

# Educational Support Cell (ESC)/TLDE Tips & Strategies

## ***Training and Education: Is it an all or nothing proposition?***

In Tips 15.6 (*Building the Optimal Learning Environment*), we started the first of a four part series exploring the foundations and factors of an optimal learning environment. This edition, Part II, looks at the paradigm of training and education.

We no longer need to have the argument on whether “Training” and “Education” are the same. We know that they are both important to the learning process. We know that they address different aspects of learning. What we need to emphasize now is that the **optimal learning environment** has to involve both Training **AND** Education. To achieve the desired outcome of the course or even of the learning activity, both training and education should come into play. First, let’s take a moment to ensure we are all on the same proverbial sheet of music on this one.

### **Moving from OBJECTIVES to OUTCOMES**

With the objective, we usually just focused on tasks – tasks with specific and defined standards. This fits the Army’s traditional focus on training. With the new concept of the outcome, the Army is including the traditional training task, but expanding the possibilities to include higher level thinking and adaptability. (Understanding why we do this or how we might use this in a situation that doesn’t fit the “book answer”.)

An outcome is not just the stated Terminal Learning Objective (TLO) or the notion of determining what a learner can do at the end of a segment of learning that he/she couldn’t do at the start. The outcome also considers what we want learners to BE.... this means weaving in the development of ARSOF attributes. [Refer to Tips Volume 10 for more on this.] The use of an outcome allows an instructor to consider the higher level possibilities of critical thinking, creative thinking, and problem-solving – in addition to the all-important business of actually being proficient at the task/objective in question.

### **Training**

Training is pretty straightforward---it is learning **how** to do something and usually involves drill and practice, repetition, and feedback. Learning how to move in a patrol formation is training if the instructor tells students where to stand and how to move....

Training also requires skilled instructors; it requires mentoring, coaching, consulting, and a ton of “learning by doing”.

The ESC provides support for the uniform application of USAJFKSWCS 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.

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## Education

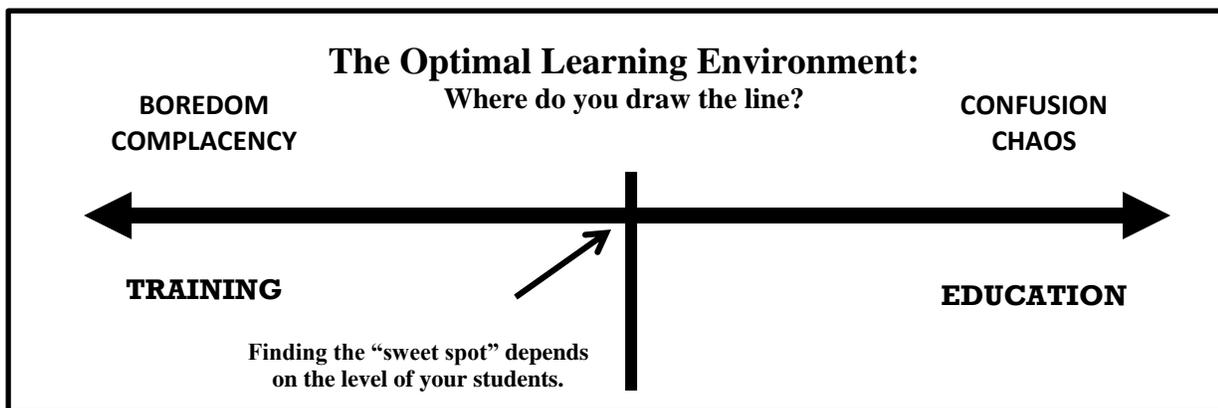
Education is learning **why** we do something and **how something works**, and usually involves having to think or to solve problems. [For a primer on thinking, see ESC Tips 15.3.] Learning **why** we move in a particular patrol formation and figuring out **what to do** if fire comes from the right is education.

Education requires skilled facilitators. Instructors who allow their students autonomy and personal responsibility to explore, discuss, and think.

## Putting it together in an optimal manner

*Training* and *Education* are certainly NOT mutually exclusive, but rather exist in tandem with one another. They both have a role in the optimal learning environment. The role each plays in context of the outcome depends in large part on the subject matter, the intended audience, the skill level of the instructor, as well as external factors (like time available or the actual physical environment for the lesson).

Think of training and education as a continuum.



It is incumbent on the instructor and the training developer to determine the appropriate mix of the two. This is why knowing your students, using pre-assessments, and knowing your materials are all so crucial. If we lean too much towards the training end of the spectrum, the activity can be too simplistic and boring. If we lean too much towards the education end, it can become too concept-bound or non-relevant to actual tasks or missions.

As instructors and instructional designers, we need to find ways to both train and educate.

*For additional assistance or to further this discussion, contact the Educational Support Group (ESC) at TLDE.*

Part I: The  
Optimal Learning  
Environment

Part II: Training  
and Education

Part III:  
Foundational  
Components

Part IV: Critical  
Factors