

JSOTL FORUM 2021 PROGRAM

All times are in Central Daylight Time, or CDT (UTC-06:00).

The schedule indicates research track via the following color codes:

	All-hands events
	Assessment
	Distributed learning
	Educational technology
	Evidence-based instructional strategies
	Faculty development
	Learning theories and andragogy
	Research methods in the scholarship of teaching and learning

JSOTL Forum presentations are organized into concurrent sessions of 2 x 20-minute presentations + a 20-minute question and answer period (for one hour total per concurrent session). Panel presentations are 60-minutes long and panelists should build in time for a question and answer period.

Time (CDT)	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
0800-0815	OPENING REMARKS: TBA						
0830-0930	PANEL Problem-based Learning in PME: Authentic Assessment, Classroom Applications, and Achieving Intellectual Edge (Dr. Megan Hennessey, Mr. Garry Hearn, Col David Crome, Lt Col Val Spencer, Prof. Simon Denny, Ms. Kate Kuehn, COL Tino Perez, & Lt Col James Slear)	0830-0850 Lessons Learned from Teaching a PME Elective Course Using the HyFlex Model (Dr. Jim Chen & Dr. Cassandra Lewis)	0830-0850 How Technology Can Have Observable Long-Term & Large-Scale Impacts on Student Outcomes (Dr. Angelina Hill)	0830-0850 Joint Knowledge Online (JKO) Hybrid Evidence-Based Instructional Strategies and Curriculum Development Efficacy (Dr. Eric Morrison)	0830-0850 Developing and Implementing an Institutional Effectiveness Plan for the Leader Development Course at Air University (Dr. John Hinck & Dr. Steven Davis)	0830-0850 The Choice of Open Architecture—An Empirical Journey (Ms. Emilie Alice Cléret & M. Jérôme Collin)	0830-0850 Assessing Reflection and Critical Thinking After a Military Leadership Development Intervention at the United States Coast Guard Academy (Dr. Tom Miller & Dr. Sean Rogers)
		0850-0910 The Learning Experience Platforms (LXP) as a Resource for Workforce Upskilling (Dr. Crista Crago-Spangler)	0850-0910 Increasing Student Engagement in Executive Writing Classes with Interactive Technology (Ms. Katy Denman)	0850-0910 “Teaching without Talking”: Educating Adult Reflective Practitioners (Dr. William Davis)	0850-0910 Assessing Instructor Developmental Stages and Faculty Development: A Guided Reflection (Dr. Steven Davis & Dr. John Hinck)	0850-0910 Combining Andragogy and Social Constructivism to Teach Climate Change and National Security (CDR Andrea Cameron)	0850-0910 Developing Defense Management Expertise in PME Faculty: One School's Solution (Prof. Fred Gellert & Prof. Douglas Waters)

Time (CDT)	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
0945-1045	PANEL Ending Stagnation: Perspectives on Changing PME for the Joint Force of 2030 (Dr. Carl Horn & Dr. Tony Klucking)	0945-1005 Wargaming Humanitarian Assistance & Disaster Response: Opportunities to Apply the Seven Joint Functions to Complex Planning Problems (Dr. Heath Brightman)	0945-1005 Effective Role Play to Drive Rich Discussion (Mr. Bradley Aldridge & Ms. Toni Hawkins-Scribner)	0945-1005 Strategy as High-Stakes Problem-Solving in the Classroom (COL Tino Perez)	0945-1005 Connecting with Students to Increase Learning (Dr. Karyn Sproles)	0945-1005 Evolution of the Student Experience Ecosystem (SEE) Model to the SEE Model 2.0 and the Virtual or vSEE Model (Dr. John Hinck, Col (Sel) Jeremy Ponn, & Dr. Steven Davis)	0945-1005 The Classroom Performance Indicator (CPI) (Dr. Victor Mbodouma & Dr. Evelyn Watkins-Bean)
		1005-1025 Wargaming in Strategic Education: Tailoring and Trade-offs for Faculty (COL Christopher Hickey, COL Christopher Hossfeld, MAJ Simon Boyd, & MAJ Steven Ferenzi)	1005-1025 Incorporating Music into Affective Learning Environments to Promote Student Engagement (Dr. Andrew Clayton & Dr. Stephanie Wilson)	1005-1025 Emergency Remote Instruction: The Naval War College's Teaching Excellence Center's Experience (Dr. Amanda Rosen)	1005-1025 Emotional Intelligence in Teaching Adult Learners: Facilitating vs Teaching Age Peers (Mr. Michael Young)	1005-1025 Creating a Virtual Leader Development Course Using the Design Thinking Process for Innovation (Dr. John Hinck & Dr. Steven Davis)	1005-1025 Exploring Gender Bias in Student Evaluations of Teaching in PME (Dr. Megan Hennessey & Dr. Matthew Woessner)
1100-1200	KEYNOTE: Dr. Jim Lang						
1215-1315	LUNCH + Meeting of the PME Faculty Consortium (Dr. Lauren Mackenzie)						

Time (CDT)	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
1330-1430	PANEL A Framework for Developing Executive Communication Competencies in the National Security Enterprise (Prof. Leigh Caraher & Dr. Abigail Stonerock)	1330-1350 The Use of Immersive Experiences and Psychological Safety in Pedagogy/ Andragogy (Dr. Mary Camduff)	1330-1350 Diversity of Thought (Traditional and Structural): Recognizing intersectionality in the Classroom (Dr. Stephanie Erwin & Dr. Megan Hennessey)	1330-1350 Teaching Communication Through the Fog of War: The Extreme Consequence of the Military Profession and the Need to Advance Rhetorical Skills in PME (Prof. Jeff Turner)	1330-1350 Shooting for the Stars: Designing Concepts for Space Force PME (Col Jason Trew)	1330-1350 How Learning Occurred in the AWC's Leadership Horizons Program Because of a Process of Action-Reflection-Change (Dr. John Hinck & Dr. Steven Davis)	1330-1430 Teaching Moral Philosophy the Stockdale Way: Kolb and Two Versions of Foundations of Moral Obligation (Parts 1 and 2) (Dr. Pauline Shanks Kaurin & Dr. Thomas Gibbons)
		1350-1410 Metacognitive Learning and Reflection: Efforts Underway at the Marine Corps University and U.S. Coast Guard Leadership Development Center (Dr. Lauren Mackenzie & Dr. Tom Miller)	1350-1410 Learning Identities and PME: A Q-Method Approach (COL Darrell Driver)	1350-1410 Peer Matching: Pairing Weak Students with Strong Students to Improve Performance in First-Semester College Physics (Dr. Sandra Miarecki)	1350-1410 Social Network Analysis: A Valuable Tool for Studying Online Student Engagement (Lt Col James Slear)	1350-1410 Academic Outcomes in the U.S. Army War College Resident and Distance Education Programs (Prof. Brett Weigle)	

Time (CDT)	Room 1	Room 2	Room 3	Room 4	Room 5	Room 6	Room 7
1445-1545	PANEL Finding Opportunity in Adversity—New Models for Collaborative Faculty-Student Research (Prof. Nathan Freier)	1445-1505 An Assessment of Student Moral Development at the National Defense University: Implications for Ethics Education and Moral Development for Senior Government and Military Leaders (Dr. Kenneth Williams)	1445-1505 Transitioning from a Civilian to Military Writing Center: Lessons Learned (Ms. Meg Varney)	1445-1505 Creating Tailored (Chunked) Learning: Theory & Practice (Dr. Alice Grimes & Ms. Tammy Bugher)	1445-1505 JPME Faculty Development Needs Within a COVID-19 Operating Environment (Dr. O. Shawn Cupp & Mr. Jason Ballard)	1445-1505 Using Mixed-Methods and Social Network Analysis to Explore Social Presence (Dr. Susan Slear)	
		1505-1525 The Narrow Path: Moral Decision-Making Process (CPT Benjamin Ordiway)	1505-1525 Crossing the Threshold: Joining JPME Provides Peripheral Perspectives on Writing Center Studies (Dr. Brandy Lyn Brown)	1505-1525 Lessons Derived from Developmental Assessment, Coaching, and Coursework within JPME Leader Development (Dr. Liz Cavallaro)	1505-1525 Preserving the Institution's Expert Knowledge (Dr. Tom Galvin)	1505-1525 A Comparative Analysis of Public and Private Sector Leadership Development Program Design Scalable to PME (Dr. Abigail Stonerock)	
1545-1600	CLOSING REMARKS: Dr. Megan Hennessey						

RESEARCH ABSTRACTS

0830-0930

Problem-based Learning in PME: Authentic Assessment, Classroom Applications, and Achieving Intellectual Edge

Dr. Megan Hennessey, Mr. Garry Hearn, Col David Crome, Lt Col Val Spencer, Prof. Simon Denny, Ms. Kate Kuehn, Col Tino Perez, & Lt Col James Slear

Distributed learning – Room 2

This panel discussion will explore the effectiveness of implementing problem-based learning as an instructional strategy in professional military education. Panelists will share practical examples from the Defence Academy of the United Kingdom, Marine Corps University, U.S. Army War College, and U.S. Air Force Squadron Officer School, including insights from student-driven research projects and strategic problem-solving competitions emphasizing causal literacy. The discussion will include panelists' perspectives on how problem-based learning can contribute to the development and sustainment of "intellectual edge" and how it may be an appropriate framework for authentic assessment.

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0830-0850

Lessons Learned from Teaching a PME Elective Course Using the HyFlex Model

Dr. Jim Chen & Dr. Cassandra Lewis

Distributed learning – Room 2

The HyFlex teaching model has started to be used in PME institutions, especially in the current pandemic situation. It is a challenge to teach classes in which some students are physically in the classroom while some students are virtually online. This research intends to explore a way in which the HyFlex teaching model can be successfully utilized to enhance student learning. It addresses the following questions: What works for the HyFlex model? What does not work for the HyFlex model? What should be done to effectively utilize the HyFlex model? How can this model be effectively utilized to support PME programs? What teaching methodology should be adopted in this teaching model to helping students achieve the course learning outcomes? The quest for the answers can deepen our understanding of the HyFlex teaching model and providing insights for effectively utilizing this teaching model if it is chosen. The quest can also reveal the specific requirements for both educators and learners. As a result, the quality of learning can be guaranteed even as students are physically dispersed in different spaces, physical and virtual.

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0830-0850

How Technology Can Have Observable Long-Term & Large-Scale Impacts on Student Outcomes

Dr. Angelina Hill

Educational technology – Room 3

Emerging technologies are ubiquitous. This fact brings educators together, and it can also divide us. Learn how emerging technologies including adaptive online student assessments, learning management systems, and an online student retention system resulted in increasingly positive student outcomes. With the use of a strategic implementation and an ongoing assessment plan, emerging technologies lead to great successes. But without these things, they have also led to great costs (fiscal and personnel) without the successes. Learn about the benefits and potential

costs of implementing emerging technologies in an attempt to improve student achievement outcomes.

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0830-0850

Joint Knowledge Online (JKO) Hybrid Evidence-Based Instructional Strategies and Curriculum Development Efficacy

Dr. Eric Morrison

Evidence-based instructional strategies – Room 4

This session reviews Joint Knowledge Online (JKO) Hybrid Evidence-Based Instructional Strategies and Curriculum Development Efficacy using an integrated case study methodology. This includes a hybrid approach to instruction (face-to-face and remote online learning at the same time) and potential improvements to the education life cycle, exploring significant hybrid teaching methods that are inclusive and effective. This session suggests evidence-based hybrid instructional strategies that could increase student and practitioner community learning.

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0830-0850

Developing and Implementing an Institutional Effectiveness Plan for the Leader Development Course at Air University

Dr. John Hinck & Dr. Steven Davis

Assessment – Room 5

This project shows the development and implementation of a new Institutional Effectiveness (IE) Plan by the USAF's Leader Development Course (LDC) at Air University. The IE Plan includes key stakeholders and participant voices of students and instructors in the evaluation process as a holistic strategy for improvement (Alfred, 2011; Hom, 2011; Manning, 2011; Jankowski & Slotnick, 2015; Middlehurst, 1995).

Four questions guide this study: 1) How can LDC develop an effective IE Plan? 2) Did the shift from resident only (IR) to virtual only (VIR-R) change the SLOs? 3) How did LDC achieve SLOs as supported by data analysis? and 4) What changes need to be made to the LDC IE Plan? The research design consists of four phases with each phase answering one of the research questions.

For Phase 1, the LDC IE Plan was developed in accordance with existing USAF and AU publications. LDC's full IE Plan is presented as part of the findings. Phase 2 results are being analyzed and should be completed in mid-May. In late summer, Phases 3 and 4 results should be completed, which includes analysis of approximately 1875 end-of-course surveys, 600 post-course surveys from graduates, 400 post-course surveys of supervisors of the graduates, and 20 interviews of and six focus groups with LDC instructors.

Study results will inform IE Plan changes. The study adds to the IE literature field, provides a meaningful and tested organizational IE Plan, and informs other institutions on a successful way to develop and implement an IE Plan.

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0830-0850

The Choice of Open Architecture—An Empirical Journey

Ms. Emilie Alice Cléret & M. Jérôme Collins

Learning theories and andragogy – Room 6

The presenters will take you through the empirical journeys of two different departments in the French War College, which both led to the same action—discarding the one-size-fits-all syllabus and choosing open architecture course design and transformative pedagogy.

For the English Studies Department, the French officers were very reluctant to work in English for both linguistic and cultural reasons. After questioning the practices in place, the conclusion was that it would be more effective to use teaching approaches from English-speaking countries. This means choosing a radically different path instead of adapting the existing practices. The rigid curriculum and rubrics were dropped in favor of transformative learning approaches. The impact on the teaching team was mitigated by regular training and the recruitment of different profiles in order to better facilitate learning in this new context. The very high approval rates confirmed this pragmatic choice was the right one.

The French Department teaches French for specific purposes to the foreign officers studying in the French War College. The teachers focus the content used in class on defense issues, international relations, and institutional affairs. In these areas, publications grow obsolete rapidly. This prevents the creation of a textbook that would meet these needs. A teaching method without a textbook nor a rigid syllabus was thus self-evident. The teacher is in charge of selecting the content and adapting the teaching material to current events whilst respecting the learning process of a multicultural group.

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0830-0850

Assessing Reflection and Critical Thinking After a Military Leadership Development Intervention at the United States Coast Guard Academy

Dr. Tom Miller & Dr. Sean Rogers

Assessment – Room 7

Note – this is an active study underway.

Student reflection and critical thinking is a key component of PME programs. Reflexivity is the basis for deep learning and can have positive leadership and organizational effects for years and decades. Integral to the effective PME facilitation of reflective and critical thinking is the ability to assess the absence, presence, and levels of learner reflection in order to provide useful formative feedback and to reveal whether students have reached learning goals. This study assesses reflection and critical thinking development among cadets at the United States Coast Guard Academy following their participation in the Core Values Remediation Program, a leadership intervention designed to strengthen cadet alignment to US Coast Guard Core Values. Thirty-five (35) end-of-course written works will be qualitatively and quantitatively analyzed and then sorted into one of four reflection and critical thinking categories: (1) habituation action/non-reflection, (2) understanding, (3) reflection, or (4) critical reflection. These written works will then be further content analyzed by the research team with the aim of helping USCGA leaders comprehend exactly how critical-thinking development occurs among cadets and what contributes to higher levels of reflection. Our findings will be useful for PME administrators and military training organizations in their efforts to develop critically reflective, principled, mission-oriented leaders.

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0850-0910

The Learning Experience Platforms (LXP) as a Resource for Workforce Upskilling

Dr. Crista Crago-Spangler

Distributed learning – Room 2

This session includes an analysis of the current capabilities of the Learning Experience Platform (LXP) and its potential to meet future workforce development challenges. Operating above the traditional Learning Management System (LMS) and using it as a resource for content, the LXP has the potential to harness modern learning technology methods into a robust, individually tailored learning experience. Curated content delivered at the point-of-need that utilizes experience API (xAPI) provides an opportunity for data analytics that can be applied to quality assessment of the learning methods and experience. An initiative underway to make Department of Defense learning assets discoverable through the Enterprise Course Catalog (ECC) dramatically enhances the breadth of resources the LXP can access, curate, and deliver. Companies that provide LXP solutions and the potential impact of the LXP as a component of the learning ecosystem are also explored.

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0850-0910

Increasing Student Engagement in Executive Writing Classes with Interactive Technology

Ms. Katy Denman

Educational technology – Room 3

Teaching writing improvement skills to military officers requires strategies to engage them in the classroom, especially if their attendance is mandatory following less-than-stellar results on a writing diagnostic. If required to attend, they may remain disengaged, which will not result in learning or improvement in writing skills.

I propose to investigate how instructional strategies along with new technology increase student engagement and improve student writing. If students become engaged in a learning task, research and common sense tell us they learn. From Pascarella and Terenzini (1991): "Simply put, the greater the student's involvement or engagement in academic work ... the greater his or her level of knowledge acquisition and general cognitive development."

At Expeditionary Warfare School in 2013, I wanted to engage students in sentence-level problem-solving. I used a broken—but practically functional—touch screen monitor, which projected PowerPoint slides. The touch screen allowed me to write on the slides. Students corrected the examples to clarify the writing. I would mark the slide as they instructed. This instructional method invited disagreement and discussion of different solutions to the writing problems. Post instructional quizzes indicated students learned the material, at least short-term.

Now, at National Defense University, there is no touch screen monitor, and Executive Writing Program classes are the poorer for it. I intend to re-create that same instructional climate using a Microsoft Surface Book and MS Teams. I predict the outcome will be a positive learning experience and improved student writing.

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0850-0910

***“Teaching without Talking”*: Educating Adult Reflective Practitioners**

Dr. William Davis

Evidence-based instructional strategies – Room 4

One of the most significant challenges for any educator is how to effectively communicate tacit knowledge to students. Being a professional educator and subject matter expert guarantees neither expert teaching by the faculty nor expert learning for students. Most faculty have a vision of the perfect seminar environment and desired outcomes (maximum student-to-student interaction, self-motivated lifetime learners, nuanced insight from participants, etc.), but the majority will fall short of this vision because of a number of barriers. This session will provide theory-based proven techniques, which were developed over 20 years of graduate-level seminar teaching to overcome obstacles. The result of attending this session will be a faculty member who can reflect in action to construct a positive adult learning environment, thereby producing students who intricately appreciate not only the complexity of the subject matter but also its relationship to and how it might be affected by the environment. This will provide the necessary tools to the faculty member to begin to create the near perfect graduate-level seminar.

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0850-0910

Assessing Instructor Developmental Stages and Faculty Development: A Guided Reflection

Dr. Stephen Davis & Dr. John Hinck

Faculty development – Room 5

The U.S. Air Force created a new leader development course for future leaders of USAF squadrons. The course is two weeks long with 14 iterations/year and is taught in part by 10 graduated Commanders and Chiefs with varied teaching experiences aside from a four-week faculty development program with follow-on support. Using interviews conducted in a focus group setting, this study reconceptualizes teacher lifecycles theory to enable its application to courses of varying lengths to inform faculty and program development. It found that individual LDC courses taught align with a year of teaching experience according to existing literature on teacher lifecycles. It also discovered an emergent theme of a parallel growth of a team identity that is inextricably intertwined with conceptions of individual growth. This study provides specific recommendations for program improvements to accelerate and deepen instructor and team growth and development to enhance teaching efficacy.

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0850-0910

Combining Andragogy and Social Constructivism to Teach Climate Change and National Security

CDR Andrea Cameron

Learning theories and andragogy – Room 6

This study asked how learning theory can address concerns in teaching climate change to PME students. It fills a theoretical and pedagogical gap in the literature about teaching climate change within the field of political science to national security practitioners by using an andragogical approach and social constructivist strategy. This qualitative case study method used primary data sources of instructor observation of discussions and course deliverables, student verbal and written feedback, and formal end-of-course surveys. The data set included three courses: two asynchronous non-resident courses and one synchronous resident course with a total of 50 students. The organization and course materials are nearly identical, and the andragogical approach and social constructivist strategy are utilized in the same way. Both learning

approaches were highly successful in addressing concerns of science skepticism and course relevancy. During the initial delivery of the course, it was also found that an improved understanding of climate-change effects caused fear and other negative reactions. As a result, concepts from climate communication and climate psychology were added to empower students and align learning with the policy-focused, solution-oriented intent of the course. This research informs not only the delivery of climate change education but can also be applied to other sensitive subjects.

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0850-0910

Developing Defense Management Expertise in PME Faculty: One School's Solution

Prof. Fred Gellert & Prof. Douglas Waters

Faculty development – Room 7

Developing deeper faculty expertise in specific knowledge areas can be a challenge given varied faculty experience and time constraints on course preparation. This presentation will discuss the current method used at the US Army War College to develop defense management expertise in faculty instructors.

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0945-1045

Ending Stagnation: Perspectives on Changing PME for the Joint Force of 2030

Dr. Carl Horn & Dr. Tony Klucking

Faculty development – Room 1

Professional Military Education (PME) (to include JPME) is at a significant crossroads in terms of an accurate understanding of the core purpose and substance of PME in preparing personnel for roles with increased responsibility in the nation's defense. It is essential that current and future students understand the core purpose and substance of PME so that they can prepare themselves for higher responsibilities and become the senior leaders who help shape PME for the next generation within the scope and capacities of the PME programs. It is equally essential that current civilian and military leaders understand what is needed to effectively change PME and JPME to end its stagnation.

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0945-1045

Wargaming Humanitarian Assistance & Disaster Response: Opportunities to Applying the Seven Joint Functions to Complex Planning Problems

Dr. Heath Brightman

Research methods in the scholarship of teaching and learning – Room 2

This presentation emphasizes the efficacy of applied active learning methodologies, including wargaming, simulations, and tabletop exercises, to enhance student learning. The session focuses on how foreign humanitarian assistance (FHA) affords a robust opportunity to explore the seven Joint Functions and the Joint Planning Process. Three case studies will each be discussed: (1) Urban Outbreak 2019 in-person tabletop exercise (TTX) conducted September 17-18, 2019 at Johns Hopkins University – Applied Physics Laboratory (APL) in Maryland; (2) the Hurricane Rena Honduras Planning Exercise (tested virtually via ZOOM with both future military officers [ROTC] and traditional students at Brown and Yale Universities in March 2021); and (3) the online, first-person humanitarian response simulation located at <https://simulation-outbreak.herokuapp.com/> (available since November 2020). Beyond each type of activity supporting efficacious student learning of the seven Joint Functions and the Joint Planning

Process, this presentation focuses on how these activities enhance student cognition of the Joint Force and service-based resources responding to natural disasters and complex emergencies including platforms, capabilities, and their limitations. The session also highlights how students are afforded the opportunity to foster greater awareness of working within the broader humanitarian nongovernmental organization ecosystem. Lastly, conversation regarding how each active learning approach emphasizes the roles, functions, and authorities of host nations, U.S. whole of government (Department of State), and international coordination mechanisms (UN OCHA) will be provided to workshop attendees.

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0945-1005

Effective Role Play to Drive Rich Discussion

Mr. Bradley Aldridge & Ms. Toni Hawkins-Scribner

Educational technology – Room 3

Squadron Officer School pioneered the integrated use of Mixed Reality Learning Experiences (MRLx). The curriculum development team designed a mixed reality soft skill role-playing experience where students practice difficult leadership skills in a safe environment. Since COVID, this course has hosted up to 900 virtual students, 5 times a year.

SOS is a leadership school where the Air and Space Force sends all Captains. Although most will eventually lead others, many have never supervised anyone in the Air Force. They will soon be asked to step into positions of greater responsibility, which will include the complicated skill of leading people.

Emerging technology has matured enough that authentic experiences are possible using digital avatars controlled by real human actors. SOS has leveraged this technology along with deliberate scenario design to provide our students with immersive, authentic experiences that are used as vivid examples to base group learning discussion with their cohort.

This presentation will offer an overview of our motivations for pursuing these affordances, the design-build philosophy and processes, how the MRLx experience is integrated and scaled, student/faculty feedback/assessment, and our sense of the future of these educational experiences.

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0945-1005

Strategy as High-Stakes Problem-Solving in the Classroom

COL Tino Perez

Evidence-based instructional strategies – Room 4

How can educators cultivate problem-solving competence among national-security and military practitioners? Jenner, Hennessey, and Perez find evidence that students in senior-level military education programs fail to exhibit desired behaviors in problem-solving exercises. By drawing upon findings from Jenner et al. and aggregating concepts in political theory, I propose a theoretically coherent approach to high-stakes problem-solving that educators may apply to the education of national-security and military practitioners. This approach, which reveals the connections between the cultivation of desirable student practices, problem-based learning strategies, and assessments of curricula and pedagogy, has implications for the application of problem-based learning strategies in senior-level military education.

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0945-1005

Connecting with Students to Increase Learning

Dr. Karyn Sproles

Evidence-based instructional strategies – Room 5

During a panel of students from all of the different service academies, Naval Academy Midshipman 1/C Declan Harrison said, “A means to engender effective classroom engagement comes from students feeling connected with their instructor. Prior to class, having an instructor ask how students are doing and what is going on in their lives outside of the classroom lets the students know their professor cares about them. Students are able to gain an appreciation that their professors care about them when they ask questions that are not all focused on academics.” I have heard this countless times from students in the mid-semester feedback sessions I conduct. When I reported to an instructor who was teaching online for the first time that students appreciated informal chatting at the start of class, he was surprised because students didn’t respond to his questions about how they were doing. As it turned out, even though he was getting crickets, the students were responding by realizing that he cared about their well-being. He didn’t feel the connection, but they did. Research shows that engaged students learn more effectively. But how can we create an inclusive and engaging classroom climate? This presentation collects a variety of strategies for connecting with students to promote effective learning.

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0945-1005

Evolution of the Student Experience Ecosystem (SEE) Model to the SEE Model 2.0 and the Virtual or vSEE Model

Dr. John Hinck, Col (Sel) Jeremy Ponn, & Dr. Steven Davis

Learning theories and andragogy – Room 6

This research synthesizes lessons from recent literature and then expands on the previously developed Student Experience Ecosystem (SEE) Model to include instructor experiences—an important tool to understand the larger framework of students’ learning and experiences and parallel instructors’ experiences. The study sought to determine new learning models that were developed for the virtual LDC and the resultant impact on teaching/learning modalities, course length, and technology. The research design was a three-phased mixed methods study with 982 total participants from 20 iterations of the Leader Development Course. Phase 3 compared the seven themes from Phase 1 and nine themes from Phase 2 that emerged during data analysis.

Research implications include an updated learning and teaching model or SEE Model 2.0 (based on Phase 1 findings) and a learning model that represents the virtual world, called the vSEE model (based on Phase 2 findings). Both models connect the head and heart and provide a deeper understanding of what is required to improve student experiences as well as instructor experiences. As many educational institutions, including the military ones, begin to compare the cost advantages of temporary or permanent relocation or increasing online course offerings, this study provides a blueprint to improve learning and teaching in the virtual environment. For organizations that decide to move their PME and PCE courses to the virtual world or enhance their existing courses, this study offers empirically based methods for change based on a holistic inclusion of multiple participant voices.

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0945-1005

The Classroom Performance Indicator (CPI)

Dr. Victor Mbodouma & Dr. Evelyn Watkins-Bean

Assessment – Room 7

Many international military students often struggle with academic discourse at AU Professional Military Education schools. Even though limited English proficiency is often cited as the prime contributing factor to this discourse issue, other equally important factors do exist. The Classroom Performance Indicator was developed to identify and document the areas of discourse where students struggle and to use the documented information to help them achieve higher discourse performance. The initial findings showed that the CPI reveals students' potentials in discourse and promotes and improves student in-class discourse performance. Based on these encouraging results, the IOS Communication Skills/ESL instructors have abandoned a lecture-centered teaching approach for a discourse-based approach where students now carry out and lead all the discussions on Communication Skills lessons, making class sessions more student-centered, highly interactive, and very engaging.

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1005-1025

Wargaming in Strategic Education: Tailoring and Trade-offs for Faculty

COL Christopher Hickey, COL Christopher Hossfeld, MAJ Simon Boyd, & MAJ Steven Ferenzi

Evidence-based instructional strategies – Room 2

In Academic Year 2021, the U.S. Army War College significantly expanded the use within the resident core course "Military Strategy and Campaigning" of wargames linked to real-world issues. The presentation first offers a concise assessment of changes observed in student learning outcomes and changes in faculty and student educational processes during the implementation of the project discussed at the 2020 JSOTL Forum during the presentation, "Joint Overmatch: Euro-Atlantic: A Wargame Driven Platform for Enhancing Cognitive Outcomes." Then, the presentation highlights ongoing work to improve the student and faculty process and outcomes. This is discussed with a focus on exploring the issues involved in adapting a department-level wargame to seminar-specific interests. The case used for this discussion is the ongoing effort to develop resource-neutral options that enhance learning about Irregular Warfare in future versions of Joint Overmatch: Euro-Atlantic and the newly designed Joint Overmatch: Pacific. The lessons learned in these efforts are of interest to other institutions and individuals seeking new methods and tools in response to the challenges identified and the guidance provided in *Developing Today's Joint Officers for Tomorrow's Ways of War: The Joint Chiefs of Staff Vision and Guidance for Professional Military Education & Talent Management* and the 2020 update of the *Officer Professional Military Education Policy*.

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1005-1025

Incorporating Music into Affective Learning Environments to Promote Student Engagement

Dr. Andrew Clayton & Dr. Stephanie Wilson

Learning theories and andragogy – Room 3

The use of music in education is not new. However, applying the use of music to create an affective learning environment is novel and unique. Creating a psychologically safe environment is an aspect of adult education. Using music to help create a psychologically safe environment creates affordances that have rarely been reviewed or studied in PME. An affective learning environment focuses on an action that relates to feelings, attitudes, or moods. Music has the

capacity to generate feelings and moods which have shown to impact or affect memory, decision making, judgment, and reasoning (Sloboda & Juslin, 2001). The panel will focus only on the experiences of faculty at the Leader Development Course for Squadron Command at the Eaker Center, Air University. It will detail gaps in research on the use of music in healthy-minded adult education to aid in the engagement of students. Panel members will then detail the system used to select the music and how those songs are then applied throughout the course in relation to the subjects presented. This will be contrasted with what has been witnessed in seminars without music and the need for future study on this topic.

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1005-1025

Emergency Remote Instruction: The Naval War College's Teaching Excellence Center's Experience

Dr. Amanda Rosen

Faculty development – Room 4

This presentation will outline the Naval War College's transition to emergency remote instruction during Covid-19 and the challenges and opportunities it posed. Participants will learn about the Teaching Excellence Center's work to facilitate that transition and the components of its transition plan: technology trainings; virtual office hours; resource and website development; surveys of students and faculty; faculty panels and workshops; and faculty learning communities. Discussion will center on what was and was not effective assistance from centers for teaching and learning at PME institutions as well as what aspects of the Covid-19 learning experience should be preserved for the future.

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1005-1025

Emotional Intelligence in Teaching Adult Learners: Facilitating vs Teaching Age Peers

Mr. Michael Young

Learning theories and andragogy – Room 5

The concepts and domains of Emotional Intelligence have received a lot of attention in the corporate and military leadership realms. The value of leaders and employees becoming more mindful of how their words and deeds impact the efficacy of a team is being discovered in many fields, including the military. EI has been introduced in many AU curricula from Airman Leadership School at installations to Air University's most senior levels of education and development. But how is EI being introduced to military educators as a core competency? How does the training of instructors ensure that they will approach their students with a genuine and caring attitude? The research into this topic is ongoing, but early findings have linked EI in education to constant innovation, psychological safety in the classroom, and stronger bonds between educator and student.

Teaching and learning organizations both stand to gain by adding elements of EI, particularly the domains of emotional regulation and relationship management. Classes, both in-residence and remote, are by nature social gatherings where interaction among students and educators can strongly influence the outcome of the group's experience and success as graduates in the field. In instances where age/experience peers make up the student/educator dynamic, conflicts and barriers to learning can be reduced when the educator takes on the responsibility to approach their role humbly and in a genuinely caring manner.

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1005-1025

Creating a Virtual Leader Development Course Using the Design Thinking Process for Innovation

Dr. John Hinck & Dr. Steven Davis

Research methods in the scholarship of teaching and learning – Room 6

This study examined how a US Air Force (USAF) faculty team reimagined and redesigned an in-person Leader Development Course (LDC) into a virtual version (vLDC). Using the Design Thinking Process for Innovation (DTPI) and action research methods, a new, virtual course was imagined, designed, tested, and improved over a six-cycle process. Data was collected via multiple sources from 121 participants (19 faculty/staff and 102 students) and analyzed using manual coding and InVivo Software. Results are organized into 22 categories under four themes (general course design, student experience, instructor experience and faculty development, and technology experience) showing a progressive refinement with key lessons learned that led to the final creation of the new virtual course. The application of the DTPI using action research methods produced results and lessons learned in the design process that contribute to the theory and practice on developing and teaching in a virtual learning environment. The study fills a gap in the scholarly field and informs other institutions on the process, failures, and successes of course redesign to a virtual version. The LDC has since delivered 10 versions of the new virtual Leader Development Course (vLDC), and 584 end-of-course critiques by students indicated the same high level of satisfaction and extremely impactful experience that was similarly reported in the in-person, in-residence LDC.

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1005-1025

Exploring Gender Bias in Student Evaluations of Teaching in PME

Dr. Megan Hennessey & Dr. Matthew Woessner

Assessment – Room 7

Since the 1970s, universities have used different versions of Student Evaluations of Teaching (SETs) to evaluate instructor effectiveness in the classroom. In the last 20 years, a growing body of research has raised the possibility that student evaluations might be influenced by bias based on race and gender (Miller & Chamberlin, 2000; Martin, 2016; Mitchell & Martin, 2018; Chávez & Mitchell, 2020). Particularly in professional military education (PME) where students and faculty identifying as women are underrepresented, institutions should consider to what extent gender bias may inadvertently play a role in shaping evaluations of faculty performance in the classroom. In addition to providing a brief overview of research linking SET scores and teaching effectiveness, the presenters will discuss the challenge of estimating possible gender bias in student evaluations. The presentation will conclude with a discussion of how institutions can mitigate the impact of survey bias without eliminating SETs altogether. Additionally, examples of holistic evaluations of teaching performance will be proposed, including reflective teaching portfolios and external reviews of teaching (Lyde, Grieshaber, & Byrns, 2016; Hennessey, 2017).

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1330-1430

A Framework for Developing Executive Communication Competencies in the National Security Enterprise

Prof. Leigh Caraher & Dr. Abigail Stonerock

Assessment – Room 1

In 2019, the U.S. Army War College established the Applied Communication and Learning Lab with a specific focus on improving executive communication competencies based on formal and

informal feedback from Army and Joint senior leaders that communication continues to be an important but often lacking skill among many senior staff officers at the strategic-enterprise level. DOD and Service guidance recognize the need for advanced communication skills but do not identify the specific component skills encompassed by “communication,” making it difficult for professional military education institutions to develop these important skills. This study examines the common executive communication gaps and the specific skills strategic leaders and advisors need at the strategic-enterprise level. Using a qualitative meta-analysis of different U.S. government executive leader development models and semi-structured interviews with senior DOD and Service leaders and advisors, this ongoing study has initially identified 10 specific executive communication skills that PME graduates need to lead and advise at the strategic-enterprise level. It has also identified several common executive communication mistakes that senior staff officers often make. The findings from this study, once complete, will provide an executive communication competency framework that can help PME institutions develop program learning outcomes, conduct a curriculum gap analysis, and design and evaluate students’ assignments that improve executive communication skills.

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1330-1350

The Use of Immersive Experiences and Psychological Safety in Pedagogy/Andragogy

Dr. Mary Carnduff

Learning theories and andragogy – Room 2

This research presents the relevance of psychological safety to professional military education; while imperative to the discussion of topics in the human domain, psychological safety is a key element to open discourse in any subject area. In this research, it is established that psychological safety can be achieved among uniformed personnel, irrespective of rank or position. Additionally, it is established that the virtual learning platform, while different from in-residence learning, does provide a medium capable of establishing psychological safety in military students. Finally, techniques for creating a psychologically safe environment over a virtual learning platform are described. This study is applicable to PME due to the increasing ubiquity of online learning, the need for expanded learning in the human domain, the facile application of these techniques to any subject matter, and the renewed emphasis on emotionally intelligent leaders to lead the uniformed services.

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1330-1350

Diversity of Thought (Traditional and Structural): Recognizing Intersectionality in the Classroom

Dr. Stephanie Erwin & Dr. Megan Hennessey

Learning theories and andragogy – Room 3

The combination of multiple subordinate identities, intersectionality, often results in compounded experiences (Crenshaw, 1991) which may in turn result in an individual experiencing magnified visibility and disadvantages (Galvin & Allen, 2020; Purdie-Vaughns & Eibach, 2008), and intersectionality is readily found within the military context (Burton, 2014; Hall, 1999). Intersectionality within PME necessitates a more holistic approach to DEI efforts, reflecting the “recognition of the intersectionality and fluidity of identity, acknowledging that identity is not fixed or static and that people have multiple identities and often multiple reference groups” (Shorter-Gooden, 2013, p. 454). These identities are comprised of both traditional demographics and structural (experiential/professional) identities. Intersectionality was found at USAWC to comprise three subordinate-group identities: two traditional identities, gender and race/ethnicity, and a third military-specific structural identity, non-Active Duty Army. An initial comparison analysis of the current American student composition within the resident Class of 2021 found that 73% of women

students reflected two or more combinations of these three subordinate-group identities (e.g., Black & woman; Air Force & woman; Asian, civilian, & woman). In contrast, only 7% of male students' identities were intersectional (e.g., Hispanic & Reservist). Such intersectionality plays two key roles in seminar learning. First, intersectionality impacts individual students who must shoulder these identities, their associated expectations, and their personal implications. Second, detrimental to all students is an absence of a variety of voices and diversity of thought within the seminar learning experience. Such homogeneity of perspective was found to have a negative impact on the learning experience.

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1330-1350

Teaching Communication Through the Fog of War: The Extreme Consequence of the Military Profession and the Need to Advance Rhetorical Skills in PME

Prof. Jeff Turner

Evidence-based instructional strategies – Room 4

The presenter will analyze two historic cases of writing and communication that caused significant military failures. P.T. Beauregard led a Confederate force during the Civil War, which led to unnecessary casualties and loss of battles. Beauregard's lack of sensitivity to the political circumstances ultimately led to a demotion and removal from command. Compared to P.T. Beauregard, Robert E. Lee's guidance to his subordinate generals, during a similar time period, highlights both a clarity of thought and intent that allowed his forces to prevail in spite of overwhelming odds. A more contemporary example of miscommunication shows the current challenges U.S. and coalition forces face in non-geographically contiguous communication processes. Examination of the Medecins Sans Frontieres (MSF) or Doctors Without Borders in Kunduz, Afghanistan case shows that current military communication systems are multi-modal, multilingual, multicultural, and acontextual, which leads to communication challenges that U.S. personnel struggle to mitigate in operations. Such struggles can lead to loss of life for U.S. forces but in the Kunduz case—especially in complex urban environments—can lead to the loss of civilian life, as well. Analysis of both cases demonstrates the importance of clear guidance and communication in both historical and contemporary conflict.

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1330-1350

Shooting for the Stars: Designing Concepts for Space Force PME

Col Jason Trew

Research methods in the scholarship of teaching and learning – Room 5

The research team employed an improvisational design process to collectively develop alternative educational concepts for Space Education PME. This participatory research heavily favored and prioritized co-constructing the research and conceptual development through volunteer partnerships and teaming among researchers, immediate stakeholders, and community members with insider expertise. The iterative development loops built in feedback from stakeholders using several venues throughout the design, research, and dissemination process.

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1330-1350

How Learning Occurred in the AWC's Leadership Horizons Program Because of a Process of Action-Reflection-Change

Dr. John Hinck & Dr. Steven Davis

Research methods in the scholarship of teaching and learning – Room 6

This project answered three research questions: How did learning occur for students in the Leadership Horizons Program (LHP)? How did learning occur for instructors in the LHP? What are the convergent and divergent learnings between students and instructors?

To answer the three research questions, this project built upon existing studies in action research (Inoue, 2010; 2012; 2015; Feldman, 2017; Matusov, 2001; Stringer, 2014; Torbert, 2004) that informs the larger academic community about how students and instructors learn in parallel because of a process of Action-Reflection-Change and provides important feedback to Air University on how learning occurred in the AWC's Leadership Horizons Program.

The research design involved a case study approach of a two-term (eight-month) course called the Leadership Horizons Program with 15 students and four instructors. Two action research cycles of Action-Reflection-Change were used as the research process along with a "critical friends" approach for performance and learning feedback. Cycle 1 occurred over a three-month period in the fall of 2020. Cycle 2 occurred over a three-month period in the spring of 2021.

The research implications include validation and success of the new Leadership Horizons Program, a two-term elective series at Air War College. Learning and growth occurred on multiple levels for students and instructors. Initial findings indicate students and instructors struggled with imposter phenomenon and students struggled with negative capability in the different learning environment. As new classes and programs are designed, findings from this study provide valuable lessons and insights to aid other PME institutions.

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1330-1430

Teaching Moral Philosophy the Stockdale Way: Kolb and Two Versions of Foundations of Moral Obligation (Parts 1 and 2)

Dr. Pauline Shanks Kaurin & Dr. Thomas Gibbons

Learning theories and andragogy – Room 7

The Stockdale Course at the US Naval War College was started as an elective in 1978 by VADM Jim Stockdale and Dr. Joe Brennan. The course provides an opportunity to read and discuss some of the classics of philosophy, literature, and religion. These readings raise fundamental questions regarding the nature of moral obligation, human nature, right, justice and law. The course is taught using the "Great Books" method used at the University of Chicago and at St. John's College in Annapolis, Maryland and Santa Fe, New Mexico. The students read original-source great books and then discuss the readings in seminar, with the faculty members facilitating the discussion.

There are currently two versions of the course: the classic course and a Contemporary Applications version, but both use the same methodology of reflection found in the Kolb model of reflection; in this case, writing and discussion become the active experience elements that produce reflection. We explore our experiences with this course as a model for teaching ethics in PME.

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1350-1410

Metacognitive Learning and Reflection: Efforts Underway at the Marine Corps University and U.S. Coast Guard Leadership Development Center

Dr. Lauren Mackenzie & Dr. Tom Miller

Faculty development – Room 2

This presentation underscores the value of metacognitive learning and reflection in two different educational contexts: the Marine Corps University (MCU) and the U.S. Coast Guard Leadership Development Center (LDC). The session begins with an overview of the role of metacognition in professional military education and then highlights how metacognition has been brought into the curriculum in terms of structure, resources, and application opportunities.

Efforts underway at MCU include not only elevating the value of metacognition as a topic but also making deliberate efforts to scaffold its teaching across the PME spectrum. This has been reinforced by university leaders who, through the MCU Strategic Plan 2030, have recognized the need for increased emphasis of metacognitive competency development in the curriculum. This entails students' awareness of their own thinking processes and their ability to consider how they know what they know. Faculty have begun identifying areas that can be enhanced to develop a career-long program to include increased faculty development opportunities, a series of foundational seminars, and a library of resources.

Efforts underway at the USCG Mid-Grade Officer PME Course (MOCTC) include the realization that learning requires more than telling people to "reflect" and hoping for the best. The lack of specific models in the literature for developing reflective practice has led MOCTC to innovate a transferrable and customizable framework for facilitating the underlying structures or scaffolding necessary for metacognitive reflection across services in PME or higher education activities. This unique approach has caused a shake-up in our longstanding pedagogical schemas.

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1350-1410

Learning Identities and PME: A Q-Method Approach

COL Darrell Driver

Research methods in the scholarship of teaching and learning – Room 3

Secretary Mattis's 2018 call to reinvigorate PME sparked a lively debate on the future of PME. This debate has generally consolidated around two related questions regarding educational content and instructional methods. Was it the case that PME was focusing on the wrong material, or was it simply delivering that material in ways that were out of step with the learning requirements of military professionals? The present study seeks to understand how senior PME students themselves might answer this question. To do this, a Q-Method study was conducted with 52 U.S. Army War College (USAWC) students in academic year 2021. Q-Method is a research approach that uses a statement sorting exercise to understand a respondent's subjective, holistic view of a particular debate or issue area, what Q-Method refers to as a communication concourse. In this case, the communication concourse consists of 28 statements drawn from the established learning styles literature, curated through the lens of ongoing PME debates. Drawn from these debates and adult learning styles literature, the working hypothesis is that if USAWC students are able to prioritize their instructional environmental and information processing learning style preferences, then strong consensus for curriculum choice, program flexibility, and student-led, problem-based learning will emerge in the learning identities of the students. This study is ongoing at the time of this writing, but the results, in the form of a working taxonomy of the learning identities found in this group of students, will be presented at the JSOTL Forum.

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1350-1410

Peer Matching: Pairing Weak Students with Strong Students to Improve Performance in First-Semester College Physics

Dr. Sandra Miarecki

Evidence-based instructional strategies – Room 4

In Spring 2020, we implemented a new teaching practice called “peer matching” in the first-semester college physics course at the US Air Force Academy. Typically, instructors randomized the seating of the students after exams to allow them to be matched with peers with a variety of knowledge levels. However, random pairing is random, and a weak student might be paired with another weak student, which we have seen to be detrimental to both students’ performance on future exams and ultimately their semester grades. This analysis examined student performance using “peer matching,” which is a team learning technique where the students were intentionally matched into two-person teams based upon student performance on the first exam. In particular, the weakest student was matched with the strongest student, and then the next weakest student was matched with the next strongest student, etc., until the middle aptitude students were matched. Since physics classroom instruction at USAFA relies heavily upon peer instruction techniques (approximately 30% of classroom time), the hope was that the weaker peer-matched student would benefit from the interaction with their stronger-aptitude teammate. Additionally, students in each classroom received an exit feedback form about their learning experiences after the first exam and at the end of the semester in the hopes of gaining some insight into how the students viewed their learning experiences, especially with respect to the peer interactions. This presentation will report on both performance and feedback data as a function of the difference in exam performance used for matching.

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1350-1410

Social Network Analysis: A Valuable Tool for Studying Online Student Engagement

Lt Col James Slear

Research methods in the scholarship of teaching and learning – Room 5

This presentation demonstrates how social network analysis can be used to study various types of student engagement in online learning contexts. As an example, the researcher shares the design, execution, and results of a recent inquiry in which social network analysis was used to visualize student contributions to social knowledge co-construction in a graduate-level educational leadership course. Students were assigned to analyze and resolve detailed case studies on topics relevant to educational leadership. Each student was assigned a defined role on a rotating basis. Roles included facilitator, catalyst (devil’s advocate), search engine, summarizer, and participant. The discussions took place in four phases: problem identification, proposal of solutions, test and improvement, and reflection and application. These phases were loosely based on the work of Aviv (2003), who used such phases for case studies in business ethics. Discussion data were analyzed using the interaction analysis model (Gunawardena, 1998), through which specific contributions to knowledge co-construction were identified. These contributions were then loaded into relational tables and subsequently analyzed and visualized using the social network software UCINET. Social network diagrams were produced for each discussion phase. Evidence was found to support the idea that when students assigned to the catalyst role made early contributions to knowledge co-construction, their classmates soon followed, resulting in increased student engagement as seen in a dense network of knowledge co-construction. The example from this research illustrates how social networks may be conceived in various ways to study student engagement in online learning.

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1350-1410

Academic Outcomes in the U. S. Army War College Resident and Distance Education Programs

Prof. Brett Weigle

Assessment – Room 6

In 2020, the Joint Chiefs of Staff charged U.S. professional military education institutions to educate “strategically minded, critically thinking, and creative joint warfighters.” The Army War College does so through six graduate-level core courses, delivered face-to-face or online. This mixed-methods study used Alexander Astin’s inputs-environment-outcomes model of student development to investigate how the Army War College program format interacts with the characteristics of U.S. Army students to produce academic outcomes (measured by grades). Two quantitative questions employed regression to analyze the relationships between course grade, student characteristics, and the program format, while a third question examined end-of-course student surveys to measure students’ confidence in their learning. The responses to a fourth question, provided by semi-structured interviews with faculty who have taught in both programs, were merged with the quantitative results to provide context for the interaction between inputs, environment, and outcomes. Preliminary findings indicate that the only significant student characteristics were Army component and career specialty while gender, race/ethnicity, and graduate degree were usually not significant, nor was program format. Several recommendations arise for policy and practice in senior-level professional military education.

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1445-1545

Finding Opportunity in Adversity: New Models for Collaborative Faculty-Student Research

Prof. Nathan Freier

Faculty development – Room 1

Since the onset of COVID-19, USAWC researchers had to adapt a proven model for intensive sponsor-driven research to the realities of no travel and limited opportunities for face-to-face engagement in the field. What we discovered in the process was increased and untapped opportunities to engage in meaningful shorter-turn research projects that both integrate War College students and fellows and touch a wider, more diverse field of experts, practitioners, and stakeholders. We assume this remote method of real-world problem solving will continue enhancing the relevance of PMEs in solving the field's' most compelling problems, as well as expanding research, teaching, and learning opportunities for USAWC faculty, staff, and students.

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1445-1505

An Assessment of Student Moral Development at the National Defense University: Implications for Ethics Education and Moral Development for Senior Government and Military Leaders

Dr. Kenneth Williams

Learning theories and andragogy – Room 2

Senior service colleges provide professional education to prepare military and government civilians for public service at the senior levels of strategy and policy. Inclusive in the program of study is ethics education, since various constituents expect their leaders to act in an ethical manner and to incorporate ethics and values in decision making, policy, and strategy. In order to develop the most effective professional ethics education, the National Defense University assessed students in a pre- and post-test format using the Defining Issues Test Version 2 to

determine their patterns of moral judgment at the beginning and the conclusion of the program. This session discusses the theoretical background, existing research, results, and implications of the study. Key findings include military students aligning with the Maintaining Norms schema; civilian students aligning with the Postconventional schema; and no significant changes as a result of the program. The article concludes with recommendations for ethics education for military and public service professionals. This research helps fill a void of empirical data on the moral development of military and public servants.

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1445-1505

Transitioning from a Civilian to a Military Writing Center: Lessons Learned

Ms. Meg Varney

Learning theories and andragogy – Room 3

Last year, I moved from a writing center at a small liberal arts college to one at a military education institution (Air University). Making this shift from a civilian to military environment, I began questioning the ways the mission and context of military education align with or diverge from civilian writing-center philosophies, missions, and operations. In seeking answers to these questions, I have observed differences that may impact the role and function of the writing center at a military institution. In this session, I will share my lessons learned in transitioning from a civilian to military writing center, focusing on differences in institutional structures, tutor-tutee dynamics, personnel and resources, and social-justice initiatives; I will also raise additional questions for future research and exploration.

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1445-1505

Creating Tailored (Chunked) Learning: Theory & Practice

Dr. Alice Grimes & Ms. Tammy Bugher

Research methods in the scholarship of teaching and learning – Room 4

Research indicates that traditional learning environments (where teacher assists learners with memorization/recitation techniques) and methodologies are not well suited to all learners for developing their critical-thinking, problem-solving, or decision-making skills. Additionally, retention and application of content can be improved through modifications in how instruction is planned, designed, and delivered. This presentation ties current learning theory and cognitive science in support of chunked learning with implementation. Chunked learning design strategies facilitate a competency-based tailored instruction designed for the level of knowledge and learning style of the learner. It enables the delivery of content that is effective, efficient, and relevant, which is consistent with the expectations of a continuum of learning. This presentation will describe the concept of designing and teaching via the chunk method and the research and theoretical underpinnings that support this instructional strategy.

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1445-1505

JPME Faculty Development Needs Within a COVID-19 Operating Environment

Dr. O. Shawn Cupp & Mr. Jason Ballard

Faculty development – Room 5

All graduate-level education institutions within the US and around the globe have experienced multiple iteration impacts from the COVID-19 pandemic. These impacts include changing modes of instruction, students and faculty learning new learning platforms, and all modifying the manner of their learning. Understanding these changes is the first step in surviving and thriving in our current and future COVID-19–influenced operating environments. Teaching and learning does not stop but new methods, techniques, and virtual education designs will continue to evolve. Based

upon the experiences at the U.S. Army Command and General Staff College of two faculty members, identifying those items like online presence, virtual instruction methods, and assignments like a buffet instead of a casserole are discussed. These concepts are critical in the development and execution of virtual adult graduate-level education. This presentation provides the basis for new faculty development requirements across the JPME enterprise. All faculty within JPME will benefit from the concepts and techniques presented.

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1445-1505

Using Mixed-Methods and Social Network Analysis to Explore Social Presence

Dr. Susan Slear

Research methods in the scholarship of teaching and learning – Room 6

This research demonstrates how mixed methods and social network analysis can be used for educational research. The researcher explored how graduate students experienced social presence (Garrison, Anderson, & Archer, 2000) in a distance learning leadership cohort. The mixed-methods two-phase design allowed her to examine student interactions and the development of relationships in both breadth and depth. To explore social presence, the researcher looked for patterns of interaction among the 13 cohort members in the instrumental networks (academic engagement) and expressive networks (personal relationships), elements of social presence that were evident in each network, and evidence through the lived experience. Data collection from multiple sources included surveys and discussion thread transcripts in the first phase followed by transcripts of group text messages and interviews in the second phase. Descriptive statistics and visualizations were generated using social network analysis (Borgatti et al., 2018), which revealed patterns of interaction. The meaning of these patterns of interaction were explored qualitatively through the lens of individual experience and provided a picture of the whole cohort from different perspectives (Knapp, 2017). Findings from this study revealed that the strength of ties in the expressive network (personal relationships) was not a predictor of the strength of ties in the instrumental network (academic engagement). The qualitative results in the second phase expanded upon the quantitative results. This research motivates the use of cohorts, provides strategies that foster the development of social presence for online learning and methods to monitor cohort vitality, and demonstrates the use of mixed methods and social network analysis for educational research.

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1505-1525

The Narrow Path: Moral Decision-Making Process

CPT Benjamin Ordiway

Assessment – Room 2

Considering cognitive processes within the “system one/system two” paradigm (Kahneman, 2011) highlights some glaring discrepancies in military moral-ethical reasoning approaches. That is to say, the approaches currently taught do not incorporate elements of intuitive thinking, cognitive biases, or the mechanisms we often employ to disengage (Bandura, 1991) from the moral component of a given situation. In forgoing these unfortunate realities, these existing models invite motivated reasoning—the cognitive process of accessing, constructing, and evaluating arguments in a biased fashion to arrive at or endorse a preferred conclusion (Epley and Gilovich, 2016).

The existing models do not reflect what people feel nor how people think when faced with a situation they know to be imbued with moral-ethical content. Situations with detected high moral content—requiring a moral agent to make a choice—elicit a physiological and psychological stress response that, if left unaddressed, invites a host of moral disengagement mechanisms and cognitive biases (Ariely, 2008).

Addressing these concerns requires intervention beyond the classroom. Just as we anticipate enemy positions and actions on a battlefield, leaders should incorporate the internal threats of moral disengagement, cognitive biases, and motivated reasoning into existing field training so that service members may experience these threats in environments where failure is acceptable. Doing so, I argue, will strengthen moral character. Moreover, combining my proposed moral decision-making process with experiential learning in a field environment will better prepare service members for environments and situations where sub-optimal moral reasoning often produces catastrophic, strategic consequences.

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1505-1525

Crossing the Threshold: Joining JPME Provides Peripheral Perspectives on Writing Center Studies

Dr. Brandy Lyn Brown

Learning theories and andragogy – Room 3

In January 2020, I joined the Leadership Communication Skills Center (LCSC) at the Marine Corps University as the new director. From the first day, I knew I had huge shoes to fill and an amazing faculty that would help me do that. Although I'd spent ten years directing writing centers in traditional academic institutions, I also realized I was in an entirely new world. The LCSC successfully subverted nearly every grand narrative of writing center studies while providing top-quality writing support and instruction to students. Within writing center studies, theorists like Jackie Grutsch McKinney have called for a questioning, a re-visioning, of the grand narratives of writing center studies. In this presentation, I explore how my American pragmatist and feminist background helped me adapt my administrative and teaching philosophies to this new environment; and, using my new perspective to look at traditional writing-center studies from JPME, I also identify how JPME could help writing center studies complete the re-visioning of its defining narratives.

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1505-1525

Lessons Derived from Developmental Assessment, Coaching, and Coursework within JPME Leader Development

Dr. Liz Cavallaro

Research methods in the scholarship of teaching and learning – Room 4

The strategic environment calls for JPME that fosters enhanced cognitive capacity, advanced meaning-making, and complexity of thought. The traditional model of JPME, focused on building knowledge, skills, and tools—competencies—does not create the requisite developmental stretch in cognitive and affective capacity. At JSOTL in 2020, I presented findings of a cognitive capacity assessment showing growth for over 70% of students engaged in a year-long, immersive leader development concentration at the Naval War College. Based on the effectiveness of this program, I'll share what we've learned about enhancing the cognitive capacity of mid-grade military officers and their civilian counterparts through deliberate leader development in JPME.

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1505-1525

Preserving the Institution's Expert Knowledge

Dr. Tom Galvin

Faculty development – Room 5

In his book *The System of Professions* (1988), Andrew Abbott showed that a profession maintains strength in part due to the quality of expert knowledge it maintains, the energy and

resources required to maintain it, and the ability to translate it for use by practitioners. Professional military education institutions are deeply concerned about the latter because they are responsible for developing and implementing programs that help their students apply this expert knowledge in future positions of responsibility while also continuously making valued contributions to the expert knowledge itself. Unfortunately in the era of digital technologies and information, a number of cultural habits have emerged that interfere with this professional responsibility. Organizations are ill-structured and insufficiently manned to steward the breadth of expert knowledge they maintain. Too often, highly qualified experts in specific technical areas retire or depart, and that expert's knowledge atrophies and disappears. Individuals in the institution accumulate vast arrays of material but are too busy to exercise the necessary reflection and judgment to filter them into abstract form. And storage space limitations cause administrative assistants to filter knowledge arbitrarily, removing "old stuff" and storing it on CDs in file drawers, never again to be used. This presentation will offer insights from the field of knowledge engineering as it is being applied in prototype at the U.S. Army War College to build a self-sustaining library for expert knowledge in defense management.

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1505-1525

A Comparative Analysis of Public and Private Sector Leadership Development Program Design Scalable to PME

Dr. Abigail Stonerock

Evidence-based instructional methods – Room 6

Professional Military Education institutions play a vital role in preparing adult learners to address national security challenges in a complex global environment. Curriculum design and development, central to mission success, is bounded by the opportunities and challenges of calendars, stakeholder expectations, joint and regional higher education accreditation standards, and strategic military documentation and guidance. This session will provide a focused meta-analysis of award-winning public and private sector leadership programs to identify benchmark practices scalable to PME. Through action research and direct leadership experience, the presenter discusses how intentional design optimizes individual achievement of adult learning outcomes, student learning through developmental processes, and success in job performance.

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