

# ABOUT FACE! Face-to-Face: Training Army Blended Learning Facilitators

Scott A. Langhorst, Ph.D.



USDLA Conference

May 4, 2010



# In the blended learning arena...



**"Providing classroom instructors with blended learning training is like giving a lion tamer an imaginary whip and chair; it's not the courage to be in the cage, the trick is to be able to react to the invisible lions."**

# Session agenda

- **Some background information about Army training and education**
- **The “Asynchronous Distributed Learning Instructor Course” (AdLIC) (+ live Blackboard demo)**
- **Practical strategies for teaching classroom instructors how to facilitate discussion boards**
- **Managing student expectations about asynchronous instruction on a semi-synchronous schedule**
- **Lessons learned and applied guidance**
- **Q & A**



# Army training and education

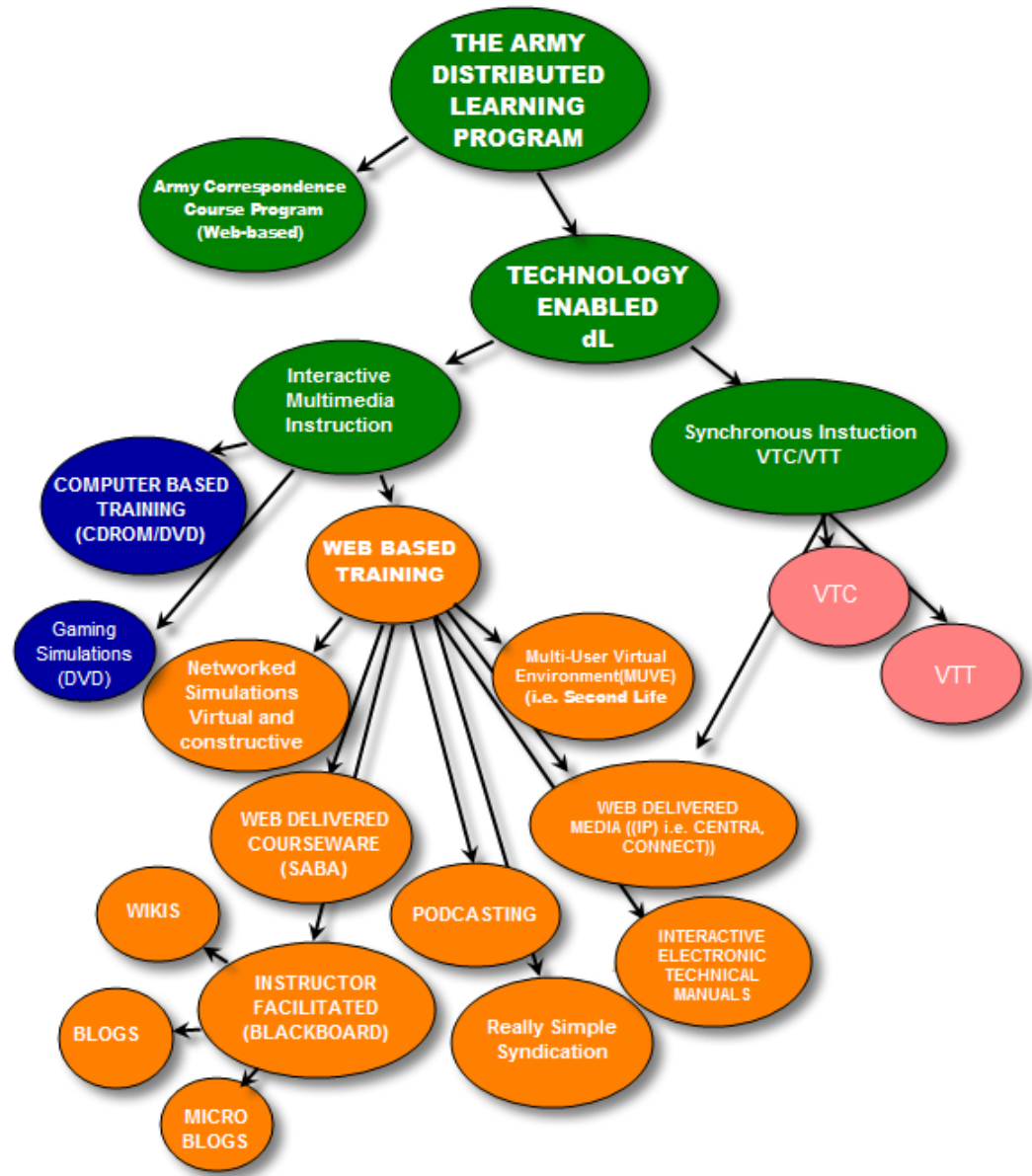
- Delivering resident, blended, and online training to U.S. Army soldiers and civilians
- **32** Army training schools, in **16** locations e.g.,
  - Armor School at Fort Knox
  - Signal School at Fort Gordon
  - Army War College at Carlisle Barracks
- **590,000+** training seats (soldiers & civilians)
- The Army Distributed Learning Program (TADLP), **168,000+** e.g., delivered as web-based training, web-enhanced training, interactive multimedia instruction (IMI), video-teletraining, CD-ROM, correspondence courses, etc.



# An avalanche of technology within the last decade...

Army Distributed Learning 2010

"To improve readiness by the delivery of individual, collective, and self-development training to Soldiers and units any time and any place through the application of multiple means and technologies."



# Army training and education



# Army training and education

## Training emphasis –

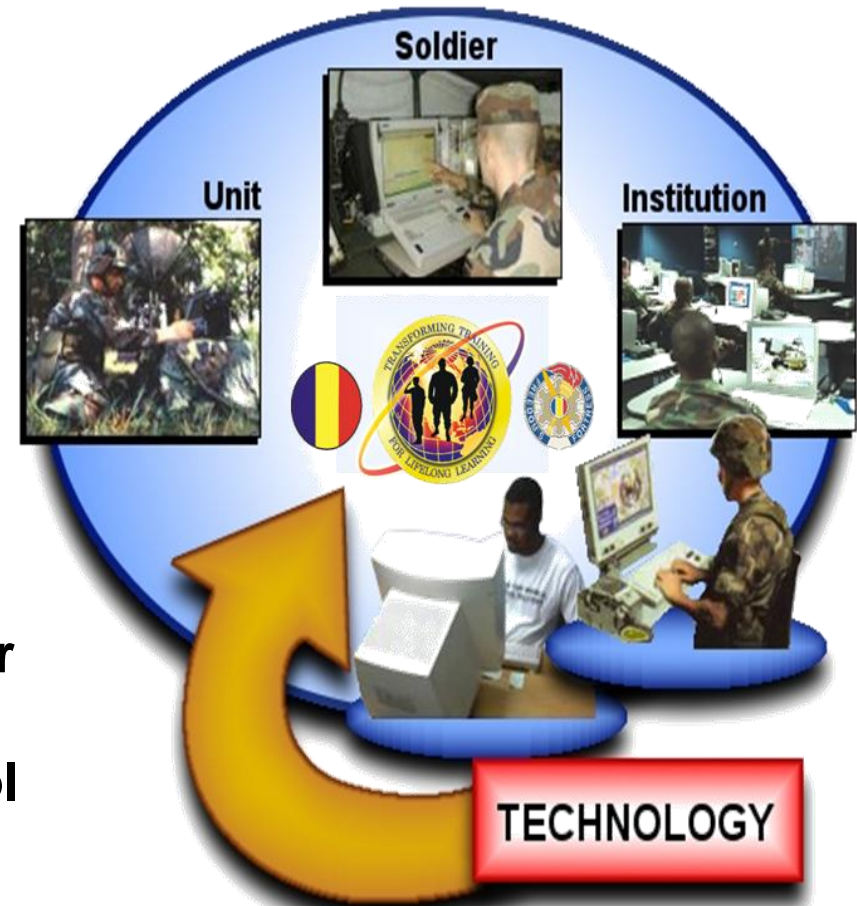
specific skill sets and performance expectations, e.g., communication equipment training at the Signal School at Fort Gordon

## Education emphasis –

specialized academic programs & general education – e.g., Strategic Studies (Master's degree) program at the Army War College, legal studies at the Judge Advocates General School

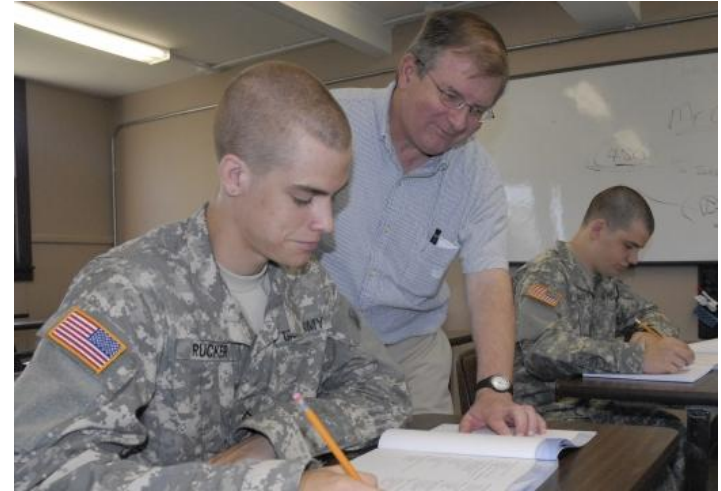
## Diverse user population

(Privates & General Officers) with widely differing educational backgrounds



# Army training and education

- Separation of **“face-to-face”** resident instruction from distributed learning operations in proponent schools
- Classroom instructors typically **“...don’t do dL”**
- Distributed learning started as **“IMI”** only
- Recent (~2006) Army move toward **blended learning**, putting classroom instructors **“in-the-loop”** with web-based, asynchronous courses





# Army training and education

- Army design and development process is true ADDIE (i.e., in contrast to many home-grown, faculty developed dL courses in H.E.)
- Private contractors professionally develop much of IMI, etc., big \$\$ projects, extended timeframes



# Army training and education



- Shift to blended learning is a new challenge for classroom instructors --- now, they must also learn how to be a web-based (e.g., Blackboard), asynchronous “facilitator”
- As a result, in 2006-07 the Army began developing a new “Asynchronous Distributed Learning Instructor Course” (AdLIC)
- AdLIC Course launched in mid-2008

ASYNCHRONOUS DISTRIBUTED LEARNING  
- AdLIC -  
INSTRUCTOR COURSE

- AdLIC is designed to teach the *fundamentals of asynchronous instruction*
- Focus is on skills and competencies necessary to facilitate an asynchronous course (...especially, the discussion boards)
- Pre-requisite is “instructor” qualification and prior classroom teaching experience
- **40**-hour course, asynchronous (Blackboard), part-time (**10** hours per week), for **4** weeks



ASYNCHRONOUS DISTRIBUTED LEARNING  
- AdLIC -  
INSTRUCTOR COURSE

- **AdLIC course components**
  - **5** Interactive Multimedia Instruction (IMI) content modules (~**3-4** IMI lessons per module)
  - **17** practical exercises plus a cumulative exam (mix of discussion board exercises, various writing tasks, quizzes, and group participation)
  - Instructor/facilitator “in-the-loop”
  - Most tasks scored on a “GO” or “NO GO” basis
  - Must complete **80%** of PE’s with “GO” and also score at least **70%** on cumulative exam



ASYNCHRONOUS DISTRIBUTED LEARNING  
- AdLIC -  
INSTRUCTOR COURSE

- **AdLIC IMI – sample lesson titles:**
  - “Characteristics and motivation of asynchronous students”
  - “Importance of interaction in an asynchronous course”
  - “Asynchronous learner Issues”
  - “Working with difficult learners”
  - “Asynchronous collaboration/communication”
  - “Blended learning teaching techniques”
  - “Asynchronous course management systems”
  - “Asynchronous course components”
  - “Classroom management”
  - “Evaluating asynchronous learner performance”
  - “Deliver effective asynchronous instruction”



ASYNCHRONOUS DISTRIBUTED LEARNING  
- AdLIC -  
INSTRUCTOR COURSE

- **AdLIC students:**
  - represent a broad spectrum of academic and technical skills (i.e., much like community college students)
  - Both military and civilian students, from different types of proponent schools
  - Most are face-to-face instructors with NO dL experience
  - Most *required* to take AdLIC in order to continue with their instructional load  
(some, exclusively in a web-based mode instead of face-to-face)



ASYNCHRONOUS DISTRIBUTED LEARNING  
- AdLIC -  
INSTRUCTOR COURSE

- **Technical considerations:**
  - Requires AKO authentication on Army network
  - Requires DoD certificates installed on workstation
  - Workstation must conform to “Army Gold” software standards and configurations
  - IMI, Flash, and browser considerations
  - Blackboard / network not always stable
  - Some students have little prior technical skills



# AdLIC Demo (Blackboard)

The screenshot shows a web browser window displaying the Blackboard Academic Suite interface. The browser's address bar shows the URL: [https://elc.learn.army.mil/webapps/portal/frameset.jsp?tab\\_id=2\\_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D2608\\_1%26url%3D](https://elc.learn.army.mil/webapps/portal/frameset.jsp?tab_id=2_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D2608_1%26url%3D). The page features a navigation menu with options like 'ATSC Home', 'Army Learning', 'Courses', 'Community', 'Content Collection', 'ATHD', 'Admin', and 'Domain Admin'. A sidebar on the left contains a list of links for 'Announcements', 'Get Started!', 'Student Guide', 'Course Materials', 'Resources', 'Instructor Info.', 'Discussion Board Groups', 'My Grades', 'End of Course Survey', and 'Instructor Only'. The main content area displays a banner for 'ASYNCHRONOUS DISTRIBUTED LEARNING - AdLIC - INSTRUCTOR COURSE' with a date range of 'March 22, 2010 - March 29, 2010'. Below the banner, there is a 'Welcome to AdLIC!' message and a list of instructions for getting started with the course. The footer includes the Blackboard logo and copyright information.

Blackboard Academic Suite - Windows Internet Explorer  
https://elc.learn.army.mil/webapps/portal/frameset.jsp?tab\_id=2\_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%26id%3D2608\_1%26url%3D

File Edit View Favorites Tools Help

Blackboard Academic Suite

ARMY LEARNING

ATSC Home Army Learning Courses Community Content Collection ATHD Admin Domain Admin

Announcements  
Get Started!  
Student Guide  
Course Materials  
Resources  
Instructor Info.  
Discussion Board Groups  
My Grades  
End of Course Survey  
Instructor Only

Tools  
Communication  
Course Tools  
Course Map  
Control Panel  
Refresh  
Detail View

ASYNCHRONOUS DISTRIBUTED LEARNING INSTRUCTOR COURSE (AdLIC) 1/11/10 (157 ATSC AdLIC 2010\_01\_000\_N) > ANNOUNCEMENTS

ASYNCHRONOUS DISTRIBUTED LEARNING  
- AdLIC -  
INSTRUCTOR COURSE

VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

March 22, 2010 - March 29, 2010

Welcome to AdLIC!  
To get you off and running:

Posted by: Scott Langhorst

- First, click the "Get Started!" link in the menu on the left. This will provide you with basic guidelines and policies for the course. The "Before you begin this course" link contains 7 sections/pages which you navigate by clicking a forward arrow button to move between sections/pages.
- Next, complete the Student Profile Sheet (an assignment on page #7 of the "Before you begin this course" link)
- Finally, click the "Student Guide" link in the menu to view the Student Guide (which contains a detailed course schedule), the Student Evaluation Guide, and an Assignment Due Dates Calendar. It is highly recommended that you save and/or print these documents to use as a reference throughout the course.

**FYI** - As you examine the course materials, you will see that ALL IMI (Interactive Multimedia Instruction) modules are available from the beginning of the course but *some practical exercises and assessments (in modules 3, 4, and 5) are not yet "available" for students* (i.e., you will not yet "see" them in the course). They will be released for you to work on, as we get closer to that week of the course schedule.

Blackboard Academic Suite™  
© 1997-2009 Blackboard Inc. All Rights Reserved. U.S. Patent No. 6,988,138. Additional Patents Pending.  
Accessibility information can be found at <http://access.blackboard.com>.





# AdLIC: practical strategies

- **Presence of explicit “Code of conduct”**
- **“Water cooler” introductions and/or other ice-breaker exercises**
- **Use of small groups to facilitate interaction (5-7 students in each group)**
- **Use of discussion board “scenarios” (practical situations related to teaching dL students --- scenarios address many of the common discussion board pitfalls)**
- **Multiple job aids as resource materials**



# AdLIC: practical strategies

- Practice with different discussion board roles (facilitator, summarizer, participant)
- Continuous instructor/facilitator involvement via monitoring and follow-up emails
- Instructor/facilitator role is to keep discussions on track (i.e., to monitor) --- but *not* necessarily to join in the discussion
- Instructor feedback to individual students within assignments posted in the gradebook



# AdLIC: scenario topics

- “I’m uncomfortable in an online group environment.”
- “Support for technical difficulties...”
- “Falls behind...”
- “I do the work and others get credit”
- “Monitoring student progress...”
- “The ‘sharp-shooter’ know-it-all.”
- “Other group members don’t finish their work.”
- “Life impact...”
- “Group members slow my progress.”



# AdLIC: Code of Conduct

- Threaded discussion forums are to be used as a communication tool to address course content only. Attempts to elicit discussion that is irrelevant to the discussion are prohibited.
- All learners have the right to share their opinion. Do not post disrespectful comments; expectations are that students in this course will maintain a professional demeanor at all times.
- Disagreement is allowed; however, criticisms of an idea or solution must be communicated constructively.
- Maintain a considerate atmosphere in discussion forums; students are not to use profanity and/or inappropriate comments.



# AdLIC: Code of Conduct

- All learners have the right to participate in the threaded discussion. Dominating a discussion by posting an excessive amount of responses is unprofessional and highly discouraged.
- Threaded discussions call for the open exchange of original ideas; therefore, yes/no or agree/disagree comments alone are deemed an insufficient contribution.
- A minimum number of posts will be communicated in the PE directions; failure to meet this minimum will result in a NO GO grade.
- Comments must not be posted in all capital letters.



# Semi-synchronous expectations

- While content is asynchronous, assignments & practical exercises are NOT = daily schedule
- Discussion board practical exercises are especially time sensitive, i.e., maximum interaction ONLY if everyone participates at about the same time (i.e., on a daily basis)
- Assignments and practical exercises released on a weekly basis (NO work-ahead)



# Managing student expectations

- Early warning (“Welcome to AdLIC note”) that the course is “...*not totally self-paced.*”
- Daily assignment schedule
- Use of “Announcements” to pace student progress, highlight common problem areas
- Weekly content release schedule
- Weekly email assignment reminders and updates



# AdLIC Assignment Due Date Schedule (19 Oct to 13 Nov)

Note: All assignments are due by 2200 Student's time zone on the day of assignment.

Sun	Mon	Tue	Wed	Thu	Fri	Sat
18 Class open to students	19 (Week 1 Day 1) PE: Water Cooler  Complete Student Profile	20 (Week 1 Day 2)  Quiz: 1.3 Traditional and dL Environments	21 (Week 1 Day 3)  Essay: 2.2 Instructor Challenges (Types of Interaction)	22 (Week 1 Day 4)  PE: 2.4 Threaded Discussion—Learner Issues and Difficult Learners	23 (Week 1 Day 5)  PE: 3.2a Instructor Introduction	24
25	26 (Week 2 Day 1)  PE: 3.2b Threaded Discussion—Facilitate a Thread	27 (Week 2 Day 2)  PE: 3.4 Threaded Discussion—Instructor Challenges	28 (Week 2 Day 3)  PE: 4.1 Short Answer—The dL Syllabus	29 (Week 2 Day 4)  PE: 4.2 Threaded Discussion—LMS and CLMS	30 (Week 2 Day 5)  PE: 4.3 Create a Quiz	31
1	2 (Week 3 Day 1)  PE: 5.1 Checklist—Async/Sync Instruction	3 (Week 3 Day 2)  PE: 5.2a Threaded Discussion—Classroom Management Skills	4 (Week 3 Day 3)  PE: 5.2b Email Response	5 (Week 3 Day 4)  PE: 5.3a Short Answer—Learner Performance Issues	6 (Week 3 Day 5)  (Catch-up day for misc. assignments)	7
8	9 (Week 4 Day 1)  PE: 5.3b Short Answer—Peer Review	10 (Week 4 Day 2)  PE: 5.4a Facilitate a Thread—Deliver Async Instruction	11 (Holiday)	12 (Week 4 Day 4)  PE: 5.4b Essay—Apply Classroom Management Skills	13 (Week 4 Day 5)  Cumulative Exam	14
15	16	17	18	19	20	

<p><u>Legend</u></p> <p>Threaded Discussion</p> <p>Essay or Short Answer</p> <p>Quiz or Exam</p> <p>Document Submission</p>
---



# Lessons learned & applied guidance

- Overall course goal is for instructors to feel *comfortable* in blended learning environments
- Also, understanding (and believing) that online interactions with students are “real”
- Writing skills are especially critical for effective online facilitators (not just stand-up speaking skills)
- “Mix” the students in the groups – not all same place, same rank, or same background



# Lessons learned & applied guidance

- Technical problems will get in the way --- insure proper software and set-up prior to course --- instructor/facilitator can only serve as an initial troubleshooter and help resolve common problems --- otherwise, students must rely on “Help Desk” services
- Require Blackboard familiarization training prior to AdLIC (i.e., AdLIC is not a “Blackboard” course)



# Lessons learned & applied guidance

- Publish “known issues with Blackboard” in course (e.g., IE 8 does not work with Bb exams)
- *Supervisor* commitment to 10 hours per week in order for their employees to take AdLIC
- Not all classroom instructors necessarily make good online facilitators (...but most can make a successful transition with training and encouragement)



# Questions ?

# Comments ?

The background of the slide features a faded, high-contrast image of two soldiers in silhouette. They are positioned in the center, facing each other as if in conversation. The soldier on the left is wearing a helmet and carrying a rifle. The soldier on the right is also in full combat gear. The background is a bright, hazy sky with some faint outlines of trees on the right side.

**Scott A. Langhorst, Ph.D.**  
**Courseware Standards & Certification Division / TCM-dL**  
**U.S. Army Training Support Center**  
**Ft Eustis, VA 23604**

**757-878-3957**

**[scott.langhorst@us.army.mil](mailto:scott.langhorst@us.army.mil)**

# Back-up slides



<http://members.cox.net/slanghorst/USDLPresentationHand-outs.html>





## Tools

ASYNCHRONOUS DISTRIBUTED LEARNING INSTRUCTOR COURSE (AdLIC) 1/11/10 (157 ATSC AdLIC 2010 01 000 N) &gt; ANNOUNCEMENTS

ASYNCHRONOUS DISTRIBUTED LEARNING  
- AdLIC -  
INSTRUCTOR COURSE

VIEW TODAY

VIEW LAST 7 DAYS

VIEW LAST 30 DAYS

VIEW ALL

March 22, 2010 - March 29, 2010

**Welcome to AdLIC!**

To get you off and running:

Posted by: Scott Langhorst

- First, click the "Get Started!" link in the menu on the left. This will provide you with basic guidelines and policies for the course. The "Before you begin this course" link contains 7 sections/pages which you navigate by clicking a forward arrow button to move between sections/pages.
- Next, complete the Student Profile Sheet (an assignment on page #7 of the "Before you begin this course" link)
- Finally, click the "Student Guide" link in the menu to view the Student Guide (which contains a detailed course schedule), the Student Evaluation Guide, and an Assignment Due Dates Calendar. It is highly recommended that you save and/or print these documents to use as a reference throughout the course.

**FYI** - As you examine the course materials, you will see that ALL IMI (Interactive Multimedia Instruction) modules are available from the beginning of the course but *some practical exercises and assessments (in modules 3, 4, and 5) are not yet "available" for students* (i.e., you will not yet "see" them in the course). They will be released for you to work on, as we get closer to that week of the course schedule.

[Blackboard Academic Suite™](#)© 1997-2009 Blackboard Inc. All Rights Reserved. U.S. Patent No. 6,968,138. Additional Patents Pending.  
Accessibility information can be found at <http://access.blackboard.com>.

## Discussion Board

Forum Search

Display Order	Forum	Total Posts	Unread Posts	Total Participants				
1	<a href="#">PE 2.4</a>	24	0	8	Modify	Manage	Remove	Copy

### Scenario: The Lurker

As an instructor, you assigned learners to groups of 4 for completion of a group assignment. The group assignment requires that each group member has a specific role necessary for the completion of the assignment. There are 3 deliverables that make up the final grade. So far, each group has delivered the first 2 deliverables on time. However, you have received an email today from PFC Jackson. In his email, he indicates that one of his group members, PFC Carter, has repeatedly not turned in his portion of the assignments and is not posting comments to the group's discussion forum. PFC Jackson also indicates that for the last deliverable, he and 2 other members had to do a significant amount of additional work to get the deliverable in on time. PFC Jackson is concerned that this behavior will continue. **To access the threaded forum, click the link above.**

*The given scenario introduces PFC Carter as "the lurker." In 2-3 sentences, please explain what the course instructor should do to address this problem. You must submit at least 2 entries to the discussion. Your first response should highlight a strategy based on your own personal experience as an instructor and/or information obtained from an outside source such as this lesson's IMI. Your second response should comment on the strategy proposed by one of the learners in your discussion group.*

2	<a href="#">PE 3.2b</a>	69	0	7	Modify	Manage	Remove	Copy
---	-------------------------	----	---	---	--------	--------	--------	------

Directions: Based on an article selected from the AdLIC PE Readings folder (located in the Resources tab), you are responsible for starting a thread for your group members. Identify the title of the article followed by your question to get started. Follow up with threaded responses as indicated in Module 3 directions for this PE. You are also required to participate in threaded discussions as initiated by your group members. **To access the threaded forum, click the link above.**

*Forum is no longer available. Available until: Monday, February 8, 2010 1:35:00 PM EST.*

3	<a href="#">PE 3.4</a>	46	0	13	Modify	Manage	Remove	Copy
---	------------------------	----	---	----	--------	--------	--------	------

### Situation: "I'm Uncomfortable in an Online Group Environment"

IMI 3.4 highlights an instance in which a learner communicates to the course instructor, "I'm very uncomfortable working with people online because I don't feel I really know anything about them or even what they look like or how they like to work!"

*In 2-3 sentences, please explain what the course instructor should do to address this problem. You must submit at least 2 entries to the discussion. Your first response should highlight a strategy based on your own personal experience as an instructor and/or information obtained from an outside source such as independent research. Your second response should comment on the strategy proposed by one of the learners in your discussion group. **To access the threaded forum, click the link above.***

*Forum is no longer available. Available until: Monday, February 8, 2010 1:35:00 PM EST.*



Announcements  
Get Started!  
Student Guide  
Course Materials  
Resources  
Instructor Info.  
Discussion Board  
Groups  
My Grades  
End of Course Survey  
Instructor Only

Tools  
Communication  
Course Tools  
Course Map

Control Panel  
Refresh  
Detail View

## Course Materials

**Course Introduction**  
The AdLIC course will introduce *methodologies, theories, and instructional strategies* for facilitating asynchronous courses. This course is designed to prepare an experienced platform instructor for teaching in the asynchronous environment.

**Module 1: Introduction to Asynchronous Learning**

**1** This module introduces asynchronous distributed learning. It discusses the differences between asynchronous learning and instructor-led training. It also discusses the advantages of asynchronous learning and introduces course learning objectives.

**Module 2: Principles of Asynchronous Learning**

**2** This module introduces the principles of asynchronous learning. It discusses the characteristics, motivation, and specific issues of learners in an asynchronous setting. It also introduces an instructional approach appropriate for an asynchronous or blended course, and offers suggestions for working with difficult learners.

**Module 3: Effective Teaching Techniques to Support a Blended Learning Environment**

**3** This module is designed to ensure the instructor is well grounded in the use of all asynchronous teaching techniques.

**Module 4: Effective Asynchronous Instruction**

**4** This module is designed to ensure the instructor is familiar with the importance and application of a dL course syllabus, course management systems and asynchronous course components.

