Learning Project:

Basic Developer Course (BDC)

Lesson: Assessing the Components of a Lesson Plan Report

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<p style="text-align:center">Summary of the Learning Project</p>

<p style="text-align:center"><u>Background</u></p>

The Basic Developer Course (BDC) offered at Fort Sill, OK is a 2-week program designed to provide Army training and curriculum developers the skills necessary to produce training support materials (i.e., student worksheets, practical exercise (PE) instructions/handouts, scenarios, knowledge/performance assessments) and lesson plans for both institutional and operational training and educational settings.

It is imperative that students are trained and educated in areas which replicate what they will do on the job along with achieving the organizational results. In order to produce a training package that is Army Training & Education (T&E) compliant, it is important that learners gain knowledge and skill in the following areas: Army Learning Model (ALM), Experiential Learning Model (ELM), Adult Learning Principles/Theories, Outcomes-Focused Instruction, Methods of Instruction (MOIs), assessing components of lesson plan reports (LPRs)/training support materials, lesson media, and the preferred instructional design (ID) model of ADDIE. Practical application in these areas should also be team-focused, rather than performed individually. A team is typically comprised of Subject Matter Experts (SMEs) / Writers (technical experts), Lifecycle Program Manager (LPM) (also known as a supervisor who oversees the project and team of curriculum developers), course managers, military/contractor instructors, and curriculum developers.

<p style="text-align:center"><i>Need to Restructure the Capstone Project</i></p>

The Capstone Project for the BDC was designed to assess the student's ability to *redesign* lesson plans / training support materials by applying the concepts and principles covered during the first week of this course. However, this project was completed individually rather than in a group, which does not align with job performance requirements. Although instructional personnel and curriculum developers should be prepared to work on projects involving the *redesign* of an existing lesson plan, there will be occurrences in which lesson plans need to be *created* using the ideas, concepts, and adult learning principles covered during the first and second week of BDC. Therefore, more focus is needed on the *Creating* level of learning (also known as the Highest Level of Learning in Bloom's Taxonomy) for the overall program.

Although the BDC program is 2 weeks in duration, *this* learning project comprises a 90-minute segment on assessing the components of a real-life lesson plan report and its training support materials. This segment directly precedes the Capstone Project during the second week of the program.

1. Identify Business Outcomes

How will the delivery of improved training (work) products to Soldiers in the training environment benefit the Department of Army (DA) Training & Education (T&E) organization?

Successfully applying the Instructional Systems Design (ISD) framework of Analysis, Design, Development, Implementation, and Evaluation (ADDIE) will result in enhanced readiness for deployment of Soldiers.

2. Learners' On-The-Job Performance Requirements

If the training was a success and we watched how people perform their jobs afterwards, what would they be doing?

In the job environment, the training development team comprises of:

- Curriculum developers - instructional designers;
- Subject Matter Experts (SMEs) - provides technical content/expertise to curriculum developers;
- Lifecycle Program Managers (LPMs) – one who oversees the Instructional Design (ID) project;
- Course Manager - oversees the SMEs and instructors for a specific military course;
- Program Instructors - military or contractor personnel who deliver the course content to students.

Also, the training development team may work alongside with stakeholders who determine 'final' buy-in for adding/modifying/deleting lessons for both resident and nonresident courses. These stakeholders are typically their Commander and/or General.

Performance requirements on-the-job include personnel who are highly proficient in applying the ADDIE ISD framework and adult learning concepts in development of lesson plans and training support materials, strong communication and team-based skills (i.e., personnel working cohesively on instructional development projects). These requirements are needed for the sole purpose of providing high quality instructional products deliverable to the Soldier.

3. <u>**Rationale for Recommended Learning Strategies**</u> **(i.e., formal face-to-face, e-learning, blended approach, informal learning, social learning)**

One of the responsibilities that Army curriculum developers and instructional personnel will be required to perform on the job is to revise lesson plans and any supporting materials for training delivery. Therefore, it is important for them to identify areas which need revision in addition to seeking input from other team members. The recommended learning strategy for this segment is a blended approach. The blended approach provides curriculum developers and instructional personnel the opportunity to practice their skills using a variety of learning methods *both* inside and outside the classroom.

<u>Instructional Technology/eLearning</u> – In this segment, participants will be required to individually review and examine a lesson plan report downloadable via Blackboard along with its supporting materials (practical exercises, job aid, information handouts and assessments). The use of this instructional technology allows students to communicate in a manner which replicates the job environment (i.e. via messaging and discussion forums). This communication is performed asynchronously, allowing students 24/7 access to course materials such as assignments posted, reference publications, Army Training Regulations and Pamphlets, video clips, and electronic handouts. The BDC facilitator is also included as part of this instructional technology; however, plays the role of a coach rather than a trainer.

<u>Self-Study</u> – Participants will be required to individually review and examine a lesson plan report (downloadable via Blackboard) along with supporting instructional materials (practical exercise handouts and assessments). The rationale for using self-study is that BDC participants may review this report at their own pace (some learn at a faster pace than others) and outside the classroom (less distractions and less time pressure).

<u>Formal Face-to-Face/Classroom</u> – There is a need for frequent face-to-face communication and discussion among peers with the guidance of a facilitator. Collaborative techniques include the use of gathering different ideas and perspectives, problem solving, and active listening by all members of a small or large group – which in turn replicates the job environment. These techniques would be difficult to successfully achieve only in an online classroom.

<u>Cooperative Learning</u>
The rationale in recommending cooperative learning as a learning strategy is that it encourages the use of working groups and involves discussions based on multiple perspectives, common to the field of training development.

4. <u>**Description of Data Collection Process**</u>

What specific data collection strategy do you plan to use to conduct your needs analysis?

The data collection process for this learning project will include using more than one method.

<u>Extant Data (or Existing Documents)</u>

a. *Job Descriptions*: job descriptions of curriculum developers, program managers, SMEs, course managers, and course instructors. This information may be obtained from Department of Army HR department.
b. *Performance Data Reviews*: Although this data may be more difficult to gather on active duty personnel (their rating system operates a little different than on the civilian side), it identifies any performance gaps occurring on the job

(current performance versus desired performance). However, it is important to note that *desired performance* (or performance standards) need to be determined in order to identify these gaps (i.e., what needs to be occurring to meet the stated business outcomes). This information may be obtained by the Training & Education (T& E) Division Chiefs.

c. *Existing Training Evaluation Data (Previous BDC Sessions)*: Student and instructor evaluation forms from previous sessions. This information is needed to determine the following: 1) How were BDC participants being evaluated? 2) What types of evaluation methods were used (knowledge and performance assessments, group projects, etc.?), 3) What did these evaluation methods consist of in terms of instructional content? 4) What were students assigned to perform, under what conditions, and how were they being measured? 5) Did these assessments replicate what participants were required to perform in the job environment?

d. *Training documents (Observer notes).* Existing (detailed) observer notes based on: 1) specific topic and content areas covering adult learning concepts, lesson plan development, instructional systems design and the ADDIE model, 2) length of time/quality for class discussions/dialogue (i.e., how much dialogue was involved?), 3) description of learning activities, and 4) methods of instruction / media used in previous sessions. This information will help determine whether any performance gaps occurred as a result of ineffective methods being used during training sessions.

e. *Existing Copies of Focus Group Notes (Previous BDC Sessions)* – On the segment covering lesson plan components, the information gathered from former participants consisted of, "*Will what I have been trained during this segment be useful to me back at my job?* Over the last 3 years, focus group sessions have been conducted the last day of the course (after all in-class assignments were completed). *Who was involved in these focus group sessions?* About 2-3 instructional system specialists/ curriculum developers gathered verbal feedback from students on the overall course, instructors, administrative personnel, content delivered, learning activities, and assessments.

f. *Existing Copies of After-Action Reviews (AARs)* – Upon the end of each segment, a *verbal* AAR took place, involving BDC participants and the BDC course manager. Participants verbally provided feedback in areas such as learning content, quality of learning activities, and written/performance assessments based on sustains and improves. A scriber was assigned take notes of these AAR sessions and store them electronically. Copies of AAR notes are obtained by the BDC course manager.

g. *Existing Trend Analysis Data (Level One Evaluation Data)*:
Student Feedback (Written Comments): This data was originally compiled and analyzed based on written feedback by former BDC participants for each segment covered within the overall session. Data gathered was from prior sessions (as far as 2-3 years back). Each written comment was originally compiled into specific categories - positive, negative, or not applicable (N/A is due to nonattendance) and numbered based on the types of responses given.

Process of Trending Data for Written Feedback: For example, three (3) participants commented on the *Lesson Plan Components* segment as having "excellent instruction", "a great facilitator", and "great instructor". One of the specific categories listed was "Excellent Facilitation/Expertise". Therefore, all 3 responses would have been applied under that particular category.

The below tables illustrate how each written comment was categorized (positive and negative):

Positive - Comment Categories
Good Information / Content
Informative
Quality Dialogue
Appropriate / Correct Level
Excellent Facilitation / Expertise
Sustainable
Provided Useful Student Resources
Timeliness
Good Course Management
Course was Relevant

Needs Improvement
Lesson Needs More Time and/or Additional Content
Not relevant-Poor Information/Content
Reduce Time of Instruction
Facilitation/Facilitator Issues
Content Redundant with other Sessions
Improve Focus of Information/Content in the lesson
Comment Categories (Other)
Not Applicable (Session was not held or student did not attend)

Positive and Negative Comment Distribution – after the written feedback comments were analyzed and categorized, they were placed into a pie chart as a part of a Trend Analysis Report (TAR). Also, each comment response was originally assigned a theme and code. For example, participants' *written* feedback comments were, "Good Information / Content" and coded as an "N"; "Good dialogue!" was coded as a "Q".

Example of a Trend Analysis Report
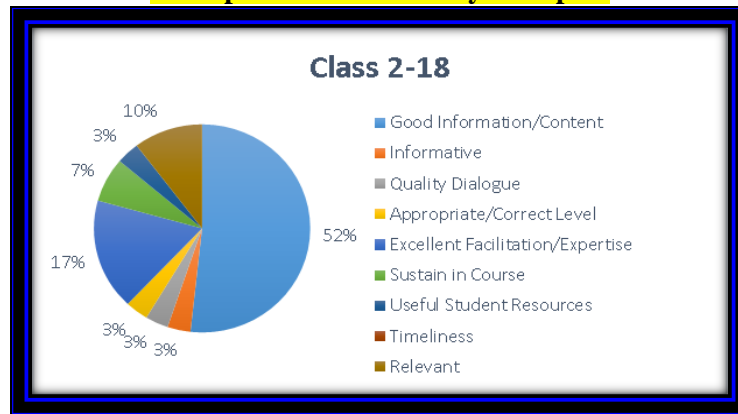
h. *Existing Rating Scale Data (Level One Evaluation Data)*

Existing Survey information was in a Likert Scale (rated 0-5) and gathered from prior sessions (far back as 2-3 years). Survey information was also originally analyzed using a Trend Analysis Report (TAR) based on each segment (lesson) covered within the overall course. In this report, data was coded based on individual responses given: SA = Strongly Agree; A = Agree; N = Neutral; D = Disagree; S = Strongly Disagree, and N/A = not applicable.

Survey Values in TAR. Based on specified measures (see below example), participants' responses were coded for each segment (lesson) in addition to the *overall* course. Each lesson was then assigned an average score (e.g., 4.65 out 5.00 being the highest). The average scores of each lesson and overall course were trended throughout the entire fiscal year.

As an example, in previous sessions, the *Lesson Plan Component* segment was rated based on three (3) stated *measures*:

Example of Rating Scale Data

Participant #1 - Basic Developer Course (BDC) Lesson: *Lesson Plan Components*		
Measure 1:	**Measure 2:**	**Measure 3:**
Was the session content current and appropriate?	*Did the facilitator present the information correctly?*	*Will this information be useful to me back at my job?*
A (*Agree*)	SA (*Strongly Agree*)	D (*Disagree*)

Job Analysis Survey Data: The data gathered from these surveys include: current rank, job title, how long they have been at their job, rank of current responsibilities from most important to least important (note: this is based on actual job title), written comments of participants, and time spent on performing their actual roles and responsibilities.

Interviews: Data will be collected by having one-on-one discussions with curriculum developers, Lifecycle Program Managers (LPMs), course managers, and military/civilian instructors currently involved in the training development process. Some of the information collected are: 1) verification of job responsibilities and duties, 2) details about the job environment (i.e., what mistakes do personnel members typically make, what is lacking, and what are some strength/weak areas in this field?).

BDC Instructor Interviews: Data collected by one-on-one discussions with the instructors include sessions they have taught in the course, details about the training (i.e., methods of instruction, media, strategies, exercises, and delivery of assessments used to evaluate participants, mistakes that students commonly make in the training session (i.e., poor presentations, lack of research, lack of clarification), level of knowledge prior to course entry, and prerequisite skills.

Organizational Data (Army Training & Education): personnel and skill inventories, competencies, organizational climate, and exit interviews.

Learning Design Strategy

5. List clear, measurable/observable learning objectives.
The instructional goal for this 90-minute segment is that students are provided with the knowledge and skills necessary to assess a lesson plan report in addition to analyzing and explaining its deficiencies.
Lesson (segment) title: *Components of a Lesson Plan Report*
Terminal Learning Objective (TLO) or Session Objective: Given a facilitator/instructor, whiteboard, small working groups, Blackboard Learning System, PowerPoint slides, electronic handout of a sample lesson plan report, and Army training and education references/publications, participants will assess the components of an Army compliant lesson plan report.
Enabling Learning Objective #1: Given a Blackboard Learning System, training and education references/publications, and a sample lesson plan report on *Military Writing Style*, participants will be able to explain each component of a lesson plan report.
Enabling Learning Objective #2: Given a PowerPoint presentation and whiteboard, participants will be able to describe the considerations of Army compliant lesson plans.
Enabling Learning Objective #3: Given working groups, job aid, and sample lesson plan report on *Military Writing Style*, participants will be able to examine the components of a lesson plan report.
Enabling Learning Objective #4: Given working groups, facilitator/instructor, and a rubric, participants will conduct a briefing on the discrepancies of the *Military Writing Style* lesson plan report with a GO or NO-GO criteria.

6. Describe learning methods/media and technology options.
In this section, the learning methods, type of media, and technology option will be addressed based on each learning objective listed for the *Lesson Plan Component* segment. **(See #5, Learning Objectives)**.

Learning Obj #1 - Explain each component of a lesson plan report.
Method of Instruction: Self-Study
The self-study method involves pre-work outside of class. Participants will be required to individually review and examine a lesson plan report downloadable via Blackboard Learning along with its supporting training materials (e.g., practical exercise handouts, student guidelines, and assessments). Although this training package was developed and delivered to former students at Fort Sill, it includes many deficiencies which need to be identified and addressed by learners as part of the learning initiative. As a part of self-study, participants may take notes upon reviewing these documents prior to the next (breakout) session. Participants are also able to access a PDF electronic handout regarding information on each lesson component. **(See Sample of Learning Materials).**
Type of media: Students will need access to a network computer or laptop.
Technology: Blackboard Learning System is used as an instructional tool for students to download information such as the sample lesson plan report, supporting materials, and Army Training & Educational (T&E) publications.

Learning Obj #2 - Describe the considerations of Army compliant lesson plans.
Method of Instruction: Lecture / Conference
A lecture is applied for familiarization on the components of an Army compliant lesson plan report prior to assessing them. Students are expected to have already reviewed the pre-work materials prior to the lecture session.
Type of media: PowerPoint slides, whiteboard
Technology: Network computer or laptop. Blackboard Learning System to download PowerPoint slides.

Learning Obj #3 - Assess the components of a lesson plan report.
Method of Instruction: Discussion / Dialogue
Participants will break into small groups of 3-4 following the lecture to discuss their pre-work reading assignment and select which components need to be addressed in each area of the lesson plan report and supporting materials.
Type of media: Printed or electronic handouts (lesson plan report and job aid) and whiteboard for notetaking.
Technology: Blackboard Learning System to download handouts and job aid.
Method of Instruction: Cooperative Learning
The areas discussed during the learning activities and the group project should replicate what occurs in the job environment. Lesson revisions are a large part of what instructional personnel and curriculum developers need to perform in their job; therefore, cooperative learning uses working groups and involves discussions based on multiple perspectives. There are different levels of experience in the training development field; therefore, using this method helps participants enhance their knowledge when given the opportunity to engage with more experienced individuals (as this developer course provides).
Type of media: printed or electronic handouts (lesson plan report, job aid), whiteboard (for notetaking).
Technology: Blackboard Learning System to retrieve the lesson plan report.

Learning Obj. #4 Conduct Group Briefings
Method of Instruction: Presentation (Group)
Each small group will brief their findings to the class which include: 1) insufficiencies identified in the lesson plan report during the group review process, and 2) recommendations /solutions needed to fix them.
Type of media: Projector, laptop
Technology: Blackboard to download rubric information. (Both instructors and peers - ones outside the group - will use a Group Performance assessment tool to rate each group based on their explanation of findings. A Likert Scale of 1-3 will be used. (NOTE: *1 = Needs Improvement, 2 = Satisfactory, 3 = Good/Excellent).* **(See Sample Group Project Assessment Score Sheet).**

7. **Include time allocations within a session to demonstrate sufficient practice time for knowledge/skill acquisition to meet the learning objectives.**
Formal instruction for this segment is 90 minutes.
- Learning Obj. #1. Explain each component of a lesson plan report. (Students are allocated time outside the classroom to achieve this objective).
- Learning Obj. #2. Describe the considerations of Army compliant lesson plans in relation to the ADDIE ISD model. **(20 minutes)**. The instructor will spend about 15 minutes on the slide presentation and 5 minutes on the Checks on Learning portion following the lecture. Checks on Learning questions will be addressed to check participants' knowledge and generate a brief discussion on the subject matter.
- Learning Obj #3. Examine the components of a lesson plan report **(40 minutes)**. Students will break out into groups of 3-4 peers to review the *Military Writing Style* lesson which was developed and delivered in previous common core sessions at Fort Sill. Based on the information presented, each component of a lesson plan will be reviewed and assessed.
- Learning Obj #4. Conduct Group Briefings **(30 minutes, 10-minute briefings per group)**. Each small group will brief their findings to the class which include: 1) insufficient areas in the lesson plan report identified during the group review process, and 2) the recommendations/solutions to fix them.

8. **Demonstrate variety in learning methods that addresses different learning preferences, adult learning principles and interactive learning techniques.**

Adult learners need exposure to a combination of instructional methods rather than just one. The segment on *Lesson Plan Components* include a variety in learning methods which address different learning preferences, adult learning principles, and interactive learning techniques.

Adult learners are engaged: To remain engaged with the session content, participants have access to discussion forums in Blackboard with other peers based on the materials provided for this segment, which include the *Lesson Plan Component Description* handout used in Army Training & Education, a model lesson plan report on military writing, supporting materials (supporting materials include practical exercises related to the sample lesson plan and written/performance assessments), and Army Training & Education reference publications. This forum is utilized to allow participants to reflect on and generate a discussion based on what they reviewed prior to the next session and how it relates to their job environment.

Adult learners are self-directed: For pre-work, BDC participants are required to download and review materials for this segment via Blackboard Learning System. As already mentioned, these materials include the *Lesson Plan Component Description* handout used in Army Training & Education, a model lesson plan report on military writing, supporting materials, and training & education reference publications. Distance learning provides BDC participants the opportunity to review information on the components of an Army compliant lesson plan report outside of class and at their own pace.

Adult learners desire feedback: Briefings will be conducted by each small group based on discrepancies/insufficiencies identified in the *Military Writing Style* lesson plan. Each group will be provided feedback (rated) based on presentation performance, communication of findings (discrepancies), and the solutions to fix them. A rubric will be provided for each group based on a Likert scale (1-4). **(See Group Learning Assessment Tool for Rubric).**

Adult learners are relevancy-oriented: Through cooperative (or action) learning, BDC participants will perform a group learning activity closely replicating the job environment. One of the job responsibilities that Army curriculum developers and instructional personnel are required to do is make revisions to lesson plans (as needed) in addition to supporting materials for training delivery. Communication is very important since group members may have multiple/different perspectives based on what each has encountered in their job environment. Therefore, it is important for developers and instructional personnel to examine lesson plan components and determine areas of compliance in a team-focused environment.

Adults have different learning styles: Following the pre-work, participants will be provided with a brief overview on *Considerations of a Lesson Plan Report – Army Compliance.* The slide presentation is available in Blackboard for participants to review and look at (visual). The lecture will also be recorded for audio purposes (auditory). Following the lecture, three (3) questions will be addressed by the facilitator to check participants' learning progression on the material covered (verbal). These questions are also intended to generate a discussion among the participants.

9.   **Include specific descriptions of two activities.**

Small Group Learning Activity
(Assess Components of a Lesson Plan Report)

Instructor Note: The directions to perform this activity should also be uploaded to Blackboard Learning (under *Tools,* Student Materials section) approximately three (3) days prior to the learning activity.

NOTE: Participants should have already reviewed the handout – *Components of a Lesson Plan Report*, which provides a description on all lesson plan components meeting Army compliance standards along with any supporting materials from Blackboard Learning. The lesson plan report, *Military Writing Style* is also available in Blackboard Learning in the *Student Materials* section. It is recommended that this military writing lesson be reviewed prior to the in-class learning activity. The Blackboard link to gather this information is ellc.learn.army.mil.

Scenario: A lesson titled *Military Writing Style* was implemented and delivered to students taking common core courses about a year ago at Fort Sill. This lesson plan report was used for training delivery; however, there are many insufficiencies included in this lesson plan report that were not identified prior to implementing this course. BDC

participants will have the ability to review and examine any discrepancies and address them to the class. See separate handout for Group Presentation Instructions and rubric.

Purpose/Intent: Curriculum Developers and instructional personnel will be evaluated based on their ability to perform the necessary skills in assessing the components of a lesson plan report in a team-based environment.

Instructions:
- Participants will break out into groups of 3-4 based on their current job role. Group members will be assigned by the instructor. *(**NOTE: ideally, there should be one Lifecycle Program Manager, one Subject Matter Expert, a course manager, and 1-2 curriculum developers per group. Of course, this depends on participant enrollment for a given session**).*
- Each group will have about 5-10 minutes to discuss their understanding of the handout: *Lesson Plan Report Components.*
- Participants will then download/retrieve the lesson plan report *Military Writing Style* from Blackboard. This lesson plan report and supporting materials will be in an editable PDF document. Group members are allowed to add comments in the PDF document for presentation purposes.
- Participants will be given 30-35 minutes to provide comments on their findings.
- Comments are provided based on the following information: 1) identified deficient areas in the lesson plan report, 2) areas of deficiency in supporting materials, and 3) recommendations made to fix these deficiencies.

What participants will need: printed and/or electronic handouts, *Military Writing Style* lesson plan report and lesson component description handout. Army Training & Education publications should also be downloaded for reference purposes.
Technology Needed: Blackboard Learning System to retrieve handouts, lesson plans, and publications. A laptop and/or network computer station is needed for PDF document retrieval and editing.
Points Possible: 100 points (GRADED)

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Individual Learning Activity Guidelines
(Explain Components of a Lesson Plan Report)

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Learning Activity #2 - Participants will be required to individually review and examine a lesson plan report downloadable via Blackboard Learning along with its supporting materials (practical exercise handouts and assessments). These materials will be posted 3-4 days prior to the *"Components of a Lesson Plan Report"* session.

Participants may access these documents under the *Student Materials* section in Blackboard. It is recommended that participants download and review these materials 2-3 days prior to this session. In order for participants to achieve the ability to explain lesson components that are considered Army Training & Education (T&E) compliant, the following materials will need to be downloaded and reviewed:
- Student information handout on *"Lesson Plan Components".* This handout details the components that make up an Army compliant lesson plan. **(See Sample Lesson Plan Components Handout).**
- The lesson plan report, *Military Writing Style* is also available in Blackboard in the *Student Materials* section.
- Supporting materials of the *Military Writing Style* lesson include: Performance assessment (Graded), Written Assessment (Graded), and written instructions for the group activity.

Blackboard link to gather this information is ellc.learn.army.mil. Participants must have a valid Common Access Card (CAC) and be enrolled in Blackboard to get profile access.
Technology: Blackboard Learning System to retrieve handouts, lesson plan, and Army T&E publications. A laptop and/or network computer station is needed for PDF document retrieval.
Points Possible: N/A. This is not a graded assignment.

EAMS-A Single Sign-On

Username

Password

Login   CAC/PKI
Login

Create Account
Reset Password
Need assistance? Please contact the

AESD ARMY
ENTERPRISE
SERVICE DESK
AESD-Worldwide
1-866-335-ARMY

(AESD portal account setup required)

EAMS-A
Enterprise Access Management Service-Army

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Learning Materials

10. Include 3 samples of materials that support the learning and retention of content.

Sample #1: PARTIAL *Lesson Plan Component Handout/Job Aid.* Curriculum developers and instructional personnel may use this job aid/information handout on the components which make up an Army Training & Education (T&E) compliant lesson plan report. Two pages of this job aid is shown below which covers the learning objectives components.

This sample page provides a job aid in how to apply Learning Objectives (LOs) as part of Lesson Plan Report **Lesson Plan Component Handout/Job Aid**	
Lesson Plan Component Handout/Job Aid – Description & Example of a Terminal Learning Objective (TLO)	
TERMINAL LEARNING OBJECTIVE (TLO): states, "What the learner is expected to accomplish upon the end of instruction (or segment)"	
Description: **ACTION:** Describes what the student is expected to perform at the *end* of instruction. Action statements are usually stated in the form of a verb (e.g., *identify*, *perform, list*, *explain*, etc.). Verb usage is *dependent* on what the student is expected to do upon completion of instructional unit. Answers: *What function will the student need to perform on the job? Which Bloom's cognitive level should the student reach?*	**Example of ACTION STATEMENT** Prepare correspondence and memorandums using the military writing style format.
Description: **CONDITION:** *The condition is defined as the situation under which the task is to be performed. Also identifies tools, procedures, training aids, materials, or facilities in order to achieve the task.* Answers: "what will students be provided with as part of their instruction/ learning process"? or "what resources and equipment will students use during the training"?	**Example of CONDITION STATEMENT** Given a network computer workstation, headphones, an instructor, Army Regulation (AR) 25-50, *Army Writing Guide,* and *Joint Officers Handbook, Tactics and Techniques Track,* AP 600-67, AR 600-1, practical exercise worksheet, Blackboard Learning System, PowerPoint, student handouts, and a pencil.

Which environments will the students use during the lesson? What resources and equipment will the students use during the lesson?	
Description **STANDARD** *May be measured or stated in terms such as completeness, accuracy, time constraints, or rates of performance* *Which Soldier Competencies will the students use in this lesson?* *Which steps or components are required in order to achieve the ACTION?*	**Examples of STANDARD STATEMENTS** • In accordance with (IAW) Army Regulation (AR) 25-50, *Army Writing Style, Joint Officers Handbook,* AP 600-67, and instructor guidance. • IAW AR 25-50, *Army Writing Style* and instructor guidance. • IAW the *Tactics and Techniques Track* and instructor guidance. • With 100% accuracy. • Without supervision.

ENABLING LEARNING OBJECTIVE (ELO): "What objectives directly support the TLO"?

Lesson Plan Component Handout/Job Aid – Description & Example of an ELO

Description *What are Enabling Learning Objectives (ELOs)?* ELOs are objectives which directly support the TLO. [These objectives may not always be used depending on what is required for learning achievement. There are instances when Learning Step Activities (LSAs) will be applied to directly support the TLO] Action statements are usually stated in the form of a verb (e.g., *identify*, *perform*, *list*, "explain", etc.). Verb usage is *dependent* on what the student is expected to do upon completion of instructional unit. LSAs are the learning steps (directly supporting the learning objectives) and answers, "what learning activities should take place in order for students to achieve the stated objectives"?	**Example of ELO ACTION STATEMENT** Identify the rules, characteristics and guidelines of Army writing.
Description: **CONDITION:** *The condition is defined as the situation under which the task is to be performed. Also identifies tools, procedures, training aids, materials, or facilities in order to achieve the task.* Answers: "what will students be provided with as part of their instruction/ learning process"? or "what resources and equipment will students use during the training"?	**Example of ELO CONDITION STATEMENT** Given a network computer workstation, an instructor/ facilitator, whiteboard, references, projector, practical exercise worksheets, PowerPoint, student handouts, and writing utensils, identify the rules, characteristics and guidelines of Army writing
Description **STANDARD**	**Examples of ELO STANDARD STATEMENT** In accordance with (IAW) Army Regulation (AR) 25-50; *Army Writing Style* reading; Joint Officers Handbook; and AP 600-67.

May be measured or stated in terms such as completeness, accuracy, time constraints, or rates of performance

Which Soldier Competencies will the students use in this lesson?

Which steps or components are required in order to achieve the ACTION?

LEARNING STEP ACTIVITY (LSA) – "What is the intent of this lesson"?

Lesson Plan Component Handout/Job Aid – Description & Example of an LSA (

Description	Example of an LSA which supports ELO #1
What are Learning Step Activities (LSAs)? Helps identify: "what learning activities should take place in order for students to achieve the stated objectives", and "the media, resources, references, and assessments needed to achieve these objectives".	Read Chapters 1-3 in Army Regulation (AR) 25-50, *Elements of Army Writing*.
	<u>Type of Assessment Used</u>: Check on Learning questions, informal discussion on readings (Q&A)
	<u>Method of Instruction (MOI)</u>: Lecture / Discussion
	<u>Media</u>: Computer workstation, PowerPoint slide presentation, video clip
There is typically more than on LSA used that supports the ELO/TLO. It may take performing more than one activity in order to achieve the learning objective.	<u>Description of LSA 1</u>: This LSA starts with a 4-5-minute video clip, which briefly discusses the methods and elements available for Army writing (print and email). After the video, the instructor will ask whether anyone can relate experiences in using these methods (primary/ common/ secondary education, college and/or military). Students will then be presented with an overview of the elements of Army writing.

Sample #2 - **PARTIAL** *Military Writing Style* **Lesson Plan Report**. This is the document that participants will be examining and critiquing as part of their group assignment. This document is also available for individual review via Blackboard prior to the *Lesson Plan Component*s session. The lesson plan report is 54 pages in length, so only a small sample of this report is included. Also included are examples of discrepancies participants need to examine and address - comments are located in the blue-colored boxes below.

LESSON PLAN REPORT

MILITARY WRITING STYLE
112-EWK50203 / 5.0

Approved
20 Feb 2014

Effective Date: 20 Feb 2014

SCOPE:

None

Pg. 1/54, Title Page
Includes: Lesson title, date of approval, and effective date.
What is missing? The scope statement.

SECTION II. INTRODUCTION

Method of Instruction:	Conference/Discussion
Instr Type (I:S Ratio/Qty):	Contractor--Non-ICH Impacting (1:12/0)
Time of Instruction:	5 mins
Instructional Strategy:	Small Group Instruction

Motivator

Effective military writing transmits a clear message in a single, rapid reading and is generally free of errors in grammar, mechanics, and usage.

Good military writing is concise, organized, and right to the point.

Terminal Learning Objective

NOTE. Inform the students of the following Terminal Learning Objective requirements.
At the completion of this lesson, you [the student] will:

Action:	Write in the military style.
Conditions:	Given a network computer workstation, training aids, appropriate references, and practical exercise worksheet
Standards:	Write in the military style in accordance with AR 25-50, *Army Writing Guide*, CAS3 *Staff Officer Guide*, and *Joint Officers Handbook*.
Learning Domain - Level:	None assigned
No JPME Learning Areas Supported:	None

Note to instructor: Read to students.

Hazard Awareness Notice
1. Safety steps to follow in the event of fire or severe weather, students will:
a. Exit the classroom in an orderly and safe manner.
b. Meet at the pre-designated location.
c. Fall in formation at the pre-designated location, so Instructor/Class Leader can ensure accountability.
2. Safety steps to follow in the event someone is the victim of electrical shock:
a. Do not try to physically pull or grab the individual who is in contact with an electrical source.
b. If possible, turn off the electrical power source.
c. If you cannot turn off the electrical power source, pull, push, or lift the person to safety using a wooden pole, rope, or some other insulated material. Remember, do not touch the person.
d. Send for medical help as soon as possible.
e. If necessary, once the person is removed from contact with the electrical source, start cardiopulmonary resuscitation (CPR) on the person.
f. Adhere to 'WARNINGs' and 'CAUTIONs' in technical bulletins and training manuals.

5

Pg. 5/54, Introduction
Includes: MOI, Time of instruction, Inst Strategy, Motivator, TLO (action, condition, standards)
Discrepancies?
TLO statement may need to be examined and reworded. Learning Domain is missing.

SECTION III. PRESENTATION

TLO - LSA 1.   Learning Step / Activity TLO - LSA 1. Write using the structure rules of the Army Writing Style

Method of Instruction: Conference/Discussion
Instr Type (I:S Ratio/Qty): Contractor--Non-ICH Impacting (1:12/0)*
Time of Instruction: 1 hr 20 mins
Instructional Strategy: Small Group Instruction
Media Type: PowerPoint Presentation / Conference
Other Media: Unassigned
Security Classification: This course/lesson will present information that has a Security Classification of: U - Unclassified.
Note: Marked as (*) is derived from the parent learning object

Characteristics
Department of the Army writing will be clear, concise, and effective. Army correspondence must aid effective and efficient communication and decision making. Writing that is effective and efficient can be understood in a single rapid reading and is generally free of errors in grammar, mechanics, and usage. AR 25-50, page 3

William Zinsser is a journalist, formerly of the *New York Herald Tribune*, and author of *On Writing Well*.

Next Slide

Advantages of Army Writing Style 1
Too much Army writing does not communicate well. It confuses rather than clarifies; it is wordy rather than concise; it hides the main idea rather than getting to the point. The Army writing style standard is writing you can understand in a single rapid reading and is generally free of errors in grammar, mechanics, and usage.

Next Slide

Advantages of Army Writing Style 2
There's something a lot more important about the Army Writing Style than any of this: IT'S A METHOD as well as a style. Because it encourages you to use standard structures and headings, short sentences, and familiar words, it helps you to write well.

So, let's approach it from that standpoint. We'll look at all the left-brain stuff because it is important—but let's not lose sight of the fact that the STYLE gives you a WAY to write effectively—even if you don't think you're a good writer.

With that in mind, let's take a more detailed look.

Next Slide

Pg. 8/54, Section III, Presentation
Includes: Learning Step Activities (LSAs), MOIs for each LSA, Inst Strategy, media types, security classification, lesson content
Discrepancies?
Any supporting materials should align with the content listed in this lesson plan report. Needs to be reviewed for accuracy.

Appendix E - TRAINER'S LESSON OUTL[INE]

Military Writing Style

112-EWK50203 / Version 5.0

Effective Date: 20 February 201[4]

1. The importance of this lesson: (Why)

Write in the military style.

2. What we want our Soldiers to Achieve: (Outcomes/Standard)

Write in the military style in accordance with AR 25-50, *Army Writing Guide*, CAS3 *Staff Officer Guide*, and *Joint Officers Handbook*.

3. Tasks to be taught

Task Number	Task Title	Task Type
None		

Additional Non-Standard Tasks

None

4. References:

Reference Number	Reference Title	Date
AR 25-50	Preparing and Managing Correspondence	17 May 2013

Additional Non-Standard References

None

5. Resources

Pg. E-1, App E- Trainer's Lesson Outline
Includes: Importance of this lesson, what do we want our Soldiers to achieve, tasks, & resources
Discrepancies?
This information is missing some fields and/or needs to be relooked and reworded.

Sample #3: Participant Material –In order for curriculum developers and instructional personnel to enhance their skills on the job, it is recommended participants review specific Army publications and references. This document is located in Blackboard (ellc.learn.army.mil) under the *Student Tools (References and Pubs)* menu (in PDF). See below.

Basic Developer Course (BDC)
Recommended Readings

The following Training & Doctrine (TRADOC) publications may be located in the https://www.tradoc.army.mil/ website:

- TRADOC Pamphlet (TP) 525-82, *The U.S. Army Learning Concept for Training & Education, 2020-2040*, Chapters 1-4.
  - o TRADOC 350-70, *Army Learning Policy and Systems*, Chapter 3 *(Army Learning Product Requirements)* and Chapter 4 *(ADDIE)*.
- TRADOC 350-70-7, *Army Educational Processes*. Chapters 1-7
- TR 350-70-14, *Training and Education Development in Support of the Institutional Domain*, Chapter 1, *Introduction* and Chapter 2, *Proponent Responsibilities and Support of Institutional Training and Education Products*.

Once you get to the TRADOC website, click on Doctrine tab.

From here, click on Current Doctrine tab. This should take you to this list of TRADOC Pamphlets and Regulations in Army Training & Education.

Other readings and websites:
- Don Clark, *Big Dog Little Dog's Performance Juxtaposition*, (Bloom's Taxonomy of Learning Domains) http://nwlink.com/~donclark/hrd/bloom.html
- Don Clark, *Big Dog Little Dog's Performance Juxtaposition*, (Instructional Systems Design: The ADDIE Model) http://nwlink.com/~donclark/hrd/sat.html

Evaluation Strategy Recommendations

11. **Sample Reaction Evaluation Form.**
    Sample Questionnaire: Participants have the opportunity to fill out critiques at the end of each session via Blackboard Learning System. These critiques include participant feedback on sustainment and improvements about the *Lesson Plan Component* segment. Participants are allowed the opportunity to rate each area and provide a written comment.

Basic Developer Course Critique Form
Lesson Plan Components in Army Training & Education

Name: _____

Rank / Job Title: _____ Class No: _____

Individual Session Critique

Consider each area of this session and indicate the level (with a circle) to which you agree with the statements in each column below. Use this scale when completing this critique:

SA: Strongly Agree   A: Agree   N: Neutral   D: Disagree   SD: Strongly Disagree   NA: Not Applicable (missed lesson)

Session	Session content was current and appropriate.	The facilitator(s) effectively presented the information.	This information will be useful to me at my job.
Please be specific & write legibly with a dark ink pen.			
Blackboard (dL) (Pre-work)			
1. Critical Thinking (Discussion Forums) Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
2. Instructional Processes (your own field experience) Discussion Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
3. ADDIE Instructional Design (ID) Model Discussion Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
4. Lesson Plan Component Handout Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
5. *Military Writing Styles* lesson plan report Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
6. *Military Writing Styles* training support materials (assessments and practical exercise handouts Comments:	SA A N D SD NA	S A N D SD NA	SA A N D SD NA
Lecture			
1. Instructional Processes Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
7. Curriculum Design Policies & Regulations (relation to ADDIE) Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA

8. Army Compliance & Lesson Plan Development Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
Group Activity / Briefing			
9. Quality of group discussion Comments	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA
10. Individual Exercise (IE) Briefing Comments:	SA A N D SD NA	SA A N D SD NA	SA A N D SD NA

ADDITIONAL QUESTIONS: We would appreciate your comments about the *Lesson Plan Components* session you have just completed. Your comments are important. We will consider your comments for implementation at the next annual review/revision of the lessons:

1. Which learning activities were particularly useful in this session?

2. Which areas posed problems? Please explain.

3. What features of the session did you like best?

4. What features of the session did you like least?

5. What type of instructor assistance (if any) for this session was most helpful?

6. Did the training session meet your needs? If not, please indicate where training fell short.

7. Do you have any suggestions about session content or methods of instruction to make this training more useful? *(You may continue on a blank sheet of paper if you need more space.)*

8. For the group project, did you feel you worked as a team?

9. Were there any animosities or conflicts that arose during the project? If so, how did you resolve them as a group?

10. Do you feel your contribution and learning experience to the project will make you a more effective training developer? Why or why not?

12. One Learning Assessment Tool

Performance Assessment Rubric

Basic Developer Course (BDC) – Group Project Assessment Score Sheet
(SAMPLE)

An assessment form was used to allow peers (ones outside the group) and the instructor to provide rating feedback based on group presentation performance, communication of findings (discrepancies), and the solutions to fix these discrepancies. A rubric was used to rate each group's performance based on a Likert scale (1-4). This form was also used to identify areas of improvement along with any sustains for future projects.

Lesson Plan: Lesson Plan Components					
Group Number:	**OVERALL SCORE:** 100 points				
Rater's Name: (Participant)					
Area of Evaluation: Classroom					
EVALUATED AREA	**1**	**2**	**3**	**4**	**COMMENTS FIELD BELOW:**
Group demonstrated performance in identifying areas of deficiency in the lesson plan.					
Group demonstrated performance in identifying areas of deficiency in supporting materials (assessments and Practical Exercises).					

Group demonstrated performance in making decisions requiring high complexity.				
Solutions were addressed based on each area of deficiency.				
Group members addressed their findings efficiently and in a timely manner.				
Based on the presentation provided, group members seemed to applied a high level of critical thinking during their discussions.				
Each team member contributed to the group assignment (performance).				

Grading Scale Criteria

(N/A) - Not Applicable to Group Project

1 Needs Improvement – Demonstrated performance below expectations in multiple areas of responsibility (ability to meet goals/deadlines, communication, task accomplishment, problem solving)

2 Limited – Group performance was deficit in one or more areas.

3 Effective / Good – Group members were able to meet expectations of essential criteria for task. Overall quality was good and expectations were met.

4 Strong – Group performed above expectations on a consistent basis.

ADDITIONAL COMMENTS (be sure any areas of improvement are listed below):

13. **Describe how you would determine if job transfer was achieved. Include the data you would collect if and how you would collect it.**
    The Intent is to determine what changes in job performance resulted from the learning process.

    Questionnaires / Post-Graduate Surveys – A questionnaire would be e-mailed to former participants 6-9 months *after* completing the Basic Developer Course (BDC). Data gathered would include rank, job title, how long they are been at their job, ranking of current responsibilities - from most important to least important, written feedback comments, and time spent on performing their actual roles and responsibilities. The main intent of this survey is to assess how well the graduate felt that he/she was prepared for his/her job. These surveys can also be developed to find out any training content not covered, suggestions/recommendations for improvement, any delays in performing the job after course completion, etc. These surveys should also be course specific.

    Performance Appraisals – Performance appraisals should be gathered approximately 6-9 months after completing the BDC from management. The data to be reviewed include job title, pay plan, job description, raters, employee performance objectives, employees' accomplishments during the appraisal period, significant duties & responsibilities, performance objectives/ individual performance standards, and significant contributions.

    Interviews – Data collected through one-on-one discussions would include in-depth information on whether what changes in job performance resulted from the training (if any). These interviews would be with instructors (who deliver the curriculum to Soldiers), curriculum/instructional personnel management, and their Division Chiefs.

    Work Samples – About 4-6 months after the session, sample copies of lesson plan reports and supporting materials would be gathered to determine whether any improvements were made as a result of training.

14. **Describe how you would determine if organizational results were achieved. Include the data you would collect and how you would collect it.**

What type(s) of data would be collected to determine whether the training delivered to Soldiers resulted in enhanced readiness of deployment?

Data collected should help determine the following areas:

- After receiving training based on the improved work product, did Soldiers actually demonstrate their readiness for deployment in the operational environment?

- Were there significant changes in outcome (readiness for deployment) before and after the training initiative?

- Did Soldiers who completed the program using the improved training products demonstrate a better outcome (readiness for deployment) than ones who did not use the improve training product (nonparticipants)?

- Do participants (Soldiers and their Commanders) believe the training benefitted them in achieving their mission(s)?

- Are there long-term benefits associated with using the improved training product?

Metrics Data – Based on the training initiative completed, this data would include performance metrics (i.e., enhanced levels of readiness for deployment of Soldiers). This information would also include documentation of failed and successful missions in the operational environment (OE). NOTE: it would also be highly beneficial to collect information on each task performed in the OE. This may determine

Historical Data **(Information prior to the training initiative)** –This data may be collected from the Commanding Officers (COs), in the form of a questionnaire, distributed via e-mail (or possibly by phone although accessibility may be a barrier). The intent in gathering this data is to determine: 1) what has been considered as success when Soldiers were performing in the OE?, 2) what have commanders' expectations of their subordinates been once they deployed to their assigned unit stations? and 3) what have been the expectations of soldiers as they achieved their specified missions? Performance metric data would be gathered to rank each Commanders' overall confidence of their Soldiers in terms of job performance, decision-making skills (i.e., addressing Courses of Action in critical situations), and their ability to apply critical thinking in the operational environment. Each task the Soldiers were trained on could also be included and rated on by the Commanders in terms of performance and readiness in the operational environment.

Commander Data – Data would be collected approximately 6-9 months after Soldiers complete their training using the revamped (improved) work product. Commanders will provide feedback on the competencies of their Soldiers. Performance metrics would be used to rank each Commanders' overall confidence of their Soldiers in terms of job performance, decision-making skills (i.e., addressing Courses of Action in critical situations), and their ability to apply critical thinking in the operational environment. Each task the Soldiers were trained on could also be included and rated on by the Commanders in terms of performance and readiness in the operational environment.