



EDUCATION COMMUNITY OF INTEREST NEWSLETTER

Your Community Forum

JAN 2014

Things to Consider When Developing Interactive Multimedia Instruction

By William Sugar, PhD East Carolina University

I applaud the US Army's recent initiative to incorporate interactive instruction through its *Interactive Multimedia Instruction* (IMI) initiative. In my Multimedia Authoring course at East Carolina University, I continually encourage students to create interactive (not boring) instruction for their learners. "Page turners" (instructional modules with lots of text and navigated by learners by simply clicking on the "next page" button) are *strongly* discouraged. To create quality and effective instruction, it is essential to follow the guidelines espoused by US Army's IMI initiative. To enhance a broader understanding of this initiative, I want to discuss three elements that impact the development of interactive multimedia instruction, namely, Edgar Dale's (1969) Cone of Experience, constructivist learning principles, and Vygotsky's (1978) social cognition theory. Each of these principles has a direct impact on the development of interactive multimedia instruction.

Dale's Cone: To consider the development of effective interactive multimedia instruction, one should review Edgar Dale's Cone of Experience (see Figure 1). Over sixty years ago (in 1946), Edgar Dale devised this graphic as a way to describe the relationship between specific instructional media and types of knowledge. You will note at the apex of the cone that you will find "verbal symbols," "visual symbols," etc. At the bottom of the cone, you will find "direct, purposeful experiences," "contrived experiences," etc. Dale postulated that the media used at the top of the cone was best at teaching abstract knowledge (e.g., the theory of relativity) whereas the media at the bottom of the cone was best at teaching concrete knowledge (e.g., how to clean a gun). Therefore, verbal symbols (i.e., someone lecturing to students), visual symbols (e.g., printed words in an e-mail message) are best to teach *abstract* knowledge.



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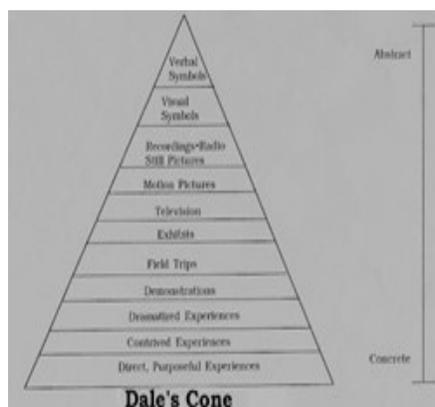
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Conversely, direct purposeful experiences (i.e., internships), contrived experiences (i.e., a simulation) are best to teach concrete knowledge. Instructional designs can use Dale's Cone as a guide to determine which media to use. If one wants to teach abstract knowledge, one would choose among the media at the top of the cone and if one wants to teach concrete knowledge, one would choose among media at the bottom of the cone. I contend that interactive multimedia instruction can best teach more concrete knowledge and corresponding instructional goals.

Figure 1: Dale's Cone of Experience
Adapted from Dale (1969)



Constructivist learning principles: If the goal is to create interactive instruction, one should consider implementing constructivist learning principles. Essentially, this theory purports that learners construct their own knowledge from their respective experiences. From a constructivist learning perspective, knowledge only emerges within a particular context or situation. Thus, effective instruction needs to be situated or anchored based upon this context and con-

tent area. This is what Schön (1987) referred to as "learning by doing". Students need to learn within realistic contexts and solve what Spiro, Feltovich, Jacobsen & Coulson (1991) referred to as, "ill-structured, big problems." In constructivist learning environments, the learner typically is given an ill-structured problem and must solve this problem within a simulated instructional environment. By going through the process of solving this problem, learners must proactively construct their own knowledge and solve their own self-imposed problems. The simulated environment is key. An instructional designer must anticipate learners' needs and build an IMI environment that would facilitate students' understanding and ability to solve the ill-structured, big problem. There are seven qualities of a constructivist, learning environment are: rich contexts, authentic tasks, development and evaluation of multiple perspectives, tools to access real world examples, emphasis on reflective thinking, modeling of expert problem-solving and an ill-structured, big problem. Not all constructivist learning environments or IMI modules will have all of these qualities, but will have at least one or some of these qualities in order to elicit students' knowledge construction.

Vygotsky's social cognition learning theory: Lev Vygotsky's (1978) social cognition theory focuses on how students learn within a social setting. After all, learning does *not* take place in a vacuum! It takes place in a classroom, a Blackboard discussion board, or in a similar socialized setting. Vygotsky stated learners could learn more effectively from their peers rather than from an instructor. In

fact, peer-to-peer learning often is more effective than instructor-to-student learning in some instances. This is the reason why I am a firm believer and advocate in promoting active discussion board chats in my online courses. Social cognition theories, such as Vygotsky's theory are becoming more popular partially based upon the advent on online environments. Development of effective IMI modules should consider Vygotsky's emphasis on peer-to-peer learning in a variety of IMI modules.

Again, I applaud the US Army's recent *Interactive Multimedia Instruction* initiative. I am encouraged and look forward to reviewing future IMI modules from the US Army. Instructional designers should consider Dale's Cone, constructivist learning principles and Vygotsky's emphasis on peer-to-peer learning when developing these modules.

References

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Things to Consider When Developing Interactive Multimedia Instruction (cont'd)

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Acquisition in Ill-Structured Domains. *Educause Review*, 5, pp. 24–33.

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About William Sugar

William Sugar is an associate professor in the Mathematics, Science, and Instructional Technology Education department at East Carolina University. His current research interests are professional instructional designers' current activities, developing effective and

alternative technology integration strategies for teachers, as well as

examining the interrelationship between multimedia production skills and instructional design skills.

Information for Upcoming Ed COI Training Requests for FY 14

As your Education Community of Interest provider, we're committed to providing valuable professional development opportunities and resources to sustain and exceed our 1700 education group workforce. Each fiscal year our goal is to develop a training plan contingent upon available resources for effective resource allocation. Last year, the majority of our training plan was comprised of web-based training and most of the participants evaluated the training as highly effective and able to apply their new found skills to their current work environment. Here's information to consider in regard to the upcoming training plan:

Consistency in Training Vendors

We're providing some of the most in demand training vendors that will provide a level of consistency from within our workforce such as ASTD and Bob Pike Group to name a few. In addition, we're expanding to new vendors that can provide an increased and heighten level of training opportunities to fulfill your competency obligations.

Manage Your Cognitive Load

When seeking desired training I would suggest to take one course per quarter if you have a challenging workload. Please read the course description to ensure you can meet the obligation of the course completion date prior to requesting for training. Remember, if you desire training that is being offered in the second quarter but cannot commit due to work obligations most likely it may be offered in the third or fourth quarter for more availability.

More Efficient Training Process

We offer a Frequently Asked Questions (FAQ) guide that will provide you with most of your answers in regard to training requests. Before you request training approval from your supervisor know the answers that may increase your chances of supervisor approval. To request a copy send email to:
usmc_ed&trng_coi@usmc.mil

Supervisor Approval

Supervisors—some of your employees may request training from our training plan. This training may provide your employee (s) with the individual and/or organizational training that is needed for their professional goals. Please if you have any questions please call us at 703 432-0861/2576.

MANAGER'S CORNER

CIVILIAN COMMUNITY OF INTEREST COMPETENCY-BASED TRAINING ON MARINET

WORKFORCE BENEFIT

- Develop individual strengths
- Build competence
- Increase workforce inventory of Knowledge, Skills, Abilities
- Explicit knowledge

ENTERPRISE BENEFIT

- Increased retention
- Enhanced mission effectiveness and efficiency in an economical austere environment
- Tacit knowledge

LEARNER'S BENEFIT

- Quality learning experiences
- Enhanced learning/retention

PROGRAM DESIGN

- Individual participant based
- Flexible
- Modeled around technical and leadership competencies

EVALUATION

- User-Friendly— Is the program easy to use?
- Value—Can you apply what you have learned to the job? To what degree?
- Endorsement- Would you recommend this program to others?

METRICS

The results of the evaluation will help shape the civilian competency-based training model available through the COI professional development program.

Civilian Employees: The Director Civilian Human Resources is requesting your participation in the evaluation of Community of Interest (COI) recommended technical training courses available on the MarineNet website. MarineNet is a Learning Management System (LMS) providing access to electronic courseware supporting annual training, skills progression training, and professional education.

The impetus for our Civilian Workforce Training curricula includes providing professional development, continuing improvement in teaching and learning skills and methods, discipline and program content, student interactions, and personal growth related to the civilian employee's professional educational responsibilities. Our mission is to enhance civilian community/group/family's knowledge and skills with high quality, accessible training with professional development opportunities in support of Community of Interest program's vision of providing a professional workforce that supports the United States Marine Corps. Our intent is to construct curriculum for each of the series consisting of recommended Skill Soft courses for self-improvement. Ultimately, I want to maximize the training available to the civilian workforce while exploring the fullest potential available via MarineNet.

The expanded pilot program in late December 2013 rolled out four additional communities with the intent to ultimately provide course offerings mapped from any occupational group and series' technical and DoD leadership competencies resulting in the manifestation of personal growth and development.

- * Education
- * Environmental
- * Information Technology Management
- * Legal
- * Safety & Occupational Health

All completed courses will be documented in your official training record. We appreciate your participation and thank you in advance for your input. You can take advantage of open enrollment on MarineNet at <http://www.marinet.usmc.mil> under the Course catalog. From here, select the Civilian Workforce Training tab.

Access Procedures:

- Logon to the MarineNet Website (CAC enabled), <https://www.marinet.usmc.mil/Marinetnet/Home.aspx>
- Create an account; Choose Civilian Workforce Training catalog
- Select COI technical Training Tab; View courses recommended by each COI
- Select a training course from the listing under each occupational series

NOTE: 1712 COMPETENCY PANEL NEEDED
****Page 8 for more details**

MyIDP The Individual Development Plan (IDP) Tool

By Kelly Sims, Human Resource Specialist / Civilian Workforce Planning & Development
USMC, Manpower & Reserve Affairs



Do you have a plan for developing your career? What route will you take to get there? Do you have a career map to lead you in the right direction? When it comes to your career, do not hesitate to ask for directions. Resources are available for every Civilian Marine who wants to create a road map that leads to enhanced career development and improved job performance. The IDP serves as your "blueprint" for all short and long term training and developmental activities aimed at achieving your performance and career goals. The plan should be created each year and coordinated with your supervisor. Your IDP should align with your Command goals and objectives and be included as part of your mid-year performance discussions. As you follow your career map you may come across roadblocks or detours that will require you to take a different route. For example, if resources are not available or you receive a new performance objective that requires additional training you may want to adjust your career map. The IDP is not a performance evaluation tool or performance plan. It is a career developmental plan intended to support career growth.

Total Workforce Management Service (TWMS) IDP Tool

Creating your plan using the "MyIDP" tool is simple. The TWMS "My IDP" tool is an automated system that starts when you select the competency that you want to target and the associated training course or developmental activity to address that competency. This tool automatically records your career developmental goals and provides access to IDP reports used by managers and Workforce Development Specialists for planning development initiatives. To access the MyIDP tool just go to your TWMS self-service account at: <https://mytwms.navy.mil/selfservice> and click on the MyIDP tool on the left hand-side.

For additional guidance on how to use the TWMS MyIDP tool go to <http://www.manpower.usmc.mil/CWPD/TWMS>

The IDP & SF182, Training Authorization Agreement

Most training courses require that you create and submit an SF182 prior to enrolling in a training course. Did you know that you can create your SF182, Training Authorization Agreement, from your IDP? Just select the subject course from your IDP and click the "Create SF182" button. This application will automatically populate most of the fields on the SF182 derived from your TWMS IDP. The TWMS SF182 tool automates the entire workflow and uses electronic signature capability. All records are stored in the TWMS database and reports can be generated that provide information about training sources, participation, cost, schedules, competency requirements, and more. Just imagine, no more hard copies or scanning your SF182!

IDPs to Expand Across the USMC

This year the number of Commands that require Civilian Marines to establish IDPs will grow significantly due to several factors. First, on September 13, 2013, the Department of Defense issued Instruction 1400.25, *DoD Civilian Personnel Management System: Training, Education, and Professional Development*, adding a new requirement for all Supervisors and Civilian employees to create IDPs and Executive Development Plans (EDPs) on an annual basis in conjunction with performance assistance plans.

Second, USMC leadership strongly endorses the utilization of IDPs in support of the Civilian Workforce Strategic Plan, Goal 1: *Provide civilian workforce development*

gression and growth. Leadership recognizes that IDPs are an excellent tool for developing and motivating Civilian Marines. By encouraging a focused approach to each individual's training/developmental needs, managers can help their employees enhance their job skills and become more effective and productive.

Finally, the TWMS MyIDP tool supports workforce planning efforts. The IDP tool provides comprehensive data on competency requirements, projected training, development assignments, and estimated cost. It provides a method for identifying competency deficiencies through the USMC enterprise, Community of Interests (COIs) and Commands. The tool allows managers to identify competency gaps and takes into account where individuals are now, and where they can be in the short-term and long-term future. The IDP tool provides a resource that allows managers to align and prioritize training requirements with the USMC mission and goals. It empowers and motivates individuals to produce and grow, and to serve the organization at the same time they are building their careers.

Do not Wait! Create your IDP using the "MyIDP" Tool Today!

Civilian Marines can effortlessly create an IDP by using the TWMS "MyIDP" tool. Do not wait for your supervisor to initiate the IDP. This is your career and your opportunity to take charge of your professional development and at the same time communicate your aspirations to your supervisor. Bring your IDP to life! If you follow these steps, your IDP can be a valuable document that helps you advance in your career. For more information about the "MyIDP" tool contact your local Training Coordinator.

Kelly Sims Bio

Kelly Sims is a Workforce Planning and Development expert who works in the Office of the Marine Corps Director of Civilian Human Resources, Manpower & Reserve Affairs. Kelly has acquired over 25 years of human resources management and organizational development experience during her career with the Department of Defense and is a recognized expert in her field. Ms. Sims holds a Bachelor degree in Professional Studies from the University of Mary Washington and is currently pursuing her Master's degree in Business Administration.

Kelly is a key member of the Civilian Workforce Management Branch, Workforce Planning and Development (MPC-30) team. The MPC-30 team develops policy, guidance, processes, and tools for use by the Marine Corps to support vital human capital programs that include: USMC community/competency management, strategic planning, workforce development, and command level strategic workforce planning. The team also provides Marine Corps with comprehensive civilian workforce metrics and analytics to enable leadership to make fully informed decisions. The extensive efforts of the MPC-30 team challenge every Civilian Marine to take charge of their career and provide tools to help them do so. Supervisors and employees alike are strongly encouraged to engage in planning and developmental activities by completing competency assessments, creating Individual Development Plans, and participating in programs designed to develop technical and leadership skills. For more information about the mission of the MPC-30 team visit <https://www.manpower.usmc.mil/civilianmarine>.



FEEDBACK WANTED!

If you read an article and you have another perspective—please consider writing an article in regard to your views. Contact us @usmc_ed&trng_coi@usmc.mil

RESOURCE TIP:

**Please Contact Susan Akers for FAQ
MarineNet Electronic Courseware
Development and Development
Resource Guide : [https://
www.tecom.usmc.mil/cdet/
SitePages/courseware.aspx](https://www.tecom.usmc.mil/cdet/SitePages/courseware.aspx)**



USMC Command and Staff College (CSC) Blended Seminars

By Dennis Haskin USMC Marine Corps University
Associate Dean of Academics, CSCDEP

The CSC Blended Seminars offer a unique seminar construct built around resident and online learning. This approach gives U.S. and international students a wider scope of learning and different points of view to help them understand how other countries' militaries think and operate. This understanding also helps strengthen coalition partnerships around the world. Officers from the following countries have participated: Bahrain, Bangladesh, Canada, Georgia, Iraq, Moldova, New Zealand, the Philippines, Saudi Arabia, Slovakia, Sweden, Ukraine and of course the United States.

The program is based on and equivalent with the intermediate-level USMC CSC resident school curriculum. It takes one full year to complete the 8-course program, and each course builds a foundation of knowledge leading into the next course. It follows a structured, sequential timeline, consisting of two resident seminar sessions at Marine Corps Base, Quantico, Camp Lejeune and Camp Pendleton. After the initial resident portion the student moves to online course work until returning the following year for the final

resident portion and graduation. (see sample schedule below)
The program is successful for many reasons. First, students receive excellent instructor mentorship and diverse student interaction. The short resident courses and then the flexibility of online courses make this program ideal for those unable to take an entire year away from the "fleet" as a Marine would say. Next, the resident and non-resident seminars include U.S. Marine, Army, Air Force officers and DoD Civilian officer equivalents as students to provide a learner-centered course design.

The main intent of the program is to provide officers with an understanding of the relationship among the strategic, operational, and tactical levels of war within a joint-multinational-interagency environment. In conjunction with applying the Marine Air-Ground Task Force (MAGTF) doctrine and techniques to the changing conditions of warfare, this understanding gives officers the necessary tools to successfully function in any operational environment. Overall, the program's focus is to develop officers who critically think, solve problems, and understand the

capabilities and potential roles of MAGTFs in a joint-multinational-interagency environment.

As an example for the Field Studies trips, the Quantico seminars visit Washington, D.C.; the Pentagon; tour the U.S. Capital Building; Arlington National Cemetery; and the National Museum of the Marine Corps. Visit Mt. Vernon, the home of George Washington, and tour the Federal Bureau of Investigation (FBI) Training Academy. Students also have a two-day Gettysburg Battlefield staff-ride.

USMC Command and Staff College DEP graduates earn a total earn a total of 15 degree credits from the University of Oklahoma toward a Master of Arts in Administrative Leadership, 15 degree credits from the University of Maryland University College toward a Master of Science in Management Degree with a specialization in Marine Corps Operations and 15 credits from Marshall University for a Master's in Leadership. Just added as of Nov 2013 are 12 credits towards a Master's in Adult Education from Auburn University.

	Jun - Jul	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
	8901, 8902 Jun-Jul 5 weeks residence	8903 Aug-Sep 9 weeks online		8904 Oct-Dec 9 weeks online				8905 Jan-Mar 10 weeks online			8906, 8907, 8908 May-Early June 6 weeks residence Graduation	

- 8901 Theory and Nature of War
- 8902 National and International Security Studies
- 8903 Operational Art
- 8904 Joint Warfighting
- 8905 Small Wars
- 8906 MAGTF Expeditionary Operations
- 8907 Amphibious Operations
- 8908 Operational Planning and Final Exercise

Further information can be found at: <http://www.tecom.usmc.mil/cdet/>
Primary POC is Associate Dean Dennis Haskin, dennis.haskin@usmc.mil

*(read Mr. Haskin bio on page 8)

(cont'd)

Dennis Haskin Bio**Education:**

University of New Hampshire,
B.A., Political Science

University of Oklahoma, M.Ed.,
Adult and Higher Education

Air University, M.A., Military Art
and Science

Air University, Air War College

Mr. Haskin was commissioned in 1987 with initial assignment of Okinawa, Japan and included several trips throughout Japan, Korea, Singapore and The Philippines. From 1992 until 1999, Mr. Haskin continued living overseas in Germany and the United Kingdom with subsequent trips to several other European countries. In 1999 he was assigned as a student at Air Command and Staff College with a follow-on instructor and academic advisor job at the college. His squadron command tour was from 2001-2003 at Hill AFB, Utah.

In 2003 he moved back overseas for a joint assignment with NATO at the Joint Force Command HQ, Brunssum, The Netherlands. This job included trips to several European countries while working to fill positions for the International Security Assistance Force (ISAF) Command HQ. His final active duty assignment began in 2006 at the Pentagon within the Force Development Directorate, A1D, where his focus was the development of senior USAF leaders.

Manager's Corner: **SEEKING 1712 COMPETENCY DEVELOPMENT PANEL**

Do you consider yourself a forward thinker, a subject matter expert; do you embody the spirit of volunteerism? If so, the Defense Civilian Personnel Advisory Service is seeking members of the 1712 series to participate as a panel member in the development of enterprise-wide competencies across the Department of Defense for the 1712 Education community series. Maybe you participated in the development of the competencies we use today in one of the eight series comprising our community or who helped shape other series competencies for the Marine Corps in the past and now have the desire to shape the enterprise-wide competencies across the Department of Defense.

For 2014, their efforts will focus on competency model development for occupational series within non-Mission Critical Occupations (MCOs). In February, DCPAS will begin the development of enterprise-wide competency models for the GS-1712, Training Instruction series.

COMPETENCY DEVELOPMENT PANELS:

The SME panels will be facilitated by contractors supporting Strategic Human Capital Planning Division (SHCPD) with expertise in the competency modeling process. The panels will be held virtually using Decision Lens and teleconferencing capabilities.

The dates for the SME panels are:

1712 Training Instruction

Panel 1- February, 4-5, 2014

Panel 2 - February, 19-20, 2014

Each SME is asked to participate in one, two-day panel. Incumbents should be high-performing, at or near senior performance level, and have extensive experience working in the GS-1712.series.

Why is this being done?

Based on 10 USC Section 115b, DoD is required to identify workforce competencies, assess the gaps and implement workforce strategies to meet mission needs. In addition, Department of Defense Instruction (DoDI) 1400.25 v250 requires establishment of a common taxonomy for enterprise-wide competencies. DoD is developing models for occupational series and then assessing employees on them to fulfill these objectives.

With the aforementioned, if you are interested in volunteering your expert knowledge to shape the future of the 1712 series across the Department of Defense or perhaps you want more information regarding the requirements to be a panel member, contact Jim Hilton at james.hilton@usmc.mil or call 703-432-0861 no later than Friday, January 10th, 2014.