

DTMS – Operators Course

UNIT Title: DTMS – Operators Course

Purpose: Train and Educate DTMS Operators

Designer: Joe Denny/Justin Hood/Jason Hellstrom

Seat-time: 40 Hours

Context: This training is designed for 40-hours of classroom instructions and 40 hours of independent practicum, introduces you to DTMS Operator functions and functionalities. During this training you will be given the opportunity to test your knowledge by using hands-on system demonstrations and through Student Workbook activities. Completing the training will give you the skills and knowledge to manage unit training in your organization.

Target Audience: DTMS Operators must possess basic computer skills of computer operating systems. Additionally, DTMS Operators must possess core competencies which include Access to Army Networks & access to DTMS. DTMS operations need to show resiliency to meet the timely data entry requirements even though they are not receiving timely data, routine or sporadic system outages, and during busy times of multiple exercises requiring simultaneous input into DTMS.

Expected UNIT outcomes:

- Prepare the DTMS System for operation
- Enter the training plan to schedule and manage events, event sets, checklists, calendars, and training schedules
- Apply objective assessments to manage the unit METL
- Demonstrate data input to manage individual weapons and Soldiers individual training records

Overview:

Checks on Learning: Checks on learning occur after each module and at the completion of training. The check on learning is an informal, required check, to determine if the students are learning and showing mastery before proceeding to the next learning objective. The checks on learning include:

- Assess the progression of learning, moving sequentially from the lower level of learning, then adding questions up to and including the same learning level as the learning objective.
- Require recall and demonstration of a previously learned skill or knowledge.
- Enhances the learners problem solving thru recalling information previously learned.
- Are guided by task completion, not the processes used.

Review Summaries: Includes reviewing material after each module and at the end of training session further enabling instructor/facilitator to engage students during the summary discussion.

- The lesson plan provides three student workbook(s) that assist and guide the instructor/students through the first three modules and included practical exercises to assess the students' learning.

UNIT Title: DTMS Preparatory Functions

Designer: Justin Hood

Purpose: To develop skills & knowledge required to operate DTMS

Seat-time: 2–Hours

Context: The Digital Training Management System (DTMS) is the Army's Learning Management System (LMS) for recording individual, unit, and organizational training. Preparatory Functions are the essential functions that serve as the foundation for every other DTMS function. The DTMS preparatory functions unit is an in-course unit designed to allow learners to recall previous knowledge about navigating Army systems while using their previous knowledge and scaffold that knowledge to increase their skills, knowledge, and use of DTMS. This instruction is an online-based, flipped classroom instruction with practical applications, learning activities, small group exercises, and skills-based learning.

Target Audience: DTMS Operators must possess basic computer skills of computer operating systems. Additionally, DTMS Operators must possess core competencies which include Access to Army Networks & access to DTMS. DTMS operations need to show resiliency to meet the timely data entry requirements even though they are not receiving timely data, routine or sporadic system outages, and during busy times of multiple exercises requiring simultaneous input into DTMS.

Expected UNIT outcomes:

- Properly add, edit, and/or assign training locations in the DTMS
- DTMS Operator(s) effectively demonstrate the ability to add, remove, assign platoon personnel in the DTMS.
- DTMS Operator(s) demonstrate the management of personnel, signature blocks, users, and personnel in the DTMS.

Overview:

This 2-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. Then, learners will discuss their answers with their classmates and recall their experiences with the scavenger hunt and things they found easy, difficult, and ultimately what they learned while completing this activity. Then, using Kolb's ELM, learners will participate in a guided discussion about their previous experiences and experiences during the units prework activities to build on concrete experience, publish and process, and scaffold previous knowledge with new knowledge introduced in this unit. Learners are then introduced to new information (GNI) and participate in a group exercise comprising of a practical application of a scenario that requires learners to navigate and input data into the DTMS to produce a complete and accurate report. Finally, learners will be evaluated on their skills and knowledge when completing a controlled practical exercise (PE) scenario, using the principles of contextual teaching and learning, to produce reports from the DTMS. A complete and accurately produced report(s) is the desired behavior that indicates learning has occurred.

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Key UNIT content: Starting with a **flipped classroom exercise**, learners will be provided with a scavenger hunt & practical exercise hand-out and the link to four short videos to complete on their own. While watching the videos, learners will **complete a scavenger hunt & practical exercise** that consists of key-points and concepts about the DTMS (summarizing & questioning strategies). Then, learners will participate in an **instructor facilitated discussion** about the scavenger hunt and their knowledge, techniques, and skills used to complete it. Learners will then get **introduced to information (GNI)** and then broken into teams and provided a **practical exercise** with data fields to input into the DTMS (problem-based learning). Then, learners are **evaluated** on their skills and knowledge by completing a **hands-on evaluation**, **reflecting on the course**, completing a **unit critique**, and close with a **summary and debrief**.

Content learning assessments: The assessment strategy includes learners given a **controlled scenario** that requires **data input** into the DTMS and **creating several reports** that they will provide to the instructor for assessment. Instructors will evaluate learners with **Check(s) on learning**, **learners' skill and knowledge** during the unit's PE's, group interaction, and learner participation. A properly produced report indicates learning has occurred and learners have acquired new skills and knowledge.

Resources required for UNIT: All student are provided a **tablet** (existing) with installed **DTMS training software** installed on it (existing) and a **pre-installed folder** with resources that **includes DTMS videos** (needs created), **a scavenger hunt** (created), **practice scenarios** (created), the **DTMS operator's manual**(created), **rubric(s)** (created), **answer key(s)** (needs created), **Instructor Guide** (created), **Learners Guide**, **Instructor Workstation**, and **Unit PowerPoint Presentation** (created).

Facilities required for UNIT: A classroom with ample lighting, climate control, power capable to handle the load of 17 computers/tablets, a projector system/TV, a student break area, and accessible restroom facilities that serve all genders/identities.

Course Design

Communication & Strategy

- The course begins with a flipped classroom which requires learners to watch four short videos and complete a scavenger hunt and practical exercise as pre-work/prerequisite for the class portion. Learners are required to reflect in the journal included in the learner guide.
- At the beginning of the classroom portion, learners are guided to reflect on their pre-work activities, experiences, and thoughts using the ELM and their journal entries from their learner guide (**Build on Concrete Experiences-BoCE; Publish & Process; Generalize New Information**).
- Learners are then introduced to new material provided to which the instructor will use the provided PowerPoint presentation & demonstration methods.
- After presented with new information, learners will conduct a group practical exercise (**Problem Based Learning (PBL)**) that allows learning from each other (**shared experiences**) and then publishing & processing the new material while learning new application techniques. After completing the PBL activity the instructor will lead students through a review of the PBL exercise while **assessing student learning**.
- After the PBL exercise and review, students will complete a **hands-on evaluation** that assesses both knowledge and skills to confirm that learning has occurred. **Learning has occurred when learners are able to produce timely, accurate, and complete reports using the information provided in the hands-on evaluation.**
- After completing the hands-on evaluation, the instructor will lead learners in an **end-of-course critique and course reflection** that allows the course designers to improve the course while learners reflect about how they will apply their new knowledge and skills.