

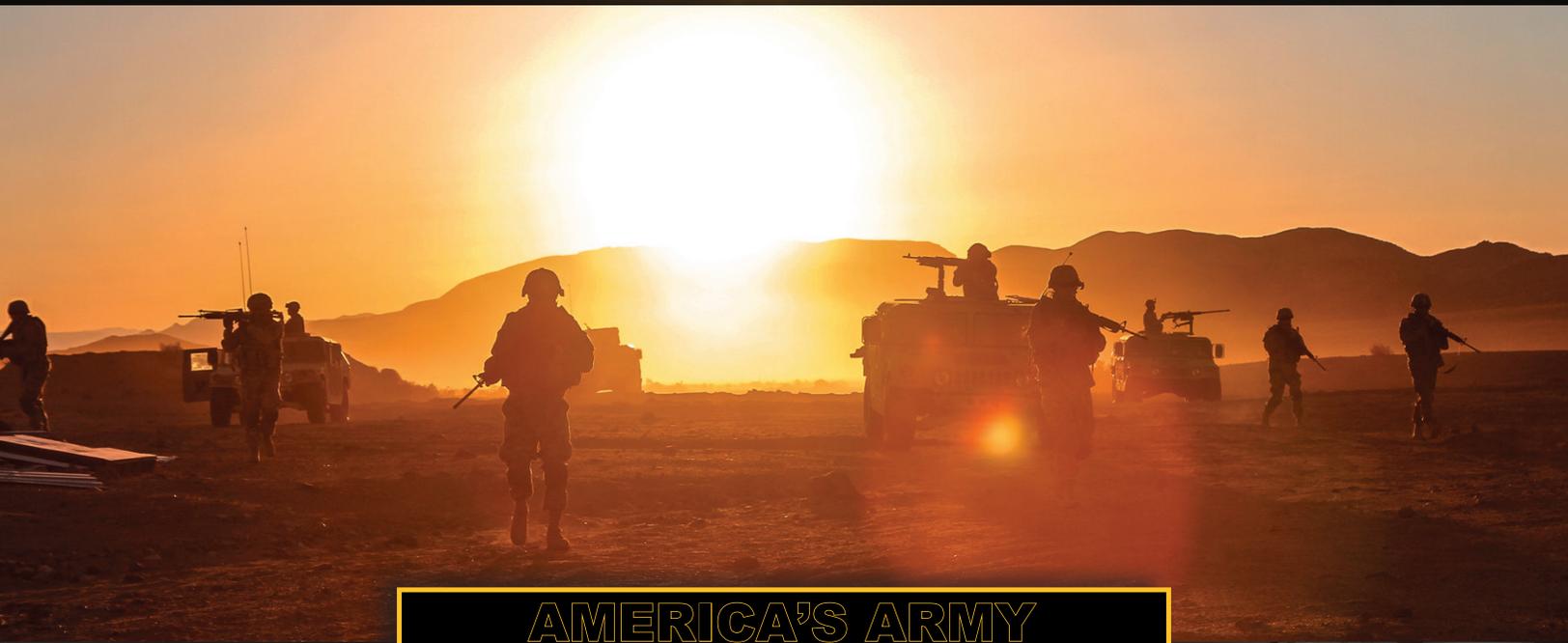


The Center for Army Profession and Ethic

Video Module

# “MISSION CRITICAL”

FACILITATOR GUIDE

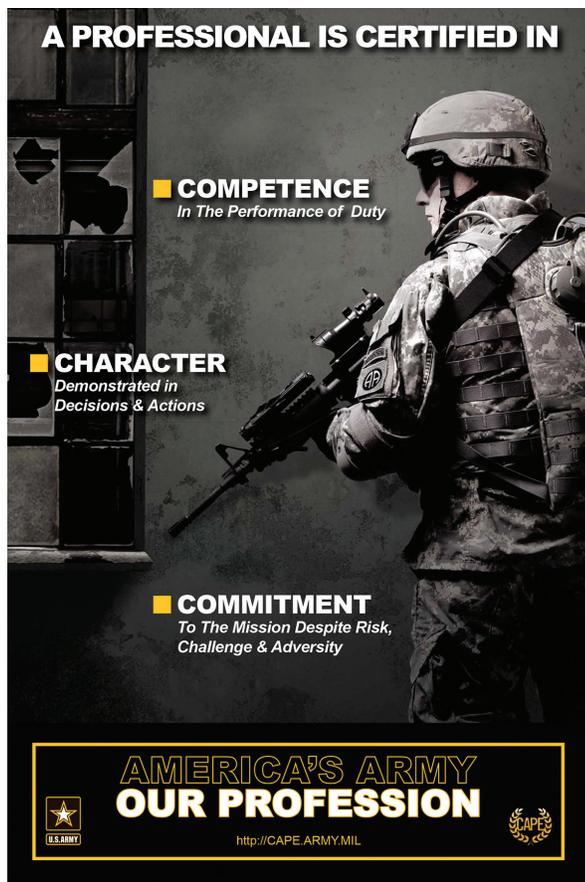


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## ■ History of CAPE

To reinforce the Army Profession and the Army Ethic, the Chief of Staff of the Army (CSA) established the Army Center of Excellence for the Professional Military Ethic (ACPME) at West Point, NY in May 2008. ACPME was later redesignated as the Center for the Army Profession and Ethic (CAPE) under TRADOC and CAC in August 2010. This action also expanded CAPE’s proponent mission to include the Army Profession, the Army Ethic, and character development.



The **Army Profession** is a unique vocation of experts certified in the design, generation, support, and ethical application of landpower, serving under civilian authority and entrusted to defend the Constitution and the rights and interests of the American people.

An **Army Professional** is a member of the Army Profession who meets the Army’s certification criteria of competence, character, and commitment.

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## ■ Table of Contents

<b>Scope</b> . . . . .	1
<b>Applicability</b> . . . . .	1
<b>Suggested Delivery Method - Experiential Learning Model (ELM)</b> . . . . .	2
<b>Terminal Learning Objective</b> . . . . .	2
<b>Resources</b> . . . . .	2
<b>Conduct</b> . . . . .	3
<b>Summary</b> . . . . .	9
<b>Appendix A: Video Transcription</b> . . . . .	10
<b>Appendix B:</b> General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development . . . . .	13
<b>Appendix C:</b> Experiential Learning Model (ELM) Overview . . . . .	17

## ■ Scope

This “*Mission Critical*” Facilitator Guide employs the Experiential Learning Model (ELM). It enables students to work in collaborative groups with a facilitator/instructor who engages the learners in discussion. The learning is progressive and builds on a three-tier foundation. Students investigate the topics that are then enhanced in the collaborative work group and their facilitated discussion. Facilitators/instructors/leaders guide the students as necessary to achieve the Learning Objectives.

### Background

The goal of this instructional video with facilitator guide is to promote personal and professional development among Army Professionals. Unlike training to task, adult developmental theories indicate that character development must be part of a learning continuum throughout an Army Professional’s career and beyond. Explorations of important topics through critical thinking and analysis allow not only cognitive but also affective development. Although self-education and directed education can lead to comprehension of this material, the desired learning in the higher categories of the cognitive and affective domains (where development is promoted) is best performed through peer-to-peer, facilitated group, and student-to-advisor interactions and collaborations. The ELM promotes this type of development (see Army Learning Model 2015).

## ■ Applicability

The facilitator guide can be used by facilitators/instructors/leaders as part of a course of study in Army institutional training and education, or as part of professional development programs in units and organizations.

It is recommended that facilitators/instructors/leaders use this guide as it best fits into their course of study or professional development programs, following the learning outcomes. They are also encouraged to examine the needs of their students and integrate other related topics to meet those needs.

Character and identity are foundational for a person’s behavior, ethical reasoning, and decision-making, and critical for the ethical discretionary judgments and actions of Army Professionals. Clearly, leaders at all levels need to reemphasize development in this critical domain.



## ■ Suggested Delivery Method - Experiential Learning Model (ELM)

For more information, see

- TRADOC Pamphlet 350-70-7, *Appendix D: Examples of Lesson Plans*
- *Appendix C: Experiential Learning Model (ELM) Overview*

## ■ Terminal Learning Objective

### Action

Apply concepts and principles of the Army Profession, Army Ethic, and professional identity and character development in an analysis of an Army Professional’s story.

### Major Themes in this Video

Character, Family problems, Financial problems, Counseling

## ■ Resources

- Army Doctrine Publication (ADP) 1: *The Army*, Chapter 2
- Army Doctrine Reference Publication (ADRP) 1: *The Army Profession*
- Army Doctrine Reference Publication (ADRP) 6-22; *Army Leadership*, Chapter 3
- TRADOC Pamphlet 350-70-7: *Appendix D: Examples of Lesson Plans - Conduct of Lesson: Experiential Learning Model (ELM)*
- Additional: Training Support material as designated by instructor; see materials list or use other appropriate materials as desired

## ■ Conduct

### Concrete Experience

**Facilitator Note:** Precede Part 1 of “Mission Critical” video with an icebreaker or introductory question or statement. An example may be “How do Army Professionals make decisions?” Then show Part 1 of “Mission Critical.”

**Facilitator Tool:** The full transcript of the “Mission Critical” is in Appendix A.

### Publish and Process

**Facilitator Note:** Have the participants react to the Concrete Experience. Start by ensuring that they understand the scenario by having them summarize it (if required, a full transcript is in Appendix A). Provide appropriate questions to facilitate the discussion. The facilitator can use the following example questions or create ones to meet the lesson objectives.

#### Publish

The Publish sub-step relies on observation by asking the learners to state what happened in the Concrete Experience—just the facts. Publishing may include determining the sequence of events as well as the individuals involved in the Concrete Experience.

**Summary:** As an instructor for the Army Staff College, Mr. Brian Gerling, an Army civilian, recognized that the behavior and academic performance of a student wasn’t quite right. After sitting the Soldier down for a conversation, Mr. Gerling discovered his student had numerous factors in his personal life that were generating a great amount of stress.

1. What are the facts (what happened)?
2. Who were the major contributing individuals or main individual involved in the video?
3. What factors affected Mr. Gerling’s thinking or actions?

4. What were the implications for Mr. Gerling (what did it mean/what was learned)? Explain.
5. What is your reaction to what happened?

## Process

After the facts of the Concrete Experience have been established, students are then asked to Process the Concrete Experience by discussing what happened and the implications of the Concrete Experience. Note any gaps in student knowledge or lesson content that would prevent the students from reaching the Learning Objective or inhibit them from processing the Concrete Experience. Address any identified gaps during the Generate New Information step.

### ***“Mission Critical” Part 1 (0:00 to 3:47) Discussion:***

As Mr. Gerling struggles with the situation, how is his ethical decision-making contributing to or detracting from the Army Profession’s essential characteristics? Specifically:

1. What would be the effects of his decision on “building Trust within the Army and with the American people”?
2. How did his expert knowledge (Military Expertise) play into his evaluation of the situation?
3. What may be the effects of his decision on organizational morale and Esprit de Corps?
4. How is he acting as a Steward of the Army Profession?
5. What specific behaviors/statements in the scenario show Mr. Gerling’s professional identity and character, and their contributions to or detractions from Honorable Service?

### ***Additional questions:***

1. Mr. Gerling has been a faculty member at the Army Staff College for 11 years. What effects do you think the depth of his experience has had on his competence, character, and commitment as an Army Professional? How does each support his decision-making process and his ability to understand the students in his class? What does it tell you about Mr. Gerling’s character that he becomes involved with his students and invests time in supporting them? What would be the effects of Mr. Gerling just performing the minimum for his students?

“YOU DEAL WITH NOT JUST THE  
PROFESSIONAL LIVES ... YOU  
GET INVOLVED WITH THEIR  
PERSONAL LIVES.”



2. At first, Mr. Gerling did not observe any unusual or alarming behavior, but six weeks into the course, he noticed an apparent change. Have you ever noticed a change in an individual's behavior? If so, explain the changes you observed. Did you feel the noticeable changes were a distress signal from the individual? When an individual is struggling with issues, is it always apparent in the person's actions or behavior? Why or why not?
3. Mr. Gerling said he has been trained to identify indicators that students are possibly experiencing struggles. Can you identify the indicators? If so, what are examples of indicators? If an individual is displaying the indicators that he or she is contemplating suicide, would you be able to identify the indicators? If so, what are they? If you suspect an individual is contemplating suicide, what would you do? If a fellow Army Professional is contemplating suicide, would you attempt to intervene alone or would you reach out for assistance? Explain.
4. Was Mr. Gerling right to pull the student aside for a conversation? Why or why not? If it is suspected that a student is experiencing issues, should those issues be addressed in a group setting such as a classroom? Why or why not?
5. Do you think the concern for the student shown by Mr. Gerling had an effect? Why or why not? Have you ever experienced an issue that troubled you and an individual or fellow Army Professional showed concern or kindness that had an effect on you? If so, explain the scenario.
6. Just because a student struggles academically, does it mean the scope of his or her problems may be larger? Why or why not?
7. Mr. Gerling said that personal issues are not uncommon with re-deployers. Do you think re-deployers have more personal issues? Why or why not?
8. When the student plagiarized a history paper, Mr. Gerling was concerned about a suicide attempt or the student harming himself. Was the plagiarism (a symbol that there was a breakdown in standards) a good indication of a suicide attempt? Why or why not?
9. Is it surprising that an Army Major had this number of personal problems? Why or why not? What does this tell you about the need for Army Professionals to get to know the people in their organizations?

## Generate New Information

### Check on Knowledge

**Facilitator Note:** Assess any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibit the students from processing the Concrete Experience. Use the following questions to generate student responses that can then be compared to the resources. Other suggested questions can be found in Appendix B.

### Questions

1. How did the actions of the individual and/or organization detract from or contribute to the five essential characteristics of the Army Profession?

*(Resource: ADRP 1: Characteristics of the Army Profession, paragraphs: 1-23 through 1-29)*

2. How did the actions of the individual demonstrate or show lack of competence, character, and commitment of an Army Professional?

*(Resource: ADRP 1: Certification Criteria, paragraphs: 3-16 through 3-18)*

3. What moral and legal obligations and aspirations from the Army Ethic can be seen in the story?

*(Resource: ADRP 1: Our Obligations and Aspirations from the Army Ethic, paragraphs: 2-11 through 2-14)*

4. Were discretionary judgment and ethical reasoning (ethical decision-making) exercised in the video? Give specific examples.

*(Resources: ADRP 1: Discretionary Judgment, paragraphs: 1-9; 3-10 through 3-11; ADRP 6-22: Ethical Reasoning, paragraphs: 3-37 through 3-40)*

5. What moral characteristics of leaders were demonstrated or ignored in the video? Give specific examples.

*(Resource: ADRP 6-22: Leader Character, paragraphs: 3-1 through 3-25)*

6. What moral implications occurred as a result of the actions taken in the video?

*(Resource: ADRP 1: Trust, paragraphs: 2-6 through 2-10)*

## Present New Information

**Facilitator Note:** Provide new information from the reference doctrine under “Resources” and/or other additional sources needed to fill any gaps in knowledge/content that would prevent reaching the Learning Objective, or inhibits the students from processing the Concrete Experience. Facilitate a discussion of the material to improve depth and retention.

## Develop

This step is characterized by a simple question to the students about how they will use the new information from the Generate New Information step. A best practice during the Develop step is to ask questions that “personalize” student responses—do not ask what others would do or even what the students think others should do, but what the students themselves would do if they were in the situation.

**Facilitator Note:** The most effective approach for the Develop step is a specific open-ended question asked in the second person: “How will you use this information in the future?” or “What value does this have for you?” It is important to ensure that students are allowed appropriate time to answer this question so they can see the value of what they have learned and the relevance of the material covered. The facilitator may have to provide some examples of how the material is relevant and get some level of acknowledgement from the students.

### Additional questions about the Concrete Experience for the students to ensure relevance:

1. When an Army Professional is experiencing personal issues that affect his or her performance, is the person able to uphold Army standards? Why or why not? Just because an Army Professional is meeting standards, does that mean he or she has no problems? Explain.
2. “I was surprised at the scope of the problems,” said Mr. Gerling. What are examples of problems that go outside the scope of normal? Experiencing personal problems is not uncommon, but have you experienced any that were especially difficult to handle? Explain.

3. Personal problems are often difficult to talk about. Are there instances when is it not okay to share or talk about a personal problem? If yes, explain.

**Facilitator Note:** *To increase the relevance of the material for the students, show Part 2 of “Mission Critical” video. Then facilitate a discussion using the new information combined with supplemental questions that guide the group through a rich discussion on how the new information relates to professionals, how it shapes a professional’s behavior, and ethical decision-making.*

### **“Mission Critical” Part 2 (0:00 to 2:04) Discussion:**

1. A team was put together that included a variety of specialists. Because the student’s troubles were complex, do you think it was a good approach that a team was put together? What does the breadth of support tell you about the Army’s commitment to each of its members?
2. “We spent about three months with the student—specifically trying to resolve those problems,” said Mr. Gerling. How did Mr. Gerling and the team’s loyalty affect the student? Do you think the outcome would have been the same if Mr. Gerling had not identified the indicators early on? Why or why not?
3. The student was released from the course without prejudice because of the plagiarism. Do you think this was fair treatment? Did the staff at the college uphold the standards of the Army Profession? Why or why not? What does it mean that the staff came to this course of action through “discretionary judgment”?
4. Was the student treated as if he were part of the Army Family? Why or why not?
5. What did you (the students) take away from this video?
6. How do you (the students) feel about the information presented in this video?
7. What will you (the students) do with this new information when you return to your organization?



## Apply

The fifth and final step in the ELM is the Apply step where the material is actually put to the test—either through a practical exercise, some type of an assessment (such as a written product), or through real-life application of the Learning Objective. The Apply step should provide an assessment as to whether the Learning Objective was met. In the Apply step, feedback to the student is essential.

**Facilitator Note:** *Choose an appropriate question, story, video, written vignette, exercise, picture/poster, etc., that will allow the students to apply their new knowledge and will generate discussion within small/large group settings. Choose an appropriate assessment to ascertain if the objective has been met.*

**Assessment Suggestion:** *You may choose to replay Part 1 and evaluate students by comparing their analysis and understanding of concepts and principles during the “Publish and Process” step to their analysis and understanding after the “Generate New Information” and “Develop” steps. (See additional questions in Appendix B.)*

## ■ Summary

During this lesson, you used the ELM to examine a factual account of an event and assess the event using the Army Profession doctrine. The individual Soldier used his discretionary judgment and ethical reasoning to make a decision. From this learning session, you are able to derive meaning that you can apply in your career.

## ■ Appendix A: Video Transcription

### Part I

**Mr. Gerling:** Well, I am the instructor over at the Army Staff College. I’ve been there for 11 years. One of the positions that’s available to faculty in the military civilian is to be a staff group advisor. So in that regard you have your 16 students. You deal with not just the professional lives but you get involved with their personal lives. (00:34)

*On Screen Text:*  
 “You deal with not just the professional lives ... you get involved with their personal lives.”

**Mr. Gerling:** A student was an Army Major, one of the 16 that I had in class. Everything was okay and normal through the first part of the 10-month course. But about six weeks into the course, I could tell that one—things were not going well professionally as far as the academic side. (00:53)

*On Screen Text:*  
 “I could tell... things were not going well...”

**Mr. Gerling:** I could just tell that something was not right. He wasn’t participating in class—just some of those indicators that we’ve been trained for over there to try and find out more about what’s happening. So it was both his kind of appearance and attitude, as well as his papers and performance and participation were just off. So I called him out and asked him to come to my office after class, and we went to an area to sit down and talk. (01:19)

*On Screen Text:*  
 “I called him out... we went to an area to sit down and talk.”

**Mr. Gerling:** He started telling me what was happening. He had some personal issues that were weighing on him. And not uncommon, students that show up, probably not uncommon throughout society either, but particularly with re-deployers, you tend to see more often that they have some personal issues. With this particular individual, I was surprised at the scope of the problems. (01:44)

*On Screen Text:*  
 “I was surprised at the scope of the problems.”

**Mr. Gerling:** So I said, “You’re a geo-bachelor here?” And he said, “Well, I really have... my mother’s with me. She came out from the East Coast. She has terminal colon cancer.” (01:57)

*On Screen Text:*  
 “She has terminal colon cancer.”

**Mr. Gerling:** And so I said, “Wow, a lot of issues going on there.” So we talked about that and I started pulling the thread a little bit harder: What was going on? How’s the family? Well, it’s a second marriage for his wife, first one for him, so they have two kids from her prior marriage... two boys who were 20 and 21. I guess there were a lot of problems with the boys... discipline and those types of things. So I said, “Well, tell me about it.” And he said, “Well, they’re just not going to school, odd jobs, in trouble with the police, a number of speeding tickets, car accidents...” ...to the point where the insurance company was pulling the insurance on the cars that they had in the family. (02:41)

**Mr. Gerling:** The wife had spent a lot of the money that he had saved, with the boys. They had one child of their own who was a three year old toddler. So a lot of money was spent that he was unaware of. He had multiple—he had two mortgages on houses. One was back east, where they’re living now, then one was in Georgia, where he was previously stationed. And that tenant that he had in his house there had pretty much walked out—damaged the house. And so he was trying to cover two mortgages; he was trying to pay for a place to stay here at Leavenworth because he couldn’t stay on post with his mom. It just went on and on with the problems. (03:21)

**Mr. Gerling:** And so pretty soon you could see that he was tearing up. As it turns out, about a week to 10 days later, his history paper that he turned in, he plagiarized. So then we were really concerned about some suicide issues or harming himself. So we had to have those discussions in counseling. So, the first month of trying to get the student up to speed was just a challenge for all of us. (03:47)

## PART 2

**Mr. Gerling:** We had that conversation of getting things out in the open, getting help. So we went through all the different resources that we could find on post here at Ft. Leavenworth, from one source to counseling to family advocacy. Got the team—we have a team teaching concept over at the college—so got the team leader involved. (00:24)

*On Screen Text:*

*“...two boys... a lot of problems.”*

*On Screen Text:*

*“It just went on and on...”*

*On Screen Text:*

*“...we were really concerned about some suicide issues or harming himself.”*

*On Screen Text:*

*“...we went through all the different resources that we could find...”*

**Mr. Gerling:** ...let people know what was going on. So we spent about three months with the student—specifically trying to resolve those problems and getting him some help. In the long run, he did not graduate from the course because of the plagiarism issue and the fact that he had all of these personal problems so he was, eventually... after months, released from the course without prejudice... assigned to a new post. So it wasn't in his record that he didn't get any type of discipline for the cheating on the essays... for the plagiarism. (01:01)

**Mr. Gerling:** We got him a lot of counseling. The individual is at a different post... still at the same place where he transferred from a couple of years ago. His mom has passed away from the cancer, and so I was aware of that in our discussions and was able to resolve... through support from one source and some legal support on the issues with his mortgages, so he just has the one mortgage now back in Maryland where the family is. I don't have a lot of information on what's going on with the family other than he's still married and they've worked out that marriage. They did participate in counseling. He still receives mental health support from where he's located now, which we started here. So he's clearly stated to me that he sees the benefit of having somebody to talk with and share it. And so, from all indications that you can get these days from text and email, seems like he is doing a lot better and has a handle on things more so than when he first got to my class. (02:04)

*On Screen Text:*

*“...he did not graduate... because of the plagiarism issue.”*

## ■ Appendix B: General Questions for Facilitators to Support Discussions about the Army Profession, Army Ethic, and Professional Identity/Character Development

### Area: Army Profession and Army Professionals

#### Honorable Service

1. How did the actions of the individual contribute to or detract from the Honorable Service that the Army provides to the American people?
2. Did the individual serve the interests of the American people? If yes, how?
3. Did the individual support and/or defend the Constitution and/or Nation? If yes, how?
4. Army Professionals motivate and inspire Honorable Service through ethical conduct of the Mission and in performance of duty. Did the actions of the individual and/or organization motivate or inspire Honorable Service? If yes, how? Or, did their actions violate training and standards? If yes, how?

#### Military Expertise

1. What examples of Military Expertise were in the video?
2. How did the individual demonstrate the Army’s expert knowledge in military-technical, moral-ethical, cultural-political, and/or human-leader development?

#### Stewardship of the Profession

1. Did the individual demonstrate Stewardship of the Army Profession? Why or why not?
2. What are some examples in the video of the individual stewarding or wasting the Army’s resources (material and personnel)?
3. What are some examples in the video of the individual providing professional/personal development through counseling, coaching, and/or mentoring?
4. Stewardship is the responsibility of Army Professionals to ensure the Profession maintains its five essential characteristics. How did the individual maintain the essential characteristics?

## **Esprit de Corps**

1. Are there some examples in the video of the individual taking action to enhance Esprit de Corps? If yes, what are they?
2. Did the individual do anything to create an organizational climate that promoted Esprit de Corps? If yes, how?

## **Trust**

1. How did the individual promote Trust between the Army and the American people?
2. How did the individual promote Trust within the Army (teamwork, leader-subordinate, peer-to-peer, etc.)?
3. Trust is based on qualities such as professional competence, character, and commitment. Did the individual display any of those qualities? If yes, what?

## **Army Professionals’ Competence, Character, and Commitment**

1. Did the individual demonstrate his competence, character, and commitment as an Army Professional? If yes, how?
2. Did the individual demonstrate any courage in the video? If yes, how?
3. Did the individual’s character support mission accomplishment? If yes, how?
4. Did the individual support other Army Professionals in the video? If yes, how?

## **Area: Army Ethic**

### **Army Values and Warrior’s Ethos/Service Ethos**

1. What Army Values were shown in the video? Give specific examples.
2. Did the individual demonstrate the Army Values? If yes, how?
3. Are there any examples in the video of the individual demonstrating the Warrior Ethos/Service Ethos? If yes, what?

### **Why and How the Army Provides Service (Fights, Supports, Defends)**

1. Were there examples of upholding the Army’s legal requirements in the video (laws, regulations, treaties, rules of engagement, etc.)? Explain.
2. Were there examples of upholding the Army’s moral/ethical requirements in the story (human rights, the Golden Rule, proper application of force – military necessity, discrimination, proportionality, avoiding unnecessary suffering, etc.)? Explain.

## Ethical Decision-Making

### *Recognize the Conflict*

1. At what point did the individual recognize the presence of a moral/ethical conflict, problem, or dilemma?

### *Evaluate the Options*

1. What feasible alternatives were there for this situation?
2. Which was the most moral/virtuous or right thing to do?
3. What are the rules or norms that govern this situation?
4. What were possible outcomes of the event?
5. What are the competing values/beliefs/norms/rules that caused the conflict, problem, or dilemma?

### *Commit to a Decision*

1. What responsibilities did the individual have to balance as he made the decision?
2. How did the individual choose a course of action out of the options available?

### *Act*

1. What actions did the individual demonstrate when executing the decision?
2. What would have happened if the individual had not taken action?
3. Did the individual need courage to go ahead with the decision? If yes, why?
4. What moral/ethical adversity did the individual wrestle with in making the decision?

## Area: Professional Identity and Character Development

### **Moral/Ethical Maturity**

1. What do the individual's actions say about his moral/professional identity?
2. Did the individual show that he understood the importance of being a “Professional Soldier?” If yes, how do you know?
3. Did the individual reason through the conflict, problem, or dilemma? If yes, how do you know?
4. Did the individual understand the situation and consequences? If yes, how do you know?

5. What dialog or behaviors showed that the individual considered who he was (identity) and what principles and values (character) he upheld in making decisions and taking action?
6. How might the individual's professional identity and character change/modify as a result of the event?

## **Moral/Ethical Strength**

1. How might the individual's moral confidence change/modify as a result of the event?
2. How did the individual display self-discipline?
3. How did the individual display resilience?

## **Feedback/Reflection**

1. Did the individual recognize the presence of a moral/ethical situation in this experience? If so, how did that affect his actions, behaviors, and/or decisions?
2. Did the individual make a clear decision and communicate it to his unit? How would you make decisions clear in ambiguous situations?
3. How will the individual's decision affect future decisions he may make?
4. If you were in this situation, what would you do?
5. What actions could the individual take to better prepare for moral/ethical conflicts, problems, or dilemmas?

## ■ **Appendix C: Experiential Learning Model (ELM) Overview**

Experiential learning happens when a person engages in an activity, singularly or in a group, looks back, and critically analyzes what happened during the activity. Experiential learning allows predictability about what may happen given the same or similar event. Learners draw useful insight from their analysis, and then put the result to work.

The ELM has impact, because it adds the interest and involvement of the members during an activity, and it contributes significantly to the transfer of learning. Once members see the relationship between these issues and their demonstration in the experience, the relevance of the model becomes clear.

While group interaction is important, nothing is more relevant to us than we are. Experiential learning is based on this concept. In other words, experiential learning provides a forum for self-knowledge. Regardless of the content under consideration, group members must see, hear about, and examine their own uniqueness in action. The experiential model, then, allows cognitive and affective behavioral involvement. Experiential learning combines personal experience, cognitive and affective involvement and feedback, and theoretical and conceptual material for a more complete learning event.

### **Concrete Experience**

- Serves as a trigger of past knowledge and experience, a focusing mechanism for the module that follows, and a support for teaching new content. Connects the topic with student understanding of it and appeals to the affective domain for both motivation and internalization of the content.
- The facilitator provides written or video vignettes or other material as a prior-to-class experience or as the first experience in the class.

### **Publish and Process**

- Starts with solicitation then reaction to the Concrete Experience to reflect knowledge and experience of the topic. Begins the reconciliation of where the learning starts with the learning outcome.
- The facilitator gets learner reaction to the Concrete Experience verbally or in writing. Learners share their reactions and discuss with other learners.

## Generate New Information

- Presentation of new content through a method designed at the learner level.
- The facilitator chooses best method for content delivery. If the learner has little knowledge, this may be lecture. If the learner has more knowledge, then discussion or project-based may be the preferable delivery method(s).

## Develop

- Reflective process to enhance motivation and valuing, and develop possible future uses for the content.
- The facilitator asks questions, such as: What was learned? Why is it important? What will you do with the new learning?

## Apply

- Opportunity for student to demonstrate what was learned by applying the new information to a new experience or in a new way.
- Examples: Project to solve a problem, presentation for discussion, paper that synthesizes or analyzes a situation or condition, etc.