Educational Support Cell (ESC)
TLDE
Tips & Strategies

ALM and the SWCS Instructor

What does the Army Learning Model 2015 (ALM) mean to you as an instructor at SWCS? You've heard of ALM, right? There have been workshops and discussions for the last year or two about its implementation Army-wide and at SWCS specifically. But the secret is that ALM is nothing more than just good educational practice to include the use of adaptive technologies.

One of the ALM focus points is the development of adaptive, thinking, *[insert any ARSOF attribute here]* Soldiers. Who doesn't want an adaptive, thinking Soldier? The issue is that unless a Soldier comes to you as a top-notch, adaptive thinker *[etc.]*, traditional Army learning methods to include large lecture classrooms and After Action Reviews that are comprised of 3 ups and 3 downs don't assist in developing these skills or attributes.

Want a critical thinker? Give them opportunities to think critically in the classroom. Want a problem-solver? Give them opportunities to solve problems. This is actually more difficult than it sounds as it involves a paradigm shift for instructors, training developers, and the like.

The ALM call to action is 3 pronged:

1) *Convert most classroom experiences into collaborative problem-solving events led by facilitators (vice instructors) who engage learners to think and understand the relevance and context of what they learn.*
2) *Tailor learning to the individual learner's experience and competence level based on results of a pre-test and/or assessment.*
3) *Dramatically reduce or eliminate instructor-led slide presentation lectures and begin using a blended learning approach that incorporates virtual and constructive simulations, gaming technology, or other technology-delivered instruction.*
<div align="right">(TRADOC PAM 525-8-2, CH1; 06 JUN 11, p. 10)</div>

Look at the page that follows for tips regarding lesson design that will enhance your learning environment.

For assistance….

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ALM Lesson Design

Is Outcome-Based

- Focuses on deliberately teaching towards the course OUTCOME
- Focuses on attaining authentic, mission-focused results
- Focuses on deliberately developing one or more of the ARSOF attributes as identified in the course's OUTCOME
- Includes *context* (the relevance of what is learned and why the task or information is important)

Is Learner-Centric

- Focuses on doing and thinking rather than lectures and PowerPoint briefs
- Provides opportunities for learners to THINK CRITICALLY---to EVALUATE, JUDGE, and DECIDE
- Embeds PROBLEM-SOLVING
- Includes RIGOR—challenges learners in the right ways at the right times to build confidence
- Pursues high, but attainable expectations
- Provides activities that focus on learner-centric instruction-----the learners works, the learners think, and the instructor facilitates
- Includes effective facilitation of course concepts and competencies
- Incorporates technology when and where worthwhile

Uses Assessments

- Includes pre-assessments to assess learners' readiness
- Uses pre-assessment data to shape the way forward and work towards mastery of the OUTCOMES
- Includes self-assessment
- Includes peer assessment
- Provides opportunities for informal assessments to gauge and adjust to learners' progress
- Provides opportunities to assess and provide feedback on the development of ARSOF attributes
- Provides clear metrics and criteria identified for assessment feedback