

DDJ7 Joint & Coalition Warfighting

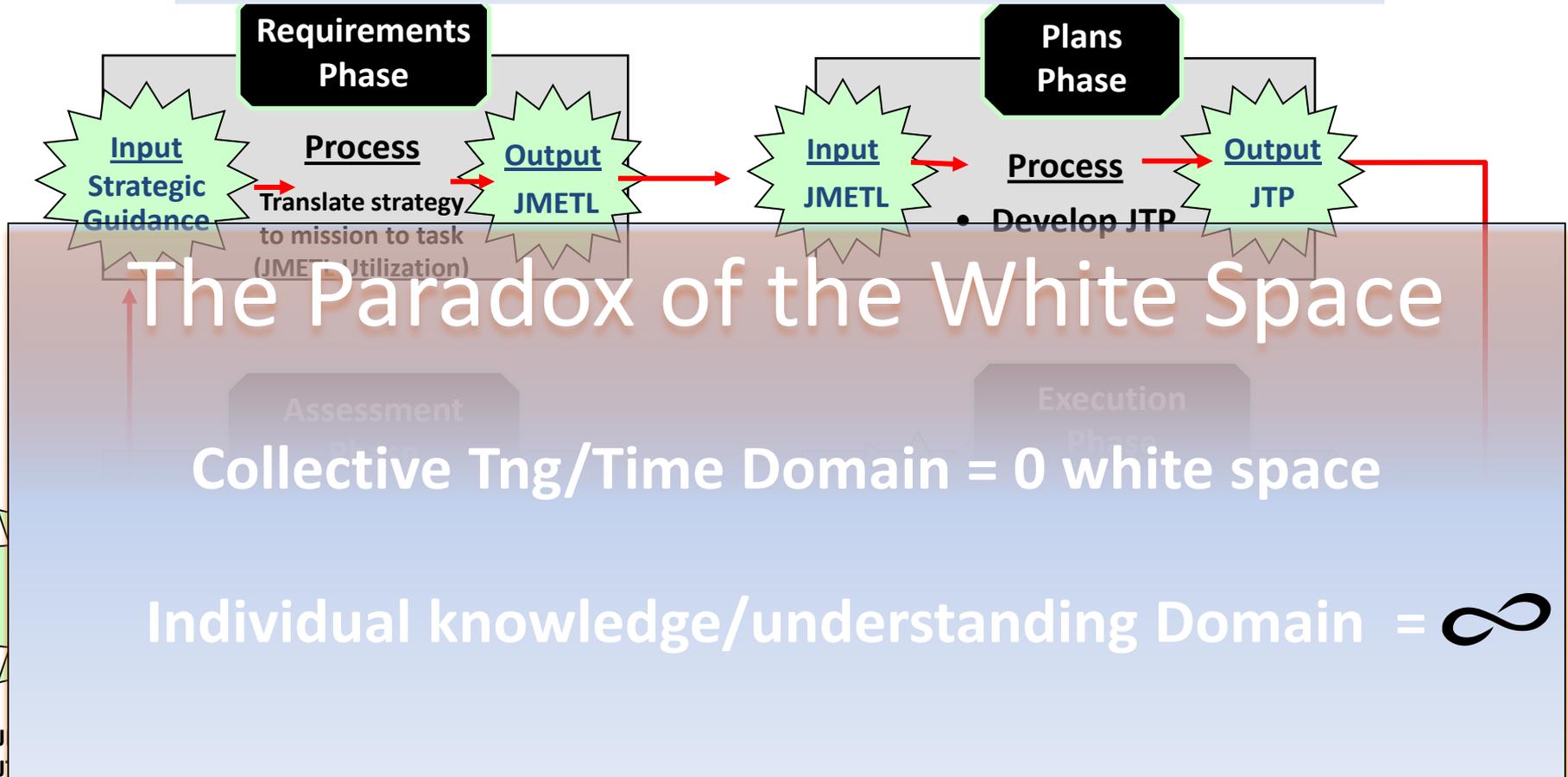
Individual Training/Learning Division

Organizational Overview

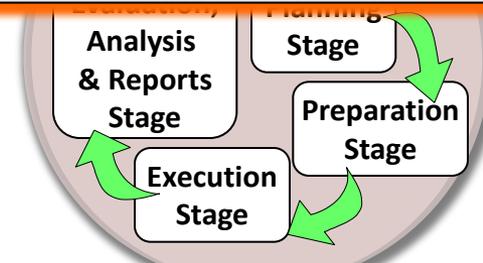
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Joint Training System (CJCSM 3500.03)

Individual Learning Perspective



- MTA - Mission Training Assessment
- TPE – Training Proficiency Evaluation
- TPA – Training Proficiency Assessment
- JQRR - Joint Quarterly Readiness Review
- JDDP – Joint Doctrine Development Process
- JWCA – Joint Warfighting Capability Assess



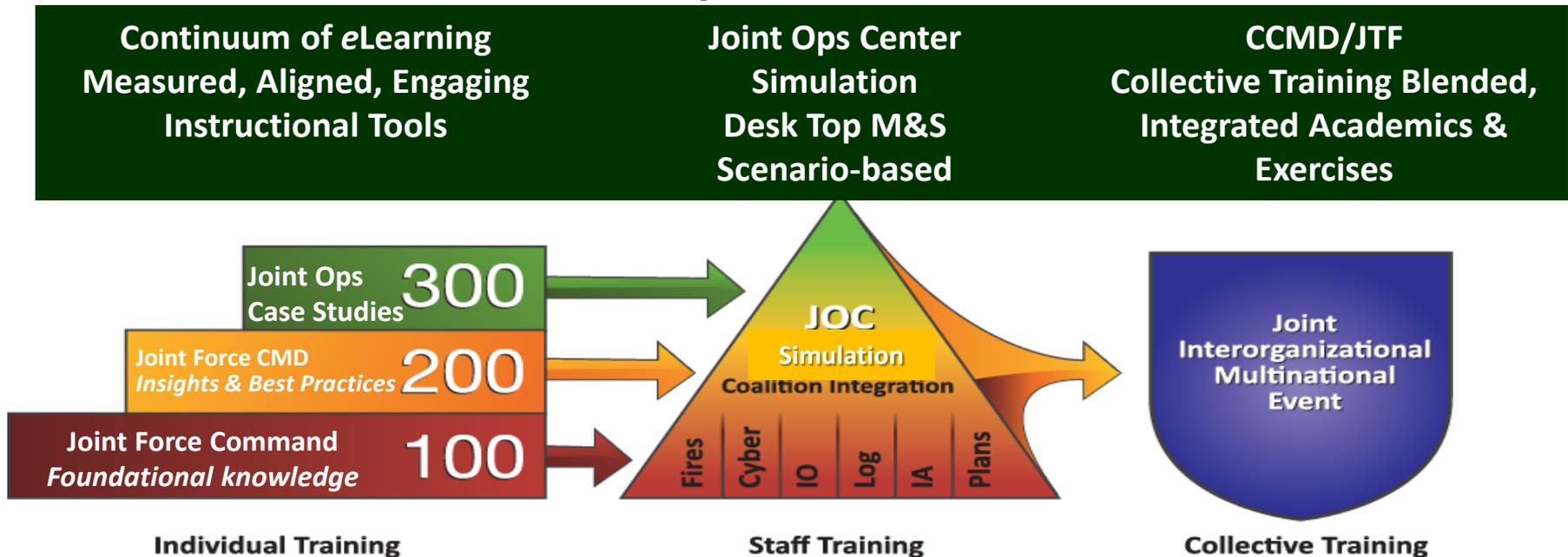
Blended Learning Training Package

CoL Model Framework

What is the problem you're trying to fix?

- Sustain “band of excellence” in knowledge/skills/attitudes before & between JELC exercises**
 - ✓ JTF and CCMD staffs continually turn over causing dips and gaps in KSAs
 - ✓ Improve learning curve in Joint exercises with targeted, personalized, aligned and measured CoL courses
- Reduce the “untrained” in Theater:**
 - ✓ Train those who miss the training during Joint Event Life Cycle (JELC)
 - ✓ Many deployers do not attend JTF exercises, academics or Mission Rehearsal Exercises
 - ✓ Others don't have a chance: individual augmentees, new or late-arriving staff, coalition
- Provide JFC CDRs with metrics on individual & staff functional skill sets during JELC events.**

What is your solution?





Joint Force Command (JFC) Curriculum

JFC 100 Modules

1 Joint Fundamentals	2 Joint Intelligence	3 Joint Operations	4 Joint Logistics	5 Joint Planning	6 Joint CMD, Control, & Commo.	7 Joint Fires and Effects	Interorg. & Multinatl Coord
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Lessons based on Joint Doctrine: JP 1, JP 3.0, JP 5.0, JP 3.08, etc

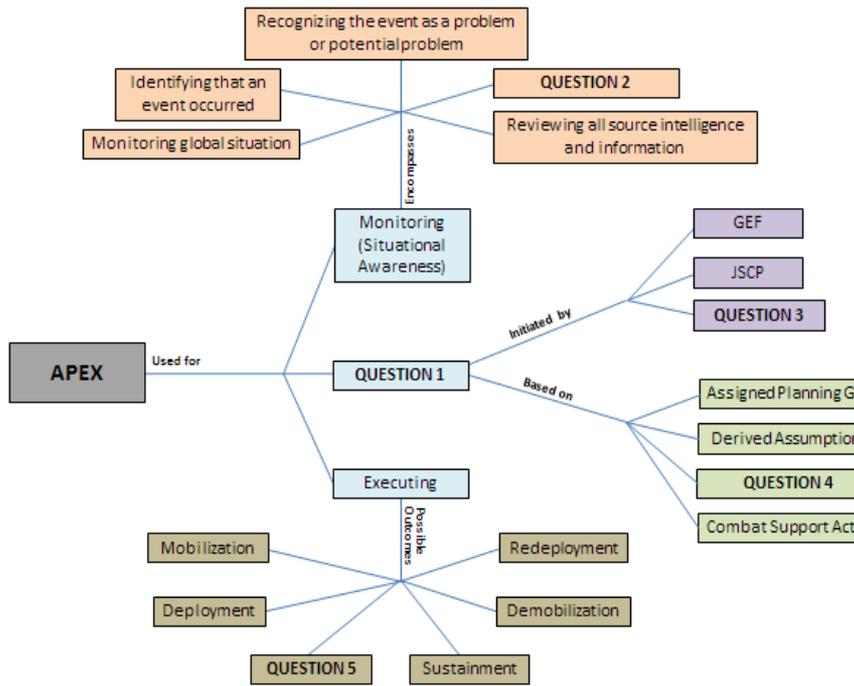
JFC 200 Modules

- 1: CCIR at the Operational Level
- 2: Gaining and Sharing Info
- 3: Interorganizational Coordination
- 4: JTF CMD Relationships and Org
- 5: SOF and Conventional Force Integration
- 6: Air Component Integration
- 7: Joint HQ Org, Integration, & Battle Rhythm
- 8: Intel Ops at the Operational Level
- 9: Integration of Lethal & NonLethal Actions
- 10: Sustainment Ops
- 11: Assessments
- 12: Distributed Ops

Based on Joint Operations Insights and Best Practices Focus Papers

Joint Force Command (JFC) Module Framework

Concept Maps



Situational Judgment Test

Joint Force Command 100, Module 5, Lesson 2: JOPES

You are the commander of a JTF that was recently stood up in response to a series of upheavals in Farwaystan, a long standing US ally in the Caucasus. A vote of non-confidence on the prime minister lead to military coup and rioting that left the democratically aligned provisional government and the military junta paralyzed. Planning has proceeded in tight coordination with the geographic staff.



There is no immediate correct answer for the situation, but subject matter experts suggested these possible responses:

"Employ Joint Persistent Surveillance"

"Isolate area and continue relief operations in rest of country and border area."

"I would work with my GCC to get local diplomatic assets to contact the Farwaystan mil. about their insurgent supporters. While that goes on, I would support host-nation assets to locate the radiation source."

"Safety of troops is paramount. Appraise GCC of intelligence report, and work with J2 on deploying sensors if not in area."

You have just received intelligence from a local intelligence source in Farwaystan that reports a foreign insurgent group is suspected to be operating in the ruined capital city.

Submit

Metric-based, Learning-focused and Dynamic Lessons

Modules consists of case-study audio scripts enhanced by slides, photos, and video clips that provide context to learning objectives

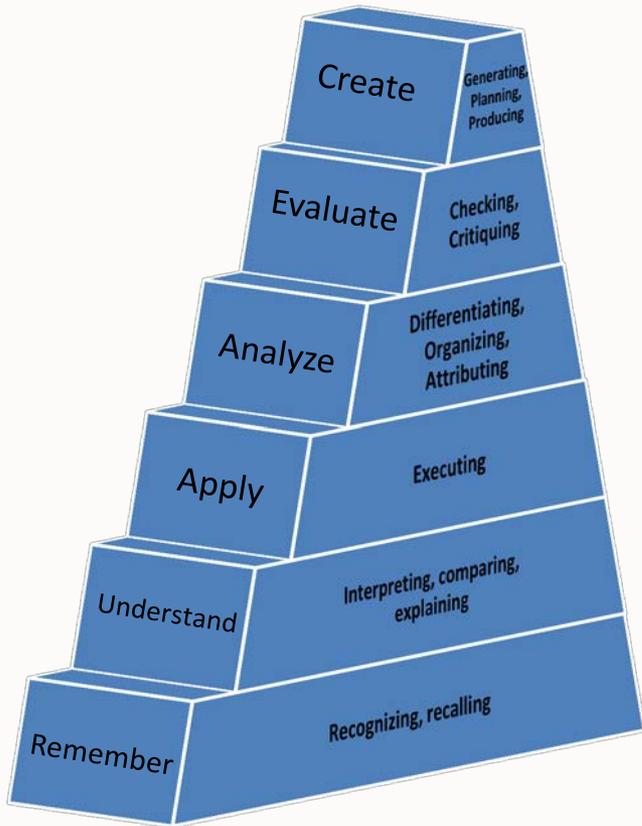
Enabling Learning Objectives = ELOs
Terminal Learning Objectives = TLOs

Summative Assessments: Knowledge diagnostic assessments
Formative Assessments: Checks on learning that inculcate higher order thought

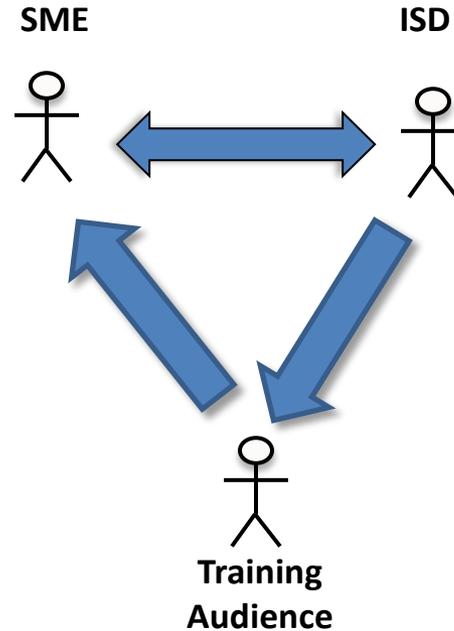
Blended Learning Training Package

Continuum of eLearning

Krathwohl's (2002) revision of Bloom's Taxonomy



Courseware Development *A Collaborative Effort*



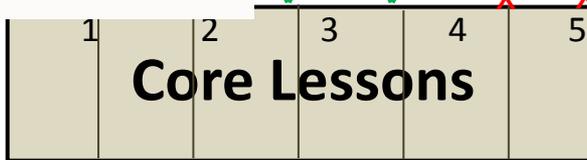
eLearning Training Package *Critical Components*

- ✓ Based on Handbook / Doctrine or Pub
- ✓ CoL Course – TLOs, ELOs, diagnostics
- ✓ Blended Learning
 - ✓ Higher Order Learning
 - ✓ Lower Order Learning
 - ✓ “Why”
 - ✓ Checks on Learning
- ✓ Curricula – Content
- ✓ Embedded MSELs
- ✓ Metrics & Assessments
- ✓ Training Event Alignment
- ✓ Knowledge Owner
- ✓ Train the Trainer

Course Framework

[Joint Historical Vignette](#)

Diagnostic



6
SGST
Use Case
Example

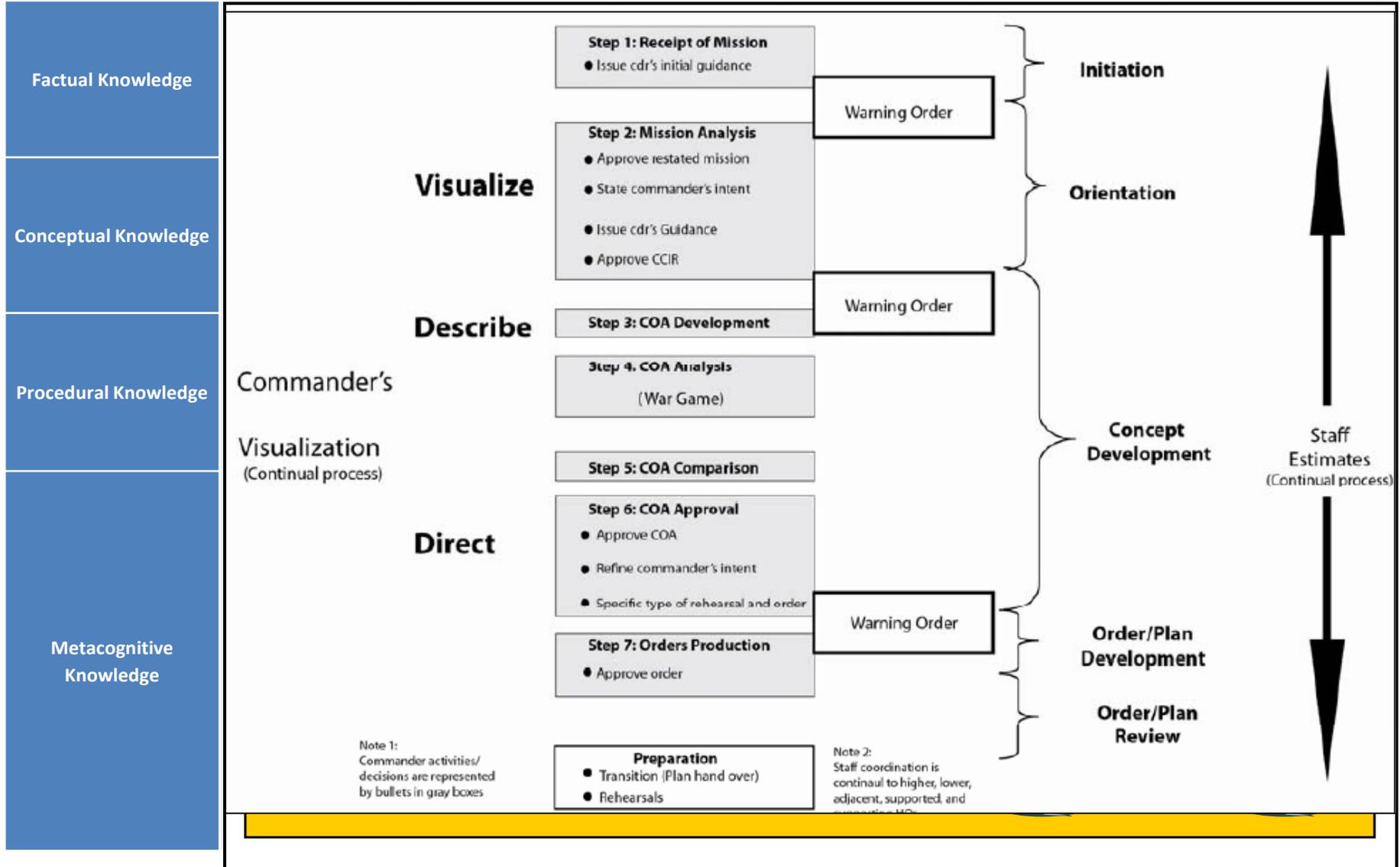
Post-test

SGST



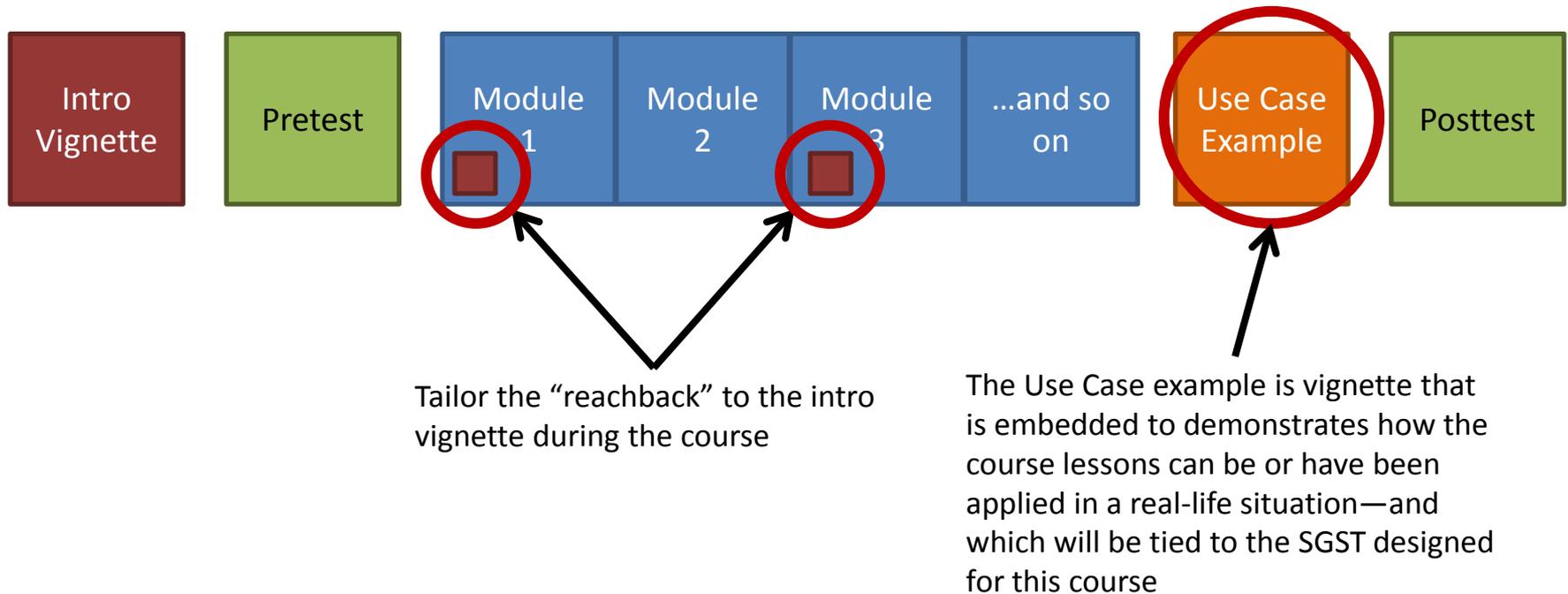
Verb Cues and Activities

The Knowledge Dimension	'Basic' Question Content		'Intermediate' Question Content		'Expert' Question Content	
	1. Remember	2. Understand	3. Apply	4. Analyze	5. Evaluate	6. Create
	Information Gathering	Confirm Information Gathering for application	Make use of knowledge	Take Apart knowledge	Judge the outcome	Put knowledge together



CoL Course Structure

(Tailored additions circled in red)



SGST Scenario Structure

(Tailored additions circled in red)



Explicitly sets the stage for the SGST experience (not scenario, per se) by reminding students about the self-paced course that they previously took that was related to the SGST scenario and helping to recall the skills (TLOs) that they learned during that course, which they will need to apply during the scenario

Fictional commander sets the stage for the specific SGST scenario (this may be a video, an OPORD, an animation, etc.).

Tailored: The CDR also reminds the students about their learning objectives and key principles from the self-paced course that they should remember and apply.

Post-scenario assessment links back to the self-paced course assessments

Blending self-paced courses with SGST

