

GOVERNMENT LEARNING TECHNOLOGY SYMPOSIUM (GLTS) PROGRAM

WEDNESDAY, NOVEMBER 29, 2017

TIME	ROOM 150A	ROOM 150B
9:00 - 9:50 AM	<p><u>Media selection: A Distance Learning Primer: Part 1</u></p> <p><u>Dr. Philip Westfall</u>, Chairman, FGDLA BOD Director, Defense Education & Training Network, and Director, Air Technology Network, Dept. of the Air Force</p>	<p><u>Ensuring Contracts include Accessibility as Required by Section 508</u></p> <p><u>Helen Chamberlain</u>, Program Director, Government-wide Section 508, Office of Integration, Integrity, and Access, Office of Government-wide Policy.</p>
10:00 – 10:50 AM	<p><u>Media selection: A Distance Learning Primer: Part 2</u></p> <p>Dr. Philip Westfall, Chairman, FGDLA Director, Defense Education & Training Network & Air Technology Network, Dept. of the Air Force</p>	<p><u>Assistive Technologies (AT) and Distance Learning</u></p> <p><u>Alex Koudry</u>, Director, Center for Information Technology Access , GSA</p>
11:00 - 11:50 AM	<p><u>NATO’s e-Learning Program & Vision</u></p> <p><u>Salih Cem Kumsal</u> Training technologies Staff Officer EIT Technology NATO Allied Command Transformation</p>	<p><u>Pitfalls When Navigating the Complexities of a Distance Learning Organization</u></p> <p><u>John F. Hemleben Ph.D.</u> Dean of Academics and Chair of the Distance Learning Coordination Committee, College of Distance Education, Marine Corps University</p>
11:50 – 1:30 PM	LUNCH ON YOUR OWN	
1:30 - 2:20 PM	<p><u>The 21st Century Instructional Designer: Change Agent and Leader</u></p> <p><u>Carla Lane</u>, Ed.D. FGDLA VP Higher Education; <u>Tina Houareau</u>, Ph.D., Capella University</p>	<p><u>Rolling Out iPads to the Instructors at the Federal Probation Pretrial Academy</u></p> <p><u>Cindy Caltagirone</u>, Program Specialist, U. S. Courts</p>
2:30 - 3:20 PM	<p><u>The Cognitive Science of Learning--Concepts & Misperceptions: Implications for Instructional Design</u></p> <p><u>Dr. Jolly Holden</u>, FGDLA Executive Director, Associate Professor</p>	<p><u>Blackboard for Government: Technology Road Map</u></p> <p><u>Greg Frederick</u>, FGDLA VP Government Sector, Learning Technology Specialist, Joint Forces Staff College, and <u>David Palmer</u>, Blackboard</p>
3:30 - 5:00 PM	<p><u>Room 151A-User Groups/Roundtable Discussions & Networking Reception</u></p> <p>Discussion topics: Learning Management Systems (LMS), Interactive TV, Instructional design, Gaming & Game-based learning, Media Selection, Cognitive Science, Medical Education</p> <p><i>Reception to follow at 4:30pm. Attendees must have a GLTS/GVEXPO Registration badge</i></p>	

THURSDAY, NOVEMBER 30, 2017

TIME	ROOM 150A	ROOM 150B
9:00 - 9:50 AM	<p><u>Best Practices for Implementing Gamification in the Workplace-Part 1</u></p> <p><u>Jonathan Peters, Ph.D.</u> Chief Motivation Officer Sententia</p>	<p><u>Challenges, Successes, & Lessons Learned: DCS, DCO, Face-to-Face Blended Learning/Training</u></p> <p><u>Connie C. Morrow</u> Training Program Administrator, Diabetes Center of Excellence Decypher Technologies, Inc.</p>
10:00 – 10:50 AM	<p>Best Practices for Implementing Gamification in the Workplace-Part 2</p> <p>Jonathan Peters, Ph.D. Chief Motivation Officer Sententia</p>	<p><u>Utilizing the MIST to Provide Patient Education</u></p> <p><u>Nina Watson</u> Outreach CDE, Medical Interservice Satellite Training (MIST) program</p>
11:00 - 11:50 AM	<p><u>FBI OPTIC (Objectives, Policies, Tasks for Instructional Content)</u></p> <p><u>J. Richard Kiper, Ph.D.</u> FBI Special Agent, U.S. Dept. of Justice</p>	<p><u>Instructional Design Neurocognitive Strategies to Support Research Subjects with Traumatic Brain Injury (TBI): Current Research Topics</u></p> <p><u>Mark Pettinato, Ph.D.</u> U.S. Department of Health and Human Services</p>
11:50 – 1:30 PM	LUNCH ON YOUR OWN	
1:30 - 2:20 PM	<p><u>Leveraging Residential Training in Distance Learning</u></p> <p><u>Tim Carrier</u>, FGDLA BOD - Membership Manager, Distance Education Team Office of Legal Education, U.S. Department of Justice; <u>Oliver Hartner</u>, Training Technician, Distance Education Team, Office of Legal Education, US Department of Justice</p>	<p><u>xAPI Case Study Insights & Implementations in DoD</u></p> <p><u>Nick Washburn</u> Director, Learning Division Riptide Elements</p>
2:30 - 3:20 PM	<p><u>A Distance Learning Training Remedy</u></p> <p><u>Alex Autry</u>, FGDLA President Assistant Director and Chief of Instructional Quality, Air Technology Network at USAF; MIST Program Director</p>	<p><u>The Impact of The Internet of Things (IoT) & Video Content Management Systems (VCMS)</u></p> <p><u>Randy Palubiak</u>, FGDLA Treasurer President Enliten Management Group</p>
3:30 - 4:20 PM	<p><u>Micro-learning: Menu of Learning Quick Bytes</u></p> <p><u>Dr. Frances Kassinger</u>, Training Manager, Enterprise Business Solutions, Office of the CIO, U.S. Dept. of Treasury; and <u>Candace Trotti</u>, Talent Management Director, Office of the CIO, U.S. Department of the Treasury</p>	<p><u>Using Kirkpatrick’s Methodology to Evaluate the Application of an Intro to Data Analytics Training Program</u></p> <p><u>Dr. Patricia Hubbard</u> Measurement Consultant Employee Education Support Division Veterans Health Administration U.S. Dept. of Veterans Affairs</p>

GLTS ABSTRACTS

Alex Autry, Assistant Director, Chief of Instructional Quality, Air Technology Network, USAF; Medical Interservice Satellite Training (MIST) Director; President, FGDLA

A Distance Learning Training Remedy

Thursday, November 30, 2017, 2:30-3:20 PM Room 150A

The DOD and VHA have enriched their partnership to meet the ongoing training requirements associated with their professions. Expanding and amplifying their existing training programs to broaden their capabilities to reach their distance learning community worldwide. Integrating multiple mediums and technologies along with employing an array of training strategies has provided proven results and significantly reduced the cost of training within the federal government. The training partnership incorporates deploying live and prerecorded programs from the VHA's Employee Education System, DOD medical schools, and a variety of commercial and academic sources are broadcasted to over 200 classrooms worldwide and saving the government millions of dollars.

Cindy Caltagirone, Program Specialist, Federal Probation and Pretrial Academy, Federal Law Enforcement Training Center, U.S. Courts

Rolling Out iPads to the Instructors at the Federal Probation Pretrial Academy

Wednesday, November 29, 2017 1:30-2:20, Room 150B

How to MDM Airwatch, Training, Change Management Using a COTS solution (Guidebook) to provide a mobile app to the 1500 students that gives them on-demand access to schedules and information they might need about attending the academy Automating the Academy: registration to transcripts Implementing a Blended Prerequisite Program for the New Officer Program

Tim Carrier, Manager, Distance Education Team, Office of Legal Education, Executive Office for United States Attorneys, US Department of Justice

Oliver Hartner, Training Technician, Distance Education Team, Office of Legal Education, US Department of Justice

Office of Legal Education Case Study: Leveraging Residential Training in Distance Learning

Thursday, November 30, 2017 1:30- 2:20 PM Room 150A

The Office of Legal Education operates a major residential training facility for DOJ Attorneys, Staff, Law Enforcement and State and Local partners. Located in Columbia, South Carolina, the National Advocacy Center regularly trains over 12 thousand residential students a year, offering hundreds of courses on dozens of topics related to the law and law enforcement. However the needs of the served community far exceed even this capacity. There are more students requesting training than space and budget allow for. There are also staff who, for personal or professional reasons, are not able to travel to the facility. For nearly 20 years, OLE has explored various methods of leveraging the resources devoted to residential training to extend access to the distant learner, using classroom recording/lecture capture, live delivery, recorded delivery, and hybrid virtual webinar classrooms, among other methods. This panel of long-time staff with a range of expertise, from content expertise, to instructional design, to technical issues, to demonstrate methods and explore lessons learned.

Helen Chamberlain, Government-wide Section 508 Training & Outreach Director, Office of Government-wide Policy, Office of Information, Integrity & Access, General Services Administration; and **Alex Koudry**, Director, Center for Information Technology Access, General Services Administration (GSA)

Ensuring Contracts include Accessibility as Required by Section 508

Wednesday, November 29, 2017, 9:00-9:50 AM Room 150B

This session will start with a presentation on how Section 508 is implemented in the FAR. This will be followed by a discussion of how accessibility needs to be considered at each phase of the acquisition life-cycle. Finally, a demonstration of GSA tools will be provided that are available to help agencies contract for accessible distance learning solutions.

Greg Frederick, Learning Technology Specialist, Joint Forces Staff College, National Defense University; and **David Palmer**, Senior Regional Sales Executive, DoD/Intel, Blackboard, Inc.

Blackboard for Government: Technology Roadmap

Wednesday, November 29, 2017 2:30-3:20 PM Room150B

Dr. John F. Hemleben, Dean of Academics and Chair of the Distance Learning Coordination Committee, College of Distance Education and Training, Marine Corps University

Pitfalls When Navigating the Complexities of a Distance Learning Organization

Wednesday, November 29, 2017, 11:00-11:50 AM Room 150B

The ubiquitous nature of distance learning within the federal government including the military services has generated greater interest from those at the executive levels of decision making. We practitioners in the distance learning business can ill-afford the mishandling of dwindling resources as we either expand DL programs or simply maintain what we have. A variety of pitfalls exist and we oftentimes “don’t know what we don’t know.” Dr. Hemleben offers a series of examples of potential pitfalls he has observed in areas such as organizational purpose, the composition of the workforce, policy making, information and educational technologies, business practices, student services, contracting, logistics and interacting with outside entities affecting the organization. These areas, although complicated and somewhat broad, will be distilled down into practical examples, useful to those in the DL business. The information presented may serve as validation for what you have experienced in your organization, or it may prevent you from making a serious mistake. This will be an attempt to begin to “know what we don’t know.”

Dr. Jolly Holden, Associate Professor, School of Education, American InterContinental University; Executive Director and Co-founder, FGDLA

The Cognitive Science of Learning – Concepts & Misperceptions: Implications for Instructional Design

Wednesday, November 29, 2017 2:30-3:20 Room 150A

Cognitive science has revealed learners differ in their abilities with different modalities, but teaching to a learner’s best modality does not affect learning outcomes. What does matter is whether the learner is taught in the content’s best modality...people learn more when content drives the choice of modality. Consequently, in this presentation, we will review some of the latest research from neuroscience pertaining to memory and learning in analyzing Ebbinghaus’ forgetting curve, as well as evaluating the efficacy of learning styles as they pertain to predicting learning outcomes, and the misperception of Edgar Dale’s Cone of Learning.

Dr. Patricia Hubbard, Measurement Consultant, Employee Education Support Division, U.S. Dept. of Veterans Affairs, Veterans Health Administration

Using Kirkpatrick’s Methodology to Evaluate the Application of an Intro to Data Analytics Training Program

Thursday, November 30, 2017, 3:30-4:20PM, Room 150B

Health care organizations are under increasing pressure to improve performance, increase efficiency, reduce costs, better manage chronic disease and high-risk patients and advance evidence-based care. VA is under extreme pressure to improve access, performance, patient safety and efficiencies. VHA employees, in three separate national surveys, indicated health care data analytics as their number one training need. The introductory health care data analytics training program was developed in response to the pressing need for analytics skills at the VHA to manage and leverage the tsunami of health data available. This session will provide an overview of the development and evaluation of a successful distance learning training program that was designed to enhance analytics skillsets in a large geographically dispersed interdisciplinary workforce.

Dr. Carla Lane, Professor, Instructional Design for Online Learning, School of Education, Capella University; Vice President Higher Education, FGDLA Board of Directors; and, **Dr. Tina Houareau**, Senior Instructional Designer, Capella University

The 21st Century Instructional Designer: Change Agent and Leader

Wednesday, November 29, 2017 1:30-2:20 PM, Room 150A

Being a change agent is not something that has normally been associated with instructional designers, yet it is a skill that is often brought to the job. Instructional designers see when learning is not as consistently effective and that learners are not always enthusiastic about learning. Change involves identifying the problem, creating new instructional strategies, pilot research/testing, formative evaluations that lead to downstream revisions, and effective implementation and dissemination to change the culture of the organization. Instructional designers can be effective change agents and this session will cover the strategies that work.

Since instructional designers play an integral role in designing and developing online products that are meant to further the careers of adult learners, they must know how to be thought leaders in their practice. Over the years, researchers have proposed that IDs can improve the quality of online products through the application of the right leadership competencies to their day-to-day activities. However, in the higher online education environment, many administrators are finding that an increasing number of novice and veteran IDs still lack many of the basic leadership competencies needed to perform their jobs well.

Although standard instructional design competencies are well recognized for best practices, leadership competencies are virtually absent from the IBSTPI and AECT taxonomies. Studying the gaps in these taxonomies can reveal how the roles and responsibilities of IDs are affected in the workplace.

The results of this study suggest that a series of leadership competencies are necessary for IDs in online universities. The consensus among the research participants makes a strong implication that IDs believe that leadership competencies are critical to their doing their jobs and that insufficient attention is currently being paid to how they are learning these competencies and the types of leadership resources and opportunities that are available to them in online universities.

For change to occur within an organization, the organization must have the learning agility to respond to adaptive challenges. IDs are equipped to lead change in universities because, along with a passion for lifelong learning and appreciation for competency-based education, they have familiarity with instructional and adult learning theories, are well versed in the nuances of multimedia fundamentals of online learning, and know how to use research to inform practice. New research shows that instructional designers who work in online universities need a specific set of leadership skills to perform their jobs.

Universities that are currently offering online courses as well as those that may venture into online course offerings in the future would benefit from a strong and collaborative partnership between faculty and instructional designers. Having IDs who are mindful of the leadership competencies critical to their profession will only strengthen that partnership. By being purposeful about their leadership roles in higher education institutions, instructional designers can help improve the quality of the online courses they develop on a day-to-day basis. New research shows that instructional designers who work in online universities need a specific set of leadership skills to perform their jobs.

Dr. Frances Kassinger, Training Manager, TEI Coach, Enterprise Business Solutions, Office of the Chief Information Officer, U.S. Department of the Treasury

Micro-learning: Menu of Learning Quick

Thursday, November 30, 2017, 3:30-4:20PM, Room 150A

Micro-learning is the new buzz word in distant education and training. What is it? How does it work? Does it facilitate cognitive development or is it a new name for an already known technique? The Department of the Treasury Enterprise Business Solutions (EBS) team evaluated made surprising discoveries about this latest approach to distant learning technologies. Join the EBS team to gain better understanding of the *je ne sais quoi* of Micro-learning. See how it may also work for your organization remote learner.

Dr. J. Richard Kiper, Special Agent, U.S. Dept. of Justice, Federal Bureau of Investigation

FBI OPTIC (Objectives, Policies, Tasks for Instructional Content)

Thursday, November 30, 2017, 11:00-11:50 AM Room 150

In the federal government, training managers must respond to changes in hundreds of Organizational Policies (OPs) and Business Processes (BPs). There is a strong relationship between OPs, BPs, and traditional training products, because lesson plans must reference the policies that authorize the content and the processes (or job tasks) that are conveyed by the content. When OPs and BPs change and the training products do not, the training becomes either 1) irrelevant, because it teaches concepts that are no longer part of the updated OPs and BPs; or 2) ineffective, because the training no longer covers current requirements. The problem is obvious: After training products leave the “assembly line” of instructional development they lose their association with the supply source of OPs and BPs. Without a link back to the changed OPs and BPs it is difficult for the agency to “recall” the training products and retrofit them with current information. And without those linkages, it is impossible to rack-and-stack OPs and BPs to determine enterprise wide learning gaps. The solution is surprisingly simple: Treat instructional programs as investigative cases. This presentation introduces a research-based framework called OPTIC, which stands for Objectives, Policies, and Tasks for Instructional Content. Although this proposal is presented from the perspective of a federal law enforcement agency, it is applicable to any agency that manages training on a large scale.

Alexander Koudry, MS, ATP, PMP, RET, CPACC. Program Manager, Center for Information Technology Access (CITA), Office of Administrative Services, General Services Administration

Assistive Technologies (AT) and Distance Learning

Wednesday, November 29, 2017, 10:00-10:50 AM Room 150B

How AT is used by persons with disabilities to access web content. This session will showcase several kinds of AT and provide insight into the importance of creating accessible distance learning courses and learning management systems. Resources for learning more about accessibility will also be provided. The presenter is a credentialed Assistive Technology Professional and Rehabilitation Engineering Technologist., both from the University of Maryland University College.

Salih Cem Kumsal, Training Technologies Staff Officer, NATO Allied Command Transformation

NATO’s e-Learning Program and Vision

Wednesday, November 29 2017 11:00-11:50 Room 150A

NATO continues to increase its use of online learning, or eLearning, as well as blended learning, which prepares student for residential courses and, in many cases, provides the only opportunity for a training course prior to deployment. NATO’s vision on future e-Learning technologies will be covered included how NATO invests. There will executive level information provided about NATO’s plans.

When Allied Command Transformation (ACT) was created in 2003 during the Prague Summit, following the direction of the Heads of State of NATO nations, its mission was to lead NATO in transforming its military structure, forces, capabilities and doctrine. One of the key elements in this task was to improve and enhance education and training throughout NATO, ensuring NATO and its partners were fully prepared for future challenges. With great foresight, the designers of this new Command created a small section to introduce NATO to an emerging concept of online learning called Advanced Distributed Learning (ADL), and to ensure technology enhancements relating to education and training would be identified and used where feasible.

Over the last 11 years, the use of online technology, to provide education and training, has not only become accepted by our military leaders as an excellent tool for efficient delivery of education and training to large numbers “anytime, anywhere”, but has also been adopted by the academic world. Students, from undergraduate-level up to PhD-level, can perform their studies online. NATO’s ADL courses are available through the ILIAS database over ACT’s Unclassified and Secret networks. NATO continues to increase its use of online learning, or eLearning, as well as “blended learning”, which prepares student for residential courses and, in many cases, provides the only

opportunity for a training course prior to deployment. The most common form of e-Learning used in NATO is Advanced Distributed Learning (ADL), also referred to as Web-based Training (WBT). ADL features educational, or training courses, delivered over a network using a standard web browser. Other e-Learning technologies include Computer-based Training (CBT), immersive training, mobile learning (m-Learning), and transmedia learning. ADL follows a set of standards and specifications known as the Sharable Content Object Reference Model, or SCORM. This model has become an internationally accepted industry standard for e-Learning development and delivery. All NATO courses are SCORM-conformant.

The term ADL embraces NATO's immersive training courses as well as those formatted for delivery using mobile devices, such as tablets and smart phones. Many of these courses can be used in blended-learning (transmedia) solutions. No standalone CBT courses are included, as this form of technology is rapidly becoming outdated. This catalogue represents over 580 hours (80 days) of instruction available to NATO and partner nation students. It is a body of educational material that has been accessed by more than 85,000 users in various locations around the world. Published content is updated as needed, and new courses are being developed continually.

VOHQ is a technology demonstrator for a persistent, online, virtual training framework, available to users anywhere at any time. It uses innovative technology to improve and expand the reach of operational training for NATO Forces, regardless of their location. The VOHQ ensures a training experience, shaped to the specific environment and training requirements. Since the tool provides the opportunity to train collective skills in a personal way, it fits between E&IT and Collective Training. The system is capable of supporting pre-deployment training, targeting process, BST or JOC training, augmentees, newcomers integration or familiarization training, generally as small training teams. As a result, we should expect among other things: Increased training time; frequent and flexible procedural training; intense, remote CIS training; enhanced familiarization, collaboration and cohesion; and better mission and exercise preparation. The system supports the following features: Accessible through web browser or desktop application; virtual infrastructure representing several laydowns (tent, ship, barracks etc); text, VOIP, P2P, e-mail communication for individuals and groups; briefing, lecture, meeting; VM-ware integration to provide real HQs current CIS applications; avatar customization; Direct access to NATO virtual training courses and DHS content (maps, documents, doctrines etc.).

Connie C. Morrow, MAEd-AET, CRT, Training Program Administrator, Outreach Division, USAF Diabetes Center of Excellence, Lackland AFB, Texas

Challenges, Successes, and lessons Learned, Regarding DCS, DCO, and Face-to-Face Blended Learning/Training
Thursday, November 30, 2017 9:00-9:50, Room 150B

This session is an overview of how one small clinic's Outreach division creates, develops, and implements worldwide diabetes training through the virtual arm of education. Pertinent resource tools are more than necessary, they are essential in providing education to staff and providers. We use technology (primarily Defense Collaboration Services--DCS platform) to deliver training to remote Military Treatment Facilities (MTFs). Challenges, successes, and lessons learned regarding online meeting rooms, chat rooms, video teleconference rooms, and blended learning will be discussed. Through three unique educational offerings (30-minute webinar, one-hour eConsult via online meeting room, three-day blended learning combination VTC/DCS/face-to-face), the use of technology has permitted the Diabetes Center of Excellence (DCOE) to streamline some basic, yet core collaboration with the military medical community. By using varying technological platforms, the DCOE has extended its resources and expertise to the US Air Force, US Army, US Navy, and Veteran Administration medical facilities. As technology has advanced, the DCOE has added a patient-centered educational platform via Medical Interagency Satellite Training (MIST).

Randy Palubiak, President, Enliten Management Group; Treasurer FGDLA Board of Directors

The Impact of The Internet of Things (IoT) & Video Content Management Systems (VCMS)
Thursday, November 30, 2017 2:30-3:20 PM Room 150B

The Internet of Things (IoT) is all about connecting and controlling devices. According to some, it may be the next greatest thing since...the microwave, cell phones, the Internet. It's the means by which individuals can control

devices throughout their house, car and other connected environments. For organizations, including government agencies, it provides the ability to manage the flow of information and content across the enterprise, managing networks, controlling devices and managing the content, including contributions, access, and tracking views, usage and business results.

Organizations have used centralized video management systems for decades to control media devices in widely dispersed offices and facilities. This includes, what may now be considered basic functions such as, turning on and off designated televisions and devices, issuing record and playback commands, and opening microphones in select training rooms. Leading organizations have used their networks to gather data to track viewing trends and measure business outcomes. So essentially, the concept of IoT is not new to knowledgeable and experienced enterprise video users and vendors. However, today's technology is far more advanced, providing extensive functionality and video content management capabilities. This enables video content to be readily available and easily accessible, usage to be tracked, and results measured to provide actionable, meaningful business data. In addition, today's technology facilitates the recording of the entire employee learning experience.

Dr. Jonathan Peters, Chief Motivation Officer, Sententia

Best Practices for Implementing Gamification in the Workplace

Part 1: Thursday, November 30, 2017, 9:00-9:50 AM, Room 150A

Part 2: Thursday, November 30, 2017, 10:00-10:50 AM, Room 150A

Gamification is an important and powerful strategy for influencing and motivating people in the workplace. Unfortunately, many people think that gamification means adding a game to their corporate training or letting their employees "play" all day. Simply defined, gamification uses game attributes and game dynamics in a non-game context. It deconstructs the psychology of games in an authentic way to drive the behavior you want or need. Using case studies from real-life programs for organizations such as Brown University, Amazon, Wyndham Properties, ATB Financial, UBM, and more... you'll learn how and why Gamification works, in what context it is most effective, and what the limits are to this approach of employee engagement in HR, corporate learning, and talent development. Through hands-on application combined with anecdotal and empirical data, you will experience the good, the bad, and the ugly of gamification strategy design.

In these sessions you will learn... how gamification tackles challenging problems and provides real-time understanding of challenges how to structure gamification mechanics and motivators to generate needed change how to map a practical method for approaching gamification in your organization

Dr. Mark Pettinato, Biomedical Engineer/Educator, CUA School of Engineering Biomedical Engineering Department, U.S. Department of Health and Human Services

Instructional Design Neurocognitive Strategies to Support Research Subjects with Traumatic Brain Injury (TBI): Current Research Topics

Thursday, November 30, 2017 11:00-11:50 AM Room 150B

Learning is defined as the gaining of knowledge or skill; it is a neurobiological formation of multi-dimensional synapses yielding neural pathways or routes. Each student has an individual neurobiological formation resulting in personalized methods to acquire, comprehend and recognize data, which constitutes their individual intelligence or modality and learning style. A study explored the use of a cognitive rehabilitation approach for its potential application to distance course design for traumatically brain injured patients (TBI). Two groups were created consisting of an experimental group that took the course based on matching students' learning modes and a control group who were instructed in the traditional lecture and text distance course. The results of this study will be examined. Additionally, current research areas in the discipline will be discussed and reviewed.

User Groups/Roundtable Discussions & Networking Reception

Thursday, November 30, 2017 3:30-5:00 PM Room 151A

Meet with other Federal Government users to share best practices, find solutions, look for opportunities to collaborate and create strategic partnerships—continue collaboration throughout the year through the Federal

Government Distance Learning Association's (www.FGDLA.us). These roundtables will be conducted as part of our scheduled sessions and will be moderated by Government practitioners. Special interest areas will include media selection, interactive TV, instructional design, cognitive science, gamification and game-based learning, interactive video applications, instructional design, medical education via satellite, and learning management systems (LMS).

Reception to follow at 4:30pm. Attendees must have a GLTS/GVEXPO Registration badge

Nick Washburn, Director, Learning Division, Riptide Software, Inc.

xAPI Case Study Insights & Implementations in DoD

Thursday, November 30, 2017 1:30-2:20 Room 150B

Many training leaders are still unaware of the what, how, and why xAPI is an important piece of the future of learning and training. The value proposition will answer the question of "How do I use it?" The answer to this question is different from ID to IT. This session will provide an overview of three diverse xAPI DOD case studies and will encourage questions. These case studies present in an easy to understand way, ranging from xAPI impact from the Instructional Design application all the way to enterprise architecture and security. This session will cover the 4 parts of an xAPI implementation: Design and Apply xAPI, Collect xAPI Data to an LRS, Report and Evaluate xAPI, Adapt to xAPI Data.

Nina Watson, Outreach CDE, Medical Interservice Satellite Training (MIST) Program, Joint Base San Antonio

Utilizing the MIST to Provide Patient Education

Thursday, November 30, 2017 10:00-10:50 AM Room 150B

Meeting patient educational needs can be challenging if the expertise and resources are not available. Telemedicine offers opportunities to meet those needs. Presentation will provide an overview of a pilot program implemented at the Diabetes Center of Excellence at Wilford Hall Ambulatory Surgical Center, JBSA Lackland that provides Diabetes Self-Management Education via MIST satellite technology. Attendees will be able to discuss the challenges of implementation and maintenance, as well as, the success of providing distance learning to the patient population within the AFMS.

Diabetes affects approximately 50,000 Air Force beneficiaries and more than 130,000 beneficiaries within the entire DoD. The American Diabetes Association (ADA) recommends all patients with diabetes be provided Diabetes Self-Management Education and Support (DSME/S), which has been shown to be cost effective, reduce long term complications, and improve overall glucose control. In 2010, the DCOE was tasked with addressing and standardizing all aspects of diabetes care, including DSME/S. Many Military Treatment Facilities (MTFs) do not have the resources to provide ADA recognized DSME/S to patients; therefore, patients are not receiving DSME/S or they are referred to the network.

The Diabetes Center of Excellence (DCOE) provides an ADA recognized DSME/S program. In collaboration with the Air Technology Network (ATN) located at Wright-Patterson AFB OH and Disease Management Department at Randolph AFB TX, the DCOE investigated the feasibility of providing DSME/S via telehealth utilizing in-place technology and resources. DSME/S classes are provided via the Military Interagency Satellite Training System (MIST). The MIST, which utilizes satellite technology to broadcast a one-way video and two-way audio to distance learners, is available at all MTFs and has proven to be a viable means of technology to deliver interactive DSME/S. The DCOE telehealth model has expanded to add three additional sites and is scheduled to be available DoD-wide January 2018. This session will provide an overview of the pilot program and anticipated expansion, addressing successes as well as challenges in developing and delivering the program.

Dr. Philip Westfall, Director, Defense Education & Training Network and Director, Air Technology Network, Department of the Air Force; Chairman, FGDLA Board of Directors

Media Selection: A Distance Learning Primer

Part 1: Wednesday, November 29, 9:00-9:50 AM Room 150A

Part 2: Wednesday, November 29, 10:00-10:50 AM Room 150A

The session is a primer on distance learning. The presentation will begin with an overview of distance learning media to include online, interactive multimedia instruction, advanced distributed learning, interactive television, virtual classrooms, mobile media, and videoconferencing, among others. Media selection will then be discussed in relation learning variables and in light of current research. Tried and tested principles will also be presented. By the end of this session, you will be able to: 1) Describe the various media used for distance learning, 2) Describe the relative advantages and disadvantages of each medium, 3) Understand the guiding principles in media selection.

GLTS SPEAKER BIOS



Alex Autry is with the Department of the Air Force at Wright-Patterson Air Force Base, Ohio. He is Assistant Director and Chief of Instructional Quality for the Air Technology Network Program Management Office (ATN PMO), an organization within Air University, Air Education & Training Command. As a certified distance learning evaluator, Alex ensures programming meets organizational effectiveness and instructional quality standards. He is also the Medical Interagency Satellite Training – Next Generation Program Manager, providing satellite distance learning broadcasts to Department of Defense medical healthcare community. He is currently the President, Federal Government Distance Learning Association.



Cindy Caltagirone. Cindy is a Program Specialist for the US Courts Federal Probation and Pretrial Academy. She holds a Master's Degree from the University of Texas in San Antonio in the Management of Technology, and Master's in Humanities from Texas Tech University. At the academy, Cindy has implemented a number of distance learning and new technology initiatives including a mobile app, distance learning courses, mass communication and new classroom and instructional tools. She has taught secondary and college levels in both traditional and distance learning settings. She volunteers as a chair for the American Classical League's Technology Committee and designer of the National Latin Exam Online Practice App.



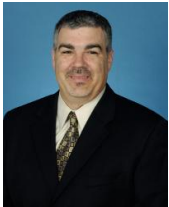
Timothy J. Carrier. Tim is the manager of and executive producer for the Justice Television Network(JTN) and Media Services for the Office of Legal Education(OLE) in the US Department of Justice. JTN/Media Services is the major component OLE's Distance Education team. OLE is located at the National Advocacy Center (NAC) on the University of South Carolina (USC) campus in Columbia, South Carolina. The OLE is the primary training arm of the Department of Justice (DOJ) for Federal prosecutors, litigators and legal support staff, as well as supporting the mission of the DOJ's major law enforcement bureaus, offices, boards and divisions. JTN is a secure satellite-based video distribution system, and the programming it produces, is the primary distance learning platform in support of OLE's mission. JTN produces and distributes hundreds of hours of critical legal training to a target audience of over 100,000 DOJ and other Federal legal staff. In addition to JTN, the NAC Media Services operation supports Audio-Visual classroom technology for on-site classes at the NAC, a 264 guest room hotel/conference center with 10 auditorium classrooms and 10 simulated courtrooms. Since its inception in 1998, Tim has managed the daily operations, design, installations and contracts associated with JTN/Media Services, overseeing a current staff of approximately 20 production, audio-visual and engineering professionals. He was involved in the design of the facilities beginning in planning stages since 1994. Prior to that, Tim was a professional television producer and journalist working for the University of South Carolina as well as the South Carolina Educational Television Network, producing news and documentaries, and receiving

numerous professional awards for his work. He consulted on media installations for the South Carolina General Assembly during its renovation in the mid 90's. Tim is a 1984 Magna Cum Laude graduate of the University of South Carolina with a Bachelor in Media Arts.

tim.carrier@usdoj.gov



Helen Chamberlain. Helen is a Program Director for the General Services Administration's (GSA) Office of Governmentwide Policy (OGP), Digital Services. She is the central point of contact for the Federal Government Section 508 training and outreach program providing technical assistance with the implementation of the Section 508 Standard within the Federal Government. She is a Section 508 Subject Matter Expert and provides Section 508 expertise to the Federal community. Before assuming her current position, Helen served as an Information Technology Liaison and IT Security Officer for the Office of Personnel Management, Chief Information Officer's Office (OPM/CIO). She also serves as a member of the Federal CIO Council Accessibility Community of Practice and co-chairs the Outreach Sub Committee.



Greg Frederick. Greg is a Learning Technology Specialist at the National Defense University's Joint Forces Staff College. He has over 20 years of extensive experience in the Education/IT field administrating, developing, and programming e-learning content for the U.S. Government. Greg has worked with several Learning Management, Student Information, and Lecture Capture Systems. He has worked exclusively with Blackboard for the past 10 years and is a Blackboard Certified Trainer. Greg was awarded Blackboard's Catalyst Award in 2011. He also was elected to the inaugural class of Blackboard MVPs in 2013. Greg has been the Vice President of the Government Sector for the Federal Government Distance Learning Association (FGDLA) since 2012. Mr. Frederick has a BS from Christopher Newport University and a Master's Certificate in the CIO Program from National Defense University's *i*College.



Oliver Hartner. Oliver is a member of the Distance Education Team at the U.S. Department of Justice's Office of Legal Education (OLE). OLE is located at the National Advocacy Center (NAC) on the University of South Carolina (USC) campus in Columbia, South Carolina. The OLE is the primary training arm of the Department of Justice (DOJ) for Federal prosecutors, litigators and legal support staff, as well as supporting the mission of the DOJ's major law enforcement bureaus, offices, boards and divisions.

Oliver has worked in the field of eLearning with the Distance Education Team for 4 years, using tools such as Adobe Connect, Adobe Captivate, Adobe Presenter, and SNAP Surveys. He holds a BA in English and Classics from the University of Mississippi, and an MPA from the University of South Carolina. Prior to joining the U.S. Department of Justice, Oliver worked for the Historic Columbia Foundation, aiding in preservation work for the city through fundraising. He enjoys outdoor pursuits such as hunting, and also works part-time as a freelance writer for magazines and online publications.



Dr. John F. Hemleben. Dr. Hemleben currently serves as the Dean of Academics at the Marine Corps College of Distance Education and Training. He entered active duty in June 1976 and following his entry-level schooling as an armor officer, Dr. Hemleben served as platoon commander, company commander, and he held numerous staff positions at the battalion and regimental levels to include being assigned as the Operations Officer (S-3) for First Tank Battalion in Task Force Papa Bear during Operations Desert Shield and Desert Storm. Additionally, he served on recruiting duty, joint duty, as an aide-de-camp, branch head within Manpower Plans and Policy division, Headquarters Marine Corps, battalion inspector instructor, and Command & Staff College faculty advisor and course director. He retired from active duty on August 1, 2000 and worked for Computing Technologies Inc. supporting the College of Distance Education and Training (CDET), Marine Corps Command & Staff College Distance Education Program (CSCDEP), writing curriculum, conducting faculty development, analyzing institutional research data, teaching, and eventually becoming the team lead. In Oct 2007 he became the Associate Dean for the program and in Dec 2008 assumed his current position.

Dr. Hemleben has been fortunate to have been involved in the initial development of CDET's onsite and online seminar programs for the Expeditionary Warfare School and Command and Staff College distance education programs. He has also been involved in establishing and developing the hybrid blended seminar methodology for these same two programs and their expansion to four major bases within the Marine Corps. Dr. Hemleben is now involved in guiding a very talented team in the development of seminar programs for Sergeants, Staff Sergeants, and Gunnery Sergeants to increase resident-like opportunities for enlisted professional military education.

Over the past 17 years Dr. Hemleben has been associated with the Joint Staff J7's Military Education Coordination Council (MECC) working group, the Distance Learning Coordination Committee (DLCC), and has been a member of five Process for Accreditation of Joint Education (PAJE) accreditation teams. Currently, he is the chair of the DLCC. Dr. Hemleben's personal military decorations include: the Bronze Star Medal with Combat V, Defense Meritorious Service Medal, Meritorious Service Medal third award, Navy Marine Corps Achievement Medal, and the Combat Action Ribbon. He was a distinguished graduate of both the Naval Postgraduate School and the Marine Corps War College. He has been awarded the Military Officers Association of America outstanding faculty award while being a member of CDET, and in 2014 the Federal Government Distance Learning Association (FGDLA) awarded him the Hall of Fame award for significant career accomplishments in promoting and developing distance learning within the federal government.

Dr. Hemleben earned his doctorate in Higher Education Leadership from Northcentral University, San Diego CA, Master of Science degrees from the Naval Postgraduate School Monterey, CA, in management and from Old Dominion University Norfolk, VA in education. He received his Bachelor of Science in Sociology from Iowa State University Ames, IA.



Dr. Jolly T. Holden. Dr. Holden is the Executive Director of the Federal Government Distance Learning Association (FGDLA), and is currently an Associate Professor at American InterContinental University's online Master's of Education degree program in Instructional Design & Technology. During the last 14 years, he has facilitated over 290 online graduate courses in Principles of Instructional Design, Computer Mediated Learning &

Design, Instructional Technology, Learning Theory, Cognitive Science, Online Learning: Theory and Practice, and Educational Research. For the past 23 years, he has keynoted several conferences, chaired numerous tracks, and has over 60 presentations at national training/distance learning conferences. He has been actively involved in researching and promoting distance learning throughout the federal government and corporate community, and in 1995 co-founded the Federal Government Distance Learning Association. He has been inducted into the United States Distance Learning Association (USDLA) Hall of Fame, and currently serves on the Board of Directors and Executive Committee of the USDLA where he previously held the positions of President and Chairman of the Board. After retiring from the Air Force in 1992, Jolly held the position of Chief Learning Strategist, GE SpaceNet, and Senior Projects Training Manager, StarBand, Inc.



Dr. Tina Houareau. Dr. Houareau is a Senior Instructional Designer at Capella University. Prior to joining Capella, she taught writing and English at various colleges including University of Minnesota, University of Wisconsin, and Kansas State University. She obtained her BA in English at Goldsmiths College, University of London, and her MA in the same field from Kansas State University. She completed her PhD in Education with a specialization in Instructional Design for Online Learning at Capella University. Dr. Houareau's research interest include leadership theories, adult learning theory, and instructional and curriculum design.



Dr. Patricia Hubbard. Patricia Hubbard, Ph.D. is a Measurement Consultant in the Employee Education Support Division at the Veterans Health Administration. She assists in the development and analysis of training evaluations. Her background includes 8 years in the US Army as a Medical Corpsman. She has held positions as an Education Manager, Trainer, Assistive Technology Adjunct Staff at the University of Tennessee, and Advocate for Individuals with Disabilities. Patricia holds a Ph.D. in Educational Psychology with a concentration in Adult Learning, a MS in Rehabilitation Counseling, a MS in Occupational Health and Safety, and a BA in Academic Psychology from the University of Tennessee. She is an Assistive Technology Professional and has recently completed training in instructional design and elearning. Patricia is a lifelong self-directed learner who began her educational journey with a GED.



Dr. Frances Kassinger. Dr. Frances Duggan Kassinger (Fran) is the Training Manager in the Enterprise Business Solutions (EBS) Office within The Department of the Treasury's Office of Chief Information

(OCIO). She also is a certified International Coach Federation (ICF) Lifestyle Coach for the Department of the Treasury Executive Institute. Dr. Kassinger received her Bachelor of Science and Masters in Elementary Education from the University of Georgia and her Doctorate in Human Development from Virginia Tech. For the last twelve years, she served in the Training Manager position with the OCIO's HR Connect Program Office, initially establishing the program then growing it to a model support system for five lines of shard service businesses and for one area of counter intelligence, the entire federal government. Dr. Kassinger also managed the Treasury learning management system, helped create a competency-based training program for the Treasury Chief Human Capital Office, and provides consultant work for many other federal offices' training programs.

Dr. Kassinger began her educational career as a public school teacher, working with the Teacher Corp in inner city Atlanta. This introduction to education, followed by subsequent teacher positions in the rural backwoods of Appalachia, suburban Athens Georgia, Lubbock Texas, and Manassas Park, Virginia offered her invaluable experience in how to apply learning processes for retention in diversified communities. Her work received both local and state recognition. In 1980, the United States Air Force commissioned Dr. Kassinger as a regular officer. She was sent to specialized leadership training, instructor training and later, marketing and publicity training to support her assignment in several national spotlight arenas. Her military assignments included Texas (as Chief Learning Officer) where she was a key player in establishing the Air Force's first distant learning program. She then moved to Colorado (as Chief of USAF Marketing and Publicity for an 8 state region) where she earned top awards for her work in USAF recruiting. Later, in England (as the military liaison for 5 school areas and Chief Base Administrator), she reestablished an inherited broken relationship between the local villages and five USAF bases. She subsequently served the USAF in Alabama (as a college instructor of DOD and public school administrators, USAF chief facilitator trainer, and instructor of quality management processes. Following the First Gulf War, Dr. Kassinger resigned her commissioned.

In 1992, Dr. Kassinger accepted a training consultant position with an international firm and in this position, she created a unique technical design that won the company over 2 million dollars of training business. She subsequently was promoted to senior staff as the IT Organizational Developer for nearly 3500 employees. In this position, Dr. Kassinger transformed the IT division into collaborative teamwork program that was guided by accountable leadership. Dr. Kassinger later worked with a non-profit organization, to facilitate a means for the organization to reduce training costs through distant learning support efforts. She subsequently was hired as the Online Program Director for a single source, national certification for the financial industry, After several years in this work, Dr. Kassinger then accepted another national position to serve the public school systems.

Dr. Kassinger numerous awards and recognition throughout her aforementioned career opened doors for her to share her experience and knowledge on the process of teaching for retention. As a leader in her field, she's been in invited national and international speaker and authored various publications in the field of adult education and online learning. In her personal life, Dr. Kassinger is a community leader having twice served her community as an elected official. She also served several terms as a board member on the City Planning Board, Social Services Advisory Board, Parks and Recreation Advisory Board, Educational Foundation Board, and on the district school board. Dr. Kassinger additionally established and managed a grass roots charity organization for 12 years. She was the elected Chairwoman for The Governor's School @ Innovation Park, an educational program for particularly gifted high school students. She also was a foster parent for two disadvantaged children, Girl Scout leader, and Sunday-school teacher. Dr. Kassinger lives in Northern Virginia. She is the mother of one daughter and a grandmother of three children. She enjoys playing with her grandchildren, actively working in charity and church activities, writing children's books, and doing historical research.



Dr. J. Richard Kiper. Dr. J. Richard "Rick" Kiper is a highly-decorated Special Agent, forensic examiner, and instructor working for the FBI since 1999. He has served as a senior manager, lead investigator, project manager, and liaison in a variety of overseas assignments including Assistant Legal Attache to San Salvador. With four degrees in fields relating to education, Dr. Kiper serves as an advanced instructor in the FBI's Instructor Development Program. He has designed and delivered cyber investigation courses for the FBI's Operational Technology Division and Cyber Division, as well as to law enforcement personnel in more than a dozen countries. His research interests include knowledge management, business process management, cyber instruction, and curriculum design.



Alexander Koudry. Alexander is an information technology expert with over 25 years of experience in the areas of assistive technology, accessibility, and reasonable accommodations for persons with disabilities. He is the Director of the U.S. General Services Administration's Center for Information Technology Access, a program focused on reducing barriers to information technology access by persons who have disabilities. Alex holds credentials as an Assistive Technology Professional and as a Rehabilitation Engineering Technologist, both from RESNA. He is also certified as a Project Management Professional. Alex has a Master's Degree in Information Technology, and the CIO University Certificate in Federal CIO Competencies



Salih Cem Kumsal. Salih Cem Kumsal is a technology staff officer for the Allied Command Transformation Joint Education, Training, and Exercise division. He has over 10 years' experience in education and training technologies, which has contributed to his extensive expertise in project management, Advanced Distributed Learning, immersive learning environments, mobile learning, modeling and simulation, and computer-aided exercises. Prior to his arrival at Allied Command Transformation, Cem worked at the NATO Joint Force Training Center (Bydgoszcz, Poland), the NATO Joint Warfare Center (Stavanger, Norway), and the Turkish Navy in areas related to education and training technologies. Salih Cem Kumsal holds a Master of Science degree in Industrial Engineering, with a Bachelor of Science degree in Computer Science.



Dr. Carla Lane. Dr. Lane holds one of the few doctoral degrees in distance education and its implementation and evaluation. She is the co-author of the milestone textbook, *Guide to Teleconferencing and Distance Learning*, and authored numerous articles and research about distance learning. Dr. Lane was inducted into the USDLA Hall of Fame. She was the instructional designer for over 70 UCLA courses and just finished graduate courses in Instructional Media Tools and Theoretical Basis of Instructional Design for doctoral learners. She has received numerous Emmy and Addy awards for her stage and video production work.

For the U.S. Department of Education, she evaluated the LACOE TEAMS Project, Star Schools, PBS Mathline, PBS TeacherLine, and NASA projects. She was the project director for the Star Schools Distance Learning Resource Network (DLRN) for five years through WestEd Educational Laboratory. She is the FGDLA Vice President of Higher Education.



Connie Morrow. Mrs. Morrow is the Training Program Administrator contracted with Decypher Technologies, Inc., for the US Air Force Diabetes Center of Excellence (DCOE). She has been working in the DCOE Outreach Team at Wilford Hall Ambulatory Surgical Center, JBSA-Lackland AFB for 5 1/2 years.

Mrs. Morrow has over 17 years health care staff development experience and is a SME in adult education and training, including online learning and online course design/development. She collaborates with her team to primarily create, develop, implement and maintain the Diabetes Champion Course, Project ECHO -- Diabetes and Prevention (eConsult video conference program semi-monthly) including planning continuing education for physicians and nurses, pre- and post-data assessments and critiques; marketing and updates for advertising courses; follow-up evaluations and outcomes measurement surveys (compiled and distributed data); creates/develops/ researches online options/venues for Outreach AF educational activities; reviews/edits research for posters, lectures, and publication; briefs and debriefs course development and implementation to AFMOA, Endocrinology active duty physicians, fellows, and residents.

She holds a Master of Arts in Education with a focus in Adult Education and Training (MAEd-AET) from the University of Phoenix, a Bachelor of Science degree in design from Abilene Christian University (BS), and a clinical certification in Respiratory Therapy (CRT) from Houston Community College.



David Palmer. David Palmer is the National DoD learning and technology consultant for Blackboard's Defense and Intelligence business inside of Professional Education. David has been at Blackboard the past 6 years focusing solely on the Military learner. He has worked with all of the PME, JPME and Intel schools during this time.

In his time at Blackboard, he has helped clients like the US Army Training and Doctrine Command, Air University, National Defense University, and many others. In 2010, he achieved the Army's maverick award for outstanding leadership in the Army DL program. In this award, he successfully helped the Army put together a Blackboard configuration that supported over 300,000 soldiers and civilians in the Army DL program at Fort Eustis. In this program, there are over 40 different TRADOC schools using technology to support blended learning in the Army DL program every single day. This project has been a very successful component of how the Army handles learning in its DL courses and programs. David has over 10 years' experience, in technology. Prior to Blackboard he spent over 6 years in enterprise data storage focused on State and Local Government. David has a Bachelor's degree from the Pennsylvania State University in Telecommunications with a minor in Business Administration.



Randy Palubiak. Randy is the President of Enliten Management Group, Inc. Randy is a Digital Media/Business Communications expert and strategist. He has over 35 years of experience in visual communications covering broadcast television, video production, enterprise communications, satellite and terrestrial-based networking services, interactive distance learning networks and digital signage. Through the development of media business strategies and the implementation and integration of emerging video and dynamic media communication and workplace learning solutions, Randy acts as a trusted advisor to corporations, associations, and government agencies and departments.

Randy is the author of *Digital Touch Points: How to Gain a Competitive Advantage Using Video and Dynamic Media* and has co-authored two industry books: *Delivery of Media in the Enterprise* and *The BTV/IP Receiver Guide*.



Dr. Jonathan Peters. Jonathan Peters, PhD, is the Chief Motivation Officer at Sententia. He has spent over a decade studying the science and art of motivation and persuasion. As a speaker, he has helped audiences from Melbourne, Australia to Augusta, Maine more effectively communicate with their customers and team members. With Sententia, he applies his knowledge and experience to make learning more enticing, engaging, and encouraging through gamification. Jonathan is also an adjunct professor at the University of Nevada, Las Vegas, though he calls Austin, Texas home.



Dr. Mark Pettinato. Mark Pettinato, Ph.D. is a Biomedical Engineer/Educator who coaches and mentors biomedical engineering students at the Catholic University of America in Washington DC. He has designed and introduced seven new courses in the department, where he has been a member for 17 years. During the Spring 2016 semester, he coached his Bioinformatics class Project during the first CUA Research Day "*Bioinformatics Used to Advance Zika Virus Vaccine Research*". In addition, he also works a full-time position as a biomedical engineer at the U.S. Department of Health and Human Services. He is collaborating with HHS/FDA/CDRH/OSEL in a research project "*Wireless Coexistence of Medical Devices in Emerging 5G New Radio Unlicensed Paradigm*" for the 2018 Office of the Chief Scientist Grant Program. He earned his doctorate from Capella University. His research interests

include instructional design utilizing neurocognitive rehabilitation in traumatic brain injury, multiple intelligences, and learning styles.



Candice Trotti. As part of the Treasury Shared Services Center (TSSC), Candace oversees several HR IT products including Learning Management (Treasury Learning Management System), Talent Acquisition (Career Connector) and Integrated Talent Management (in Compass) that are sold across the Federal Market Place. Candace's responsibilities also include the Training Solutions (TS) team that develops innovative training products for TSSC end users. The training program ensures the end users receive the right training, just-in-time to facilitate their usage of these systems. This is key to end user system adoption and the ultimate success of these programs. During her tenure these programs have seen tremendous growth and success.



Nick Washburn. Nick is currently the Director of the Riptide Learning Division, Nick Washburn has 17 years of experience working with hi-tech entrepreneurs, distance learning, and for some of the world's top brands. Nick is a member of the workgroup that created the Experience xAPI (xAPI), and he continues to work in and be involved in research and development for xAPI/LRS strategies for today's learning enterprise. Since 2005, Nick has led the development of award winning distance learning solutions used by Fortune 50/500 and U.S. DoD.



Nina A. Watson. Nina A. Watson, MSN, RN, CDE is a member of the Outreach Team at the Diabetes Center of Excellence (DCOE) at the Wilford Hall Ambulatory Surgical Center, Joint-Base San Antonio-Lackland TX. She is a retired Air Force Lt. Colonel, who while on active duty helped establish the DCOE. A Certified Diabetes Educator (CDE) for 17 years, her continued role as a subject matter expert has contributed to many of the ongoing programs provided to the Department of Defense. She manages a website on the Air Force Knowledge Exchange, develops curriculum, as well as provide instruction, for both virtual and in- residence professional continuing education, and participates as faculty for the ADA-recognized Diabetes Self-Management Education program at the DCOE. She has participated in the development and production of diabetes related videos for the Air Force Center of Excellence in Medical Multimedia. She recently participated in the review and update of the VA/DOD Diabetes Clinical Practice Guidelines for 2017.



Dr. Philip Westfall. Dr. Westfall is currently in civil service with the Department of the Air Force, at the Air Force Institute of Technology, located at Wright-Patterson AFB, Ohio. Phil has spent most of his professional life as a technical trainer & educator. While on active duty with the Air Force, he served as a fighter

aircraft instructor navigator, and served as assistant professor at the Air Force Academy. He established and directed the Air Force's first Center for Distance Education, where he pioneered a Government-wide satellite network for distance learning. After retirement from active duty, he returned to the Air Force in civil service where he now serves as director of a Department of Defense-wide distance learning network.

He is the founding president of Federal Government Distance Learning Association. He is currently Chairman of the Board for FGDLA, and he has been inducted into the United States Distance Learning Association (USDLA) Hall of Fame. Phil holds a Ph.D. in Psychometrics from The Ohio State University and a B.S. in Engineering Technology & Management from Ohio University.