ways to develop curriculum, and while the models may differ from one to the other – they all encapsulate the original five phases known as ADDIE. If one were to depict the average ISD model in terms of ADDIE, one would find a repetitive process in which the designer continues making and remaking decisions all throughout the five phases of the curriculum development process as depicted in Figure 3.

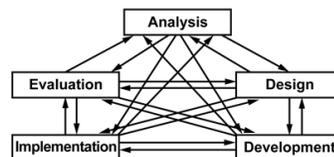


Figure 3: Spider-web

As of August 2013, EPME incorporated a pre analysis phase into the curriculum development framework which transformed the ADDIE process to P-ADDIE. As such, EPME uses the P-ADDIE process to develop curricula for the six residential Staff Noncommissioned Officer Academies (SNCOA) and other military installations inside and outside the United States. This process which consists of six phases include: pre analysis, analysis, design, development, implementation and evaluation. All phases are executed in a collaborative and transparent manner that promotes constructive feedback and input from all involved participants.

The pre analysis phase focuses on gathering research and analyzing data from the resident schools to determine necessary changes that need to be made to the Program of Instruction (POI). The conduct of a needs assessment uses data from the Course Content Review Board (CCRB), Curriculum Review Board (CRB), and survey results to validate, refine, or delete curriculum based on identified educational needs. The preliminary mapping of the curriculum is also initiated during the pre-analysis phase.

When developing new curriculum at EPME, curriculum mapping is a pivotal part of the process. Curriculum mapping enables all individuals involved in the curriculum development process to work collectively to establish the foundational composition of the curriculum and recommend potential lessons for the curriculum. In addition, curriculum mapping is an effective way to demonstrate how instructional components and lessons support program and



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learning outcomes, and how lessons are developed across the curriculum to promote interdisciplinary, teaching and learning (IDTL).

Analysis is the second step in the P-ADDIE process. Analysis is the analytical method that defines the background of the learners and determines the detailed activities associated with a knowledge topic or task. Several actions must be completed to identify the skills and knowledge that will make up a lesson. First, pertinent information regarding the knowledge topic or task must be gathered and reviewed to better analyze the learner audience, determine prerequisites, and identify major outcomes relevant to the lesson's purpose. Once the aforementioned actions have been accomplished, specific tasks associated with the lesson outcome are identified and the knowledge, skills, and attitudes the learner must be capable of to successfully perform each instructional component are described in sequential order.

Once the Analysis phase is completed, development moves into the design phase. This phase begins with a production meeting between the course coordinator, FATL, instructional systems specialist (ISS), curriculum developer, subject matter experts (SME), editor and the graphic/IT personnel. The ISS/curriculum developer collaborates with the graphic/IT personnel concerning any simulations or graphics to be embedded into the lesson(s). The SME (if available) affirms that lesson materials are appropriate for the target audience, as well as, provide input for further lesson enhancement prior development. It is important to note, in this phase the design team identifies effective instructional

strategies, student-engaged learning activities, and assessments. Instructional outlines and storyboards are pivotal tasks that must be accomplished during the design phase.

Note: Faculty Advisors either through face-to-face meetings or through video teleconferences are afforded the opportunity to provide feedback throughout the design phase.

The Development Phase is the most demanding and focuses on the creation of lesson materials (master lesson files –MLF) to include the student guide, the PowerPoint presentation, the Instructional Guide (IG), and other documents that may accompany the lessons. The evaluation tool and lesson activities which include those instructional strategies, student-engaged learning activities, and assessment materials are embedded in the student guide, the PowerPoint presentation, and/or Instructional Guide (IG).

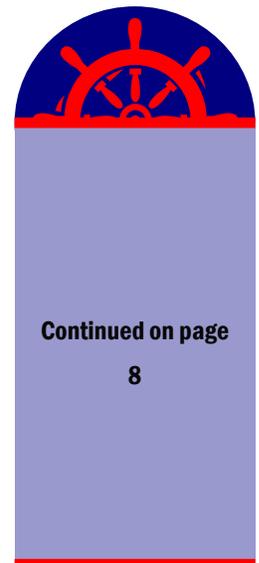
Note: When creating the Master Lesson File documents, it is highly recommended that ISSs and developers use a backwards design approach beginning with the creation of assessments, and then the identification of instructional strategies and student-engaged activities that support student achievement of learning outcomes. A backwards design approach helps to ensure that instructional activities support assessment methods, and provide a more accurate measurement of student attainment of learning outcomes.

Implementation involves the conduct of a faculty development (FAC DEV) with academic

chiefs (ACs) and faculty advisors (FAs) at the Staff Non Commission Officer Academies. FATLs are responsible for responding to questions and reviewing all curriculum materials with FAC DEV participants to ensure that ACs and FAs have a clear understanding of all aspects of their lessons. The course coordinator and FATLs work collaboratively with academy personnel to set up the FAC DEV, and the curriculum development education officer (CDEO) provides oversight with the coordination of the FAC DEV. The FAC DEV can be conducted via telephone conference.

Evaluation is the final stage of the P-ADDIE process. Evaluation data must be collected, organized, analyzed, warehoused, and reviewed to form meaningful recommendations for change. Two known evaluative practices spearheaded by the curriculum development and institutional effectiveness (IE) sections consist of a pilot study for new curricula and Course Content Review Board (CCRB) for curricula already implemented. Both methods are used to determine the effectiveness of curricula on student learning in order to gain sufficient data points for consideration of changes. Other forms of data, such as End of Course Critiques (ECCs), provide valuable feedback that is used to inform decisions regarding curricula updates and modifications.

In recent years, the P-ADDIE process has proven to be beneficial in the development of curricula for EPME. Not only has this blueprint provided the organization with a clear, succinct method for developing curricula, but this process has also promoted fluid collaboration and



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dialogue between personnel inside and outside Marine Corps University. Change is constant, and it is the responsibility of individuals in the military educational sector to stay abreast of cutting-edge development and instructional practices that challenge students and prepare them for success in their assigned billets, in order to meet the overall mission of the Marine Corps.

Andragogy in Practice

“Students learn best when they are actively involved in the process” (Davis, 2009). The Enlisted Professional Military Faculty Advisor’s Course takes into consideration adult learning theories when developing classes for the course. In order to better understand how adults are motivated to learn, a clear delineation of “learning” in this context is addressed. Participants are provided 10 questions for discussion throughout the course. The first two questions are intended to stimulate the participants’ mindsets asking them to identify the differences in adult learners and children. To initiate this discussion, participants are provided read-ahead material addressing definitions of learning. That information is presented in part here.

What is “learning”?

The Marines are provided several definitions of “learning”. One postulation of learning as it relates to adults is that it is the acquisition and mastery of what is already known about something. Moreover, learning in this context could further be described as the extension and clarification of the meaning of one’s own experiences. It could

also be described as a systematized deliberate process of testing ideas or concepts relevant to situations. Within these descriptions, adult learning theories and concepts can find their premise.

Two elements of learning that might be deemed critical in terms of adult learning are motivation and transference (Grove, 2014). When working with adult learners in the FACAD Courses, motivation and transference are two of the foundational components of the lesson plans. The attention is focused on how to trigger internal motivation in the adult learner in order for the learner to deem the information being presented more useful. If the adult learner appreciates the value of the information, it is more likely to have practical application. Grove (2014) writes that transference is most likely to occur when students can make an association between new material and something they already know. In addition, adult learners need to receive critical information that is relevant to their jobs.

Andragogy vs Pedagogy

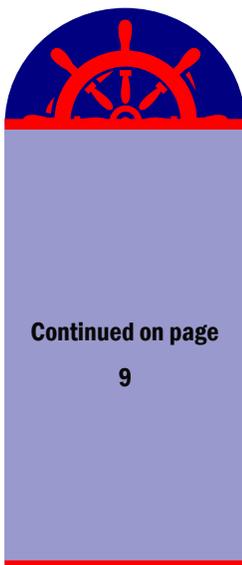
Central to the discussion of adult learning is how adults learn differently from children. Adults come to the classroom with considerable knowledge about their life experiences. They are mostly referred to as “participants” rather than students. The theory of Andragogy is based in part upon the assumption that adults are able to think for themselves versus children who are dependent upon rules and instructions (Knowles, 1973). This theory of adult learning is introduced to FACAD students so as to help them differentiate between the manner in which they learned as

children versus a more appropriate and effective approach to teaching and leading Marines. FACAD participants are taught that adults are unique in that they bring knowledge, experience, and perspective to the classroom. They are told that their Marines will require an active approach to learning because of their diverse perspectives. Subsequent to this discussion, a third question is posed for discussion, “How does the Theory of Andragogy apply to your Marines?”

Motivating Adult Learners

One key point remembered in the FACAD Courses is that adults need to understand the relevance of the material being presented. The adult learners will need to know how the information being presented is relevant to their work and to their day-to-day activities. The Marines are presented assumptions of Pedagogy such as children are externally motivated to learn. (They do so by earning good grades, parents’ approval, etc.) They are then asked to list, in order of importance, these six assumptions with an explanation as to why they listed their order of importance. This discussion continues until everyone in the room has had an opportunity to participate. The Marines are also asked to list the Six Assumptions of Adult Learners (Knowles, Holton, and Swanson, 1998) in order of importance for further discussion.

Other questions the Marines are asked to answer are “How does the Andragogical Model change your approach to facilitating learning?” and “What key points resonate most?” At this point in the presentation, Marines are given the opportunity to explain



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the practical application of the new information they have learned in the FACAD Course.

Domains of Learning and Adult Learning Theories

The Marines also discuss Domains of Learning (Bloom’s Taxonomy) to help them better understand their Marines’ knowledge, attitude, and skill sets. This is a “peer-teach” opportunity for the Marines as they are able to share ideas with one another as to how the Learning Domains might be relevant to their classrooms. They discuss how they might utilize the Learning Domains in their classrooms and are asked to provide examples for sharing.

The Marines also discuss following adult learning theories: Behaviorism, Cognitivism, Humanism, Experiential Learning, Constructivism, and Transformational Learning. A brief history is presented for each theory discussed followed by key points and a discussion of each theory. Table 1 is a summary of the key points presented for each theory.

Table 1. Adult Learning Theories

Behaviorism	Cognitivism	Humanism	Experiential Learning	Constructivism	Transformational Learning
Behaviors are acquired through conditioning.	Learning is defined as change in a learner’s schema.	Learning is student-centered and personalized. The educator’s role is that of a facilitator.	Hands-on scenarios are presented for students to gain a better understanding.	People actively construct or create their own subjective representations of objective reality.	Learning that involves a shift of consciousness.

Practical Application of Adult Learning Theories and Instructional Strategies

Marines in the FACAD Course are provided opportunities throughout this class to expound upon how adult learning theories and the instructional strategies presented might be applicable to their classrooms. This course is co-taught by a Marine who is assigned to Enlisted Professional Military Education Head Quarters in Quantico, Va. The Marine leads a guided discussion to help the students in this class further their understanding of the practical application. The students are divided into groups toward the end of the class and are assigned a learning theory for demonstrative purposes. They are told to create a scenario where their assigned learning theory might be useful. They are provided an allotted amount of ample time to collaborate with their groups to return later in the day to demonstrate their understanding of their group’s respective learning theory. A discussion ensues to commend them on their discussion and to help clarify any areas of ambiguity. The Marines who attend this class are typically extremely sharp and interested in learning so that inevitably, after-class discussions will continue.

Conclusion

Teaching practices utilized in the United States Marine Corps Faculty Advisors Course are carefully selected in order to provide the Marine Faculty Advisor the necessary tools to become an engaging, student-centered facilitator. Resources and teaching tools are provided to the Faculty Advisors in order to facilitate their learning processes. The teaching methodologies and activities utilized are designed to enforce active participation among both Faculty Advisors and their Marines. The classroom discussions typically generate spirited conversations about what it means to be a Marine and about the most effective methods of leading Marines in keeping with the core values of “honor, courage and commitment” (Leading Marines, 2014).

(continued on page 10 with Acknowledgements, Resources and References)

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ACKNOWLEDGEMENTS

Dr. Kim Florich would like to acknowledge Dr. Vanessa Nason for her professionalism and gallant team spirit with tireless efforts to co-write this paper in a moment's notice.

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“Please contact Dr. Nason or Dr. Florich if you have any comments regarding this article.”

IN THE SPOTLIGHT ...

Meet Mrs. Terrell Jacques...from Training and Education Command (TECOM)



Mrs. Terrell Jacques

Training and Education Command (TECOM), Marine Corps Base (MCB), Quantico, VA

Financial Management Analyst (FMA), G8 Division, Budget Branch

The role of a Financial Management Analyst within TECOM involve numerous responsibilities to include requesting, receiving, and allocating funding to the Education Community of Interest (Ed COI) to support training requirements for respective personnel. Additionally, pertinent to the role of FMA, I review and approve a multitude of COI training documents at TECOM; applying fiscal law principles; monitor Community of Interest execution to ensure charges do not exceed funding authority, ultimately, tracking execution funding from cradle to grave. Financial management is a crucial element to fiscal operations; thus emphasizing the need to be knowledgeable, skilled, and experienced in all matters pertaining to funding. Financial management activities are per-

formed on state-of-the art accounting system such as Standard Accounting and Budgeting Reporting Systems (SABRS). Currently, for the Financial Management Analyst position, emphasis is now placed on Defense Financial Management Certification.

If interested in becoming a Financial Management Analyst 501, it begins with enrolling in the appropriate budgeting and accounting courses. Background or education in accounting, budgeting, and fiscal law is very useful to becoming a Financial Management Analyst. Subsequently, acquired experience is critical to understanding the intricate processes and terminology involved with financial management. Financial Management Analyst within the Marine Corps

is performed by government, contract, and military personnel. Although, no professional degree is required, it is recommended that a potential candidate seek out a mentor and internship assignment.

Terrell M. Jacques has a Bachelor of Science degree in Accounting from Southern University at New Orleans, LA. She has 27 years with the federal government (USN; USA; USMC) as a Budget Analyst and Financial Management Analyst. Mrs. Jacques is currently working towards her Level 2 Financial Management Certification. She lives in Stafford, VA, with her husband and two daughters. Mrs. Jacques is an avid New Orleans Saints fan and loves traveling.

Meet Shawn Keeley...from Association of Talent Development (ATD)



Mr. Shawn Keeley

I work for the Association for Talent Development (ATD) and am part of their Enterprise Solutions team. Our mission is to

help companies and federal agencies leverage ATD resources and solutions across their organization so their talent development professionals can advance their skills and the skills of employees they support. Day to day I speak with our federal clients to help understand their organizational needs in order to make recommendations for their team's professional development.

I am passionate about the Talent Development profession because it helps people meet their full potential and improves their lives.

Interested in being featured in the SPOTLIGHT please contact us at usmc_ed&trng_coi@usmc.mil



The Case for Modified MOOCs for PME by Robert Bromber PhD

About

Robert Bromber...

Robert Bromber currently heads the Education Technology Branch at Marine Corps University. He spent eight years with UMUC, six as the Program Director for African American Studies, History, and Political Science. He is still associated with UMUC's Graduate School and teaches International Business.

Emerging technology, educational psychology, assessment, and analytics are areas in which Dr. Bromber currently focuses. He is a champion blended/hybrid learning, flipped classrooms, haptics, tactility, and other multimodal methodology as it relates to adult learning. Digitizing content, interactive learning Apps, Artificial Intelligence, and bring your own device (BYOD) all fit into his concept of future educational practices.

Recent collaborations have been with Harvard, MIT, Drexel, and the universities at Salamanca and Valladolid in Spain. With Harvard and MIT, the interaction was with MOOCs using the edX platform. The Drexel collaboration focused on ADA compliance and QM protocols. With the Spanish institutions, Dr. Bromber lectured on strategies for the detection and prevention of plagiarism and hybridizing the traditional classroom.

Dr. Bromber earned his PhD from UC Santa Barbara in Atlantic World and Latin America History.

The Marine Corps, nor their sister services, will ever adopt the MOOC (Massive Online Open Course). The very phrase contains a word that makes this prediction not only prescient but a self-fulfilling axiom. The reason this prognostication is so easy to make rests on a single offensive word: "Open". There is little appetite in the Corps, the Army, Air Force, Navy, or any other government agency to throw information into the Internet space without careful consideration. And then, the chances of any training, education, or internal conversation will undoubtedly not pass muster.

So why even go down the road of the MOOC in training as suggested by the title of this piece? The answer is simple; modify the concept and component pieces of the MOOC and turn them into a MCMOC (Marine Corps Massive Online Course). The trail blazed by the private sector over the last few years winnowed out the distracting chaff and left the framework for a robust training platform.

So where did this strange animal come from? The MOOC was originally designed as a platform to deliver knowledge to underserved areas or people without resources. In concert with the United Nations, another movement arose to provide content, Open Educational Resources (OER) came along shortly thereafter and made the idea of a MOOC, coupled with free-or inexpensive-content thereby rounding a formula that is quite robust and thriving as designed. The MOOC currently serves

millions of students and trainees on a worldwide scale.

The providers of the MOOC platform were originally not-for-profit entities mainly colleges and universities. They were mostly private and institutions with extensive resources: Harvard, MIT, and Stanford. Not only did the MOOC give them a way to give back to the community but the MOOC fostered innovation, was a goldmine for data, and perfect test bed for experimentation with learning objects and automated processes. In 2011, Stanford stunned the online education world by enrolling 160,000 students. Interestingly enough, the course was about Artificial Intelligence (AI).

Since then, there have been both successes and failures in the MOOC world. But like it or not, the idea is here to stay. Arizona State University and Georgia Tech currently allow that statement to be made: ASU makes the entire freshman year available in the MOOC space while Georgia offers a Master's degree in computer science. Both schools represent serious institutions that take the dissemination of knowledge seriously and must answer to strict accreditation rules.

The trail of successes and failures leaves ample evidence that the MOOC, rather the MCMOC, can serve the Corps well. The MCMOC would be a robust platform for training, it would deliver robust content, track progress, assess trainees, communicate with essential stakeholders (MCTIMS and MarineNet), offer security, and, most important, deliver in cost effective manner.

DoD already understands that online delivery of content is cost effective. All branches of the military adopted distance education over a decade ago. But online education, while considerably less expensive than residency, is still expensive. Courses require development, faculty hired, curriculum designed, and the owners of the Learning Management System (LMS) want to be paid. While course development and curriculum design may be costly upfront, however, repeated usage dries the cost down. Faculty in the envisioned MCMOC space would come from existing training personnel and there would be additional training required to prepare them for a different training model. Two massive cost saving comes from moving to a MCMOC: not needing a traditional LMS, and at least a fifty percent reduction in travel and billeting costs.

An LMS billing structure is usually anchored in the concept of a license. The basic formulation is one student equals one license. While short-term students can be fractionalized when calculating cost per seat, the price is still restrictive when considering some training regimes are measured in days. This precludes using existing Corps LMS assets since the administrative and cost factors are insurmountable. The MCMOC would be Cloud-based and operate on two relatively new models that entered the market about the same time as MOOCs: platform as a service (PaaS) and software as a service (SaaS). (cont'd on pg 13)

The Case for Modified MOOCs for PME by Robert Bromber PhD

By adopting both, the MCMOC would rent space rather than buy a license. In a recent market survey with a major cloud provider and a partnered application, the cost of a class-or training session-could be as low as \$2.50 per student/trainee.

Working with the model above, if on-site training class was of two weeks duration, accommodations would be required, physical space booked for the class, time away from station, and no prior indication of trainee's skill sets or subject knowledge they bring with them. Take the same curriculum and use a "flipped classroom" where all of the materials are engaged away from the classroom. The materials and content are delivered online, mastery of theory or practice are tested, and then the student/trainee comes in for the face-to-face (f2f) period and collaborates with peers and an instructor to work through any problems encountered, get hands-on experience, and take a final proctored assessment.

If the online portion were a MCMOC, a number of things happen that are superior to a trainee showing up at a f2f training session. The instructor knows what knowledge was brought to the training by the trainee to establish a baseline that can be shared across the Corps. Course content can be assessed through online assessment, preliminary remediation happens online-not f2f. By taking care of the latter prior to residency, the trainees show up without requiring several hours of syllabus discussions, best practice conversations, or any other administrative conversation that bores the trainee and rarely yields anything other than

a check mark on a list. The trainee can be given release time at their duty station to study and take assessments.

This example could be shaped and modified for any duration. Any updates or changes to training could happen at the f2f session rather than suffering the delays of updating online content. Online content could be developed that forgoes the ponderous PDF and is forged into multimodal content and training objects that cut training time down but enhance mastery and retention. The content could be accessible in a Bring Your Own Device mode (BYOD) so students could avoid the unreliable DoD networks unless CAC enablement was required. If that is the case, a MCMOC could be placed in one of the many federally approved Cloud platforms with appropriate authentication requirements. As mentioned before, all of this could occur and interface with any of the Corps' data tracking programs.

It would be remiss not to mention the massive ancillary costs of maintaining an enterprise system to support a program such as the MCMOC. By moving into the Cloud (adopting both PaaS and SaaS) the savings would be monumental: the need for servers no longer exists, massive power bills disappear, expensive IT specialists to feed and tend the hardware off the payroll, and all space and environmental requirements would be gone. This could all be handled in a Federal Risk and Authorization Management Programmed (FedRAMP) assuring compliance needed by DoD as well as maintain the security and integrity demanded in the Family Educational Rights and Privacy

Act (FERPA). Essentially, the bulk of the costs are design, development, and deployment. The administration would stay precisely where it currently resides, with the school or center that currently maintains the program.

Modifying any course of study requires training of existing instructors. If trained using the new MCMOC platform and flipped classroom model, the instructors' time to podium would be reduced as they would experience the new concepts, content, and assessments as a student. Their residency should involve peer-to-peer instructional sessions to perfect the methodology. Administrators would require some training dealing with enrollment, manipulating data, and use of analytics for quality control and statistical requirements.

The venerable ADDIE model is the perfect planning guide. What the MCMOC would bring to ADDIE is the E: evaluation using this format is incredible. Evaluation has invariably been problematic and elusive, not just of the trainee but also the trainers, the curriculum, and the program. ADDIE and the Corps share an eleven year history when it was adopted along with the Systems Approach to Training. The application of a familiar planning vehicle, existing adaptable programs, and the talent pool that exists in the Corps a Marine Corps Massive Online Course is within reach.

(Continued on page 14)

"The trail of successes and failures leaves ample evidence that the MOOC, rather the MCMOC, can serve the Corps well. The MCMOC would be a robust platform for training, it would deliver robust content, track progress, assess trainees, communicate with essential stakeholders (MCTIMS and MarineNet), offer security, and, most important, deliver in cost effective manner."

~ Robert Bromber, PhD

The Case for Modified MOOCs for PME

by Robert Bromber PhD

Blended and online formats are not strangers to the Corps. College of Distant Education and Training (CDET) at Marine Corps University is not a newcomer to online education.

CDET initiated online courses through MarineNet in 1998 and began highly successful blended seminars in 2007. The Center for Advanced Operational Culture Learning (CAOCL), also part of MCU, piloted a MOOC in 2014. The MOOC resided on the edX platform hosted by Harvard University. The Basic School successfully developed and deployed flipped classrooms in 2013. Predicated on prior experience of residing in Quantico, the Corps is perfectly positioned to explore the MCMOG.

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A valuable and under-utilized developmental opportunity— MENTORING

by Marla Rankin, USMC, Human Resources Development Strategic Advisor

Do you ever think “If I only knew now, what I will in the future?” Looking back on my 29 year career I often pondered that question. My motto is: “minimize my regrets” so if I just had a looking glass then I could see potential pitfalls to avoid. I am also a risk taker and taking risk inherently causes me to make mistakes, thus adding to a long list of regrets. A smart man, Mark Zuckerberg says “the biggest risk is not taking any risk...in a world that is changing really quickly; the only strategy that is guaranteed to fail is not taking risks.” Thinking about his statement made me think about the impact of risk taking.

One of my greatest “ah ha” moments came from a risk taking event when I asked a Senior Marine to mentor me. I still remember his name, Colonel Wilson. I don’t recall his first name, but then I have a terrible memory for names and that was 26 years ago. When I left Department of the Army and took a job with the Marine Corps, I recognized immediately that I was on a cultural learning curve and needed some intervention. Sitting in a meeting, I looked around and considered, “who is the smartest man in the room?” As it turned out it was Colonel Wilson, the Chief of Staff for Manpower, Plans and Policy. Colonel Wilson took an interest in me and was my mentor for 3 years. He helped put me on the road to a successful career in the

Marine Corps. Taking that risk was my catalyst to understand the value of mentoring.

Mentoring has typically been an informal arrangement used and promoted by commands to achieve a specific goal or meet a specific need. The use of mentoring has been poorly documented and weakly supported, but is perhaps one of the most effective and inexpensive developmental options available to commands. It is designed to use in-house talent to develop in-house talent, and the only funding involved is the time mentors and mentees spend together.

As decisions are made to reduce Federal spending, and the Department of Defense is forced to take a larger portion of overall budget reductions, funding to train and develop the civilian workforce is typically among the first to feel the loss. If Marine Corps desires to continue developing its future experts and leaders, then it must lean heavily on the most cost effective methods available to do so.

Typically, the lack of use of mentoring stems from a variety of issues, to include:

- Inadequate guidance
- Weak marketing efforts
- Outdated training and materials for participants
- Mentors unaware what Mentees are out there

- Mentors unaware what Mentees need and/or how they match that need
- Mentees can’t find Mentors
- Ineffective methods of tracking availability of qualified mentors
- Ineffective methods of employees to enroll in a mentoring pool of candidates

Mentor-Match:

Coming this fall, USMC/MPC-30 intends to use a model somewhat similar to what is used by commercial companies (I won’t mention names) to identify the interests of an applicant and then match that applicant with program participants having similar interests. This model engages both applicants and participants in the selection process and generates an agreement to either continue pursuing the effort or concede an inability to reach a mutually beneficial outcome.

Method:

Through the use of Total Workforce Management System (TWMS), an existing Navy-owned program with a self-service module available to all employees throughout USMC, we have access to all potential mentoring program participants. The module will:

- Enable mentors and mentees to enroll in the program easily,

(Continued on page 16)

A valuable and under-utilized developmental opportunity– MENTORING

by Marla Rankin, USMC, Human Resources Development Strategic Advisor

- Enable potential mentees to post goals and experience for review by mentors,
- Enable mentees to search mentor bios and send potential mentors their goals/experience for consideration via a system notification, referred to as a wave,
- Enable mentors to view posts by mentees regardless of BSO,
- Allows mentors to engage with potential mentees when mentor’s experience/expertise matches with the goals of the applicants,
- Establishes mentoring relationship/agreement when opted-in by both participants,
- Track completion of the mentor agreement and survey participants for program evaluation.

This approach can provide greater buy-in from mentors who may have been reluctant to participate in a “sight unseen” program where applicants are referred to them without their clear knowledge of what is expected from the relationship. It will also streamline the effort of employees to apply for mentors and allow commands to monitor applicants to ensure potential mentees do not languish unmatched for an unacceptable time period without program feedback.

Benefits:

- Allows employees seeking mentors a means of reaching out,
- Allows mentors a means of understanding the needs of potential prior to engaging in a meeting or accepting the role,
- Track both mentors and mentee participation and can prevent inactivity by allowing commands to invigorate the participants if there appears to be an inordinate amount of time in which they are not matched,
- Validates the use of the mentor program as a developmental option for employees and can show ways to better market/enhance/improve it.

Vision:

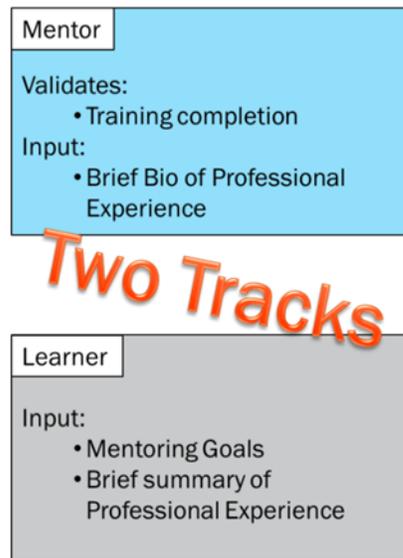
Use the TWMS self-service access to provide a portal to a USMC Mentor Module. The module will be an addition to the existing program and provide two tracks.

Track One would allow an employee to indicate they’re desire to have a mentor. Each potential mentee would then be able to identify the goals they desire to obtain from the program and provide a brief background of their professional experience.

Track Two would allow employees to register as mentors. As a mentor, mentors will be able to view directory of employees, goals, and professional experience to determine who they can best support. Both tracks will lead to creating a program agreement. Either party may opt out at any time. At the

conclusion of the mentor agreement both the mentee and mentor will complete a mentor survey to evaluate the success of the mentoring process.

Implementation:



The USMC Mentoring module will be available this fall. Please contact Marla.Rankin@USMC.MIL (703) 432-9420 or your local Human Resource Development Strategic Advisor in your HR office for more information. You can log into your TWMS self-service account at: <https://twms.navy.mil/login.asp>

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School Manager

Blended Learning: To Boldly Go Where The Corps has Not Gone Before (Part II)

By

*Mr. William Weidow III & Capt David Janecke
(Train the Trainer School/T3S) Camp LeJeune, NC*



Capt David Janecke
Director, Train the
Trainer School

In Part I blended learning was defined and a model was discussed. Part two addresses incorporating existing technologies and potential challenges of implementing this blended learning model in the current Marine Corps construct.

INCORPORATION OF EXISTING TECHNOLOGIES WITHIN THE MARINE CORPS

No matter what the economic climate, every learning organization is challenged to constantly do more with less. The pressure to reduce time away from the desk, reduce travel costs, and increase efficiency is a constant. The Marine Corps is no exception as training dollars are being stretched to the limit. As blended learning becomes commonplace across the enterprise, the Marine Corps will leverage all its resources by incorporating existing technologies, models, and platforms to the greatest extent possible. Incorporating existing live, virtual, and constructive, environments will close the gap between live training, the classroom, and distance learning even further as described by MARCORSYSCOM Commander BGen Joseph Shrader.

“Virtual training bridges the gap between classroom and live training,” MARCORSYSCOM Commander BGen Joseph Shrader told the audience of military and defense industry representatives during a panel discussion Dec. 2 (2014) at the Interservice/Industry Training, Simulation and Education Conference in Orlando, Florida.

During Large Scale Exercise 2014 in August, the Marine Corps was able to demonstrate the general’s claim, as units large and small from East Coast to West used a combination of live training, and virtual and constructive simulation to participate in a common scenario.

Large Scale Exercise 2014 using MODSIM: LVC is an example of a large blended learning experience. In fact LVC assets are used in FLCs across the Marine Corps to varying degrees with great success. The LVC arsenal of resources is too varied and broad to address however they generally fall into three classifications. The first being live simulations. Live simulations natural physical environment in which individuals or teams operate their systems and platforms for rehearsal and training purposes. Second would be virtual simulations, which are synthetic environments that include the replication of warfighting equipment and operational environmental conditions. And the third would be constructive simulations, which are simulated forces that respond to trainee actions. These are all consistent with the HITL approach and foster realism to the greatest extent possible.

CHALLENGES THAT WE MAY FACE/SOLUTIONS

Implementing a blended learning model in the Marine Corps is an exciting proposition for both individual Marines as well as the Marine Corps holistically however; there will be challenges that will have to be negotiated as we move forward. It is impossible to predict every challenge that might arise when creating a new blended learning program especially since the blended learning mentality is relatively new in the Marine Corps and every FLC is not the same. However, based on experience and research several of the more prominent issues can be identified during the analyze phase and therefore can be addressed and mitigated to varying degrees through the design process prior to implementation. Some of the most prominent are discussed below.

STAFF AND FACULTY:

Getting instructors on board is essential to the success of the blended learning curriculum. Blended learning is new to the Marine Corps so this will take time to fully implement. This initiative will not work unless fully supported from HQ Marine Corps. Marines are, by their nature, mission oriented and understand commander’s intent. The blended approach will require more from our instructors and it will take some time to train them. Not only will they have to be Subject Matter Experts (SMEs) in their respective fields, they will have to be proficient in facilitating in a blended environment as well as “tech savvy” with the technology required to implement the blend. They will have to be proficient in whatever Learning Management System (LMS) such as Blackboard, Web-X, etc is used, as well as all related technologies supporting LVC environment as required at their FLC. This will certainly impact every FLC’s staff and faculty development plan and the enterprise faculty development program. (continued on page 18)

Blended Learning: To Boldly Go Where The Corps has Not Gone Before (Part II)

By

Mr. William Weidow III & Capt David Janecke

The BL approach will essentially redefine the role of the instructor. An active, engaged, and dynamic instructor can be the key to blended learning success, but we need to remember that blended learning is far from the comfort zone of the traditional classroom. The traditional Marine Corps “instructor” will take on additional roles as facilitator, coach, mentor, and guide. It takes more time to prepare for and deliver a blended program (especially programs that take weeks or months to complete). As a result, each piece of the program (classroom, self-paced, virtual classroom, etc) may be treated as an individual session, instead of as parts of a larger whole. This is common place in the Marine Corps as instructors routinely teach in several iterations of the same course simultaneously. FLCs must provide training and, perhaps most important, time for facilitators to be ready to take on their new roles. (ATD)

LEARNING MANAGEMENT SYSTEM: (LMS)

For most organizations access to virtual classrooms, authoring tools, and testing programs is normally restricted by cost. In many cases it is somewhat simple to adapt a LMS to manage their organization’s learning requirements. This is not as easy in the Marine Corps. Technology standards, supported by Sharable Content Object Reference Model (SCORM) and various Internet protocols, have been established and are absolute. LMS tools not only have to meet the learning requirements of the program but must meet Marine Corps requirements regarding usability and security as well. There are many different platforms that can be employed that would support a blended curriculum however, there are numerous requirements levied by the Marine Corps in addition to cost. The only solution to this challenge is to find software that will support the blended learning curriculum at the same time remaining compliant with Marine Corps criteria. There will be trade-offs as the LMS that has all the “bells and whistles” wanted by the FLC may not meet the technical standard.

DISTANCE LEARNING:

To capitalize on all the strengths of a blended learning program, distance learning is a must. This may require learners to collaborate and function in a virtual environment individually or as a member of a Virtual Team (VT). A bedrock characteristic that has made the Marine Corps successful for over 230 years is teamwork. This permeates the Corps and is not absent in the training and education environment. Working in a VT underscores one of the main challenges within this environment, the absence of non-verbal communication. Subtle indicators, such as the silent nod of approval or the raised eyebrow of disapproval, may be absent when working in a VT. The organization’s resources may impact this, for example, if the software and bandwidth used allow for synchronous video then some non-verbal communications will still be present. In the Marine Corps the likelihood of having that capability during a blended learning program is slim. Another potential challenge is working across time zones. Schedules for meetings must be sensitive to learners in multiple time zones. In extreme cases the number of common waking hours is limited and finding meeting times for synchronous sessions can be difficult. In cases like this facilitators may shift to more of an A-synchronous approach.

It can be difficult to build rapport. Rapport is essential for functional teamwork, but often difficult to establish and develop when people don’t have the opportunity to meet in person and get to know each other. This can be overcome by facilitating social interaction between team members. Fostering these types of social interactions should start with the kick-off during phase one. Implement strategies that encourage learner interaction such as icebreakers, and gaming. The more the learners know about one another will build rapport and reduce anxiety. Encourage interaction. Leadership must ensure that learners have some mechanism to develop strong working relationships with their peers.

Another challenge is to avoid an inherent over-reliance on email and telephone communication. The narrow communication channel available to virtual team members can lead to a sense of isolation. It can also cause frustration if colleagues err in causing email overload. Consider setting up business rules to control the amount of input from members such as; do not hit “reply to all” unless the comment is for the entire group. You can have communication “monopolizers” in this environment as well. This can be addressed by establishing rules on the use this communication medium. Managing conflict may be more of a challenge, as facilitators must manage conflict at arm’s length. Research has cited conflict management as a challenge for virtual teams, although it could be argued that less contact means less conflict. In the Marine Corps conflict is normally dealt with directly, on the spot, and face to face. In a virtual environment this may be more of a challenge. Although conflict can lead to better ideas and solutions, conflicts within a virtual team should be dealt with immediately, because they can escalate quickly. Virtual teams do not build rapport as easily as other teams, and facilitators may have to become more involved in conflict resolution.

Considering class and group size may be more of a challenge in a BL program. As previously stated, an advantage of distance learning is the ability of people to take part that may not normally be able to participate. With that said, it is also very important to consider the size of the class. A very large group may become difficult to manage due to information overload. Members will stop reading a threaded discussion if it grows by 15 pages every day, for example. This may frustrate ALL members, who will then detach from the process. Attention to the design process is crucial in determining the student: instructor ratio and how it will impact both the resident and non-resident portions of the blend.

FLC COs must fully support the virtual structure and be aware of the potential challenges of managing virtual teams. Facilitators should consistently monitor the team’s progress to ensure deadlines are being met and agenda items discussions are on track. Set expectations from the start. Learning contracts can articulate objectives and define learner roles up front to avoid confusion. This is especially important given the geographical distance between learners during the DL portion of the blend. (continued on page 19)

Blended Learning: To Boldly Go Where The Corps has Not Gone Before (Part II)

By

Mr. William Weidow III & Capt David Janecke

The syllabus should state timelines for desired outcomes as well as consequences for poor work, missed deadlines on assignments, and failed evaluations. For example, establish timelines for the threaded discussion portion to debate an item then establish a date and time for a chat room discussion, then establish the dates for evaluation. All this is established prior to the start of the program and mirrors the criteria in the course POI.

VT PROBLEMS AND STRATEGIES:

During the distance-learning portion of the blend participants will be involved with their daily schedules over the same time periods the non-resident portion is conducted. There may be usability or software issues. Some participants may have poor writing or typing skills or have a problem with written communication in general. It should be understood that the social interactions that normally take place in resident encounters might slow the process. Hence, much of the 'idle banter and chit chat' that acts as a lubricant for socialization with resident teams may be absent in virtual teams. The facilitator plays a key role in keeping the members involved. Directing a comment to specific members may encourage them to respond, similar to how a facilitator may ask a non-participant in a resident what they think about the topic at hand, to encourage participation.

Because distance learning normally takes place over an extended time period, VTs may adopt a "get it over with" mentality. Such teams are more preoccupied with getting to the end of the non-resident phase rather than focusing on the requirements. In such teams, the majority of the interaction appears to be related to the end-state rather than debate and discussion about the topics at hand. It's important for all participants to recognize that this may happen. Reminding everyone that they are professional will normally work in this context however; a reminder of the course requirements and the learning contract (if used) may also be useful in keeping the learners on track.

In a resident course, the immediate and responsive nature of exchanges between individuals induces a certain degree of spontaneity and vitality, or what one might call the 'heat' of discussion. In many VTs, however, heated discussion may not to arise and discussions may be more clinical in nature.

With A-synchronous tools, the pressure of responding immediately to a question, assertion, or challenge is lifted. A team member has time to ponder a comment or message posted by another team member and has time to formulate an appropriate response, which makes it less likely members will get caught up in the "heat of discussion." When this happens, facilitators should underscore the importance of participation from all involved and the "heat of discussion" does not necessarily mean "confrontational discussion." The facilitator can use questioning techniques and scaffolding to encourage participants to get more into the affective domain and draw out opinions.

Just like in a resident course (and for that matter any business type meeting) certain VT members may contribute very little to group activities, discussions, or the creation of deliverables. A milder form of free riding is termed "easy riding". An easy-rider is a participant who contributes the bare minimum to VT activities, but no more. A free rider and easy-rider might have genuine difficulties coping with social interaction to varying degrees, or have difficulty communicating in a virtual environment or written medium. In the Marine Corps this challenge may fix itself through the peer pressure of the group. This can also be mitigated in the design and development phases by providing activities that require individual as well as group participation. The requirement for participation in group discussions and projects can be clearly articulated in the course requirements and learning contracts from the start. Facilitators can also identify and engage the free or easy rider on a personal level to increase their level of participation.

CONCLUSION

In summary, the Marine Corps is moving into a new and exciting time. Times are changing and shifting the mindset across the Corps will not be easy, but not impossible. Throughout its history the Corps has been resilient and adaptive, and it still is. The great thing about blended learning is that it combines the old and the new, traditional classroom instruction with modern technology. Equipping today's Marines to be doers and thinkers is the target and blended learning is a weapon system that can get us there. A foundational rule of marksmanship is "you can't hit a target you're not aiming at."

REFERENCES

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MANAGER'S CORNER ...

Skillsoft Training

Free Skillsoft professional and technical training available via MarineNet. The "ENTIRE" Skillsoft catalog is available from the MarineNet homepage, select SkillSoft, and then select from a wide range of courseware offerings after accessing SkillPort. As this courseware is accessed directly from SkillPort, please note completions are not entered in MarineNet. The partnership with the Community of Interest Program office and MarineNet will continue providing SkillSoft training specifically through the Civilian Workforce Training for our COI as well. SkillSoft, a commercial training vendor, has an extensive course catalog spanning plethora of areas on leadership and technical training. These courses are offered directly from SkillSoft through the Skillport applique. Please share with as many folks as you can. This is a great opportunity for our community members to participate in training that fits their individual needs at no cost.

Leadership Training

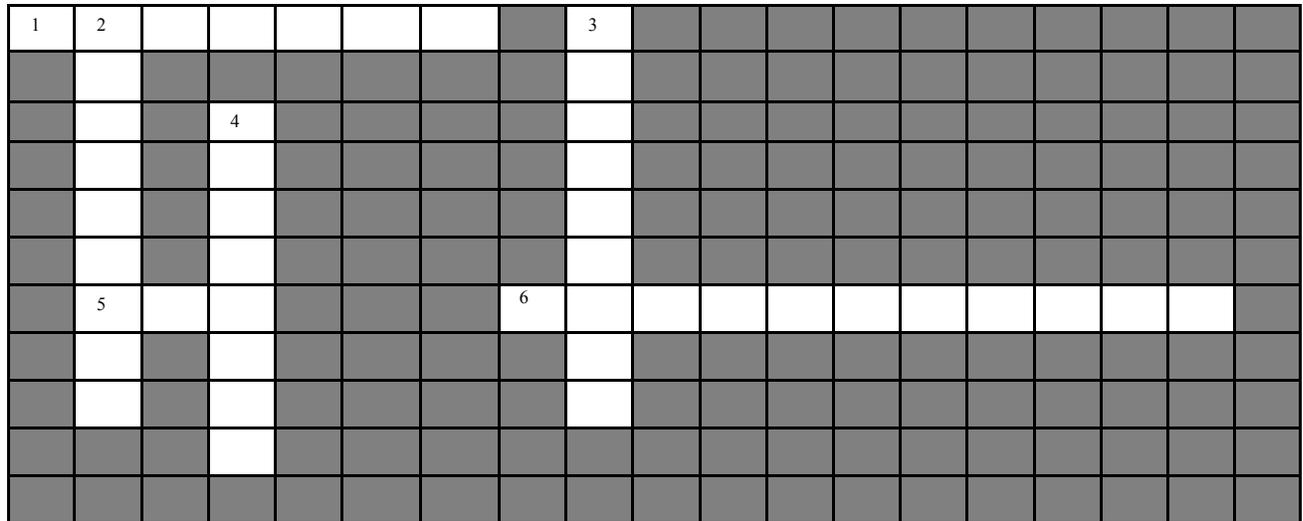
Please visit the Lejeune Leadership Institute (LLI) at <http://www.mcu.usmc.mil/leadership/SitePages/Home.aspx> for more information regarding leadership programs and training available. You may also find some of the leadership training available by LLI on MarineNet. To explore what is available logon to <https://www.marinenet.usmc.mil/>, from there select the course catalog, find the tab labeled "Professional Development Course".

Website:

<http://www.tecom.marines.mil/resources/coi.aspx>

We recently added the April - June community demographic data (accessed from the homepage) and the FY15 Training Plan (located on the REFERENCE page). Please let me know if you have question pertaining to the demographic data; I will compile and publish this data quarterly. The Training Plan is provided not only to show what training our community is provided but also to show where the limited training dollars are spent. I'm always looking for opportunities to maximize the effective and efficient use of limited training resources; let me know if you have thoughts or ideas to achieve this endstate.

Adult Learning Crossword Puzzle Fun



ACROSS

- 1. oral presentation
- 5. systems approach to instructional design
- 6. type of learning style

DOWN

- 2. the level of formal schooling achieved by learners
- 3. describes what must be done first
- 4. describe how well the task must be performed

ANSWERS:

- 1. LECTURE
- 2. EDUCATION
- 3. OBJECTIVE
- 4. STANDARD
- 5. ISD
- 6. KINESTHETIC