

From the Desk of ...Senior Director for Security, Office of the Deputy Under Secretary of the Navy



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MANAGE AND GROW THE WORKFORCE

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Education Community –

As you likely already know I changed jobs in mid-October 2013 and moved to the Department of the Navy secretariat where I am now the Senior Director for Security for the Department of the Navy. In this job I am the senior advisor to the Secretary of the Navy on all aspects of personnel, physical, information, industrial and acquisition security policy and activities.

As you can imagine, this was a big change from my former job as Executive Deputy at TECOM.

What didn’t change though is that I am still a Functional Community Leader for the Department – just for a different group of DoN Civilians – the 080/086 series of Security Managers and Security Administrators.

It’s interesting what I see in this community. The training, education and certificate programs that support this community – offered via the Center for Development of Security Excellence – are absolutely superb.

It’s as complete a program supporting career knowledge and advancement as I’ve seen anywhere. But, I find that supervisors, particularly if they are not professional security leaders, don’t understand the importance of the training and certificate programs, nor do they understand how to help their employees construct meaningful career development plans that support both unit imperatives and employee growth.

This miss-match is not so much a functional community issue as it is a Human Resources issue. Supervisors, whether military or civilian don’t really understand how to nurture and grow the workforce. At the TECOM HQ we instituted mandatory training for supervisors that helped close the gap so that leaders at every level understand their responsibilities to both their command and their employees to properly supervise, manage, and grow the workforce. Most leaders get the “supervise” part – but the “manage and grow” the workforce in terms of planning for skills

and leader/manager development is still not part of how supervisors see their interface with their civilian employees.

This is where functional community leaders/managers and HR professional have to be locked at the hip to better use the resources of both disciplines to support the total workforce. In the armed services we would not place an untrained and unprepared Marine or Sailor in a job if there was training available to prepare that service member. We’d have a plan to prepare that service member to be successful in that job. We should do exactly the same across the civilian workforce.

Well, that’s one person’s opinion of the state of play for fully supporting the aspirations and growth of our valuable civilian employees. You can bet that will be my focus in my “new” community. Good luck and fair winds to the Education Community. Your work is vital to the Corps’ success.

Mr. Jeffrey Bearor Bio



Student-Centered Learning: What's It All About?

By Leanne Cannon



Dr. Leanne Cannon started her professional career as a teacher of student with Learning Disabilities in Hampton, VA. She has taught students at all levels of public and private education to include post-secondary at the university level. Her youngest student was five years old and her oldest student was seventy-three. Dr. Cannon has a BS in Special Education from the Indiana University of Pennsylvania, a MA in Gifted Education from the College of William and Mary and a Ph.D. in Education Administration from Capella University. Her specialties are instructional methodology and working with dually diagnosed students who are labeled as both Gifted and having a Learning Disability. Leanne's Marine Corps Systems Command experience has been in Manpower, Personnel and Training and includes programs for Infantry Weapons, Global Combat Supply Support-Marine Corps and the Emergency Response System with PMM110. Leanne has two children and three grandchildren. She currently lives in Stafford with her husband, daughter, dog and six cats.

As teachers and trainers, we've all had our share of students who aren't actively engaged in the learning process. Sometimes it's because of being preoccupied with a work or home situation, or maybe it's just plain boredom with the curriculum. Whatever the reason, learner's need to be actively engaged in the(ir) learning process. Designing the learning process around students' needs encourages students to be responsible for their own learning as they become active participants in the process.

Many times education and training programs revolve around the teacher's preference or the content matter. Learning outcomes are predetermined by the teacher and exams are taken from a scripted text. The major differences between Teacher-Centered Learning and Student-Centered Learning can be summed up in the chart below.

Often learning strategies are driven by the type of content rather than by the needs of learners. The decisions to use case studies, themes, or particular instructional

strategies are based on the type of content covered rather than the profile of learners. Consequently, the instruction is far removed from the learner's motivation.

Traditional teacher-centric instructional programs profess they have the greatest return on investment. However, in a learner-centered curriculum, learners directly interact with the courseware which allows them to practice skills, demonstrate knowledge, discover relationships and reinforce learning which, in turn, leads to longer and better retention of knowledge and skills. In a learner-centric program final courseware is shaped over time. The instructional designers arrive at the optimum design through an iterative process of validating the learning outcomes at all phases of development. The learner is at the center of this development iterative and diagnostic process.

A learner-centered curriculum is engaging and appeals to the professional's experience and emotions. The four central elements of any learner-centered lesson are con-

tent, process, product and assessment. Using case-based learning and scenarios get the learner to analyze and synthesize information and put it within a frame of reference. The learner makes decisions or judgments relevant to the case-based learning and scenarios which increase an understanding of individual situations and improve problem-solving skills. Many times, technology is utilized in learner-centered curriculum programs which allow learners to actively engage with situations (role play), and receive immediate feedback through online quizzes and tests.

Student Centered: Who Answers These Four Questions?
Content - what knowledge and skills will be studied?
Process - what materials and procedures will be used?
Product - what will students produce to demonstrate their learning?
Evaluation - how will the learning be assessed?

Developed by Peter Pappas

Whether you're working with adults or children, you can't simply "throw students in the deep end" and expect them to take responsibility for all their

learning decisions. With the proper instruction and support, students will increasingly take more responsibility for their learning. The reward is the increase in student motivation that comes with greater student choice. And as students take more ownership of the learning process, they are better able to monitor their own progress and reflect on themselves as learners.

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Teacher-Centered Learning	Student-Centered Learning
Lecture Style	Students Responsible For Their Own Learning
Teacher Decides Instructional Goals	Independent Work
Students Follow Specific Guidelines	Incorporate Personal Questions
Exams Mostly Follow Multiple Choice Style Format	Solve Authentic Problems

Things I Learned from Life in the Cosmos

By Jeff Grabow

All of us have had to sit as a student on one or more times in our life. We have seen our share of good instructors and bad instructors. They could have been in high school, college, or a formal school in the Marine Corps or another service. My most memorable was in my last college semester, the class was, "Life in the Cosmos", given in a 200 seat auditorium. I remember him every time I do my What's in it For Me (WIIFM) introduction. He introduced the PowerPoint presentation as, "This is what I showed my 7th grade class today." The PowerPoint he used had the Junior High School introductory slide. I and many of the other adults in the class were surprised and disappointed. This class was not introduced as a college class, but a junior high or middle school class. The following week's class occurred during a lunar eclipse. The instructor spent two hours of a three hour class trying to get the image of the eclipse on the screen from a camera he set up after class started. When he finally succeeded, he displayed the lunar eclipse for maybe 5 minutes before the event was obscured by clouds. I remember him when I prepare to give a class. He had not taken the time to get familiar with the equipment and had embarked on "discovery learning" during class time on how to set up the

equipment. He voiced the university IT department would not work overtime to set up the equipment for him in the evening and after the moon disappeared in the clouds did not know what we could do for the remainder of the class. I remember him as I take "ownership" of the class I am teaching. I remember him as I check the equipment before class and have a back-up plan.

The following list of instructor Do's and Don'ts has been gathered over the years and is not all inclusive. It is not original work but learned from a number of instructors, high school teachers and college professors. We should all learn from the good instructors, but, like my 7th grade college professor, we can even learn from the not so good ones.

Instructor Do's

1. Be prepared - This means having your materials ready, handouts available, audiovisuals cued up, and whatever else you need for your class. Get to class early with all your material. Ensure your visuals and PowerPoint slides can be seen throughout the classroom. If only half the class can see your visuals, you are only teaching half the class.

2. Make opening remarks - Opening remarks are particularly important. Your students are

wondering how this class ties into the other classes. Opening remarks on subsequent classes should include a brief review of what was covered during the previous class session and a brief overview of what will be covered during this class session.

3. Make class comfortable - This item has two facets:

1. Physical comfort ("Can everyone see and hear?")
2. Mental or psychological comfort ("Feel free to ask questions at any time.")

4. State objectives - Objectives enhance learning. Stating objectives is nothing more than helping a student mentally organize the material to be presented. This idea is similar to the public speaking adage, "Tell them what you're going to tell them; tell them; tell them what you told them."

5. Be organized - Organize your lectures. Don't jump around creating a mish mash of concepts. Learning takes place when one can organize new learning to fit a structure already in one's repertoire. Organizing your ideas into a structure that the student can follow should enhance learning.



Jeff Grabow

Academics Coordinator at the Marine Corps Tactics and Operations Group (MCTOG)

"We should all learn from the good instructors, but, like my 7th grade college professor, we can learn from the not so good ones."

Things I Learned from Life in the Cosmos (cont'd)

6. Use audio/visual aids

- People learn better when more than one sense is stimulated. Audio, video, movies, and other training aids add a nice change of pace to lecturing.

7. Know your material

- This item is the most important. Nothing causes a student to tune an instructor out faster than the instructor losing credibility. Students don't expect an instructor to know everything. But, if you give wrong or incomplete information, eventually your students will doubt everything you say.

8. Practice educational theory

- Adults can listen for understanding for 90 minutes, but only 20 minutes if they are to retain information from lecture. Involve your audience in some meaningful way approximately every eight minutes to reset this clock. Create some type of interaction. Get them asking and answering questions, discussing in small groups, or filling in a blank every eight to ten minutes. Get them doing something physical. For example, eight to ten minutes is usually the longest commercial television runs without taking a break, even televised professional football or basketball games.

9. Answer questions

- This item has two parts. First, answer questions when asked if possible. When a student asks a question it is because the student doesn't understand. Second, after you

answer the question, ask the student if you have answered the question. Too often an instructor responds to a different question than the student asked, or to only a part of a student's question.

10. Provide feedback

- Without feedback, learning does not take place. An instructor must provide feedback by telling students when they are right or wrong. The feedback serves as reinforcement, a necessary component of learning.

11. Show enthusiasm

- Your enthusiasm should take two directions. Be enthusiastic about your subject; be enthusiastic about teaching. Students tend to pick up and respond to an instructor's enthusiasm.

12. Maintain control

- When you assume authority you also assume responsibility. It is your job to keep personality conflicts, domineering students, or other classroom problems under control. Don't think these do not happen when you are teaching adults. They do occur.

13. Be flexible

- A well-prepared instructor has a detailed outline to follow. This does not preclude adjusting the outline to serve the immediate needs of your students. Remember: Your function as an instructor is to transfer knowledge to your students.

14. Encourage participation - An active class is alert and learning. En-

courage questions and discussions. Instead of giving all the information, see if the students can discover some of it.

15. Evaluate progress

- If something is worth taking the time to teach, it is worth taking time to see that you taught it. Break up your lecture into small time segments and ask questions at the end of these segments. Then you haven't covered a great deal of information. You can isolate problems or confusion.

16. Be yourself

- Often novice instructors try to imitate another instructor. Unless your personalities are similar, it doesn't work. A tip for relaxing and being yourself is to imagine you are speaking to a neighbor or friend.

17. Always seek to be better

- Practice, practice, practice. Rehearse your class in front of your peers and get critical feedback. Record portions of your lecture. Listen to it once without the video. That's how you sound to your students. Play it without the audio. That's how you look to your students. Play your video several times and focus on your mannerisms.

18. Be professional

- Look and act professional. Your students will thank you for it. Save the eating and dipping for a break or that's what the students will remember, not the class. Believe it or not, your spit cup is a distraction. Keep your hands out of your pock-

ets; your students will wonder what you are doing instead of listening to you. Follow the established rules and procedures. If you don't follow the rules, why should your students?

19. Have a Plan

- Think what you are going to do if the computer or projector quits. How will you handle visitors, interruptions and distractions? Keep a bottle of water in the podium. If you lose your train of thought, use the time getting a drink to get your thoughts back together.

Instructor Don'ts

1. Don't start late or run overtime

- Start classes on time. Holding up a class unduly long or waiting for stragglers only punishes those there on time. If you run past the time for the class to end, you are angering your students; they are not listening to you anyway.

2. Don't trust your media will work

- Check it out before hand, on the equipment you will be using for your class in the classroom. What looked great on your computer screen may not look great when it is projected. When you are giving the class, it is YOUR equipment. Know how to log in and turn it on and off. Know how to use any remotes. Giving your class is not the time for your own discovery learning of how the mouse works or the dry erase markers need to be replaced. (cont'd page 5)

Things I Learned from Life in the Cosmos (cont'd)

3. Don't waste time - Classroom digressions are fine. A funny story, something that happened to you on the way to class, and so forth are all right but don't let digressions predominate. Students are in class to learn.

4. Don't monopolize conversation - Let's face it, most of us are instructors because we have information to give. And that is the instructor's job -- to communicate that knowledge to the class. But, let students have their say, too. Questioning skills are particularly useful to get them involved.

5. Don't be pompous - It is a simple truth that people like modesty and dislike pomposity. Initially, a class, like most audiences is pulling for the instructor. Students want you to do well. Acting pompous will quickly lose this support.

6. Don't ridicule - Ridiculing students, at any grade level, is improper behavior. Poking fun at a student or at the student's answer has probably intimidated and turned off more students than any other instructor behavior.

7. Don't be a dictator - Your approach to lectures and assignments should create an atmosphere of shared problem solving. No one wants to be dictated to; that is especially true of adults.

8. Don't speak too fast/slow - Speaking too rapidly will lose the slow stu-

dents; speaking too slowly will lose the fast students. There is a happy medium. A clear, well-modulated voice helps an instructor tremendously.

9. Don't read material - I don't mean never read material. A short article read to preserve the author's original words is fine. Reading a 45-minute lecture word for word is not. It would be more efficient to make copies and end class early or assign the reading to be completed before class begins. Don't read word for word from your PowerPoints. While you are reading line one, your students are already reading line six and tuning you out. If they have tuned you out, why are you there?

10. Don't interrupt answers - Many instructors develop the bad habit of interrupting student answers and finishing the question they started themselves.

11. Don't lock horns - You are not going to love every student you have in class, and every one of your students is not going to love you. Personality conflicts will arise. Don't abuse your authority. The best time to resolve personality conflicts is during breaks or after class.

12. Don't lose student's respect - Losing respect can happen in many ways. Profanity doesn't belong in a professional classroom. Instructors should maintain a slight veil between themselves and their classes. The

instructor must be the authority figure. This is not to contradict early comments about being friendly. Too many instructors try to be buddy-buddy to win favorable feedback at the expense of teaching. Discipline must always be maintained.

13. Don't bring your own problems to class - Before entering the classroom, you may have fixed a flat tire, had a spat with your spouse or dealt with an unruly child. Hard as it is, try to brush your emotions aside and come in cheerfully to your class. Students tend to pick up the emotion of the instructor.

14. Don't fake it - An instructor must establish credibility. An honest "I don't know, but I'll find out the answer," works sometimes, but know your material. You might try a relay question. This question is named because you relay the question asked of you to a member of the class who may know the answer. This also gives you a chance to think.

15. Don't display distracting mannerisms - A distracting mannerism is anything you say or do that interferes with your students' learning. The most obvious of these are the overuse of "OK" or "all right" and toying with something in your hand such as a pointer. Playing with watches, rings, wedding bands, pointers, your clothes, etc. tend to dent's attention.

Students will end up counting how many times you touched your nose and ignore the material. Take a drink and set it down. Don't walk around with a coffee cup or water bottle in your hand.

16. Drink water, but not ice water - Keeping a water bottle at the podium is fine, as long as you follow the rules. Don't drink ice water; remember the "brain freeze" you got when you drank "icees" or "slushies"? Not only did the drink momentarily "freeze your brain", it also momentarily froze your vocal cords. Keep the water at room temperature for best results.

Jeff Grabow BIO

Jeff Grabow is currently the Academics Coordinator at the Marine Corps Tactics and Operations Group (MCTOG). He started his instructional career at the Marine Corps Communication-Electronics School in 1978. He has instructed and/or developed curriculum at MCCES and MCTOG as well as at the high school and college level. He currently holds teaching credentials for Computer Electronics and Computer Systems Operation Systems as well as a Designated Subjects Supervision and Coordination credential for programs up to the adult level.

ARE YOU INTERESTED? SEND US AN EMAIL ...LET US KNOW

Do you desire to participate in training outside the typical status quo? For planning purposes, we're assessing the community to determine interest in online certificate programs in the education/training field. Benefits for some of the courses in the certificate courses are continuing education units that may be used in other programs and flexibility to your schedule. You may also consider the [ASTD Conference in Washington DC in May 2014](#). This training does not include travel and/or any other associated costs. Are you interesting in attending? Let us know...this is only an assessment and not a guarantee that funding will be covered the Ed COI. Send us an email at the contact us email address below.

OR

If you have identified some training that is outside the scope of the training plan and certificate programs—please email us your interest. We will review the desired training for funding. It starts and ends with you. Participate!

Contact Us:
usmc_ed&trng_coi@usmc.mil

Accepting Article Contributors for Spring, Summer and Fall 2014



The Education Community of Interest (Ed COI) newsletter is an integral and important communication strategy that keeps our community members informed and valued. The content of our topics are training and education relevant. We all have something to contribute that may benefit civilian Marines and/or 1700

community members but in order for this to occur—we need article contributors for the remaining calendar year.

Perhaps, you're thinking that you have some writing challenges we're here to assist you from start to finish. Or need some topic ideas—we got that covered too. Some of the topics on the list are education concepts, principles, techniques and practices. Learner focused approach, adult training programs, surveys, e-learning and design, competency development, career planning, distance education, early childhood education and more. Just request a list.

If interested send an email to:

usmc_ed&trng_coi@usmc.mil
OR just give us a call. We look forward to hearing from you all.

Also consider, providing your perspective or opinion in past newsletters that would offer something different for the community readers.

Typically, articles may be one page or several pages in length based on your desired preference.

For more information about the article specification please contact us. And, we'll gladly send you a copy.

Participate! Get Involved! And invest in the Education Community of Interest.