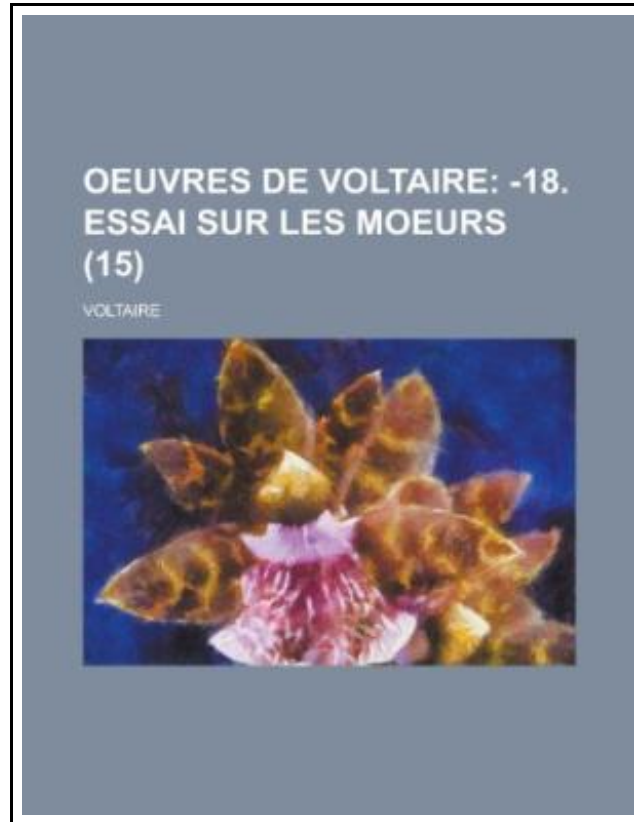


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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 40 pages. Original publisher: Alexandria, Va. : U. S. Army Research Institute for the Behavioral and Social Sciences, Advanced Training Methods Research Unit, 2002 OCLC Number: (OCoLC)228436167 Subject: Military education. Excerpt: . . . Implications Impact of Training Compromise Training compromise and the prevention of compromise in DL training environments have many implications, from the level of confidence that individuals have in the quality of DL programs to issues of military readiness. Distributed learning is sometimes thought of as less rigorous than regular classroom training, although the empirical research suggests that DL is at least as effective for learning achievement. Just as in the traditional classroom, it is important that DL training programs have mechanisms to ensure that training and testing procedures are not being compromised. Having solutions to compromise in place for DL training may improve perceptions about the rigor of DL courses. More importantly, it can provide a stronger guarantee that a soldier has been trained and can perform to standard. Another reason to ensure course integrity is that when students cannot or do not cheat the playing field is leveled. In other words, it is fairer to students who never intend to cheat to have measures in place to ensure that others do not cheat. This way, all students are assessed on their actual performance and test scores represent actual knowledge for all students. Different solutions to training compromise may be deemed appropriate depending on the criticality of the course. For example, a course that does not have a test administered at the end may not require implementing measures to prevent training compromise. On the other hand, a course that is critical, such as MOS training or courses that result in skill certification, may require...



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