



EDUCATION COMMUNITY OF INTEREST NEWSLETTER

TECHNICAL BOOKS . . . coming soon !

"Thank you COI for the books. They are certainly a superb selection from Survey Methodology to the Taxonomy of Learning and Task Analysis. I will use these!"

Cheers
Hulk

Dennis Haskin
USMC Command and Staff
College
Associate Dean, College of
Distance Ed

"A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives by Anderson, Instructional Design: The ADDIE Approach by Branch, and Task Analysis Methods for Instructional Design by Jonassen are all written at a level that will help me to create and update classes for the in-service training program here at OCS. They both offer all the information needed for instructors and curriculum developers at this Formal Learning Center.

Great idea by the Community of Interest to get these books into the workspace, saving me a lot of library research time."

Lucian Laurie, Med.
Instructional Systems Specialist
OCS-TRNGCMD

It is important to improve and maintain technical skills. One of the best ways to improve technical skills is to read technical books and articles.

Consistent with our mission, the Education Community of Interest is a catalyst for developing our 1700 community members. We're creating a continuum of educational opportunities through the use of professional technical books related to your experience. Each career series were reviewed in the Civilian Workforce Development Application (CWDA) and selected based on this criterion. To review your own career roadmaps and competencies please visit the CWDA website.

The purpose of the FREE technical books:

- To promote quality ca-



TECHNICAL BOOKS

- To improve lapses in career and technical education based on the 1700 competencies
- To improve lapses in between training and application,

self-development and to learn new skills

- - To support professional growth and community development and participation
- - To foster informal learning collaboration and reading discussions between fellow colleagues

Essentially, our goal is to provide another way of building your technical strength. Some of the technical books will bridge your organization and individual development for your present position and lifelong learning.

Stay tuned...we will contact some of you for coordination for distribution.

INSIDE THIS ISSUE

Technical Books...coming soon...pg 1

Celebrating Educational Achievements in the Low country ...pg s2-3

Adult-Learning Theories: A Focused Approach to Learning and Development...pg. 4

Training for the Next Generation Warfighter... pg 5

Google Apps for Government at Marine Corps University ...pgs 6- 7

CELEBRATING EDUCATIONAL ACHIEVEMENTS IN THE LOW COUNTRY

By C. David Ellard

On May 27, 2014, the U.S. Marine Corps Education Services Programs in South Carolina will be holding our fifth annual Lifelong Learning Joint Collegiate Graduation & Recognition Ceremony (LL Graduation). This allows members of a highly mobile community to have a graduation-type event to share with family, friends, command members, and other supporters, regardless



“Many of the participants would not be able to attend a graduation event if it were not for this local program.”

of the location of their school's home campus. Many of the participants would not be able to attend a graduation event if it were not for this local program. This is encouraging to those who have completed a degree and motivating to those who are considering a new program.

As part of Marine Corps Community Services South Carolina, the Education Programs' LL Graduation serves active duty, civilian Marines, veterans, retirees and family members in our tri-command area, and it celebrates their academic achievements. The Tri-command is made up of Marine Corps Air Station Beaufort, Marine Corps Recruit Depot Parris Island, and Naval Hospital Beaufort. The event is held at the Lyceum aboard MCRD Parris Island because of its size and its historical place in education. The bulk of the 70 to 90 graduates per year are from three non-local universities who hold classes aboard the tri-command installations via Memoranda of Understandings (MOU): Embry-Riddle Aeronautical University, Park University, and Webster University; however, graduates have come from a myriad of other schools. In the spirit of community, the event is open to confirmed graduates of any accredited higher education institutions and has includ-

ed graduates from diverse schools such as: American Military University, Bowling Green State University, Liberty University, Queens University of Charlotte, Troy University, University of Maryland University College, University of Phoenix and many others. For the MOU schools, this event is their graduation, for the other schools it is a graduation recognition event, and for some organizations it is a public awarding of scholarships. The levels of degrees have included bachelors, associates and masters degrees.

The LL Graduation ceremony includes all the usual pomp and circumstance, to include key note speakers. The guest speakers have been diverse, highlighted by the head of the National Aeronautics and Space Administration (NASA) in 2012.

The Honorable Charles F. Bolden Jr, MajGen USMC Retired and sitting NASA Administrator took time from his busy schedule to celebrate with his fellow Marines, encourage them to shoot for the stars, and share NASA's plan to further explore space and put men on Mars. Other keynote speakers have included university faculty and motivational speakers. This year, Embry-Riddle Aeronautical University will provide the keynote speaker. (cont'd pg. 3)



Photo Credit: Courtesy of
MCAS Beaufort Public Affairs

CELEBRATING EDUCATIONAL ACHIEVEMENTS IN THE LOW COUNTRY

By C. David Ellard

“Education is the most powerful weapon which you can use to change the world,” said Nelson Mandela. The value of the LL Graduation program goes beyond the immediate good feelings associated with recognition. The impact on children, friends, and command members of graduates, not to mention the graduates themselves, may last for years to come. Many onlookers will follow in their hero’s footsteps and obtain a university education of their own. This is evidenced by people coming to the installation education office saying, “I was just at the graduation ceremony the other day and it got me thinking...” The program also encourages the graduates to apply their educations to better their communities.

As the graduates motivate those around them, I hope this graduation recognition ceremony will motivate other installations to hold graduation recognition ceremonies of their own. Marine Corps Order 1560.25 says installation commanders shall recognize individual lifelong learning program achievement through ceremonial presentations and graduations, appropriate correspondence, and certificates. This ceremony supports our Marines’ and our civilian Marines’ pursuit of personal and professional goals, higher education goals, and quality of life today and in the future.

About C. David Ellard

David is a Lifelong learner from Interlachen, Florida. He is a retired Marine Master Sergeant, and achieved an associate’s degree in general studies, a bachelor’s degree in psychology and a master’s degree in education while on active duty. He has been a Marine Corps Education Services Officer since 2002, and is committed to helping Marines, and other members of our community, achieve their academic goals. Has also obtained a Masters of Fine Arts in Creative Writing and has been involved with helping Marines, etc., learn to share their military experience in writing (see www.milspeak.org).

If you have any further inquiries please contact :

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DID YOU KNOW?

CAPITOL HILL FELLOWSHIP PROGRAM

The Capitol Hill Fellowship program is designed for executives and managers who require a high-level working knowledge of Congress. It may be used to fulfill requirements in certain management or executive development programs.

Program Duration - 12 months

Dates of the Course—Orientation begins in early December and covers congressional organization and process, as well as methods and support in securing an assignment with the Congress. Fellows start assignments in early to mid-January.

What is required of the participant? Fellows receive instruction and hands-on experience on Capitol Hill through training and developmental activities consisting of an intensive orientation, periodic seminars, and attendance at Government Affairs Institute (GAI)’s Advanced Courses. Fellows serve in a full-time assignment on the staff of a Member, committee, or support agency of Congress in Washington, DC.

Who should participate? Those DON civilians at the grade level of GS 13 and above and equivalent (and military grades O-3 through O-5); have at least two years of federal service; a bachelor’s degree from an accredited college or university; demonstrated flexibility in work habits; an ability to work independently in an unstructured environment.

Deadline: Friday, April 11, 2014

For more information on how to apply:

Contact your local Civilian Leadership development Program Manager/ Administrator



Adult– Learning Theories: A Focused Approach to Learning and Development by Dollie McCormick

An atmosphere contributing to the culture of an institution's academic requirements, procedures, and plans is referred to as the andragogical process, according to Knowles (1980), who is considered one of the founders of adult-learning theory. Two learning theories of great significance to educators are andragogy and pedagogy. Andragogy can be defined as "any activity that aims to intentionally or professionally guide a change in adult persons". Unlike pedagogy, which targets the development of new skills for individuals, and thus is related to the teaching of children, andragogy revolves around shared knowledge and experiences between the students. Much can be learned in the classroom setting from the experience of not only the instructor, but the adult learner as well, who bring life experiences and knowledge to the education/training environment.

The challenge to create integrative perspectives of adult development that reflect a more holistic picture of adult life has received attention in the literature over the past 20 years. Professional development programs should equip adult learners with all the

skills and support they need to do their job effectively and safely. As technology access grows and adults naturally incorporate technology into their daily lives, AE [adult education] programs are finding innovative ways to blend technology with instruction through quality online learning opportunities. For example, the Marine Corps University uses Blackboard and MarineNet as Learning Management Systems (LMS). These LMS's provide the adult learner with the ability to access blended courses over the Internet with features for online collaboration.

Another technique applicable to the adult learner is quantum learning. Quantum learning uses all of the neural networks in an individual's brain to put things together in idiosyncratic and personal ways to make significant meaning. Adult learners want to know how they would benefit from the learning experience. What will they receive? This thought process of the adult learner is referred to as "What's In It For Me"? (WIIFM). Many educators and trainers believe that adult learners learn more if they can relate learning to everyday life both professionally and personally. Furthermore, adults have a natural desire to learn when they are inspired by the necessity of the particular knowledge to be gained,

which can be a key factor to professional development in the workforce.

The above mentioned key factor to professional development is supported by research conducted by scholars in the organizational development field who introduced various approaches to the classification of learning styles by providing employees with the necessary tools to accomplish their jobs as a focal point on learning theories. These tools can range anywhere from providing professional development reading materials to developmental assignments, which provide the adult learner the opportunity to gain knowledge through on the job experiences. These various approaches to learning styles have significantly contributed to the growth of learning and development of the adult learner throughout the enterprise.

Overall, by cultivating learning and development for the adult learner, we can transform the landscape of our organization and achieve a higher level of success. Additionally, we enable individuals to uncover principles that govern their life and align them with the mission of the Marine Corps, which in turn could build an environment that encourages creative thinking, individual success, and mission accomplishment.

Note: Upon request more references are available in regard to this article

References

- Knowles, M. (1980). *The modern practice of adult education*. Englewood Cliffs, NJ: Cambridge University Press.
- McCormick, D.M. (2014). *Evaluation of a Leadership Development Program for Adult Learners in the Marine Corps Civilian Workforce*. (Unpublished doctoral dissertation). Nova Southeastern University, Ft. Lauderdale, FL.

About Dollie McCormick

Dollie McCormick is the Institutional Effectiveness Officer for the Enlisted Professional Military Education at the Marine Corps University. She is responsible for data gathering, analysis and reporting as it applies to EPME curricula, and quality & assessment initiatives for the Director, EPME and the Staff Non-Commissioned Officer (SNCO) Academies. She previously served in positions working with civilian leadership development and training and education programs for Manpower Reserve Affairs and the Lejeune Leadership Institute.

Training for the Next Generation Warfighter

by Robert Gant, M.Ed., PMP, Director USMC Training Programs

LSI, headquartered in Jacksonville FL, is making technological leaps in its training products and services. In addition to the nearly 65 projects LSI has performed for the Marine Corps, they are making technical advancements in their research and development efforts. These new training technologies include the Virtual Interactive Environment (VIE), advanced mobile technology, and their MiLRS learner record store.



The VIE provides a new level of training as the virtual world overcomes physical limitations. LSI has coupled the VIE with the physical hardware training device (HTD). While the HTD reflects a highly functional aircrew station with actual controls and displays, the VIE utilizes a large touchscreen to reflect the entire aircraft (inside and out) with removable components and maintenance tools. The VIE is integrated with the crew station to provide the best of both worlds: physical realism and the unlimited potential of virtual reality; giving the students hands-on applications without causing damage and wear-and-tear on fully functioning aircraft.



LSI's blended learning solutions realizes the "anytime, anyplace" principle of distributed learning. Different students often learn at different times and LSI's advanced mobile technology is independent of time and place. LSI developed a tool to convert legacy courseware to be presented on a mobile device.

Mobile learning still presents challenges, however LSI has been working closely with their customers to help design a mobile experience whether its converting existing courseware or developing new training to meet their customer's needs with leading edge training technology.



Finally LSI's implementation of the Experience API (xAPI) through MiLRS (pronounced My L-R-S) tracks and manages all data from the learning activities a learner performs. The power of the system is that it goes beyond what traditional SCORM can track. For example, MiLRS is now able to track instructor led training, e-learning, part-task trainers, immersive 3D environments, mobile training, simulations, and a host of other learning experiences. The user is finally able to track the entire blended learning spectrum in one place and create reports that shows the big picture of

how a training system and its participants perform.

Collectively, this new training technology provides students with an enhanced learning experience and offers learning institutions the ability to track student's readiness and return on investment during this fiscally austere environment.



For more information on these and other technological advancements contact Dick Dunnivan at ddunnivan@lsijax.com or 703-630-2702.

Google Apps for Government at Marine Corps University

By Robert Bromber PhD rbromber@usmc.mil

It goes without saying that we enter the future looking at shrunken budgets, sparse resources, and no real hope of seeing relief in the near (or far) future. Because of that-and twenty-eight other compelling reasons-Marine Corps University (MCU) followed the lead of our DoN relatives, Navy War College and the Naval Academy into Google Apps for Government (GAfG). Both institutions were early adopters. We look to them as mentors. Our partner in this effort is the Space and Naval Warfare Systems Command (SPAWAR) out of Charleston under the lead of Cristina Gillaspie PMP, Commercial Services Integration (CSI) IPT Lead.

Before this conversation goes anywhere, some Google myths need exploding. The first is security; GAfG is not analogous to an information sieve, whacky wide-open website, or a rapacious harvester of IA and PII. It is Cloud based but the applications do not shower FOUO, or personal secrets, into Edward Snowden's in basket. Google clients (folks who pay for service) are not subject to the scrutiny real-or imagined-that is often portrayed in our daily-crisis media. In our world, GAfG possesses current FISMA (Federal Information Security Management Act of 2002) accreditation and supports all Information Assurance requirements for DoD accreditation.

Those familiar with Google in the corporate environment often assume the only reason for a shift of this

type revolves around enhanced email capabilities and cost containment. While there is no question, Google's email suite is arguably the best product out there, the rest of the GAfG suite affords the educator or trainer an amazing array of tools. The additional features come with little or no cost.

GAfG has the capability of augmenting any learning management system or incorporating the resident Course Director LMS as an alternative system for pilots and regional training support. The LMS, while not as robust as commercially available systems, includes reliable administrative functions, document tracking, outstanding collaborative spaces, it feature an excellent analytics package and is capable of delivering today's sophisticated learning objects and interactive media found in many online courses and training programs.

MCU is unofficially a Bring Your Own Device (BYOD) campus. Ninety-seven percent of our students bring Wi-Fi enabled devices on campus to access the LMS and other course-related materials. Access for their devices is through the MCU wireless network: CampusNet. GAfG provides a mechanism to mitigate IA risks a secure mobile device management application, which enables enforcement of administratively-defined controls: remote wiping, password enforcement, and data-at-rest encryption for end-user mobile devices. The Mobile Device

Manager (MDM) is included in the GAfG suite. As MCU officially adopts BYOD, the mechanism will be in place to meet or exceed all DoD and DoN requirements. Ever mindful of DoD security issues, GAfG allows enforcement of two-factor authentication, including Common Access Card integration.

Several of our faculty members advocated for the adoption of the Google platform as they used it prior to joining MCU. Their reasons were manifest: an enterprise-wide calendar capability accessible through all standard web browsers and optional thick clients. The baseline calendar is shared across the institution in different hierarchical iterations to serve students, administrators, and external stakeholders with highly controllable access and management features.

GAfG includes an enterprise instant messaging (IM), Short Message Service (SMS), and Rich Site Summary (RSS) capabilities which are accessible with all standard operating systems and most devices. The same features found in Google + (such as voice, video, and chat capability accessible with almost all devices serving all stakeholders) inhabit our Cloud eliminating the need for separate emergency notification systems and a myriad of other applications as well as other programs currently employed in the day-to-day operation of MCU.

One of the most attractive



Robert Bromber, PhD

features for our students, faculty, curriculum designers, and administrators the ability to create, upload, and edit word processing files, spreadsheets, presentations, forms, drawings, and collaborates in real time. These actions all take place in the Cloud thereby foreclosing the forgotten CD at a conference, inability to open your Outlook and recover the email with your presentation, or any other nightmare you can imagine or lived through when trying to manage large files while traveling.

MCU is not just a graduate school. We support other specialized organizations encompassing both training and education. Given the ability to create and manage online workspaces tailored towards individual projects and initiatives serves many of our organizations well. The fact that the MCU Cloud gives us the framework to upload videos and stream them in all standard web browsers

Google Apps for Government at Marine Corps University

By Robert Bromber PhD rbromber@usmc.mil

and platforms, including mobile devices (smartphones, tablets, etc.) for short term nonrecurring events is liberating. This precludes having to set aside expensive seats in our LMS. This freedom allows us to experiment with hybridization or flipped format classes and any other education or training event. Part of what makes this all possible is the sharing of curricular content with ease and without arbitrary size limitations. As long as we use Google-friendly protocols, shipping large digital files around making them available for collaboration is simple. For the more adventuresome, a fully supported website is achievable (at no additional cost) to link to all of your assets. After building training or educational content, GAfG boasts a robust assessment package to determine if instructors built meaningful curriculum, students mastered the material, and to route automated grades (if desired) to the appropriate parties. When playing in these spaces, determining value is essential; GAfG makes available their critically acclaimed analytics package which can also serve existing institutional needs outside of the MCU Cloud.

The Library of the Marine Corps, Gray Research Center, and the USMC History Division are part of MCU. All entities maintain archives. GAfG brings sorely needed storage, management, tracking, and cataloging capabilities to support existing systems and, in some cases, replace underperforming or costly applications and programs.

The final reason for GAfG adoption (there were more than 28 reasons above,

if you were counting) was a growing dissatisfaction with Microsoft Outlook as well as SharePoint. Since email was the primary mode of communication at MCU, connectivity through our LMS, SharePoint, and DCO, became necessary to support the mission. Finding a way to incorporate these disparate-and sometime unfriendly- features became quite important. The following table helped with our decision: (see Table 1)

Microsoft 365 was also assessed and fell short in both levels of service and in cost. The cost difference is monumental when taking into consideration the removal of OWA servers, maintenance contracts, and support personnel. A major caveat, Microsoft 365 would not support Virtual Desktop Infrastructure (VDI) which is an important part of MCU infrastructure going forward.

This essay may sound like a commercial for GAfG but it is not. What is covered above is what we looked at when deciding how to update our current way of doing business, addressing some of the ways we plan to use GAfG, and an invitation to you, our colleagues. Earlier this year, our colleague, Bill Wright sent an open invitation for all of you to join us in Milsuite to share in this adventure-come join us we will keep you posted as we continue to delve into GAfG.

Marine Corps University (MCU), as a federal professional military educational (PME) institution, follows federal statutes relating to its organization, function, and mission. Marine Corps University is primarily located aboard Marine Corps Base Quantico, Virginia and is an organizational element within the United States Marine Corps chain of command and is subordinate to the Commanding General, Marine Corps Combat Development Command (MCCDC). MCU's military administrative officers and academic staff are assigned to the University by the Marine Manpower Officer and Enlisted.

About Robert Bromber, PhD

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

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