


May 23, 2022

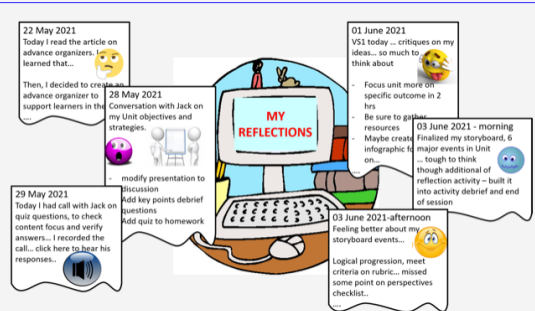
Tasks/Actions Taken:

- Acknowledged course policies.
- Read the course syllabus and emails about the course.
 - The deliverables are a little unclear thus creating the following questions to ask during the virtual session:
 - Can we use previous developed materials and/or collaborative projects and continue to develop them for this capstone?
- Completed my "thoughts on instruction survey."

Journal Expectations:

 **Guidelines for YOUR Reflection Journal.** ▲

One of your first activities in this course is to start a **Reflection Journal**. All of the activities that you complete during this course, along with your thoughts and feelings about the work you are doing, should be documented in your journal. Your journal should be digital so that you can post it by the end of the course. You may choose any format for your journal, e.g., word document, blog, that can be easily modified, inclusive of text, pictures, video/audio clips, and any other form of information that helps you describe your journey through the capstone project, and that can be shared in the Capstone Showcase Website you will create for your project.



Your journal should include:

- **dated entries**; regularly written entries chronicling your steps, thoughts, feelings, etc. during this course
- summaries of your **tasks** completed for the course (readings, quizzes, video sessions)
- summaries of your **interactions** with outside consultant(s)
- summaries of the **Video Sessions**
- **narrative text AND graphics, drawings, illustrations** that showcase your work, further describe your **thoughts, ideas, and feelings** about your progress, decisions, experiences, and project.

Note: This journal is intended to be a place to document your process and progress both in learning and in completing your instructional Unit. The entries may be very short.. e.g.,

"this morning I reviewed my storyboard with the Instructional Unit Critique Packet and found that I missed a couple of 9-events that I believe are important - provide learner guidance and help transfer knowledge .. I will be thinking about how to address these when I work on this in the afternoon." OR

"met with Jack my content consultant today to discuss lecture and activity in my unit... he thought the content was solid, but suggested more of a discussion vs lecture since the materials are to be read before the session... and then adding a quiz to test reading knowledge before the lecture... am working on identifying key content for quiz --- gee I thought this was a good lecture, but do like the idea of more discussion and giving participants a more responsible role in learning the content before the activity..."

You choose what to write and embellish and how much.. making sure that you are chronicling your journey.. and showing progress. You can add and describe components of your Unit from the storyboard... describe your process for acquiring resources needed for the unit,.. discuss your thoughts as you critique your work thought your design and development process... share sketches you make that help you think through this process. In the end your journal showcases your work AND your thinking... and decision making... in narrative and visual forms

May 24, 2022

Tasks/Actions Taken:

- Had a telephone conversation with a DTMS content expert to discuss classes needing revision and whether the material can be shared.
 - Content expert provided three DTMS classes in need of revision.
- Conducted an Expert Interview for the Showcase project – POC was an instructor with the DTMS Course at Fort Riley and Barton College. Here are the notes of the meeting:
 - Expert was Daniel Garson; his background is: a prior service U.S. Army SFC with 20 years of service and prior DTMS operator at the DIV level.
 - Two years of experience as an Instructor at the Ft Riley Troop School under Barton College, teaching DTMS Basic Course. His comments were:
 - The following courses are under 1hr and training in the basic course: DTMS Introduction, Preparatory Functions, Army Training Management System. Each one of these courses has some issues and needs evaluation.
 - Each of the above classes... Soldiers leave and go back to the units and still have issues working DTMS, even with the help tabs and ATN function. We need additional measures.
 - DTMS training needs to add more 350-1 tasks and training understanding in-unit command-directed training at the unit level. This

could be done through a Flip Model Classroom... Maybe with the support of added Technology at the unit level linked in with ATN.

- Add unit-level tasks from DIV to BDE. Track at the unit level. Added Tech like tablets can support input of tasks and training.
- Army Training Management System – The expert suggests taking out Take out CATs and METL viewers out... it's a waste of time... we need more time in user-level function training.
- Look into ATN classes to support unit-level training: User walk-throughs using the DTMS Dashboards and DTMS Support Training and Readiness Reporting elements.

May 25, 2022

Virtual Session

- Today's virtual session demonstrated several approaches and ways to accomplish this Capstone Project. Everyone provided many ways of approaching/accomplishing this project – no way was right or wrong, rather provided a different approach/technique to meet the intent.
- Build items such as rubrics, instructor debriefs, etc...
- Colleague that I am working with for the course can serve as the content expert
- Do not underestimate the importance of the journal. Dates entries, read an article on advanced organizers.

- Do not use understand for learning objectives. Following the how to write learning objectives in the pre-work.
- Gagne's 9-events of instruction
- Make sure DTMS groups/modules complement one another
- <https://aestes50.wixsite.com/mysite/ide-737-advanced-instructional-desi>
- Go to Assignments/Exams in blackboard and review the documents and log them in the journal.
- Go the Syllabus page and all the resources are available and linked.
- A storyboard is just major events like PowerPoint presentations and then transitioning to another event. Event by event. For example...PowerPoint and then the student goes and does homework for three weeks. It would be a storyboard for PowerPoint and a storyboard for doing homework.
- <https://www.toastmasters.org/resources/public-speaking-tips>
- <https://7183.toastmastersclubs.org>
- Engage the learners in Cognitive Strategies, Reflection Strategies, and Scaffold their thinking and practice.

May 27, 2022

- Conducted a team meeting to discuss modules and material and how to make each module compliment one another.
- I reminded the team of a Rand Research Article that serves to validate the importance of this instruction and the need to revamp previous instruction.
-

May 26, 2022

- Read the six required readings to prepare for the quizzes.

May 27, 2022

- What are we doing during each session to emphasize Merrill's five elements?
- During debate, you must know the other sides argument more than your own to debate it.
- Several conversations with Jason Hellstrom to ensure our DTMS instruction complements each other.

Thoughts: I feel as though I am on the right path. All expectations are clear, and my current thoughts and direction seem correct.

Outcomes: Classmates presentations provided me with insight about other possible ways to advance my designed instruction. This session expressed the importance of synchronization of my unit's instruction with the instruction Jason and Joe are creating.

Direction: I need to schedule a lunch meeting with Jason and Joe. We need to discuss order of instruction, pre-work that I am creating that will need assigned to learners at the completion of their units, and instructional goals. Since my instruction is the culminating event that evaluates their instruction and scaffolds knowledge, I must ensure that I am evaluating learners on all scaffolded knowledge.

JUNE 1, 2022

- Participated in a synchronous session with Dr. K., and the rest of the class.
- Group activity: Selection of groups, instruction to the groups, group break-out/discussion, etc.
- The storyboards should describe what is in the video

- Class order (1) Jason (2) Justin (3) Joe.
- Instructor materials/prompting questions are imperative
- Possibly create a collaborative space for learners to collaborate during take-home PE's
- Reflection is important to learning
- Seat-time is actual time in the classroom. It does not include PE's, flipped classroom and work they complete at home.
- Make pre-work longer
- Add a PE to compliment the scavenger hunt

Thoughts: I need to create a fail-proof process and materials that ensures learners are reflecting on their experiences and is something they can reference after completing the course.

Outcomes: ELM forces learners to reflect. However, ELM is facilitated. Learners must understand and form habits to reflect and understand how important reflection is towards learning.

Direction: Create a reflection log in the learner's guide. Segment the reflection log to allow learners to reflect during all events and for every slide in the presentation.

JUNE 2, 2022

Focus: Today's focus is finalizing my idea my designed instruction after consultation with Jason and Joe.

- Spoke with the content expert about my current ideas to modify the current and existing instruction.
- Spoke with Joe and Jason to synchronize each unit to complement each other and create a flawless flow.

Thoughts: After consulting with Joe and Jason, I have solidified my final design and can start creating my instruction. For good measure I want to contact the content expert and explain my direction and thoughts and solicit feedback.

Outcomes: I Spoke with Jason, Joe, and the content expert about my current ideas to modify the current and existing instruction. My path is set, and work can begin.

Direction: First, I need to adjust my storyboards to reflect my final design. After adjusting the storyboards, I need to modify the existing slide deck. Most of the material in the slide deck remains relevant. However, DTMS is skills based and my focus is on scaffolding and building learners skills and knowledge.

JUNE 3, 2022

Focus: Today's focus is on adjusting my current storyboards and modifying the existing slide deck to align with the re-designed instruction. Time permitting, I would like to adjust/modify the existing POI and create a rough draft of the instructor's guide that includes the POI.

Thoughts: Today was highly productive. The required learners' skills are easy to understand and define. However, the current instruction incorporates no means or methods that allows learners to practice, refine, and develop their skills. Learners are being evaluated on comprehension; a behavioral change is not part of the evaluation.

Outcomes: Today I completed the storyboards, modified the existing slide deck, and created the instructor's guide.

Direction: On Monday I need to adjust the storyboard times and terminology. I used Problem Based Learning (PBL) as the terminology to define the practical exercise, however, that term may be confusing and ambiguous to the instructor. I need to correct all terminology and references for clarity before proceeding any further.

After adjusting my terminology on all created/adjusted products I will then continue my design and create the learners guide.

JUNE 6, 2022

Focus: Adjust the storyboard slides, unit slides, and learners guide to standardize the terminology used to provide greater clarity.

Thoughts: My terminology was not as bad as I initially thought and was rather easy to correct. The adjustments I made does provide clarity and should be easy for everyone to understand.

Outcomes: Today I adjusted all my terminology, created an evaluation rubric, the prework scavenger hunt and PE scenario, and included it in the instructor's guide.

Direction: Tomorrow I need to create the learners guide and then review and compare all products for clarity, terminology, adjustments required, missing ID components, and legitimacy of the design and perceived effectiveness.

JUNE 7, 2022

Focus: Today I want to focus on a wholistic look at my entire design and capture areas for improvement.

Thoughts: Fallacies are real! When starting to review my ID products, I was not utilizing any materials (doctrine, handouts, etc.) for comparison and evaluation. After realizing my mistake, I referred to my course materials and used them to continue my evaluation. Without these materials I feel victim to my own fallacy that my products where great and everything looked good. However, when comparing the instruction to course resources, I realized mistakes and corrected them.

Outcomes: I reviewed my design and captured desired adjustments to make. I printed two packets to present to Jason & Joe at tomorrows lunch meeting.

Direction: At tomorrows lunch meeting we need to mind map and compare all three instructional units with each other to determine transitions and gaps requiring

attention. At the meeting we all need to focus to understand the way ahead and requirements/expectations of each other towards the completion of ID.

JUNE 8, 2022

Focus: Meet with Jason and Joe and finalize this projects completion and way ahead.

Thoughts: Do not let Jason pick the meeting location. When looking for directions to the meeting location I quickly determined that Jason's choice was a food truck that only serves food on the weekends. After picking a new place to meet and subsequently meeting, the meeting was greatly productive. Previously our meetings where productive but the assigned tasks, direction, and way ahead was often ambiguous. Going to a meeting with clear and defined goals, agenda that includes a recap about assigned tasks and the way ahead, makes the meeting and future clearer and everyone working towards the same goal.

Outcomes: At the meeting we elected to create another Ms Teams page to store finalized products that everyone can use to synchronize their designs. I was assigned the task to create a DTMS Course Overview Slide for everyone to include in their slide deck.

Direction: Tomorrow, start with creating a DTMS overview slide and upload it to Ms Teams, Then, upload documents to my website to allow Jason to complete his critique of my unit.

JUNE 9, 2022

Focus: Today's focus is on creating the DTMS overview slide and uploading it to Ms Teams. Time permitting, I want to get all of my products uploaded to my website.

Thoughts: Today was not overly productive. I did manage to get the DTMS overview slide created and uploaded. However, I shifted focus to IDE 772 and directed my attention towards discussion boards and research.

Outcomes: I fulfilled my obligation to my team when creating the DTMS overview slide and uploading it to Ms Teams.

Direction: Upload my products to my website. I need to change the format of my designed products to PDF to allow their upload and ease access.

JUNE 13, 2022

Focus: Today I want to get my products uploaded to my website.

Thoughts: This project has been a lot of fun. I am confident this field is something I want to continue perusing and something that I feel is gratifying. I really enjoy the science of ID and how I can think big and be creative to create effective and unique designed instruction.

Outcomes: I uploaded all of my products to my website

Direction: I need to begin critiquing my design and then continue with evaluating Jason's designed instruction.

JUNE 14, 2022

Focus: Happy 247 United States Army!

Thoughts: Jobs are things people do to make money. Professions require professionals who are dedicated and focused to accomplish common goals while advancing both themselves, their organization, and the profession. As such, it is important that I take time to acknowledge and celebrate the long lineage and accomplishments of our Army.

Outcomes: I attended the 247th Army Birthday celebration at the Sergeants Major Academy.

Direction: I need to begin critiquing my design and then continue with evaluating Jason's designed instruction.

JUNE 20, 2022

Focus: Finish the critique of my unit and Jason's.

Thoughts: Critiquing both your own work and others is difficult but essential. While critiquing both designed instruction I refined my own instruction but gained perspective and techniques for future use.

Outcomes: I critiqued my instruction and Jason's. In doing so I found errors and recommendations for Jason's that equally applies to mine.

Direction: Jason is working on my critique. While Jason is critiquing my instruction I am going to rest and then re-look my instruction with a fresh set on eyes and clear thought.

Jason's Critique & Provided Feedback:

1. Add "the" in front of DTMS: The Digital Training Management System
2. Discuss is not measurable and cannot be a learning outcome. On slide 2 of your storyboard set you have "identify and discuss the importance of the ATN and its use in the DTMS."
3. Edit your DTMS PowerPoint slides to depict its revision in June 2022.
4. Include a reflection strategy in your flipped classroom. You mention "final assessment and reflection," however, students complete the assessment and submit it. Perhaps you can have the learners submit the assessment with a summary reflection.
5. The learning objectives need aligned/linked with type/level of learning (Knowledge, Skills, Attitudes, high/low-level learning).
6. Create interactions during your PowerPoint Presentation that requires "messaging in activities which prompt deep learning." For example, you can solicit student response to a topic being discussed before you present the context of the topic. Using ELM, asking open-ended questions which allow multiple responses/discussions, provides greater impact of the unit's message and learner interactions.

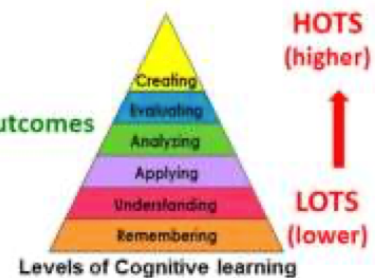
Note: Overall, the designed instruction is outstanding. Your student guide is good and per my preference, some of the material presented in the guide may

be un-needed and foreign to learners. However, that same information might be useful in that learners are exposed to instructional design methodologies and principles that might serve to reinforce your learning outcomes. The two main corrections are to align your learning objectives to Higher-level Learning outcomes using the verbiage provided below and (2) adjust your instructor notes in your PowerPoint to open-ended questions that enhance learning through student engagement/interaction.

Deeper level thinking is equated with Blooms's **higher order thinking** skills like *applying*, *analyzing*, *evaluating*, and *creating*. Instructional strategies that support deep learning include those activities like demonstrating, comparing and contrasting, defending, judging, formulating, role playing, problem-solving.

Levels of *Processing* and *Learning* - a Primer

- **Surface-level (lower order thinking skills– LOTS) → low learning outcomes**
 - *Processing approaches* focus on the substance of information and emphasize low-level recall and memorization techniques
 - *Goal* is to pass the test (avoid failure) rather than to grasp key concepts
 - *Echoed in activities* like repetition and practice
- **Higher-level (higher order thinking skills–HOTS) → deep learning outcomes**
 - *Processing approaches* focus on substance AND underlying meaning of content
 - *Goal* is deeper learning ... personal commitment to understand
 - Deep learning is associated with higher achievement and abilities to retain, integrate, and transfer knowledge of content at higher rates
 - *Echoed in activities* like reflection, relating information to larger constructs or patterns, applying knowledge, integrating and synthesizing information with prior learning leading to one's everyday thinking, thoughtful ways of thinking, and seeing new phenomena from different perspectives



JUNE 26, 2022

- Last night I received Jason's Critique of my instruction. After a discussion with him, I agree with his assessments. Jason provided me some great feedback and almost he noticed was an oversight on my part or served to allow better flow and clarity for my instruction. Jason's feedback:

Justin's Critique Notes

Storyboard

- **Slide-2. This 3-hour lesson** includes a flipped classroom assignment where learners will be given a scavenger hunt handout and a series of online short videos that learners must watch and complete before class. (*I see the reason, read slide-5 notes*).
 - **Should it be a 2-hour lesson? per max lesson requirement for course guidance of 737 & per Seat-time listed on top of the page of 2-Hours**
- **Slide-3. Resources required for UNIT:** I like how your listed: existing, created, and needs creating in this area. This would have made my concept up from in my showcase so easy. Well done in design.
- **Slide-5. UNIT Flow Chart of EVENTS. Your events add up to 3 hours, not 2-hours.** This may answer my slide-2 point, but how I see it developed and based on reading slide 6 (Flipped Classroom) and the other slides, I see 3-hour design. I see your point in slide-1 pre work is to be done before class. If this is the case and not part of the lesson....
 - **Suggestion.** Remove the 1-hour time to or make a note or label or define this against your 2-hour course design. (Just a suggestion). Or label it as pure pre-work and send to students to complete prior with instructions in how to complete, then 5-10mins will be discussed in class during the introduction, just find the excess time from another area)
- **Slide-12. Assessment and Reflection.** Correct me if I am wrong, but I see "None" in Events Deliverables. If you're conducting an assessment, such as "Instructors will facilitate an open forum discussion about the knowledge, skills, and lessons learned during the course," shouldn't you have the desired outcome in your deliverables linked to your assessment and/or question design or outcomes.
 - **For example, In my Flipped classroom, my event deliverables were:**
 - Learners are introduced to Virtual Sessions.
 - Learners are introduced to how to use the "help desk" (Teacher Facilitated) and DTMS version.
 - These linked how my questions were developed in my Learner's Materials.
- **Event Slides. Overview.** The slides are well done; they painted a picture well and hit every mark in the UNIT Flow Chart of EVENTS. The only suggestion I have is to consider adding a

communication and strategy slide to ensure a solid framework as your instructions have multiple parts (1) a Flipped classroom and with instructors to facilitate instructors a discussion/scavenger hunt and (2) Classroom instruction. This was a point Dr. K made during my brief in VS-2 when I had multiple designs in my lesson.

Instructor Guide

- I like the first few slides where you put Kolb's ELM Model & Merrill's First Principles up front. This was a good technique.
- **Instructional Phases & Schedule.** Back to Storyboard notes in Pre-work. I would not assign a time associated with the pre-work portion. Similar to students arriving to class with email accounts, clearances, and other requirements to get into class. This could be viewed as a prerequisite. However, the time can be covered or discussed during the intro, such as... Is every qualified to enter the course and completed all pre-work assignments.
- **Event Slides.** You covered the Check-on learning at the end of the lesson, but I did not see and injects for "creating interactions during your Ppt lesson. Here was your comment in my lesson, which I thought was an excellent point:
 - Create interactions during your PowerPoint Presentation that requires "messaging in activities which prompt deep learning." For example, you can solicit student response to a topic being discussed before you present the context of the topic. Using ELM, asking open-ended questions which allow multiple responses/ discussions, provides greater impact of the unit's message and learner interactions.
 - Here is a possible solution that I used, you can use some of your final check on learning questions if you just rework it... Drop a similar statement or questions throughout your presentation...
 - **Check-on Learning** – See *Check-on Learning Materials to solicit learner response and gain feedback from learning session. "Learning is facilitated when new knowledge is demonstrated to the learner" & "applied by the learner."*
 - Since you have 5 functions to teach (Locations, Platoon Manager, Signature Blocks, User Management Overview, Manage Personnel) drop it after 2-3 of these functions could close this gap.
- Your Appendix's are design very well.... This is awesome. "SPC Complains Alot is assigned to **1st Platoon** under the leadership of **SGT Oxygen Thief** and **SPC Low Drag** is assigned to **2nd Platoon** under the leadership of **SGT Lost Sauce**.
- **Appendix C: Problem Based Learning – Practical Exercise (PE) Scenario.** There are no notes are guidance on how it would be constructed. Instruction does not need to be created due to time, but you must explain how.. i.e. the goal, objective, and how it would be crafted.
 - **You did this in "Practical Exercise Review," and Appendix D, but not here.**

Mentor & Scenario Guide

- My main question is... Is it necessary. All this material is in your Instructor Guide as Appendix A-E. It seems redundant. If so, consider:
 - Consider using a cover sheet with table of contents.
 - Consider adding an opening introduction for the guide that will connect the goal, objectives, and purpose of this Mentor slide as a page one. Link it to your instructor guide as supportive material.
 - **Appendix C: Problem Based Learning – Practical Exercise (PE) Scenario.** There are no notes or guidance on how it would be constructed. Instruction does not need to be created due to time, but you must explain how.. i.e. the goal, objective, and how it would be crafted.
 - You did this in Appendix D: Hands-on Evaluation, but not here.

Learner Guide

- **Learning Objectives. Page-4,** “Properly add, edit, and/or assign training locations in the DTMS” missing period.
- **Slide Presentation. Page-10.** Your first two slides are not merged that same way the rest of your slides are... these are in a “Front end Merge” while the other are in a “Blend Merge.”
- It’s simple and easy to understand. I found it to be a helpful resource.

Slide Presentation

- Slide-1. Consider removing

Mobile Training Team (MTT)

Training Management Directorate (TMD)

Fort Leavenworth, Kansas

I only say that if you edit the content, they are not the designers of this presentation anymore. And of course change the version. Last version was 4.1, I changed it to **Version 4.2**

(modified)

Also, in your notes you say, "Welcome to the Digital Training Management System Operator Training. This training is designed for 40-hours of classroom instructions and introduces you to DTMS Operator functions and functionalities"

You're the last class in this Module, I would suggest changing it to "***This training is designed for 2-hours of classroom instructions and introduces you to DTMS Preparatory Functions.***"

- **Slide-2, TLOs.** Shouldn't you just cover the TLO slide for Preparatory functions. I would suggest changing this slide as your not teaching module 1a,1b,1c,1d in module 1.

- **I have made edits to my instruction and it is ready for submission.**