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AY26-27 VECTOR Programming Catalog

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Vision:

The premier place for advancing faculty to another level.

Mission:

To advance learning professionals, deliver transformative education, and achieve scholarly excellence.

VECTOR has six lines of effort:

Visionary Engagement
Experiential Learning and AI Adoption
Coaching Faculty
Teaching Excellence
Optimizing Student Experience
Research Collaboration

The Programming Guide provides information on courses and programs associated with four lines of effort: Experiential Learning and AI Adoption, Coaching Faculty, Teaching Excellence, and Optimizing Student Experience.

Overview of VECTOR's 14 Programs and Courses

Experiential Learning and AI Adoption

Immersive Experience (IX) Course
Learning Experience Design (LXD) Educator Course
Virtual Reality (VR) Educator Course
Artificial Intelligence (AI) for Educators Course
Auburn Biggio's AI (Re)Design Course

Coaching Faculty

Leadership Coaching Program
Team Coaching Program

Teaching Excellence

Teaching Essentials Course
Introduction to Military Education Course
Teaching in a Virtual Environment Course

Optimizing Student Experience

Advanced Facilitation Course
Instructional Systems Design (ISD) / Immersive Experience Design (IXD) Course
Curriculum Developer Essentials Course
Advanced Curriculum Developer Essentials Course

The Programming Catalog provides the following for each course/program:
Length: hours and/or days
Modality: in-person, virtual, hybrid, and/or online/asynchronous
Offered: annually, on demand/scheduled as needed
Description: narrative information about the course
Learning Outcomes: what participants will walk away with from the experience

Immersive Experience (IX) Course

Length: Two days

Modality: Face-to-face/in-person and virtual; projected to be online/asynchronous in AY27

Offered: Annually (usually in January)

Description: This mid-level course equips educators, trainers, and designers with a structured framework for creating impactful immersive experiences. Building on Ruscella and Obeid's Immersive Experience Taxonomy, participants will explore the distinctions between immersion and presence and apply the taxonomy's nine dimensions—interactivity, embodiment, co-participation, story, dynamics, gamification, immersive technology, meta-control, and didactic capacity—to the design of learning environments. Through case studies, group activities, and hands-on design labs, participants will learn to evaluate and create immersive experiences that heighten presence, deepen engagement, and align with clear learning outcomes. Ideal for those who have already completed an AIC, Teaching Essentials, EPMEIC, or other instructional design and curriculum developer type courses so that your foundational skills can be strengthened to create impactful immersive experiences.

Learning Outcomes:

- Differentiate between immersion and presence in immersive learning environments and explain how each contributes to learner engagement and outcomes.
- Apply Ruscella & Obeid's Immersive Experience Taxonomy by analyzing and scoring existing immersive scenarios across the nine taxonomy dimensions.
- Design an immersive learning activity or scenario that strategically integrates interactivity, embodiment, story, and other taxonomy elements to foster deeper presence and engagement.
- Evaluate and refine immersive designs using the taxonomy rubric and presence models (e.g., SCG Presence Cube), ensuring alignment with intended learning objectives and learner needs.

Learning Experience Design (LXD) Course

Length: Two days

Modality: Face-to-face/in-person and virtual; projected to be online/asynchronous in AY27

Offered: Annually (usually in February)

Description: Ideal course for those who are platform instructors, instructional design specialists, and curriculum developers that complement past training so that participants design an elevated learning experience. Introduces participants to the principles of Learning Experience Design (LXD) grounded in Flow Theory, the Cognitive Affective Model of Immersive Learning (CAMIL), Experiential Learning Theory (ELT), and Transactional Distance Theory (TDT). Participants will explore how to design and facilitate immersive, learner-centered experiences that balance challenge and skill, leverage presence and agency, reduce psychological distance, and engage both cognitive and affective domains. Through hands-on activities, case studies, and collaborative design labs, participants will leave with practical strategies to transform curricula across Air University schools into more engaging, effective, and human-centered learning environments.

Learning Outcomes:

- Differentiate between Instructional Design and Learning Experience Design (LXD) by analyzing learner-centered, theory-driven approaches that emphasize empathy, engagement, and presence in military education contexts.
- Apply Flow Theory, Experiential Learning Theory, and Transactional Distance Theory to design immersive and engaging learning activities that balance challenge with skill, reduce psychological distance, and foster optimal states of learner involvement.
- Evaluate and map learning experiences using CAMIL and the Taxonomy of Immersive Experiences to identify how presence, agency, and affective states shape cognitive and emotional learning outcomes.
- Design and prototype a microlearning or lesson experience that incorporates the five LXD moments (Sense, Feel, Think, Act, Relate) and aligns immersive methods or media to specific Air University course objectives

Virtual Reality (VR) Educator Course

Length: Two days

Modality: Face-to-face and virtual

Offered: Annually (usually in February)

Description: An introductory/basic course for all ranges and experience levels. Participants are introduced to the fundamentals of Virtual Reality (VR), Augmented Reality (AR), and Mixed Reality (MR). Participants will gain hands-on experience with immersive environments, 360° video, and interactive XR tools. Through guided activities, demonstrations, and collaborative exercises, faculty will explore how XR can enhance teaching across disciplines by fostering presence, agency, and context-based learning. No prior technical expertise is required—just curiosity and a willingness to step into new realities.

Learning Outcomes:

- Differentiate between VR, AR, and MR technologies and explain how each can be applied in educational settings to enhance presence, context, and learner engagement.
- Navigate and evaluate 360° video and immersive XR tools, identifying strengths, limitations, and appropriate use cases for teaching across disciplines.
- Design a simple immersive learning activity that leverages XR to foster student agency, experiential learning, or empathy.
- Reflect on the pedagogical opportunities and challenges of XR integration, including accessibility, equity, and return on investment in their own teaching practice.

Artificial Intelligence (AI) for Educators Course

Length: Two days

Modality: Face-to-face and virtual; projected to be online/asynchronous in AY27

Offered: Annually (usually in June)

Description: Considered a foundational course for all levels and experiences of learning professionals. Introduces participants to the fundamentals of generative artificial intelligence (AI) and its potential to support teaching and curriculum design. Participants will gain a working knowledge of what AI is (and is not), explore ethical and responsible uses in education, and practice hands-on techniques for using AI to generate course materials, lesson ideas, assessments, and interactive learning activities. By the end of the workshop, participants will be equipped with practical strategies for responsibly leveraging AI to enrich their courses while preserving academic rigor and human-centered learning.

Learning Outcomes:

- Define and distinguish the fundamental concepts of generative AI, clarifying what AI is—and is not—in the context of education.
- Apply ethical and responsible practices when evaluating or implementing AI tools for curriculum design and instruction.
- Demonstrate hands-on use of generative AI to create lesson materials, assessments, and interactive learning activities that support course objectives.
- Formulate strategies for integrating AI into teaching while preserving academic rigor and fostering human-centered learning.

Auburn Biggio's AI (Re)Design Course

Length: Five days

Modality: Face-to-face only with growth toward virtual/online

Offered: Annually (usually in May)

Description: This five-day course on how to re-design curriculum using AI is part of a partnership/MOU between Air University's VECTOR (the Center of Excellence for Learning Professionals) and Auburn University's Biggio Center.

The AI (Re)Design Course is Biggio Center's flagship program that helps faculty from all disciplines how to use AI for course design/re-design. The program is structured around Dee Fink's Designing Significant Learning Experiences backward design process.

In AY26, six participants from AU will attend the course at Auburn.
In AY27, those six participants will teach the course at Auburn with guidance and supervision by Biggio Center instructors.
In AY28, those six participants will teach the course at Air University. The expected class size will be between 6-18 students from across Air University.

Participants will represent the schools/centers from across Air University.

All participants will be approved through the VECTOR faculty and Air University CAO (Provost).

Learning Outcomes:

- Create or re-envision one course in preparation for teaching in an active learning space.
- Faculty will participate in the design of an existing course using backwards design principles and prepare to use active learning in EASL classrooms, spaces around campus, and virtual environments.
- Faculty will align themselves with others who are fully committed to "making teaching visible" by sharing teaching innovation.

Leadership Coaching Program

Length: Eight days (60 hours) in total with 48 synchronous/student contact hours and 12 asynchronous/self-study hours; divided in two weeks (each four days)

Modality: Face-to-face only; projected to offer a virtual option in AY27

Offered: Annually twice at Air University and on demand from DOD, USAF, USSF, USA, and USN

Description: The training is a mix of self-study/prep, in-person, and virtual (Zoom) experiences that include practice with peers, and two live assessments. Each academic day runs from 8:30am to 4:30pm with a lunch break, small breaks in the morning and afternoon, 5-6 hours of academics, and approximately 1-2 hours practicing what was learned in pairs and/or triads, or in a small group setting. Students can complete an additional 30 hours of student coaching experience to apply for the professional coaching credential, Board Certified Coach (BCC), with the Center of Credentialing and Education (CCE). The program aligns with the core coaching competencies established by the International Coaching Federation (ICF).

Learning Outcomes:

- Define the competencies needed to effectively coach self and others and that support the DAF coaching culture and coach development IAW ICF and CCE standards.
- Describe the skills and competencies needed to establish a coaching mindset.
- Demonstrate coaching competencies that support ethical coaching practice.
- Increased confidence and competence in coaching an individual and applying coaching principles to everyday situations.
- Able to conduct a seminar on coaching so that others may learn coaching skills.
- Embody and apply the following mindsets, skillsets, and toolsets.

Mindsets x 11

+ Coaching Mindset
+ Strength-Based Mindset
+ Open v. Fixed Mindset
+ "Yes, And" Mindset
+ Curious Mindset
+ Clients are Fully Resourceful
+ Negative Capability
+ Letting Go to Let Come
+ Performance Mindset
+ Developmental Mindset
+ Coaching as a "lethal weapon"

Skillsets x 17

+ ICF Core Coaching Competencies
+ ICF Ethics Framework
+ Coaching the Person v. the Problem
+ Active Listening
+ Levels of Listening
+ Appreciative Inquiry
+ Reflective Inquiry
+ Challenge/Support for and with Client
+ Developmental Lines & Lines of Inquiry
+ System Thinking and Seeing "the system"
+ Conditions that Compromise Coaching
+ Conflict Resolution
+ Coaching Self
+ Coaching Others (Individuals)
+ Coaching Groups and Teams
+ The "Arc of Trust"
+ Creating Trust

Toolsets (Resources) x 29

+ 22 Modules of Curriculum/Coaching Content
+ Character Strengths Assessment
+ Conflict Mode Styles Assessment
+ MBTI/16 Personalities
+ Voices of Leaders
+ ICF Ethical Statements
+ ICF Performance Measures
+ Coach Development Supervision/Mentoring

Team Coaching Program

Length: 30 hours in total with 28 hours face-to-face and 2 hours of pre-reading. The training can be done as a follow-on to the Leadership Coaching Program (60 hours) or as a standalone program that complements an individual, group, or team journey in coaching training and development

Modality: Face-to-face only; projected to offer a virtual option in AY27

Offered: Annually as demand dictates

Description: Each academic day runs from 8:30am to 4:30pm with a lunch break, small breaks in the morning and afternoon, 5-6 hours of academics, and approximately 1-2 hours practicing what was learned in small groups and teams. Students can apply any hours of previous student coaching experience toward the requirement of 30 hours needed to apply for the BCC credential with the Center of Credentialing and Education (CCE). The program aligns with the core coaching competencies established by the International Coaching Federation (ICF).

Learning Outcomes:

- Understand the differences between Coaching an Individual, a Group, and a Team
- Understand and apply the Team Coaching Competencies / Team Coaching Process
- Describe the skills and competencies needed to establish a coaching mindset.
- Demonstrate coaching competencies that support ethical coaching practice
- Understand and apply the CATTS Model (Connect, Assess, Train to empower, Team coaching, and Sustainability for team) as a way to coach teams
- Understand, develop, and apply Team Coaching Skills
- Apply the 10-step Team Coaching Process
- Confidently Coach a Group and/or a Team
- Observe, Assess, Train, and Provide Feedback
- Understand The “Arc of Trust” and Create trust with and within a Team
- Facilitate a Team Connect to its Vision & Purpose
- See the Team as a System (within a System) and See and Coach from the Meta-Level
- Understand Team Conflict & Ways to Aid Teams to Focus on Productive Constructive Conflict
- Train Team Members in Key Skills to Elevate & Strengthen Team Performance/Dynamics

	Morning	Afternoon
Day 1	Reconnect Week 3 Key Objectives/Plan Team Coaching (TC) Handbook Why TC & ICF TC Competencies	Role of TC/20 TC Elements Six TC Mindsets TC Process (CATTS model) Overview Connect Prep and Practice
Day 2	Assess (Self = as TC and the Team = TL+TM) Prep and Practice	Train to empower (Skills for performance/dynamics) Prep and Practice
Day 3	Team coaching (10-step structure) Prep and Practice	Sustainability for team (15 key questions) Prep and Practice
Day 4	Brief/Share TC Approach	Lunch Graduation

Teaching Essentials Course

Course Description

The Teaching Essentials Course (TEC) is a core program of VECTOR, the Center of Excellence for Learning Professionals. Through a certificate track and an audit (i.e., a la carte) track, the TEC provides opportunities to explore evidence-informed teaching and learning strategies that promote student-centered learning in inclusive, multi-modal military educational environments. The TEC encourages student-centered learning by promoting flexible instruction to serve a diverse community of adult learners.

This course is designed for newly assigned and beginning instructors. Established, long-standing educators are also welcome.

Each module is designed to take no more than one hour to complete. There are 12 modules in total.

Additionally, course content is available for use by any Air University school or program and may be adapted to meet faculty needs.

Learning Outcomes

Upon completion of the course, participants will be able to:

1. Design and facilitate evidence-informed instruction that is framed by theory and models relevant for adult learners in multi-modal environments.
2. Promote an inclusive, engaging educational environment that supports a culture of lifelong learning.
3. Engage in reflective practice to improve teaching performance and build relationships throughout the military learning communities.

Module Descriptions

1. The Adult Learner

Description: This lesson introduces adult learning theories and their relationship to a student-centered approach to instruction. Theory-to-practice implications for instruction are explored using Gagne's 9 Events of Instruction as a framework.

Learning Outcomes:

- Discuss how core concepts of the adult learning theories of andragogy, self-directed learning, and experiential learning relate to student-centered learning environments and active learning strategies.
- Identify effective and ineffective applications of facilitation of instruction for adult learners in a student-centered learning environment.

2. Role of the Instructor

Description: This lesson provides an overview of roles, responsibilities, and expectations of an instructor in a military education learning environment.

Learning Outcomes:

- Describe the role of an instructor.
- Describe the values, beliefs, and actions that inform your approach to teaching.
- Identify the characteristics of effective instructors.
- Identify best practices for facilitating instruction in face-to-face and virtual delivery modalities.

3. Learning Environment

Description: This lesson reviews how to create an inclusive learning environment for adult leaders and offers tips for managing classroom behaviors to best facilitate learning.

Learning Outcomes:

- Define a student-centered learning model.
- Describe best practices for developing a successful learning environment for diverse adult learners.
- Select appropriate behavior management techniques to minimize the adverse impact of student behaviors during the facilitation of instruction.

4. Communication in the Classroom

Description: This lesson uses the concept of instructor immediacy skills to give actionable recommendations for effective classroom communication.

Learning Outcome:

- Describe effective communication techniques that encourage student participation and facilitate discussion between students vs. only the instructor.
- Apply instructor immediacy skills to effectively communicate with diverse adult learners and foster an inclusive learning environment.

5. Learning Outcomes

Description: This lesson introduces learning outcomes and differentiates between course and lesson outcomes.

Learning Outcomes:

- Distinguish between course and lesson learning outcomes.
- Describe the attributes of an effective learning outcome.
- Identify specific, observable, and measurable student behaviors that could verify attainment of a learning outcome.

6. Assessments

Description: This lesson provides foundational information about assessments, including the main types and purposes of assessments and criteria to determine the effectiveness of assessments used in the classroom. Activities include practicing using a rubric to assess student learning.

Learning Outcomes:

- Explain the purpose of student assessment.
- Distinguish between formative and summative assessments.
- Distinguish between direct and indirect assessments.
- Explain the criteria for an effective assessment.
- Describe components of an effective rubric.
- Practice using a rubric to assess student learning.

7. Effective Feedback

Description: This lesson focuses on characteristics of effective feedback. Students will practice providing feedback using samples of student work.

Learning Outcomes:

- Provide effective feedback using samples of student work.
- Identify ways to modify instruction based on data and feedback.

8. Teaching Strategies Overview

Description: This lesson provides an overview of teaching strategies. Students will purposefully select appropriate teaching strategies and plan application in the classroom.

Learning Outcomes:

- Identify factors to consider in selecting teaching strategies.
- Select various teaching strategies that align with learning outcomes and assessments.

9. Lecture

Description: This lesson provides an overview of using engaging, student-centered lectures.

Learning Outcome:

- Describe the components of an effective lecture.
- Explain the difference between lecture and other modalities.

10. Guided Discussion

Description: This lesson outlines the purposes, best practices, and procedures for conducting guided discussion. The role of purposeful use of questioning for facilitating guided discussions is explored.

Learning Outcome:

- Explain how to prepare a guided discussion through the purposeful use of questioning.
- Describe the benefits of a guided discussion vs. other modalities.

11. Case Method

Description: This lesson outlines the purposes, best practices, and procedures for using case studies. Learners will analyze the usability of a case study. A practice activity is included.

Learning Outcomes:

- Explain how to use a short case study while teaching in different modalities.
- Analyze the usability of a case study example in a lesson.

12. Peer Learning

Description: This lesson outlines the purposes, best practices, and procedures for conducting peer learning activities. The various types of peer learning strategies and how to adapt a lesson to include peer learning will be explored. A practice activity is included.

Learning Outcomes:

- Describe the different types of peer learning strategies.
- Adapt a lesson to include a peer learning strategy.

Evaluation

Assessments and the criteria for student performance are based on a mastery-learning (i.e., pass/fail) alignment with lesson and course learning outcomes. To successfully complete the certificate course, students must complete every lesson ***and*** its associated activities ***and*** pass a final assessment (scoring 85% or higher) ***and*** an observed teaching demonstration.

There are three options for the teaching demonstration. Students may either (1) schedule a live teaching demonstration based on mutual availability with the VECTOR team, (2) submit a recording of themselves teaching in front of a live audience, or (3) grant the VECTOR team access to an online course where they facilitate some element of instruction and assessment (e.g., a module on Air Power with a discussion board, requiring feedback to discussants that can be observed).

Students who earn a certificate of completion also receive a digital credential through Air Education and Training Command. The credential is shareable via electronic portfolios, email signatures, and social media profiles, among other outlets. The audit track of the course does not include any evaluated components.

Modality

The TEC is offered as an online, self-paced (asynchronous) course via Canvas.

Course Enrollment

The TEC is available for all Air University and Air Education and Training Command personnel. It is available to other military education partners by request. Begin the enrollment process by completing the form at https://www.airuniversity.af.edu/TLC/Programs/

Introduction to Military Education Course

Length: Six lessons (one hour each) conducted over one day or two half-days

Modality: Face-to-face

Offered: Annually in summer and by request

Description: This course is designed for new instructors who either have/have not taught before at other universities or who are new to teaching in a military university/environment. Participants will have a solid foundation of what it means to teach military leaders at Air University through six courses:

1. Air Force History, Culture, and Context
2. Air University Overview, Organizational Structure, and Educating Military Leaders
3. The Military Leader as an Adult Learner
4. Curriculum Design via Outcomes-based and Competency-based Methods
5. Discussion and Socratic Methods as Ways of Teaching
6. Assessing Student Writing Effectively and Efficiently

Learning Outcomes: See each lesson below for specific outcomes by lesson.

1. Air Force History, Culture, and Context

This session is an introduction to U.S. Air Force history and culture in the context of preparing to teach in a military education setting. It is intended for those who are unfamiliar with the Air Force and is taught by a retired U.S. Air Force service member.

- Recall key historical figures and dates from U.S. Air Force history.
- Identify several key elements of U.S. Air Force culture.
- Define U.S. Air Force terms relevant to military education.

2. Air University Overview, Organizational Structure, and Educating Military Leaders

This session is an introduction to how Air University operates that includes an overview, organizational structure, information on the schools and centers, and the AU mission to educate military leaders.

- Describe the AU organizational structure, mission, vision, etc.
- Understand where own home school/center fits within the AU institution.
- Understand how AU educates leaders.

3. The Military Leader as an Adult Learner

This session is an introduction to the concept of adult education and the military leader as an adult learner, as well as Professional Military Education (PME) and Professional Continuing Education (PCE) and how they differ from traditional civilian education.

- Define adult education and adult learner.
- Define the military leader as an adult learner.
- Understand the differences between PME, PCE, and traditional civilian education.

4. Curriculum Design via Outcomes-based and Competency-based Methods

This session is an introduction to the concept of outcomes-based curriculum design in keeping with strategic guidance for “outcomes based military education,” or OBME and competency-based curriculum design. Learners will have the opportunity to create their own learning outcome that aligns with outcomes-based design.

- Define outcomes-based military education (OBME).
- Define competency-based military education.
- Describe the process of curriculum design.
- Write a learning outcome that is specific, observable, and measurable.

5. Discussion and Socratic Methods as Ways of Teaching

Designed for instructors who would like to improve the quality of classroom discussions, this interactive session guides participants through a series of strategies to increase student participation and critical thinking, particularly focused on discussion-based and Socratic methods. Participants will leave with activities and resources they can apply immediately to their instruction.

- Identify strategies and resources to enhance participation and critical thinking in classroom discussions.
- Participate in activities that enhance participation and critical thinking in classroom discussions.

6. Assessing Student Writing Effectively and Efficiently

In this session, participants will first identify strategies to enhance the quality of feedback on student writing and increase efficiency, then apply those strategies to a sample paper. This session is for instructors who are new to writing assessments or who would like to improve their writing-assessment practices and provides details on the fundamentals of assessments in higher and continuing education. Learners will discuss the connection between various types of assessments and strategic-level guidance. Best practices for creating rubrics and assessing students will be considered.

- Identify factors that influence student writing.
- Identify strategies for providing meaningful and efficient feedback on student writing.
- Apply strategies for providing meaningful and efficient feedback to an example of student writing.
- Distinguish between direct and indirect assessments.
- Distinguish between formative and summative assessments.
- Describe an authentic assessment and meaningful rubric.

Teaching in a Virtual Environment Course

Length: Three days

Modality: Virtual

Offered: Scheduled as needed

Description: The Teaching in a Virtual Environment (TVE) Course will be a series of six lessons that occur over three days with a pre-course lesson (module) followed by five lessons (workshops) that are focused on understanding how to teach virtually, engage students in Zoom, and deliver a meaningful student experience. Participants must have completed an approved Academic Instructor Course (AIC) or the Teaching Essentials Course or the EPMEIC.

Module 1 = Pre-work on virtual learning, Zoom/Teams fundamentals, and Leadergogy methodology.
Module 2 = Connections; experience a fully immersive, virtual lesson that demonstrates key concepts.
Module 3 = Walk through of content; lesson/teaching plans; learn/practice key concepts.
Module 4 = Technical fundamentals of teaching in Zoom and Teams.
Module 5 = Zoom check ride; complete draft lesson/teaching plan to teach a lesson.
Module 6 = Teach (demonstrate) lesson; celebration and course conclusion.

Learning Outcomes:

- Understand and demonstrate the technical fundamentals of teaching in Zoom and Teams.
- Learn and practice how to establish a meaningful learning environment using the virtual Student Experience Ecosystem (vSEE) Model, the Pinnacle of Standards, and the Leadergogy methodology.
- Experience a fully immersive, virtual lesson on how to create a learning culture specific to the given group of students.
- Develop and demonstrate how to teach a selected lesson in Zoom.

Advanced Facilitation Course

Length: Two, Three, or Four Days

Modality: Face-to-face

Offered: Annually in the fall and by request

Description: This advanced course is designed to elevate the skills of faculty in how they teach and facilitate others and then apply the new learning in their own teaching at their home department, school/center. Much of the content is associated with empirically based methods that collectively represent the Leadergogy framework established by the faculty at the Leader Development Course (LDC). Content includes what it means to create a learning space, the Student Experience Ecosystem (SEE) Model, virtual SEE (vSEE) Model, LDC Pinnacle of Standards approach to teaching and learning, the S-T-R Zone of (sharing, thanking, and resonating), incorporating music, coaching and improvisation into teaching, emotional intelligence, using coaching techniques in the classroom, incorporating stories and discussion-based models for better teaching and learning, and developing a personal teaching philosophy. Participants must have completed an approved Academic Instructor Course (AIC) or the Teaching Essentials Course or the EPMEIC.

Depending on the course length:

- 6-30 hours of in-person work (synchronous) involving learning, demonstrations, practice, development, and application.
- 2-6 hours of pre-work assignments (asynchronous) that include completion of two online assessments and IPMC course).
- 1-4 hours of post-work (asynchronous/synch) submit revised lesson/teaching plan and participation in a one-hour coaching circle.

Learning Outcomes:

- Understand and apply the teaching and learning methods associated with the Leadergogy framework.
- Create a meaningful student/participant experience based on connections, relevant content, expert delivery techniques, setting the environment that collectively allows a top-level experience.
- Understand how to use coaching techniques with/for student learning that focuses on shared authority, active listening, asking powerful questions, and evoking awareness.
- Understand how to employ music as an anticipatory set for learning.
- Understand how to employ applied improvisation skills to elevate the student experience.
- Understand the Experiential Learning Model approach to curriculum development.
- Understand the BART-PR Methodology for classroom engagement.
- Increase self-awareness/knowledge through emotional intelligence, personality typology, the 5 voices structure,
- Understand how to use stories as a leader development tool.
- Understand how to create an impactful learning space using concepts of “Ba” and “Omoi”.

Instructional Systems (ISD) / Immersive Experience Design (IXD) Course

Length: Two days

Modality: Face-to-face and virtual

Offered: Annually (usually in April)

Description: Advanced course that equips participants with strategies for Immersive Experience Design (IXD) using Digital Bloom's Taxonomy as a guiding framework. Participants will analyze and design VR/AR/MR learning activities across Bloom's digital hierarchy—from remembering and understanding with 360° tours to analyzing, evaluating, and creating in fully interactive VR simulations. Through gameplay mapping, collaborative design sprints, and reflection, faculty will learn how to scaffold immersive learning for cognitive, psychomotor, and affective outcomes while aligning with leadership development and PME goals.

Learning Outcomes:

- Analyze immersive experiences through the lens of Digital Bloom's Taxonomy, mapping VR/AR/MR activities to cognitive, affective, and psychomotor domains.
- Design an immersive lesson or module that purposefully aligns learning objectives, XR tools, and levels of Bloom's (e.g., applying, analyzing, creating).
- Evaluate the level of immersion and agency in a given XR activity, using frameworks such as presence, embodiment, and context-based learning.
- Integrate assessment strategies that measure higher-order thinking, creativity, and reflection within immersive learning environments.

Curriculum Developer Essentials Course

Length: Two days

Modality: Face-to-face and virtual

Offered: Scheduled as needed

Description: The Curriculum Developer Essentials (CDE) Course will be similar to the Teaching Essentials Course yet focused on those who develop curriculum (v. teaching) with emphasis on re-designing a current lesson and fully designing a new lesson based on command priorities. Participants will be invited to teach/show only the application portion of the re-designed/new lesson to peers, and after receiving feedback, complete final edits for the fully finished re-designed/new lesson. Participants must have completed an approved Academic Instructor Course (AIC) or the Teaching Essentials Course or the EPMEIC.

Module 1 = Fundamentals of Curriculum Design and Development; redesigning a current lesson.
Module 2 = Present initial draft of revised lesson focused on application portion; receive feedback.
Module 3 = Present second version of revised lesson; receive feedback; learn teaching fundamentals.
Module 4 = Teach/Show final draft of revised lesson; celebration; course closing.

Learning Outcomes:

- Understand and practice fundamentals of curriculum design and development.
- Develop/Design an immersive lesson or module that purposefully aligns learning objectives, levels of Bloom's taxonomy, key elements from previous courses, and Leadergogy methodology.
- Revise an established lesson.
- Deliver the revised lesson plan focused on the application portion.
- Give and receive feedback.
- Learn key teaching fundamentals in order to step into the shows of the instructor who will deliver the curriculum you developed.

Advanced Curriculum Developer Essentials Course

Length: Six lessons delivered once a week (Six weeks)

Modality: Face-to-face and virtual

Offered: Scheduled as needed

Description: The Advanced Curriculum Developer (Advanced CDE) Course will be a series of six lessons that occur once a week over six weeks with a pre-course lesson (module) followed by five lessons (workshops) that are focused on a deeper application of content into a lesson plan that integrates immersive learning, learning experience design, and AR/VR/MR. Participants must have completed an approved Academic Instructor Course (AIC) or the Teaching Essentials Course or the EPMEIC and the Curriculum Developer Essentials (CDE) Course.

Module 1 = Pre-work on course concepts; Developing a new lesson IAW command priorities.
Module 2 = Advanced concepts of curriculum design and development; Lesson plan outline.
Module 3 = Present draft lesson; Receive feedback; Immersive learning and learning experience design.
Module 4 = Present revised lesson; Receive feedback; AR/VR/MR experiences.
Module 5 = Present final lesson; Receive feedback; Preparing back briefs to command on new lesson.
Module 6 = Submit completed lesson; Celebration; Lock-in date to brief command; Course closing.

Learning Outcomes:

- Understand and practice advanced fundamentals of curriculum design and development.
- Develop/Design a new immersive lesson or module that purposefully aligns learning objectives, levels of Bloom's taxonomy, key elements from previous courses, and Leadergogy methodology that are aligned with command priorities.
- Deliver/Teach the new lesson that bridges a mix of the advanced concepts, particularly immersive learning, learning experience design, and/or AR/VR/MR.
- Give and receive feedback using the COIN method.
- Prepare back briefs to command on new lesson and lock-in brief date.

Customized Programming and Specialized Workshops

The VECTOR team is available to facilitate customized faculty development workshops upon request. Delivery modalities, duration, and topic are variable depending on identified requirements. Coordination requires significant advance notice; please contact au.the.vector@us.af.mil with your request.

Potential Topics for Specialized Workshops (2-3 hours each):

- Building and Strengthening Organizational Culture
- Building Better Teams
- Change Archetypes and Factors Influencing Change Readiness and Acceptance
- Clarity of Purpose
- Coaching as a Leadership Tool
- Conflict Communication Styles
- Design Thinking and Creative Conflict
- Having Better Conversations
- Emotional Intelligence
- Energy Management
- Ethical Leadership Decision Making
- Full Spectrum Leadership: Constructive v. Destructive Leadership
- Leading in a Crisis
- Leading Organizational Change
- Leading Self and Others
- Leading the Next Generation
- Knowing Your Team and The 7 Voices of Leadership
- Optimizing Human Performance
- Personality Typology and MBTI
- Storytelling for Leaders / Leadership Through Storytelling
- Using AI for Leadership Development

Faculty Consultations

The VECTOR Team will partner with you to enhance your professional development as an instructor, faculty, etc. and for your organization's success as well. Confidential one-on-one and small group consultation services are also available in person or online on such topics as designing curriculum, implementing active learning strategies, teaching in multiple modalities, and implementing learning technology into instruction, among others. You may book a consultation via email at au.the.vector@us.af.mil or contact any of the VECTOR Team members via the contact information of the last page.

Bios of Professors/Instructors
Teaching VECTOR Programs and Courses

John M. Hinck, PhD is an Associate Professor of Leadership Studies and Director, VECTOR (the Center of Excellence for Learning Professionals) for Air University. He has a BA in Aviation Management from California State University, Fresno, an MS in Administration from Central Michigan University, an MMAS from the US Army Command & General Staff College, and a PhD in Leadership Studies from the University of San Diego. He is an AWC graduate and teaches electives and core courses at AWC and ACSC, the Leader Development Course for the Eaker Center for Leadership Development, and his 40+ publications include books and articles on leadership, coaching, communication, and teaching/learning. His teaching, research, and leadership have been recognized by receiving the SECAF Leadership Award, AETC and AU Civilian of the Year (twice), and the Ira C. Eaker Center's Research Excellence Awards. He is a former Apache Longbow pilot and Army Colonel and previously served as the Deputy Director of the Leadership and Innovation Institute. He is a Certified Professional Innovator, Change Management Certified (AI Adoption), a USAF Master Instructor, and is a credentialed Professional Certified Coach (PCC) with an Advanced Certification in Team Coaching (ACTC) with the International Coaching Federation.

Andrew S. Clayton, EdD is an Assistant Professor of Leadership at Air University and serves as Chief of Experiential Learning and Artificial Intelligence for VECTOR. He graduated with a BS from Purdue University in Aviation Administration, an MA from the University of Phoenix in Adult Education and Training, an MS from Air University in Military Operational Art and Science, and an EdD from Grand Canyon University in Organizational Leadership. Dr. Clayton has over 13 years of experience at Air University, with more than 10,000 hours of classroom instruction time, and is certified as a Master Level Instructor, Distance Learning Instructor, Myers-Briggs Type Indicator (MBTI) practitioner, and certified Innovator. Dr. Clayton is also certified as a Virtual Reality Educator by Georgian University and holds certificates from MIT in Machine Learning for Business and the MIT xPRO Virtual Reality and Augmented Reality certification. Dr. Clayton also serves as a Reservist at the Air Force Reserve Command Professional Development Center (PDC), bridging research and practice in leadership development across PME and PDE courses, active-duty Air Force, and Air Force Reserve education. His research and teaching have been recognized for excellence, including the Best Education Paper at I/ITSEC and the General Muir S. Fairchild Educational Achievement Award for the most significant contribution to Air Force education.

Megan A. Allison, MBA is the Director, Strategic Initiatives & Faculty Advancement within the Office of Academic Affairs at Air University and an Assistant Professor of Leadership. She graduated with a BS from the University of Virginia in Civil Engineering, an MBA from the University of Nebraska in Leadership, and an MS from the College of Naval Command & Staff in National Security & Strategic Studies. She is an AWC graduate and teaches electives and core courses in ACSC. She is a former special operations pilot and squadron commander and previously served as the Director of the Leadership & Innovation Institute. She is certified in Emotional Intelligence Levels I and II, Myers Briggs Type Indicator, a certified master innovator and a Board Certified Coach (BCC). She is also a Prosci Change Management Practitioner. She teaches courses at ACSC, SNCOA, AFJAGS, OTS and more.

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