



LEARNING STRATEGY

2015 TO 2017

The **Acquisition Learning Model (ALM)**

FOUNDATIONAL
LEARNING

The diagram illustrates the Acquisition Learning Model (ALM) as a sequence of three overlapping diamond-shaped stages. An orange line with a diamond-shaped end on the left points towards the first stage. The stages are: 1. Foundational Learning (red diamond), 2. Workflow Learning (dark blue diamond), and 3. Performance Learning (green diamond). Each diamond overlaps with the next one to its right.

WORKFLOW
LEARNING

PERFORMANCE
LEARNING



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BACKGROUND (HOW WE GOT HERE)



In 2013, the Global Council of Corporate Universities selected DAU as the Best Corporate University in World (award pictured above). We did not start as the best....

In 1990, Congress passed the Defense Acquisition Workforce Improvement Act (DAWIA), which professionalized the workforce and established Defense Acquisition University (DAU) as the primary institution for acquisition certification training. Fifteen separate consortium schools were consolidated to provide for the professional educational development and training of the acquisition workforce. DAU's mission was to educate and train professionals for effective service in the defense acquisition system; to achieve more efficient and effective use of available acquisition resources by coordinating Department of Defense (DoD) acquisition education and training programs and tailoring them to support the careers of personnel in acquisition positions; and to develop education, training, research, and publication capabilities.

By the late 1990s the DoD determined that, as a consortium, DAU was not cost-effective or efficient enough to deliver timely and

meaningful training. It was recommended that we replace the consortium arrangement with a centralized structure that would operate more like a corporate university, focusing on case-based classroom instruction and leveraging distance learning to reach more of the workforce members. By 2002, the transformed DAU had reorganized, centralized course development, decentralized course delivery, and established regional campuses near our customers across the country. Since then, DAU rapidly grew from just a classroom-based training organization to an award-winning corporate university that transfers knowledge through a variety of means, much of which is online and available 24/7.

However, training is still important, and certification training is very effective at providing the foundational knowledge and technical competences for the various career fields at the three levels of career certification. DAU also provides executive, assignment-specific, and non-DAWIA training for international acquisition, contracting officer representative, requirements, and the Defense Contract Management Agency.

FUTURE CHALLENGES DRIVE CHANGE

Department of Defense's priorities are changing. DoD's challenge is not just to do more with less, but to do it better and smarter—this is also a DAU challenge.

In addition, DAU's primary challenge, now and in the future, is to help the next generation of learners succeed on the job. They will have fewer programs (career opportunities) on which to learn and gain experience, fewer mentors to help them learn, and fewer resources, yet still they must succeed.

Meeting the demands of the new workforce will drive significant changes in how we approach workforce learning and development. DAU is at a crossroads—2015 will be a decisive year.

We also must place workforce success and improved acquisition outcomes first in all we do at DAU. Both of these objectives will bring about a huge paradigm shift from where we are today to the new role we could play in the future. We must always gauge our success with whether or not we improve acquisition outcomes!



This decade's problem: Our new workforce will have fewer programs (career opportunities) on which to learn and gain experience, fewer mentors to help them learn, and fewer resources, yet still they must succeed.

DAU's Strategic Plan

VISION:

Enabling the Defense Acquisition Workforce to achieve better acquisition outcomes now and in the future.

MISSION:

Providing a global learning environment to develop qualified acquisition, requirements, and contingency professionals who deliver and sustain effective and affordable warfighting capabilities.



“A NEW WORKFORCE!”

Additionally, there will be fewer workforce members, and the problems they will face will still be complex. As a result, they will increasingly rely on DAU’s learning assets to do their jobs. DAU has already started addressing those needs by incorporating learning and knowledge-sharing assets into the very fabric of daily work.

We are changing what and how we deliver to meet the learning needs of “an emerging generation of learners who are now coming into the workforce and will replace the departing ‘baby-boomers’” (United Nations Joint Staff Pension Fund). According to the U.N., our new learners are the “first to grow

up with the computer and Internet as a significant part of their lives. Constant experience in the networked world has had a profound impact on their style in approaching problem-solving situations. This generation of worker is coming into the workforce with networking, multiprocessing, and global-minded skills that the traditionalists and baby boomers could not have imagined. The advent of interactive media such as instant messaging, text messaging, blogs, and especially multiplayer games have generated new skills and styles of collaborating.

“This ‘always on’ or ‘always connected’ mind-set will drive our future learning environment!”



THE NEED TO FOCUS ON BUSINESS RESULTS

Evolution of the Acquisition Learning Model (ALM)

There is no question that DAU's role in preparing members of the workforce through training or foundational learning is integral to their success. But training alone has proved insufficient! Studies have found that as much as 80 percent of learning takes place in the workplace (and not in the classroom). In response, DAU in 2002 developed a learning strategy that extended DAU's presence beyond the classroom and toward the workplace—expanding capacity, reach, and access supplementing foundational learning activities. We must build on our success, raise the bar, and boldly take the next big step!

“It used to be that trainers would feel, ‘If we get a good reaction and teach people the skills and knowledge they need, that’s all we can do. We have no control over them when they get back to their job, Yes, you have no control over them, but you must have influence on them, because **unless that training gets used on the job, it’s really worthless**” (emphasis added).

Kirkpatrick told *Chief Learning Officer* magazine in 2009 at the 50th anniversary of the Kirkpatrick Evaluation Model.

To Achieve Business Results, We Must Start with Business Results!

In order to have a more direct impact on business results or acquisition outcomes (consistent with *The Kirkpatrick Four Levels: A Fresh Look After 50 Years 1959–2009* by Jim Kirkpatrick and Wendy Kayser Kirkpatrick),

we must reverse our construct. DAU curricula development must start with the desired business results and build upon the foundational, workflow, and performance learning to support improved acquisition outcomes (the Acquisition Learning Model). The ALM will prepare the workforce with the skills and knowledge to do the job. Focusing on results leads us to a greater emphasis on workflow and performance learning.

This reversal in how we think about and approach supporting and achieving our vision of better acquisition outcomes focuses all our learning assets up front in the developmental process, directly on the business goals of our senior leadership. This also changes how we support requirements, develop learning assets, and enhance other activities, impacting our:

- ◆ Training courses (classroom and distance learning);
- ◆ Short topic-specific online modules (continuous learning modules);
- ◆ Online performance support tools, knowledge resources, and communities of practice;
- ◆ Consulting in the form of on-site program support, collaborative problem solving, mentoring, and facilitation;
- ◆ Executive coaching; and
- ◆ Service acquisition workshops, program transition workshops, and targeted training courses aimed at organizations' unique needs and often delivered to intact acquisition teams in major defense acquisition programs or major automated information system programs.

In all the activities DAU offers, starting with improving acquisition outcomes or business results will help to ensure our workforce's success and, more important, the success of their organizations and programs!



A NEW LEARNING STRATEGY FOR 2015–2017!

This year, we are raising the bar. To improve business results, we are expanding and integrating our Learning Strategy (see Figure 1). By doing so we are focusing all activities on improving the professionalism of the acquisition workforce and helping program offices and buying commands achieve better acquisition outcomes. With this approach, we are committed to becoming a CONTINUOUS PRESENCE on the job for our workforce, helping them *Learn, Perform, Succeed*.

This will require real-time access to information via a variety of formats, to opportunities to network and share, to experts and coaches, and to the acquisition body of knowledge—all served up dynamically in a single portal designed to give users just what they need when they want it. Additionally, our new enterprise Learning Strategy is called the Acquisition Learning Model (ALM) and is intended to improve acquisition outcomes or business results. It is a roadmap to this future.

This new strategy has three overarching domains: Foundational Learning, Workflow Learning, Performance Learning.

FOUNDATIONAL LEARNING (Training Courses and Continuous Learning Courses)

The Defense Acquisition Workforce Improvement Act of 1990 established DAU to provide foundational training to the Defense Acquisition Workforce. Congress recognized that this workforce required standardized and integrated training courses in order to understand the operation of the acquisition system and how to perform their specific career functions in support of the system. DAU responded by fielding classroom and online courses at each of the three levels in all acquisition career fields. This program emphasizes the use of online courses for much of the knowledge-level training, followed by in-class courses that focus on practical application, dilemmas, and case studies.

Foundational learning is critical! Without a strong foundation, the workforce cannot succeed. Workflow and performance learning will not be effective without rigorous preparatory training on which to build and provide context. The days of classroom learning are

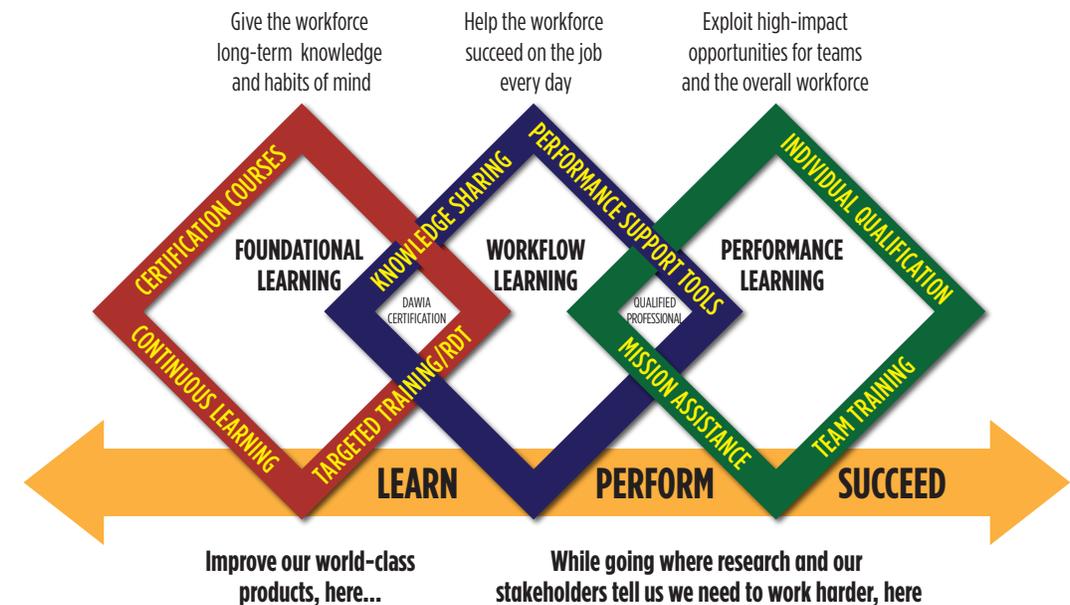


Figure 1. DAU's Learning Strategy—The New Acquisition Learning Model (ALM)

not over...the days of ONLY classroom learning are! From now on, DAU course development will start with the outcome in mind and concentrate on how to improve acquisition results. One of the primary measures of success will be use of training on the job.

Simply put, DAU's training, workplace support, and demonstrated success strategies are now becoming mutually integrated and supportive—"train like you work" and "work like you train"—by using the same tools and learning assets in training and on the job. Training courses (classroom/distance learning), Continuous Learning, Rapid Deployment Training (RDT), and Targeted Training provide the workforce with critical skills and abilities and continue to constitute the foundation for the workforce to build upon, and DAU will continue to expand these learning capabilities.

WORKFLOW LEARNING (Continued Presence on the Job)

Workflow learning must focus on job use and a continued DAU presence on the job. Since training courses encompass only a very small portion of a career in defense acquisition and because most learning takes place on the job, in the early 2000s DAU determined that it must develop additional learning assets to help the workforce continuously develop its knowledge, support individual performance on the job, and provide expert consulting to assist acquisition organizations in tackling real-world program management, business, and technical issues.

This resulted in a robust online knowledge-sharing enterprise consisting of searchable regulations, performance support tools, and communities of practice—all of which will enable "accidental learning" as well. DAU also developed an extensive mission assistance capability to provide consulting services and tailored, targeted, and rapid deployment training to individuals in the workplace. DAU must keep providing this vital capability to the workforce—especially to the emerging generation of learners who prefer this method of learning. To offer sup-

port while "doing the job," DAU will continue to provide 24/7 online access to learning opportunities and resources.

- ◆ **Knowledge Sharing—Connecting People to Content.** DAU provides knowledge-sharing products via both physical and virtual environments. Our exceptional user-oriented service satisfies the workforce's need for user-defined, job-oriented knowledge and situational awareness. By delivering this we will enhance individual and workforce ability to provide the warfighter the necessary capability within allocated resources.
- ◆ **Knowledge Networks.** These connect people to people and constitute another key component of Workflow Learning. They provide real-time connectivity and networking to support the workforce on the job. This capability will be enhanced with social learning tools and other collaborative environments.
- ◆ **Performance Support Tools.** Rapid access to workflow tools that provide immediate help with approved templates and procedures adds to the capability made available on the job.

PERFORMANCE LEARNING (High Impact—Individuals and Teams)

Foundational and workflow learning are not enough to improve acquisition outcomes. To perform successfully, the acquisition workforce must also be qualified for the job, perform consistently at a high level of competence, and train with intact teams on real-world scenarios. To help them succeed, DAU supports them on the job with high-impact expert consulting via its Mission Assistance program.

- ◆ **Mission Assistance and Team Training.** Today's acquisition environment is complex and presents many challenges in the business, technical, and management areas. Shrinking DoD budgets and changing



workforce demographics and experience are creating extraordinary pressures on acquisition organizations and their teams. As part of Performance Learning, DAU Mission Assistance provides direct support, often in the workplace, to acquisition organizations and teams in meeting these challenges. The collective acquisition experience and knowledge of our faculty across DoD acquisition disciplines is available to help with your programs. They bring this experience and knowledge into acquisition organizations to help resolve program, technical, and business issues. They can work one-on-one with program managers, program executive officers, and other senior leaders to help them better meet the challenges of today's acquisition environment.

Team Training is a vital part of Performance Learning. This concept recognizes that to achieve our vision of enabling the Defense Acquisition Workforce to improve acquisition outcomes, qualified individuals must synchronize their efforts and work effectively as operational teams. This training is delivered to on-site acquisition teams in major defense acquisition programs, major automated information systems, and organizations preparing for a major services acquisition.

Senior DAU acquisition experts facilitate these intact teams in developing strategies and practical approaches to the actual acquisition events that their teams are facing, using their own situation and specific information rather than hypothetical scenarios. We expect these workshops to

yield more feasible strategies, better understanding of acquisition functional techniques, and enhanced teamwork—all of which are essential to acquisition success.

◆ **Acquisition Workforce Qualification Initiative (AWQI).** DAU is supporting the implementation of this new initiative started by the Under Secretary of Defense for Acquisition, Technology, and Logistics (USD[AT&L]). This is part of USD(AT&L)'s Better Buying Power initiative to “Establish increased professional qualification requirements for all acquisition specialties” by developing tasks that individual workforce members must complete and assessment methodologies to determine qualification in these tasks. AWQI is a competency-based program that provides the structure for achieving and documenting demonstrated on-the-job performance of key acquisition competencies and proficiencies. The purpose is to ensure that everyone who touches acquisition in a meaningful way is qualified and proficient in the acquisition skill sets required to achieve successful acquisition outcomes.

◆ **Executive Coaching.** Another component of Performance Learning is Executive Coaching. It offers leaders a powerful assist to expand the senior leaders' capabilities—with the intent of producing significant results and improving acquisition outcomes.

Together, Foundational Learning, Workflow Learning, and Performance Learning must all be closely “linked” to support our strategic vision for the future. Moreover, rather than the end, the outcome must be where we begin. To improve acquisition outcomes, we must plan and develop all learning assets up front. By focusing on the desired success of our workforce, organizations, and programs, DAU's products and services will be better aligned to our senior leadership's goals and objectives, as well as be the strategic enabler of acquisition outcomes.

ENABLING CAPABILITIES FOR 2015–2017

Composed of the three separate, yet integrated domains, the ALM “links” our training, continuous learning, knowledge sharing, mission assistance, qualification, and team training capabilities—by Learning, Performing, Succeeding in every area.

As we look to the future, DAU must continually examine emerging trends and technologies to ensure that the university offers the best capabilities to the workforce, a task that requires constant self-assessment and reinvention. To date, our efforts to develop and implement innovative learning strategies have enabled DAU to achieve international recognition as a premier corporate university. But we must continue!

The six enabling capabilities below will support the new ALM and will ensure that DAU keeps expanding its ability to harness the full potential of emerging technologies and best practices while reducing the cost of training. The specific initiatives on the roadmap can be aligned within the following categories:

1. Learning Infrastructure
2. Customer Interface and Personalization
3. Collaboration
4. Mobile
5. Video
6. Classroom and Learning Technologies

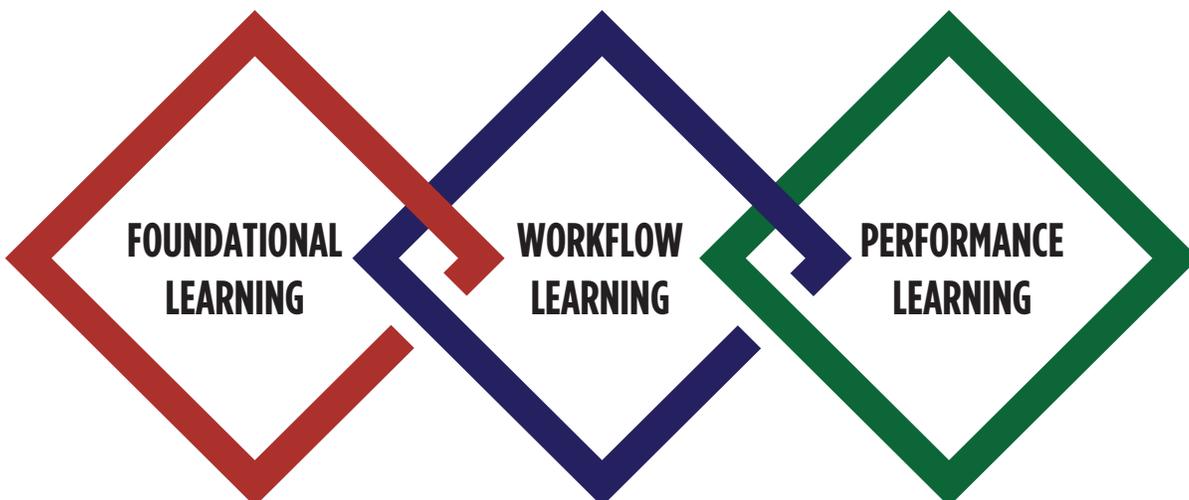
Though overlapping, each enabling capability is important enough to treat separately:

1. Learning Infrastructure

During the past 14 years, DAU has developed a best-in-class learning infrastructure that provides the workforce access to all learning and performance support assets as they attend class and perform on the job—24/7. In the 2015–2017 timeframe, DAU will continue to expand aggressively its capabilities to meet projected workforce needs through implementation of the following components:

♦ *IT and Supporting Infrastructure*—The modernized IT infrastructure is the backbone on which the new ALM is built, and it supports all three elements of DAU’s Learning Strategy. As such, the modernization schedule must support the Learning Strategy’s roadmap. The significant expansion of DAU’s online capabilities during the next 2 to 3 years, combined with the constant life-cycle changes in technical infrastructure, affords us several opportunities to set up IT solutions in a proactive and strategic manner:

- *Resilience*: Moving to a consistent web-based architecture offers DAU flexibility in the specific solutions as external conditions change.



- *Consolidation and sharing:* The most important opportunity is presented by the current top-down pressure for data center consolidation and for shared services.
- ◆ **Student Information System (SIS)**—Initially the cornerstone of the Foundational Learning domain, Portico (our SIS) is one of our most important initiatives. It will enable DAU to manage all aspects of student information related to acquisition workforce planning, scheduling, records management, and certification activities. More important, it will create a student-friendly environment that will be intuitive and easy to access and navigate. Our student information system has the potential to transform how the Defense Acquisition Workforce’s career training is managed through best-in-class commercial-off-the-shelf (COTS)

capability. The system will realize this potential by integrating people, processes, technology, and strategies to provide a holistic, self-service, and collaborative environment. It will also enable the Defense Acquisition Workforce to benefit from industry best practices inherent in this COTS technology. Portico, an SIS for the acquisition workforce, will make it easier for students to manage their acquisition training and career paths, and will enable talent managers and DAU to achieve their objectives through secure, 24/7, online access to the information they need.

- ◆ **Learning Management System (LMS) Modernization**—In support of both Foundational and Workflow Learning domains, our new LMS will provide DAU and our workforce with increased capacity, ease of use and access, social- and mobile-friendly learning, as well as speed and agility of learning. It will also be seamlessly integrated with our SIS to enable talent management and workforce job validation support.
- ◆ **Learning Analytics**—Using learning analytics to support all three domains of learning, DAU constantly measures its learning products and services including classroom training, distance learning courses, continuous learning modules, mission assistance activities, and knowledge sharing assets. DAU analyzes the results from an effectiveness, efficiency, and outcome perspective encompassing multiyear trends and projections including usage, relevance, quality, cost, and job impact. When gaps and/or deficiencies are found, DAU rapidly reinvents, improves, and updates existing assets or develops new products and services to meet the need or requirement.
- ◆ **Workplace Learning and Knowledge Repository**—The Knowledge Repository will support all three domains of learning





and act as the clearinghouse for all acquisition-related lessons learned, best practices, and knowledge offered by experts, with collaborative space for contributing and accessing information related to a specific area of expertise and for networking with other practitioners. It will include job aids and performance tools that directly support the workforce in its day-to-day tasks. Its external-facing, Web-accessible library will provide real-time, point-of-need access to AT&L knowledge.

Additionally, it will provide products and exceptional user-oriented service, via both physical and virtual environments,

that satisfy the 21st-century Defense Acquisition Workforce's need for user-defined, job-oriented knowledge and situational awareness. In summation, it will offer timely, focused support to the Defense Acquisition Workforce by centrally organizing access to:

- Information generally available on the Internet;
- Additional information from restricted access or subscription sources; and
- Dedicated service to support user-specific needs in a timely manner.



2. Customer Interface and Personalization

Supporting foundational learning and workflow learning, DAU seeks to give users easy access to what they want, when they want it, and to personalize those entry points and ensure seamless integration among DAU systems. In a world where tablet devices such as iPads are commonplace and users can tailor their Google dashboards to their personal and professional needs, a tech-savvy workforce expects that their learning experience will

also accommodate their individual needs and be adaptable to their personal digital workspaces. Currently, DAU students can access areas of interest through multiple points.

3. Collaboration

Collaboration will enhance all three domains. DAU is expanding its ability to provide collaborative capabilities in both traditional and online learning experiences. DAU has already added a continuous learning portal and mobile portal that include portions of these functionalities. Internally,





DAU has implemented social-collaboration and networking tools and decision support tools for potential enterprise use. DAU will continue to use collaborative technologies to build relationships, identify expertise, share resources, ask questions, collaborate on content development, keep project histories in a wiki or blog, and create project spaces for focused working groups:

- ◆ **Social Media Tools**—Incorporating collaborative tools into daily life for DAU work teams will make available the resources and assets in the Microsoft SharePoint 2013 environment. This ensures on-demand access, collaborative input, and updating, as well as interconnections unavailable in prior tools.
- ◆ **High-Definition Collaborative Environments**—Using high-definition video teleconference systems for classrooms

and breakout sessions enables real-time collaboration in an environment that feels similar to face-to-face discussions and emulates those that could be used on the job.

- ◆ **LMS Architecture**—Identifying LMS solutions and course development tools to interact with the LMS will allow real-time collaboration and resource sharing of learning assets in development.

4. Mobile

We believe the best kind of training occurs on the job. DAU Mobile is your gateway to the latest acquisition news, plus job support and tools when you need them. **TAKE DAU WITH YOU!**

DAU currently has a robust mobile capability for infrastructure and learning asset support (mobile access to web sites, catalog,

calendars, helpful apps, job aids, performance tools, etc.). Moving beyond support activities alone, DAU Mobile will continue to expand in the next few years to support all three domains. Mobile is not about the device, it is about the mobility of the learners and their need to access all learning assets on whatever device they have and from wherever they are. DAU's mobile capability will make a variety of learning assets (job aids, tutorials, videos, and apps) available through mobile devices used by the workforce at the point of need.

From 2015 to 2017, DAU will continue to expand mobile offerings to include mobile-appropriate learning that delivers content through mobile solutions as stand-alone learning opportunities and as part of blended learning solutions. This involves rethinking how learning is delivered and leveraging what students already access and use in their personal lives, including eBooks, augmented reality apps, and YouTube video tutorials. The new LMS must be mobile friendly and compatible.

5. Video

Video supports all three elements of our Learning Strategy, and DAU will offer more video assets while updating the infrastructure that supports designing, developing, and delivering these assets. The DAU Video Library and the Digital Asset Management System are the primary means of storage and distribution for video productions presented by senior acquisition leaders, model practitioners, and DAU staff and faculty. Video assets will be designed to provide Defense Acquisition Workforce members with acquisition lessons learned and “how to” best practices. In addition, DAU will provide archived webcasts and video-on-demand assets through either DAU's



Video Library or iTunes U. Learning Resource Packages—tailored learning suites that include how-to videos, e-magazine technology documents, and short online modules—will be available for alternative pretest curricula, replacing traditional foundational learning courses and/or stand-alone learning resources repurposed for workplace learning.

The expanded use of videos will also supply to the workforce—anytime, anywhere—credible, proven practices and/or lessons learned. Going forward, DAU will be developing and using videos across all of its products and services.

6. Innovative Classroom and Learning Technologies

Innovative technologies will also be key to all three domains. We will continue to look at new ways, including adjustments to the physical layout, to improve learning and delivery in the classroom. DAU's new, collaborative, standard classroom allows testing of technology used to develop and deliver learning assets to the workforce.

Using innovative classroom layouts and

“Video is changing the format of content, collaboration and knowledge publishing in the workplace. Our employees are increasingly turning to video as their [medium] of choice to access updated knowledge, skill development, corporate storytelling and even peer-to-peer social collaboration.”

Elliot Masie,
Chair, Learning
Consortium

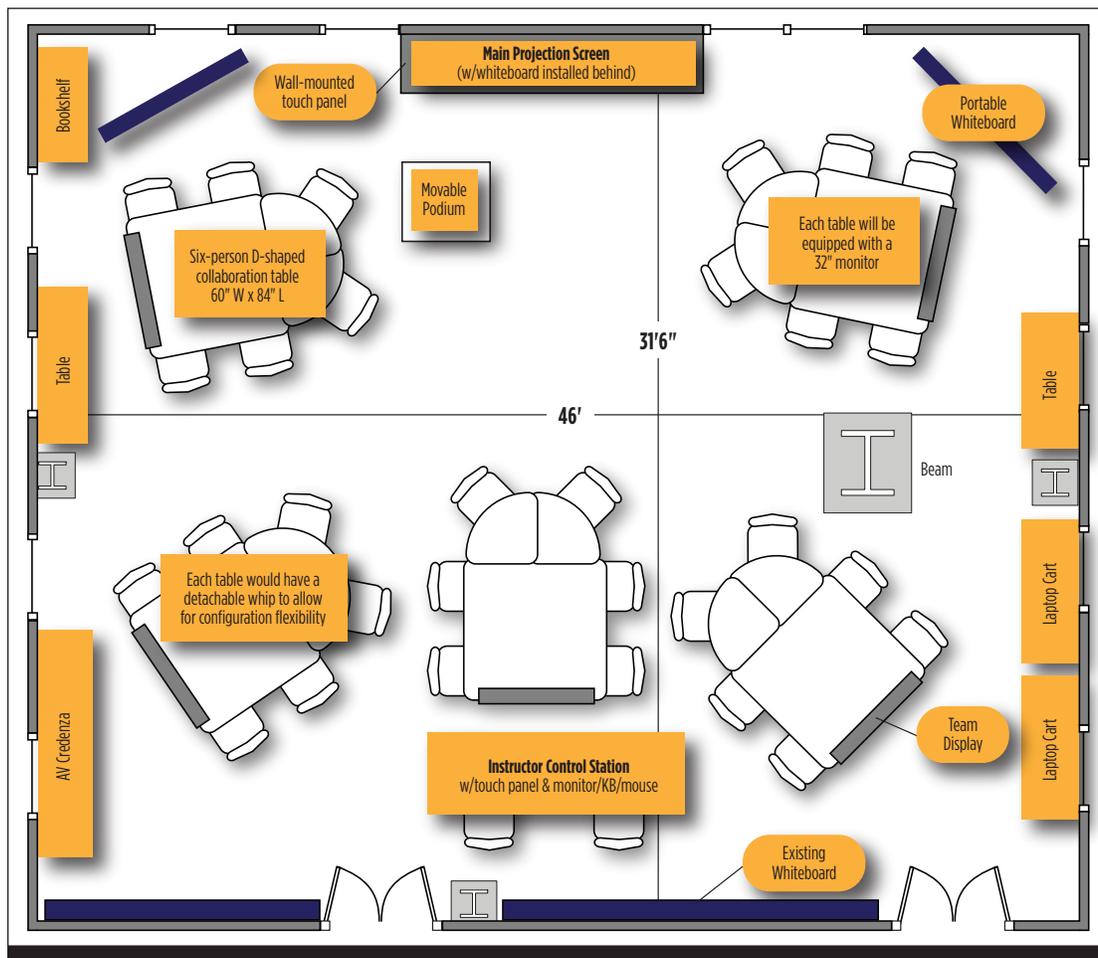


technologies matched with curricula delivery formats creates immersive environments that integrate storytelling, collaborative exercises, and student response systems to engage the learners and foster knowledge transfer.

DAU is developing and evaluating exciting new delivery methods, including team training on the job, that may revolutionize or replace classroom learning. For example, virtual facilitated classroom courses or facilitated online formats will provide additional capabilities to reach students worldwide. Additionally, DAU is investigating several alternative technologies to ensure a best-in-class capability, such as “flipped classroom” formats (which use video lectures and preclass work to allow for more immersive and hands-on environments within the classroom) and other

blended approaches that expand DAU’s capabilities to deliver better learning experiences to more students. Additionally, games and simulations, in both online and offline formats, will continue to be deployed to replicate activities in the job environment relevant to acquisition topics, and these will also support our team training initiative.

Through 2017 and beyond, we will continue to invest in and leverage emerging technologies—such as tablets, decision tools, lecture capture, pads, microvideos, eReaders, and mobile devices—for use in the classroom, online delivery, knowledge sharing, and qualification on the job.



Collaborative Classroom

SIX KEY CAPABILITIES TO RAISE THE BAR

Figure 2 displays the six enabling capabilities needed to support the new ALM and the anticipated year for implementation of each component.

The new ALM makes it very clear that Defense Acquisition University is investing in the future and intends to maintain its leadership in the learning-and-development community.

Six Key Capabilities Needed to Support New ALM FY14=Black FY15=Blue FY16=Purple FY17=Orange		
1. Learning Infrastructure <ul style="list-style-type: none"> • Single Sign-On (14) • Workplace Learning and Knowledge Repository (14) • Sharepoint (SP 2013) (15) • SIS Implementation (15) • Expanded Learning Analytics (15) • Qualification Data Repository (16) • SP 2013 Full Implementation (16) • SIS Upgrade (16) • New LMS Implementation (16) 	2. Customer Interface and Personalization <ul style="list-style-type: none"> • Single Enterprise Portal (15) • Seamless Interface All Systems (16) • Personal Learning Environments (17) • Visualization (17) <ul style="list-style-type: none"> – Augmented Reality – Real-Time Translation – Volumetric Holographic Displays 	3. Collaboration <ul style="list-style-type: none"> • Deploy KM Upgrades with SP 2013 (15) • High Definition Collaborative Environments (15) • Social Networks Via New LMS (16) • Collaborative Environments With All Learning Assets (17) • Collective Intelligence (17) • Crowdsourcing (17)
4. Mobile <ul style="list-style-type: none"> • Games and Gamification (14) • Bring Your Own Device (15) • Location Intelligence (16) • Full Mobile Capability in LMS Environment (17) 	5. Video <ul style="list-style-type: none"> • Fully Deploy DAMS (15) • Video Lectures (15) • Video as Learning Assets (16) • DAU Expert Channel (16) • Ebooks/Magazines (17) • Learning Resource Package (17) 	6. Innovative Classroom & Learning Technologies <ul style="list-style-type: none"> • Learning Analytics (14) • Mobile Learning Support (14) • Mobile Learning Courses (15) • Virtual and Remote Classrooms (15) • Flipped Classrooms (15) • Massive Open Online Courses (16) • Badges/Microcredit (16) • Personal Learning Environments (17)

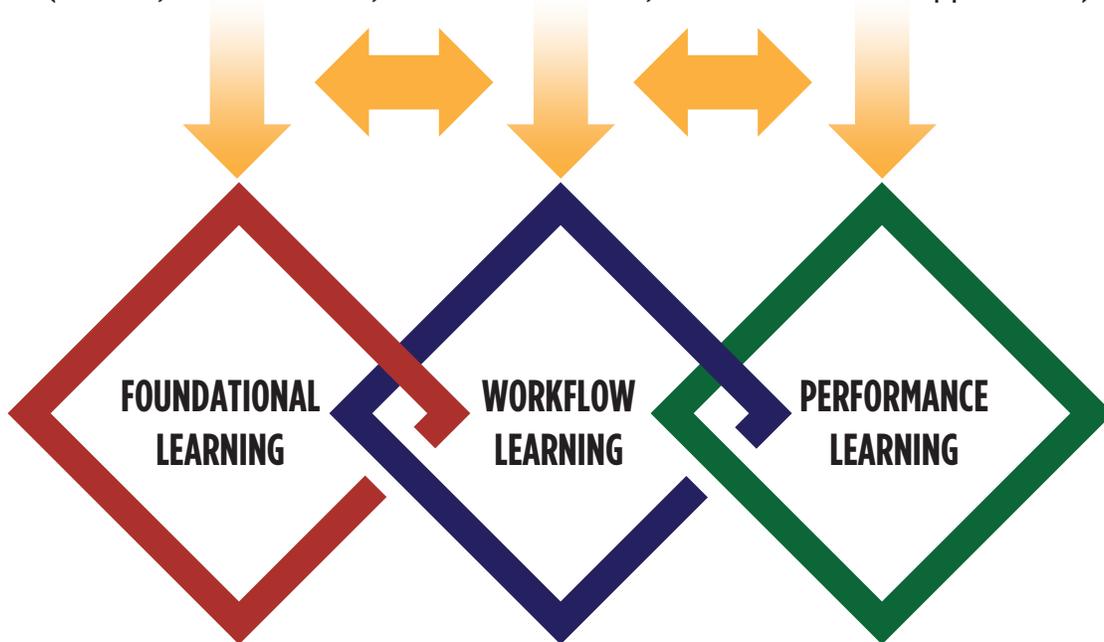
Figure 2. Future Learning Capabilities Needed

Most important is the realization that this learning strategy starts with business results, then fully integrates its three domains, to ensure that DAU will achieve its vision of improving acquisition outcomes. All learning assets (i.e., courses, how-to videos, self-service portals, and performance support tools) should be integrated and shared among the

three domains. As the steward of acquisition knowledge, DAU must maintain successful business results as its primary purpose. In this way DAU will be more capable of preparing the Defense Acquisition Workforce to provide America's warriors the best in weapons and equipment in defense of our nation.

Assets from All Three Domains Are Integrated and Shared!

(Courses, How-to Videos, Self-Service Portals, and Performance Support Tools)



To help the workforce perform on the job every day!

