JOB SHEET 1-3-1-1

(U)THE COURSE TRAINING TASK LIST (CTTL), CURRICULUM OUTLINE OF INSTRUCTION (COI) AND LEARNING OBJECTIVES IN CONTENT PLANNING MODULE (CPM)

A. INTRODUCTION

This sheet walks you through the steps to create the CTTL, COI, and Learning Objectives in CPM.

B. EQUIPMENT

1. Software
    a. (U) CPM Training Website

C. REFERENCES

1. Review (U) Navy Instructor Manual, NAVEDTRA 134 (Series) Chapter 7
2. Review (U) Integrated Learning Environment Course Development and Life-Cycle Maintenance, NAVEDTRA 136 (Series) Chapters 3-4

D. SAFETY PRECAUTIONS

None.

E. SELF-TEST QUESTIONS

What are the four required elements to build an objective in CPM?

F. JOB STEPS

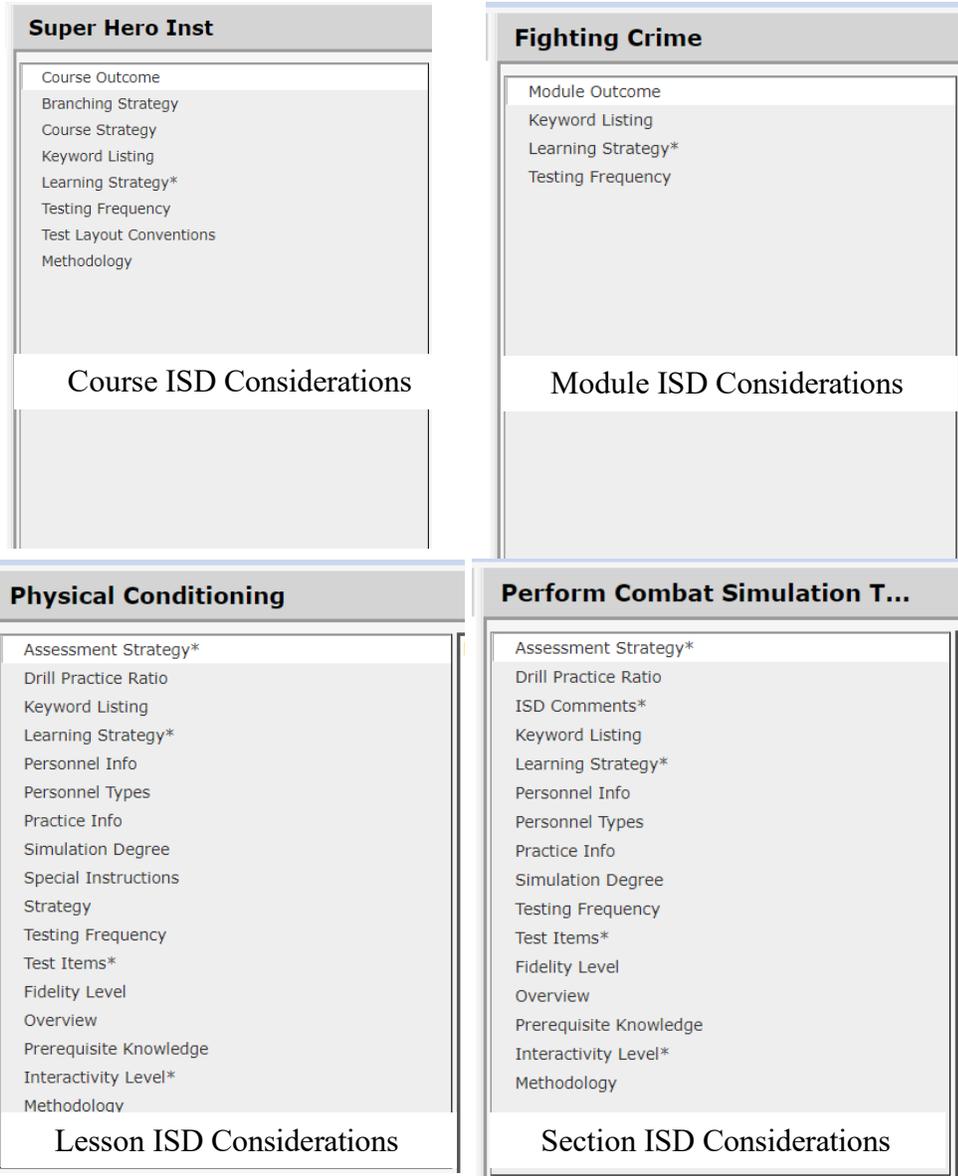| Step	Action	Remarks
Course Training Task List (CTTL) **The CTTL is a list of duties and tasks (from the Job Duty Task Analysis (JDTA) to be trained in a course**		
1	Navigate to the CPM Projects tab and make sure your Superhero Course is highlighted, then **click** the View icon.	The CTTL is completed in *Projects*, subtab *Design*. It may be easier to locate your course by changing the drop-down default from ALL to My Project when in the Main Projects tab
2	In the *Design* tab, expand the plus sign next to Curriculum Outline, then the plus sign next to Performance Requirements.	The CTTL is created by choosing the JDTA items that this training will be based on, beginning with the occupation

		and working down to tasks, and subtasks and steps, if desired
3	**Click** on Occupation, then Edit, and scroll on the right side to find your Superhero Training Project. **Check** in the box next to your *Superhero Your Name,* then save.	Make sure the box next to your Superhero Occupation has a check mark inside it before saving
4	**Select** Job, then **click** the Edit button, and **select** all available Jobs, then save.	Make sure the box next to each Job is checked before saving
5	**Select** Duty, then **click** the Edit button, and **select** all available Duties, then save.	Make sure the box next to each Duty is checked before saving
6	**Select** Task, then **click** the Edit button, and **select** all available Tasks, then save.	Make sure boxes next to all your Tasks are checked prior to saving
7	To view your CTTL Report, Expand the plus sign next to Reports, **select** CTTL and then **click** on the Printer icon. A print menu will display prompting you to choose the level you want the report to print at. Since your JDTA did not have subtasks or steps, keep the default level of Tasks. Then **select** Include Knowledge, Source, and Level	All of the project-specific reports are located beneath Performance Requirements and your Course on left side, in tree. Your CTTL will not be a big report as you only have two tasks
	Curriculum Outline of Instruction (COI) **The COI is the master plan for the structure of the course**	
8	Immediately below Performance Requirements should be your course. With your *Superhero Your Name* Course **highlighted**, **select** the New icon and choose Module from the drop-down.	A screen displays with a text field for the module title and Delivery Method
9	In the Title text field, enter "*Fighting Crime*" and then **select** "*Blended*" for Delivery Method, then Save	If you wanted to add another module, you would **select** Save & Add, but we want to add a lesson, so just SAVE
10	With the *Fighting Crime Module* highlighted, **select** the New icon and choose Lesson from the drop-down.	A screen displays with a text field for the lesson title and Delivery Method
11	In the Title text field, enter "*Physical Conditioning*" and under Delivery Method choose "*Blended*" then Save	**Select** Save again, NOT Save & Add
12	With the *Physical Conditioning* Duty highlighted, **select** the New icon and choose Section from the drop-down	A screen displays with text fields for Title, Content Type, Cognitive Level, Delivery Method, and Objective
13	In the text fields enter: Title "*Perform Combat Simulation Training*" Content Type "*Principle* "	Next, we will add the skill basis to the lesson and section

	Cognitive Level "*Apply"* Delivery Method "*Blended*," then save	
	The Skill Basis **When a skill basis is added, it shows what part of the JDTA is linked to the COI item**	
14	Begin adding the Skill Basis to the lesson, "*Physical Conditioning.*" With the lesson selected, **choose** the Skill Basis tab on the right side	The Skill Basis tab is on the right screen next to the General tab
15	**Click** Edit, and then **click** on the blue circle with the checkmark	The blue circle is on the right side of the screen
16	Expand the plus (+) sign next to the AIM CPM Hero Center and keep expanding the plus sign until the duty "*Physical Conditioning*" appears. **Click** in the box next to "Physical Conditioning", then 'OK', then save	The JDTA duty "Physical Conditioning" has been added as the basis for this lesson. The color of the lesson icon in the tree on the right side should have changed color to indicate a skill basis was added
17	**Select** the section, "*Perform Combat Simulation Training*" and then **click** the Skill Basis tab, then **click** the Edit button, and the blue circle with the checkmark	We are adding the skill basis to the first section
18	Expand the plus sign next to AIM CPM Hero Center and keep expanding until the task "*Perform Combat Simulation Training*" appears. **Click** in the box next to "Perform Combat Simulation Training," then 'OK', then save.	After you save, a pop-up box will display asking you to "Confirm if you want to add the skill basis to the objective", **click** 'OK'.
	Terminal and Enabling Objectives	
19	**Select** the lesson, "*Physical Conditioning*", **click** on the blue Objective link, then on the next screen **click** Edit. Note: Four elements are required to build an objective in CPM: 1. Behavior (verb) 2. Condition 3. Standard 4. Object (One of the following: Platform, System, Subsystem, Component, or Non-Equipment)	The objective development screen will display. Objectives are built by choosing the objective element from the drop-down on the left (such as Condition, Standard, Verb) and then choosing the corresponding data from the drop-down list on the right. The status of the objective may not be changed until all four required elements are added
20	In the first field, **select** *Verb* from the drop-down list on the left, then **click** on the longer field to the right, and a list of verbs will display. **Select** "*Perform*" from this list.	The initial drop-down list that appears is a smaller subset of verbs, to see all of the verbs that are available, **click** in the verb list on "*Show All*". All of the verbs in the database will be displayed
21	Tab to the next field below Verb, and choose *Condition* from the drop-down list. In the drop-	You now have two of the four required objective fields completed, verb

	down field to the right of condition, **select** "*Show All*" which provides a longer list, and **select** the condition "*Given weight training equipment*".	(behavior) and condition. The two remaining fields are standard and object (platform, system, subsystem, component, non-equipment, or environment)
22	Tab to the next field that opened up beneath the condition and choose *Non-Equipment* from the drop-down, then look for "*physical conditioning*" in the list that displays. If it is not on the first list, **click** Select All to find it	Hint: type the first letter of the word you are looking for, and you will jump to the part of the list that has words starting with that letter
23	Tab to the next field that opened up beneath non-equipment and choose *Standard* from the drop-down, then **select** "*Show All*" and choose "*IAW OPNAVINST 6110.1 (Series) Physical Readiness Program*" **Save** the Objective.	All of the required objective fields are complete for the Terminal (Lesson) Objective. Free text may be added as needed to make the objective an objective statement. Free text is usually limited to functional words such as "A", "the", "with", etc. IF free text is added, then *Update* must be **select**ed at the end of the free text field
24	**Select** <u>Resequence Items</u> and reorder the objective to: "Given weight training equipment perform physical conditioning IAW OPNAVINST 6110.1 (Series) Physical Readiness Program"	The blue *Resequence Items* link is just above your Objective elements on the right side of your screen.
25	Next is the Enabling Objective in the first section. Highlight the "*Perform Combat Simulation Training*" section and the blue <u>Objective</u> link, then on the next screen **click** the Edit button	Notice that an objective should be pre-populated from the JDTA data
26	**Select** <u>Resequence Items</u> and reorder the objective to: "While in a simulated combat environment perform combat simulation training passing simulation in accordance with (IAW) performance rubric grading without injuring personnel or damaging equipment" then Save. Save again on the Objective screen.	
27	To review the COI, **select** the COI Report under Reports and then **click** the Printer icon	The printer icon is above the Project Management field

DIAGRAM SHEET 1-3-1-2

(U)INSTRUCTION SYSTEM DESIGN (ISD) CONSIDERATIONS FIELDS

Super Hero Inst

Course Outcome
Branching Strategy
Course Strategy
Keyword Listing
Learning Strategy*
Testing Frequency
Test Layout Conventions
Methodology

Course ISD Considerations

Fighting Crime

Module Outcome
Keyword Listing
Learning Strategy*
Testing Frequency

Module ISD Considerations

Physical Conditioning

Assessment Strategy*
Drill Practice Ratio
Keyword Listing
Learning Strategy*
Personnel Info
Personnel Types
Practice Info
Simulation Degree
Special Instructions
Strategy
Testing Frequency
Test Items*
Fidelity Level
Overview
Prerequisite Knowledge
Interactivity Level*
Methodology

Lesson ISD Considerations

Perform Combat Simulation T...

Assessment Strategy*
Drill Practice Ratio
ISD Comments*
Keyword Listing
Learning Strategy*
Personnel Info
Personnel Types
Practice Info
Simulation Degree
Testing Frequency
Test Items*
Fidelity Level
Overview
Prerequisite Knowledge
Interactivity Level*
Methodology

Section ISD Considerations

INFORMATION SHEET 1-3-1-3

(U)INSTRUCTIONAL SYSTEM DESIGN (ISD) CONSIDERATIONS FIELDS

A. INTRODUCTION

This sheet details the ISD Considerations fields in Content Planning Module (CPM). ISD Considerations are captured in CPM at the Course, Module, Lesson, and Section levels and are viewable in the Instructional Media Design Plan (IMDP) Report from CPM.

B. REFERENCES

1. Review (U) Instructional Systems Development/Systems Approach to Training and Education, MIL-HDBK-29612-2 (Series)
2. Review (U) Navy ILE Content Developer's Handbook, MPT&ECIOSWIT-ILE-HDBK-1 (Series)

C. INFORMATION

ISD Consideration Fields are explained below. It is recommended that starred fields (*) are completed, but not required.

1. *Course Level ISD Considerations:*

Course Outcome: The desired learning outcomes of the course, briefly stated.

Branching Strategy: A text-based description of any branching, remediation, small group training evolutions. Branching is often used in Computer-based training to remediate trainees who do not perform well on embedded tests. Branching can also be used to provide trainees with different paths depending on their answers in more sophisticated simulations.

Course Strategy-- Consider the following when developing the Course Strategy:

- Course completion criteria
- Assessment criteria
- Course duration

Keyword Listing: A keyword is a term that encapsulates the essence of your text. What words or phrases describe the training project? Keywords are used for searching content to find specific content.

Learning Strategy: When considering the learning strategy, MILHDBK 29612 2A suggests, "After the LOs and related test items have been developed, plan and develop the most effective and cost-

efficient learning environment using the principles of learning. This process starts by determining the instructional strategies or plan to be used. An instructional strategy is necessary in order to manage the design of the training activities and the learning process. A critical factor to consider when selecting an instructional strategy is compliance with the DoD policy on ADL. The goal of the ADL policy is to leverage computer, information, and communication technologies through the use of common standards to provide learning that can be tailored to individual needs and delivered on demand, anytime anywhere. Selection of the instructional strategy needs to be consistent with the prior LOs hierarchy decisions. It also needs to support the instructional goals and overall instructional concept. In most cases, the instructional strategy should reflect the job task environment" (p.99).
In addition:

a. Consider the job task environment. Select instructional strategies relevant to job task.
b. Consider the type of human interaction involved in each of the instructional strategies. Programmed learning includes many vicarious interactions between the student and the program, but usually has the least live human interaction. The human interaction becomes progressively greater with traditional learning, exercise learning, small group learning, peer/pressure group learning, and mentor or apprenticeship learning. The students also take progressively greater responsibility for structuring their own Learning Objectives (LOs).
c. Consider the level of experience of the student in the specific task or skill being trained. The higher the experience level of the students, the more personal the interactions must be to meet their individual learning needs related to the objective. Less experienced
d. students may need more frequent interactions to learn; however, these interactions can be more easily programmed in a vicarious presentation with very little live human interaction.
e. Consider the level of commitment that the student must have after completing the
f. training. The greater the need for commitment, the more personal the level of human interaction is required.
g. Consider the degree of probable resistance to mastering the objective that is present with the students when they appear for training. If resistance to training is present, personal or peer group interaction will likely be required to overcome it.
h. Media may be used to assist the training developer in selecting an instructional strategy for each task or LO. It will guide the developer through the considerations listed above as a part of media and method selection and will provide a recommended instructional strategy.
i. Consider how the student will be expected to perform on the job (e.g., will performas part of a group, will perform as an individual, will interact with people, machines, or other available resources, etc.) (P. 130-31).

Testing Frequency: How often will tests be administered throughout the training course?

Test Layout Conventions: How are the tests going to be laid-out for trainees taking them? Pencil and paper? Online? If online, are they going to be in different formats to discourage cheating?

Methodology: Text fields for:

- ISD Personnel
- Project Manager
- Content Developer
- Content Development Subject Matter Expert (SME)
- Production Facility
- References Used
- Notes

2. Module Level ISD Considerations (only new ones listed):

Module Outcome: The desired learning outcomes of the module, briefly stated

3. Lesson Level ISD Considerations (only new ones listed):

Assessment Strategy: The manner in which the LOs will be assessed should be determined shortly after objective construction. This should be a high level design that captures how embedded, pre- and post-assessments will be employed

Drill Practice Ratio: Drill and practice is a behaviorist aligned technique in which students are given the same materials repeatedly until mastery is achieved. In CPM, this open text field allows the designer to communicate to the developer the number and proficiency level of practice simulations and assessment simulations that need to be developed to reach the desired learning objective. Depending on the requirement going from a Skill Proficiency Level (SPL)1 to SPL2 requires X amounts of practice for the average student. Add any additional problems for extra instruction or remediation.

Personnel Info: This is the audience for this lesson. What level is being taught? Apprentice? Journeyman? Master?

Personnel Types: Civilians? Active Duty? Officer or Enlisted?

Practice Info: What type of practice is being provided to the trainees?

Simulation Degree: How realistic is the simulation, if one is being used?

Special Instructions: Instructions to developers about this lesson that have not been conveyed in other fields

Strategy: Learning Strategy for the Lesson

- **Organization And Format**
  This data shall describe the organization and format of the lesson. A key shall be used to explain any symbology. This explanation shall be supported with one or more illustrative examples. The lesson strategy shall exhibit traceability to the courseware development process and shall include:
  a. A short title description of the subject to be covered.
  b. A list of LOs covered.
- **Lesson Design Strategy**
  The lesson design strategies shall describe decision-making processes and strategies to be used in designing and implementing the presentation of material and testing student mastery of subject matter. Specific strategies shall include an instructional strategy for each lesson-learning phase, methods of interaction, procedures which assure testing at appropriate learning types and levels and remediation. Segments to be tested shall be identified and the method of testing defined. The lesson

design strategy shall identify the conventional techniques, practices, principles, or procedures to be used throughout the design and development of the instructional media module or lesson.

Fidelity Level: Design fidelity refers to the level of details and functionality built into a prototype. There are three levels of fidelity**:** low, mid and high. How close to the actual job is this training?

Overview: Provide an overview of the sections taught in this lesson

Prerequisite Knowledge: What do trainees need to know prior to this lesson?

Interactivity Level: There are four levels of interactivity to choose from in CPM:

1. Passive. The student acts solely as a receiver of information
2. Limited participation. The student makes simple responses to instructional cues
3. Complex participation. The student makes a variety of responses using varied techniques in response to instructional cues
4. Real-time participation. The student is directly involved in a life-like set of complex cues and responses.

4. Section Level ISD Considerations (only new ones listed):

ISD Comments-Instructions to developers about this section that have not been conveyed in other fields

Test Items-What types of test items are going to be used? If a performance test is used, is it based on a checklist? Rubric? If it is a knowledge-based test, will it be essay? Multiple choice? How many steps or items?

INFORMATION SHEET 1-3-1-4

(U)INSTRUCTIONAL MEDIA DESIGN PACKAGE (IMDP)

A. INTRODUCTION

According to NAVEDTRA 136, "The purpose of the IMDP is to detail and demonstrate the design intent for each module and lesson within a course and to describe how the course will achieve the intended learning. The IMDP is a detailed instructional design plan that supports the more general plan presented in the TCCD" (p. 4-6)

B. REFERENCES

1. Review (U) Integrated Learning Environment Course Development and Life-Cycle Maintenance, NAVEDTRA 136 (Series) Chapter 4

C. INFORMATION

The IMDP shall contain, at a minimum, the following:
- Cover page: Include the title of the course, course number, and course version number. For Master IMDPs only: include a list of all modules and lessons covered by the IMDP.
- Table of contents: Include major headings and page numbers.
- Summary description of training: Include a brief course description, length of course, prerequisites, security level classification, and target audience.
- Course design strategy: Include descriptions of elements required to design the course
- Course structure outline: Include the hierarchy of course, module, lesson, and sections.
- Course and lesson flow diagram: Include a block diagram showing course, module, lesson structure, and the placement of all assessments. A description of the flow shall also be provided.
- Learning objectives and instructional strategies: Include terminal and enabling objectives and instructional strategies.
- Presentation category/interactivity level strategy: Include the types of presentation used (decision-based navigation, scenario-bounded branching, etc.), types of interactivity used (e.g., hyperlinks, hotspots, rollovers, etc.), and types of media used (e.g., videos, 2D or 3D animations, user-controlled animations, etc.). Refer to MIL-HDBK-29612-3A for a general description of presentation categories and interactivity levels.
- Assessment strategy: Describe how the learning objectives will be measured, weighted, and displayed (refer to NAVEDTRA 132 (series)).
- Remediation strategy: Describe how areas of deficiency will be addressed.
- Rollup behavior: Describe how the Navy eLearning (NeL) Learning Management System (LMS) will report completion status and scores.
- Plug-in(s) page: Include any plug-in(s) that the developer anticipates using. A plug-in is a software component that adds specific capabilities.

- User interface design: Provide a graphic depiction of the user interfaces (e.g., screen captures).
- Metadata items: Provide a list of the metadata item entries that will be used.
- Traceability matrix: Provide a matrix that shows the traceability of learning objectives to Job Duty Task Analysis (JDTA). Authoring Instructional Materials (AIM) Content Planning Module (CPM) may be used to generate a comparable report, which includes the alignment of Curriculum Outline of Instruction (COI) output, JDTA, and the learning objectives.