

Educational Support Cell (ESC) TLDE Tips & Strategies

ALM and PowerPoint

By now, we all have heard of the Army Learning Model for 2015, and we have heard the battle cry from ALM to “dramatically reduce or eliminate instructor-led slide presentation lectures...” This language has been misconstrued into a notion to “eliminate ALL PowerPoint slides”. The issue is not whether slides can be a learning tool; the issue is how slides are used during class instruction. PowerPoint slides tend to squelch learner participation, and, let us be candid, a learner’s opportunity to **T*H*I*N*K**.

A good rule for working towards more learner-centric experiences in the classroom is to start by minimizing bullet points in your slides. Slides should never be used solely to project your notes, or describe everything that you want to cover. PowerPoint slides should offer helpful visuals to the learner. Visuals are a highly effective vehicle to complement what you are discussing and encourage learners to think and participate.

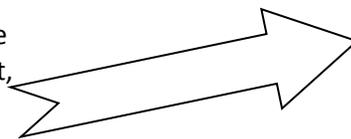
- Discussing SF History? Use an image of William Donovan, rather than multiple bullet points detailing SF from OSS to the present.
- Discussing how the geography of Afghanistan impacts our mission? Show a map and ask for discussion rather giving a pre-crafted list.
- Discussing MDMP? Skip the slides altogether and pull out GTA 31-01-003.
- Discussing.....you get the picture.

Now, what if you are assembling online content to use as pre-assignments to a class, for blended instruction, or even online offerings? Videos function as an exceptional means to deliver this sort of instruction. Simply use the same imagery mentioned above and narrate it. These types of multimedia presentations allow for comprehension-level material to be delivered to your learners before they ever show up to class!

There are many programs that allow the creation of such information. SWCS has a cell of people that can assist you with this (Capabilities Management Office: Point of Contact Mr. Preston Short, shortp@soc.mil).

If you are interested in assessing where you fare with your own ALM implementation, use the rubric that follows.

For assistance in making your classroom a more collaborative and problem-solving environment, contact Mr. Geoff Jones and the ESC.



The ESC provides support for the uniform application of SWCS educational processes across the Institution to include:

-Support to Curriculum & Instruction [Courses and Instructors];

-Support to Leadership & Professional Development Initiatives;

-Support to the development and implementation of program evaluation and assessment systems; and

-Support to the design and implementation of SOF Career Pathways

For more information contact Mr. Geoff Jones at geojones@soc.mil, (910) 396-2518.

ALM 2015 Lesson Plan Job Aid

Purpose: To provide Training Developers and Facilitators a tool to evaluate their lesson plans to assist in implementing and incorporating ALM 2015.

Assess your lesson plan according to the standards described in each Area. The goal is for all instructional environments and lesson plans to meet proficient or accomplished descriptors.

For questions or assistance, please contact the Educational Support Cell (ESC), Mr. Geoff Jones, jonesgeo@soc.mil.

Area	Description	Assessment: Developing	Assessment: Proficient	Assessment: Accomplished
Lesson Design and Development Considerations				
Outcome	<i>An outcome is the focus of the lesson. The outcome is both content-driven (knowledge/skills/abilities) and includes desired associated attributes/competencies. [ARSOF or 21st Century]</i>	The desired outcome of the lesson is not clearly defined or taught or it is defined as only content-driven (without attributes).	The outcome remains the significant focus throughout the lesson. Questions are written in the lesson that brings learners back to the intended outcome in terms of both content, competencies, and attributes.	The outcome drives the learning activities and the assessments for the lesson as evidenced by included comments and/or questions written into the lesson. Learning activities align with intended attributes, competencies and content objectives.
Objective	<i>Objectives are included and align with critical task list and the Program of Instruction.</i>	Objective(s) is noted, but learning activities don't lead to accomplishing the intended objective(s).	Objective is direct, competent, and appropriate. It is feasible that by completing the lesson's learning activities that the learner will show mastery of the intended objective(s).	Objective is direct, competent, and appropriate. It is certain that by completing the lesson's learning activities that the learner will show mastery of the intended objective(s). Assessments align with the intended objective(s) to provide evidences.

ALM 2015 Lesson Plan Job Aid

Pre-assessment	<i>Pre-assessments are used to access the learners' prior knowledge of content matter/objectives and learning activities are then tailored to the ability level and skills of the learners being taught.</i>	Pre-Assessment is not used and/or all learners progress through instruction regardless of facilitator knowledge of learners' level of experience, skills and knowledge.	Pre-assessment results are used to provide feedback to instructor and learners. Awareness of learner characteristics allows for some tailoring of lesson's content as evidenced by notes included in the lesson.	Learning is tailored to the individual learner's experience and competence level based on the results of a pre-assessment. Multiple courses of action are included in the lesson plan with regard to different levels of learners.
Classroom Learning Activities (Methods of Instruction; MOI)	<i>The MOI used are learner-centric and engaging. They align the content with the outcomes desired. If basic knowledge or comprehension is the desired content objective, outside learning activities (see below) are utilized and the classroom supplements that learning.</i>	Emphasis is on direct instruction which may lead to learner passivity and/or lack of knowledge transfer to learning.	Facilitation is incorporated into classroom instruction. Lesson activities provide opportunities for learners to contribute and collaborate. Questions are included in the lesson plan as core points for instructor facilitation.	Classroom experiences are collaborative and give opportunities for learners to solve relevant problems. Learning activities are facilitated and questions included in the lesson plan not only guide discussion towards the outcome, but also engage learners to think and understand the relevance and context of what they learn.
Outside Learning Activities	<i>Learners master knowledge and comprehension level learning objectives outside the classroom through individual learning activities such as reading, or research.</i>	Outside learning activities are not required or are referenced as required, but are not utilized in the lesson plan or are redundant to class-based learning activities.	Outside learning activities are referenced in the lesson plan. Follow-up activities in the classroom demonstrate the necessity for having completed the outside activities.	Outside learning activities are implemented into the lesson at appropriate times to fit the learners' readiness. A blended learning approach is applied.
Instructional Media and Virtual Environments	<i>Facilitators use instructional media (e.g. self-paced technology-delivered instruction) and virtual and constructive simulations to blend instruction with in-class experiences.</i>	Technology-enabled training is not used for instruction.	Technology-enabled training is used and referenced/followed-up in the classroom or through learning management software.	Virtual and game-based training is utilized and learning is evidenced by activities assigned as follow-up/assessment.