



Supporting our DoD customers providing application training to the Army Training Development community

*Now more than ever, you are expected to work from **anywhere, anytime**. But at the same time, our customers expect **real-world training** to be imparted to the **DoD user community** on their many applications in an **interactive** manner to **increase readiness**. The **modernization** of our current DoD applications requires training capabilities to provide **real-world scenarios** in a constructive manner.*

As part of the Functional Integration Support, CALNET provides user application training to Army Training Developers for the Army Training Information Architecture (ATIA) Training Development Capability (TDC) application. The training is scheduled monthly and TDC users can register to attend as needed. On an average, approximately 40 students attend the sessions.

Training is delivered synchronous, online over a three-day period, as needed, or on a just-in-time (JIT) basis in the form of MAT and MTT. During the sessions, students follow a learning approach combined with demonstrations. Students follow facilitator instruction and replicate the actions simultaneously. Check-on-Learning

questions and tasks are posed throughout the training and student generated products are evaluated following each block of instruction.

CALNET provides monthly Online TDC Training to the Army community, uniformed personnel, civilians, and DoD Contractors.

The Challenge



Trainees include students that have never logged into TDC as well as students that have experience with the application and are experts in the training development process.

CALNET Trainers continuously address all levels of TDC questions – both at the simple level such as “I’m lost” as well as policy questions on the training process.



Feedback of the course, prior to the revised approach to the online training session, included statements that the course is too slow, too fast, does not provide enough detail, provides too much detail, could not follow along, etc. Examples of student feedback typical for the TDC Online sessions prior to the CALNET trainer team implementing improvement measures include the following:

- *“Occasionally the presenter did not rely on facilitators to catch up students who had issues following along in the course. This would sometimes lead to long down times in the instruction while waiting on one or two students to catch up. I don't say this as a negative to the instructors. The instructors did a great job of pacing and instructing*
- *this course in an on-line environment to a rather large class.”*
- *“As I mentioned before, if you can incorporate more interaction for course participants it will engage the student more and create more active participation/collaboration between users/instructors. This way, the student would actually engage in meaningful online learning.”*
- *“Not necessarily a comment, more like a question. Are there other ways that students can interact with this course to better learn what to do other than following along with the instructor and clicking certain sections? We basically copied the facilitators actions without putting too much thought into it. Can I say that I really learned what TDC is about and all its functionalities by this method of learning? “*

- *“We ended up being redundant. We should have been able to pick up if there was a step not completed. We would get the error and need to address it. Maybe due to large a class, so many students fell behind and made the teaching slow trying to get them back on pace. Additionally, for those who you could not identify were not actually there, you could tell they were not as far behind as they were.”*

CALNET’s Training Team identified five (5) areas of improvement opportunities:

- 1. Provide a mechanism to ensure *all* students can follow along or catch up.**
- 2. Provide an exercise that allows students to apply subject matter in one cohesive task.**
- 3. Provide a short recap training session that *advances students to be more effective and efficient* daily using the TDC application.**
- 4. Use “real-time scenarios” to train.**
- 5. Provide short history on “how TDC Online training associates to operational, institution, and soldier development of training”.**



The Approach

The CALNET training team designed, generated, and implemented the following tools:

- *Student's Guide* (includes data input file, i.e., "Breadcrumbs").
- An end-of-course exercise that leads students through the complete development process and modify training approach to include a *real-world scenario*.
- A 'Next Level Training Session', follow up training for "applied training development using TDC".
- TDC product work-flow chart to illustrate the *relationship of operational, institutional, and soldier development* training domains.

The *Student's Guide* was developed to compliment the *Study Guide*. The

The *End-of-Course Exercise* – now a required student product for successful completion of the TDC user training – enables the student to apply training development via TDC from beginning to end. The students are tasked to apply what they learned and develop cohesive products on their own given a real-world scenario. At the end, students turn in a product for evaluation. For the TDC the training product development cycle, the typical TDC user focuses on one

Study Guide is a standalone step-by-step guide to completing products. The *Student's Guide*, on the other hand, facilitates a "breadcrumbs" method that uses a data file with pre-typed data input to be used during the training session. It is organized to follow the lesson plan.

Trainers simultaneously post "breadcrumbs" from the *Student's Guide* to the synchronous delivery tool chat box for student orientation, enabling all to follow along and copy the necessary data for input within the learning environment. Since Students are provided the *Student's Guide*, participants can, if they so choose, copy, and paste data for input during the training sessions. This allows for quick data entry and, if a student should fall behind, for quick catch-up with the ongoing session.

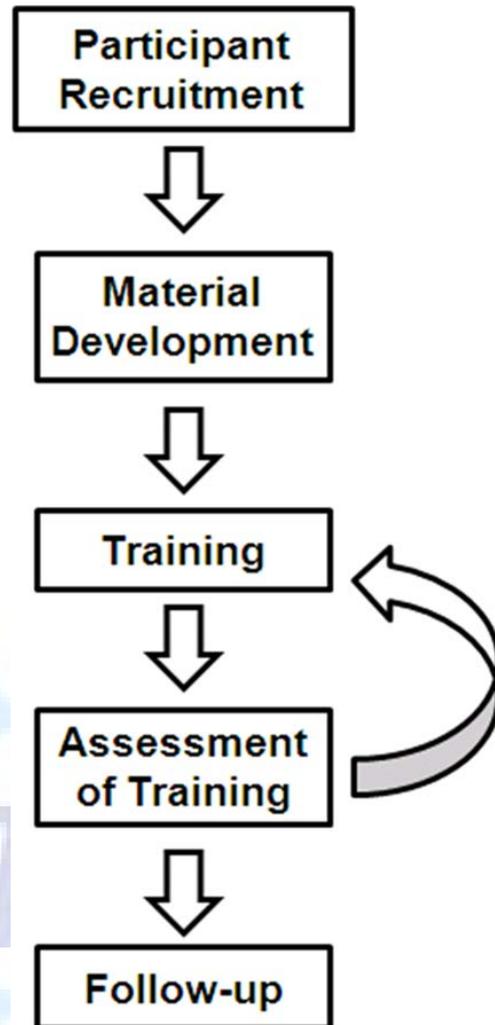
application, students complete through all the development steps for a lesson plan.

The *Next-Level-Training Session* provides TDC users training for day-to-day application of training development. While the Online TDC User training covers all training products and shows how all TDC user roles are involved in specific training product and is assigned one specific role.



The *Next-Level-Training* also facilitates users familiarizing themselves with their specific area(s) of interest and allows them to become more efficient and effective in completing daily or routine tasks.

A *TDC product work-flow chart* was developed to illustrate the relationship of operational, institutional, and soldier development training domains. The training team presents this chart at the beginning of the training, as well as during the transitions from one instructional block to the next.



Results

Feedback showed there was much improvement in terms of students' completion of products. Students reported *better comprehension*, even though the student mix of different knowledge levels did not change. Students also retained the *Student's Guide* to use as a reference tool "refresher" long after the training was completed.

The *Student's Guide* allowed students to keep pace and catch up as needed.

The *End-of-Course PE* strengthened students understanding of the training development process and how to use TDC to develop products by stepping through the process on their own and then receiving feedback from the trainers.



The feedback below reflects the success of the improvements made to the monthly TDC Online training:

- *“The **Student’s Guide** that was provided was easy to follow and told us exactly what to enter into the database.”*
- *“Oh, and by the way, I didn't think that any of the instructors were going too fast during their instruction. If the students were following along with the **Student’s Guide** like they were instructed to, they would have known exactly where we were at all stages of the training.”*
- *“The end of the course **PE** was challenging to complete but ensured*

the students can navigate and apply lesson taught in TDC.”

- *“The quality of the content and materials is exceptional. If you are not familiar with TDC (as I was not), the content and materials enabled my ability to follow along with the instructors more readily. I think had I not seen the materials, I would still be looking for the log-in button.”*
- *“It was a really well put together class. The instructors and facilitators are what made this course so great. There was no point in this class that I was not genuinely interested.”*

In addition, the CALNET trainer team offers a **Next Level Training (NLT)**

Course. This course is scheduled on-demand, and trainers follow a standardized scenario but focus on a target TDC product or user role. Then NLT course ensures students become highly efficient in their given area of responsibility.

Student feedback has been **very favorable**:

- *“This course was **very well prepared** and laid out. It was a great supplement to the initial training. The pace was perfect.”*
- *“This was a great course to take following my very first TDC class to expand on my initial knowledge. I **learned a few pitfalls to avoid** among other things “*
- *“I did think **the virtual session was very helpful**. It gave me several takeaways about doing things more efficiently in TDC as well as practices and refreshers I either needed to hear again or for the first time.”*
- *“Wonderful course, awesome instructor. Very **practical for people working** on it. Should do it more often! When will the next one be? Think might back for some refreshing on some details I might missed today.”*

- *“As a training instructor in a high tempo AIT environment, I never had an opportunity to attend the TDC course. Initially, I felt that the course complexity would be overwhelming, but quickly felt at ease with the **professionalism, knowledge, and skill** of the assigned trainers. Despite a heavy load and a necessity for attention to detail, the training flowed well, as instructors made sure that every student understood the material and were caught up.”*
- *“**Excellent Instructors**. I learned a lot from this class especially when it is **a Hands-on training**. The instructors were good at teaching us the needed information. They also went [out of their way] to show us information that will prepare us to execute our job. I learned more than I was expecting from this course and am grateful to the Team.”*

