


2018

The Experiences of Sailors with Antiterrorism Force Protection Training at Off-Installation Sites

Jessica Harrison
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Walden University

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Jessica Harrison

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Walden University
2018

Abstract

The Experiences of Sailors with Antiterrorism Force Protection Training at Off-

Installation Sites

by

Jessica L. Harrison

MEd, University of Nevada Las Vegas, 2014

BA, Columbia College, 2012

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Education

Walden University

February 2018

Abstract

Enhancing antiterrorism force protection (ATFP) training at off-installation sites to allow employees to survive a life threatening situation is a necessity after recent events at such military installations. However, little is known about how service members perceive their current ATFP training experiences and how those experiences impact their self-confidence for responding to a threat. The purpose of this qualitative study was to explore how current training experiences impact confidence levels in learning basic security fundamentals to respond to a threat, as well as possible training changes that might improve confidence levels. This study used social constructivism, andragogy theory, heutagogy, and problem-based learning as the conceptual frameworks. Participants were 15 sailors from 5 off-site locations. Data sources were semistructured interviews. Data were analyzed using provisional and open coding strategies to identify themes of supports and barriers to learning ATFP concepts. Results indicated that existing instruction resulted in sailors engaging in supplemental self-training activities to reach what they believed were strong preparedness levels. They also indicated that instruction that emphasizes authentic adult education practices such as learner-center instruction and hands-on drills under the framework of problem-based learning and heutagogy were necessary to increase self-reported levels of confidence in responding to a threat. This study impacts positive social change by providing guidelines for effective terrorist and threat preparedness instruction, regardless of organization, institution, or location that can be used by administrators to improve their confidence and ability to deal with terrorist actions.

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Dedication

I dedicate this achievement to my husband Charles and my sons, Trey and Logan. Your support and encouragement inspired me every day to believe in myself and gave me purpose for doing the best that I could. I know that more than anyone, the three of you made so many sacrifices to allow me the time to follow my dreams even if that meant I couldn't be there. Your love and support has made all the difference. Thank you!

I also dedicate this work to my mentors whose guidance and leadership made all the difference in a young sailor's career. Your support and encouragement will always be with me. John, Dennis, Derek, Jim, Mike, and many others, all of you have always exemplified hard work, dedication, and commitment that I can only try and emulate. I try each day to lead and model their examples and values to my own sailors.

“You have to be burning with an idea, or a problem, or wrong that you want to right. If you are not passionate enough from the start, you'll never stick it out.”

–Steve Jobs

Acknowledgments

I would like to acknowledge the dedicated support and guidance of my committee chair and mentor, Dr. Wade Smith. Through your expert guidance and leadership, I finally found my voice and was able to adapt and overcome the obstacles that I faced during this journey. Dr. Paula Dawidowicz, your critical eye and clear vision opened my eyes to new approaches and ways to look at research while keeping me motivated to see this project through. The supportive nature of my committee pushed me beyond my comfort zone and took me to new heights as a scholar and as a researcher. My gratitude is beyond words and I thank you both for your service to this country.

Dr. Alice Eichholz and Dr. Cheryl Keen, both of you provided me support during multiple residencies and made a lasting impact on me as a scholar and encouraged me to pursue this dream. I would also like to thank the sailors who took the time to take part in this study as well as my parents and friends for their ongoing support and encouragement.

Table of Contents

List of Tables	iv
List of Figures	v
Chapter 1: Introduction to the Study.....	1
Background.....	2
Problem Statement.....	5
Purpose of the Study.....	6
Research Questions.....	7
Conceptual Framework.....	7
Nature of the Study.....	8
Definitions.....	10
Assumptions.....	14
Scope and Delimitations	15
Limitations	15
Significance.....	16
Summary	17
Chapter 2: Literature Review.....	19
Literature Search Strategy.....	20
Conceptual Framework.....	20
Literature Review.....	21
Navy Curriculum Development.....	22
Organizational Support of Learning	26

Andragogical and Heautagogical Strategies in the Military Classroom.....	28
Problem Based Learning as a Model for Curriculum Reform.....	33
Learner-Centered Education in a Military Setting.....	42
Effective Professional Development.....	45
Summary and Conclusions	46
Chapter 3: Research Method.....	49
Research Design and Rationale	50
Role of the Researcher	52
Methodology.....	53
Participant Selection	54
Instrumentation	56
Procedures for Selection and Data Collection	57
Data Analysis Plan.....	59
Issues of Trustworthiness.....	61
Ethical Considerations	62
Unclassified Information	63
Summary.....	64
Chapter 4: Results.....	65
Setting.....	66
Demographics	66
Data Collection	68
Data Analysis	70

Evidence of Trustworthiness.....	73
Results.....	76
Research Question 1	77
Research Question 2	78
Summary.....	82
Chapter 5: Discussions, Conclusions and Recommendations	84
Interpretation of the Findings.....	85
Alignment to the Literature.....	86
Limitations of the Study.....	88
Recommendations.....	89
Implications for Social Change.....	91
Conclusion	92
References.....	94
Appendix A: Interview Protocol.....	105
Appendix B: Semistructured Interview Questions and Probes.....	108
Appendix C: E-mail Invitation to Sailors	110
Appendix D: Demographic Matrix	111
Appendix E: Privacy Policy and Privacy Statement.....	112
Appendix F: Participant Review and Validation	114
Appendix G: Mapping Matrix	115

List of Tables

Table 1. Participant Demographics..... 67

Table G1. Mapping of Interview Prompts to Research Questions117

List of Figures

Figure 1. Concept map of relationships between experiences and self-confidence77

Chapter 1: Introduction to the Study

Antiterrorism force protection (ATFP) training is a more recent effort to increase knowledge and practical application for personnel working at off-installation facilities or locations that are not protected by security forces. For the Navy, the changes included the implementation of an antiterrorism program at off-installation sites outlining additional training on ATFP topics unique to off-installation activities. While the training has increased for government organizations, acts of violence are not only committed against the military. Terrorism and violent acts have evolved into a global epidemic that impacts other organizations at an international level. Understanding how military personnel assimilate training about basic security fundamentals and how their perceptions of confidence in responding to a threat is impacted by the training is critical to deepening scholarship about adult learners. For the Navy, the creation of the Off-Installation AT Program resulted from the collaborative efforts of subject matter experts at varying levels. Recent training efforts reflected the most accurate understanding of using measures of effectiveness to gauge the impact of terrorist/criminal activities at off-installation facilities and the impact of ATFP curricula. The AT program focuses on strategies to promote greater situational awareness and engagement of sailors in learning immediate action responses to a threat by understanding ATFP concepts.

The Navy focuses on training at the command level that consists of both classroom and hands-on instruction in the use of force continuum, force protection, immediate action procedures, and related duties. The framework of social constructivism, andragogy, heutagogy, and problem-based learning not only addresses

the military but any organization that deals with instruction of physical security and subjected to complex decision making scenarios. Problem-based learning provided the lens to view training needs and understand the nature of impact that security-based curricula has on sailors' feelings of responding to a threat in the performance of their duties. A deeper understanding of sailors' instructional needs and the perceptions of critical thinking skills promotes social change by informing professional development to strengthen the training curriculum and delivery methods and ultimately add to the collective efficacy of the Navy, other military branches, government organizations, and nongovernment entities utilizing force protection training.

In this chapter, I present the background, problem statement, and nature of the study. Each section offers relevant information to the context of the study to address the research questions. The chapter continues with the definitions, assumptions, and scope and delimitations as well as limitations of the study. I conclude with attention to the significance of the investigation and the influence of the findings on the Navy and nongovernment organizations.

Background

The terrorist attacks in Chattanooga, Tennessee that killed several service members (Sgueglia, 2015) brought about a chain reaction to create programs to allow military personnel to regain feelings of safety and implement training to enable personnel to present a heightened security posture. Wang and Li (2017) recognized that fear and anxiety affect employee job performance, which can affect the collective self-efficacy of organizations. Realizing that people who are placed in off-installation facilities were

unable to defend themselves from potential future terrorist attacks, steps were put in place to adjust the AT curricula. This program was built to make trainees more aware of internal and external threats. By capturing the voices of sailors, senior leadership can determine if the training is having a negative or positive impact as well as how the perceptions of the training is impacting sailors' confidence in responding to a real world threat.

To understand the status of military education it is important to understand where it started. Persyn and Polson (2012) noted several challenges that face the military educational system. The primary challenge is that there are instructors that have strong content knowledge, but they lack formal teaching experience. For example, many of the subject matter experts that are instructing the ATFP curriculum are trained in aspects of physical security but not in formal instructor training. In a more positive area, the instructors have a strong understanding of their role as subject matter experts and its importance. From an evaluation stand point, the military faces an alarming lack of quality assessments (Persyn & Polson, 2012). To implement necessary changes, instructors must have understanding within the ATFP realm and a foundation of authentic adult education practices. Combining program knowledge and traditional adult educational practices, instructors will be able to create connection between military and adult education across the disciplines found within the ATFP community.

Current reform efforts to improve AT awareness off-installation involve the following principles:

1. Off-installation facilities are inherently vulnerable to terrorist activities.

2. Developing ATFP programs will lead to increased AT awareness and incident response and reporting.
3. Reform efforts should result in increased situational awareness not just for sailors' personal perceptions but the increase in knowledge on how to increase security posture to project a hardened target that will discourage terrorist and criminal activity.

Employing effective andragogical strategies could be useful in relaying information to personnel. Observing the concept of buy-in, several assumptions within andragogical theory could be applied to ATFP instructors (Knowles, Holton III, & Swanson, 2014). The first assumption in andragogical theory is the need to know. It is important for senior leadership to identify that instructors need to know what they can gain by learning how to use current threat data to improve student learning (Knowles et al., 2014). CIA leaders acting as facilitators can assist educators by making an “intellectual case for the value of the learning in improving the effectiveness of the learners’ performance or the quality of their lives” (Knowles et al., 2014, p. 44). Senior leadership should also be supportive of the attainment of new teaching skills (Bernhardt, 2016), which can lead to stratifying instructor’s self-concepts (Knowles et al, 2014).

Another core assumption in andragogical theory is practices surrounding experiential techniques. Collaborative inquiry feeds directly into this assumption. Knowles et al. (2014) posited that resources that best help adult learners are based on experiences of the learners that can take the form of “group discussions, simulation exercises, problem-solving activities, case methods, and laboratory methods instead of

transmittal techniques” (p. 45), which also supports a heutagogical environment (Hase, 2000). Running drills and scenarios within an organization’s respective area of responsibility to apply real world scenarios to off-installation activities is supportive of andragogical theory. In education, it is imperative to reach learners on a level that will spark motivation to learn the material that is critical to teaching ATFP concepts. Knowles et al. (2014) posited that adults are motivated by material that satisfies the innate desire to satisfy experiences and focused on mutual exploration of the subject. Tapping into the desires and experiences surrounding a topic will give sailors a reason to learn what is being taught. This will also increase the interest and enthusiasm of instructors as well. When the course is a series of collaborative activities toward a common goal, in this case being able to survive a violent act, both students and instructors will engage maximum success in the course. Other assumptions can be made regarding relevancy of applying andragogical strategies in a military setting; however, the need to know and practices surrounding experiential techniques will be the assumptions discussed throughout this study.

Problem Statement

A deeper understanding is needed to understand how experiences with ATFP training can influence sailors’ confidence in being able to respond to a real world threat. This research fills the gap of literature regarding how ATFP training is conducted to assist adult learners in recognizing threats and responding correctly as well as whether the training impacts self-perception of immediate reaction and response abilities. Previous studies indicated that traditional adult education strategies have been beneficial

in both civilian and military workplaces. This study captured sailors' experiences of ATFP training and how those experiences influenced their feelings about being able to react to a real world threat. Through this study, I examined the training aspect of the AT Program to recommend a plan for reform that could impact training at nongovernment organizations.

Purpose of the Study

Social constructivism, which outlines the building of an individual's reality through the interpretation of lived experiences and interactions, served as the research paradigm for this study. As adults go through training and learn new concepts, experiences may influence perceived abilities to react when faced with training application. The intent of this study was to explore sailors' training experiences with ATFP training and how those experiences impacted their self-reported confidence levels in responding to a threat. By conducting a qualitative interview study on sailors who are operating off-installation, where security is not maintained by a base structure, further research implications can be examined at other nongovernment organizations that are also not protected by a formal security structure. The emergent negative themes from the full sample population can be used by government and nongovernment organizations to meet the needs of those who could benefit from the training. Similarly, positive themes highlighting effective training can lead to a demand that other organizations need to review current practices for more effective antiterrorism force protection training strategies.

Research Questions

Research Question (RQ) 1: How do sailors describe their experience with ATFP curricula?

RQ2: How do sailors describe their confidence with responding to a real world threat off-installation as a result of their training?

Conceptual Framework

The conceptual framework that was used for this study is social constructivism, which outlines the building of an individual's reality through the interpretation of lived experiences and interactions. Andragogy theory as posited by Malcolm Knowles (1973) outlined the four concepts of adult learning that will provide additional framework of adult learning theory as it applies to military training. The four pillars of adult learning include (a) changes in self-concept, (b) the role of experience, (c) readiness to learn, and (d) orientation to learning (Knowles, 1973). Andragogy laid the framework for Stewart Hase's (2007) theory of heutagogy. Heutagogy emerged as an extension of andragogy theory to meet the needs of adult learners in a complex and changing world. As a form of self-directed learning, heutagogy focuses on the learner as he or she reflects on what is learning and how it is learned to develop competency and autonomy and increase the capacity of learning (Ashton & Newman, 2006; Bhoryrub, et al., 2010; Hase & Kenyon, 2000). Barrows (1980) builds upon the foundations of social constructivism, andragogy, and heutagogy theory with the use of learner-center instruction within the context of problem-based learning as means to instruct sailors on applying critical thinking skills to complex scenarios (lived experiences). Applying the above-mentioned theories to off-

installation activities allowed me to examine through semistructured interviews whether the desired learning outcomes of ATFP training benefited sailors and their confidence levels in responding to a real world threat. The research questions were designed based on the literature to stimulate discussion regarding the alignment of current training with any andragogical strategies and the perceptions of adult learners as well as the presence of a heutagogical environment, which helped to determine what impacts self-reported confidence levels in being able to respond to a threat. An in-depth explanation of these frameworks and their connections can be found in Chapter 2.

Nature of the Study

The intent of choosing a basic qualitative interview study for this research was to find information that transcends the multiple constraints on the participants. When I conducted the interviews, I determined the themes' applicability based on facts presented by the data through a social constructivist lens. The central phenomenon or key concept that was identified for this qualitative study was whether training experiences within ATFP curricula increased or decreased sailors' perceptions of confidence in responding to a real world threat. A qualitative interview design is preferred when personnel and the organization act with unique distinction, key evidence was derived from multiple entities, triangulation served best for data convergence, and conceptual framework was used to focus data collection and analysis (Yin, 2014, p. 17).

There are several sites across the nation that are not protected by security. For the purposes of my sampling strategy, I drew data from five Navy off-installation activities from a large geographical area in the United States. Furthering the diversity of my chosen

population, I selected sailors, paygrades E6 and below, who are on their second enlistment and higher to add variation to time in service. Different ratings (jobs held within the communities) and gender were taken into consideration to maximize diversity among the sailors participating in the study. By adding these variations, I succeeded in finding high quality and detailed experiences of these sailors and their experiences with ATFP training topics and their confidence in responding to threats. With this information, stakeholders can now be empowered to determine the best course of action regarding negative and positive findings across the diverse realm of personnel.

The sample size for this study was 15 interviews within the identified population because the phenomenon was the same and being conducted in the same way at each off-installation site. From the chosen off-installation facilities, I found three sailors at each site. The sample size was purposeful in that I strategically chose these variations to meet the needs of the research questions. Cutting through the noise of variation (Patton, 2015) shows readers that the themes transcend the variations and showed the heart of what sailors' attitudes and perceptions are of ATFP training. According to Cleary et al. (2015), a small number of well-selected homogeneous interviewees (with adequate exposure to or experience of the phenomenon) can produce highly relevant information for analysis. In the case of the chosen sample size, all personnel have had exposure to working in a setting that is not protected by security and have been exposed to ATFP training. The discussion of future research is strengthened by these events. By interviewing 15 sailors, I have a broad scope that captured the diversity of ratings, of rank, years of service, and gender.

Definitions

Andragogy: The scholarly approach to the learning of adults. In this connotation andragogy is the science of understanding (theory) and supporting (practice) lifelong education of adults (Knowles, 1973).

Antiterrorism (AT): Defensive measures used to reduce the vulnerability of individuals and property to terrorist acts, including limited response and containment by local military and civilian forces. As a defensive component of combating terrorism, AT stresses deterrence of terrorist incidents through preventive measures common to all commands and services (Navy,2010).

Antiterrorism (AT) program: The Navy AT program is a collective, proactive effort focused on the prevention and detection of terrorist attacks against Navy operational assets, personnel, their families, facilities, installations, and infrastructure critical to mission accomplishment, as well as the preparation to defend against and plan for the response to the consequences of terrorist incidents. Although not elements of AT, plans for terrorism consequence management preparedness and response measures, as well as plans for continuation of essential military operations, are important adjuncts to an effective AT program. The five elements of the Navy AT Program are AT risk management, planning, training and exercises, resource generation, and AT program review (Navy, 2010).

Antiterrorism force protection (ATFP) training: A threat awareness program to increase threat identification, train, and encourage personnel to remain vigilant and report

suspicious people or incidents. This program is similar in scope to the “see something, say something” campaign that is prevalent in the Navy (Navy, 2010).

Content knowledge: The body of knowledge associated within the field of AFTP that includes facts, concepts, and theories. This would include disciplinary knowledge of threat awareness, situational awareness, and use of force. Students would be expected to understand content knowledge associated with a practical application such as presentation of weapons fundamentals with practical range application (Abbott, 2014).

Deterrence: Achieved by implementing an AT program that includes projection of visible security measures; therefore, increasing security postures. Additionally, deterrence may be obtained by carefully leveraging public affairs releases (Navy, 2010).

Detection: Focused on sailors that provide sites the ability to identify and warn the potential threat away from the station with sufficient time and distance to react adequately (Navy, 2010).

Defense: Quick response and use of appropriate nonlethal measures and, as needed, deadly force to address incoming threats (Navy, 2010).

Defense in depth: The principle that off-installation AT operations are based on. Off-installation facilities do not have the capability for extensive physical security features or organic security forces to provide layered defense-in-depth. For off-installation facilities, defense in depth is based on the vigilance of station personnel for surveillance detection and early warning; physical security features for access control and ballistic protection. Response to threats rely heavily upon planning and the training and AT awareness of field personnel (Navy, 2010).

Enemy forces: A dynamic category that is continually expanding and incorporates a wide variety of potential sources, to include terrorist groups, criminal elements, and insider threats (Navy, 2010).

Force protection conditions (FPCON): There are five FPCONs in current use: NORMAL, ALPHA, BRAVO, CHARLIE, and DELTA. Each FPCON is progressive, increasing AT protective measures with each level.

1. NORMAL. These apply when a general threat of possible terrorist activity exists, but warrants only a routine security posture. These are security measures (ID checks, access controls, etc.) that are routinely used for normal base operations.
2. ALPHA. These apply when a general threat of possible terrorist activity against personnel and installations exists, the nature and extent of which is unpredictable. Circumstances do not justify full implementation of FPCON BRAVO measures; however, it may be necessary to implement certain selected measures from higher FPCONs.
3. BRAVO. These apply when an increased and more predictable threat of terrorist activity exists. The measures in this FPCON must be capable of being maintained for weeks without causing undue hardship, affecting operational capability, or aggravating relations with local authorities.
4. CHARLIE. These apply when an incident occurs, or intelligence is received indicating some form of terrorist action or targeting against personnel or

facilities is likely. Prolonged implementation of FPCON CHARLIE measures may create hardship and affect the activities of the unit and its personnel.

5. DELTA. These apply in the immediate area where a terrorist attack has occurred or when intelligence has been received that terrorist action against a specific location or person is imminent. Normally, this FPCON is declared as a localized condition. FPCON DELTA measures are not intended to be sustained for substantial periods (Navy, 2010).

Qualified navy instructors: Navy personnel who have attended the Navy Instructor Training Course and were awarded the Navy Enlisted Classification 9502. Personnel are trained in the application of principles of learning; instructional methods, strategies, and techniques; and, the effective communication, oral questioning, and presentation techniques appropriate to basic instructional advanced technical classroom and/or other learning environments. The training for Navy instructors is not always required for subject matter experts to provide training at the command level (CANTRAC, 2015).

Mitigation: Proper all-hands response of Navy personnel within a command to a real world threat (Navy, 2010).

Physical security: Physical measures designed to safeguard personnel; to prevent unauthorized access to installations, equipment, materiel, and documents; and to safeguard against espionage, sabotage, damage, and theft. Physical security involves the total spectrum of procedures, facilities, equipment, and personnel employed to provide a secure environment. The essence of physical security on Navy installations at locations

where military personnel reside and during in-transit operations involves the integration of policy, doctrine, personnel, materiel, training, intelligence, and planning (Navy, 2010).

Threat assessment: Created based on operations, official travel, or other circumstances require the development or update of a force protection plan. Antiterrorism Officers maintain close and effective liaison with local, state, and federal LE and intelligence agencies. Naval Criminal Investigative Services (NCIS) disseminates threat information potentially affecting the security of a geographical area. If a command receives, detects, or perceives threat information, the servicing NCIS component shall be promptly notified (Navy, 2010).

Vulnerability: A situation or circumstance that if left unchanged may result in the loss of life or damage to mission-essential resources. There are two categories for vulnerabilities:

1. Procedural: Vulnerabilities that result from a lack of or insufficient security procedures where resolution involves a change in tactics, techniques, and/or procedures.
2. Programmatic: Vulnerabilities that generally result from infrastructure or material deficiencies that normally require resources to resolve (Navy, 2010).

Assumptions

The assumptions that were made for the purposes of this study were that the study participants answered all questions honestly and to the best of their knowledge. Working under these assumptions allowed for exploration of training experiences and feelings of personal response abilities as it pertains to ATFP curricula.

Scope and Delimitations

The exploration was bound to the distinctive features of the target population: sailors that are located off-installation. The introduction of ATFP curricula and personnel's feelings of confidence in being able to respond to a real world threat served as focal points in understanding needed instruction that involves andragogical approaches to be more effective. The framework of social constructivism, andragogy theory, heutagogy theory, and problem-based learning not only addresses the military but any organization that deals with instruction of physical security and subjected to complex decision making scenarios. Insights from this study may be transferable to other military commands (particularly the establishment of AT training for other branches) and nongovernment organizations that are teaching security fundamentals due to surges in violent acts across the globe.

Limitations

The study was limited to the constraints of the population examined. Replicable application beyond the sample population was limited to organizations that experience terrorist threats or give security training. This study was also limited to responses to the off-installation AT training in a limited population. Specific lessons and training topics are a limiting factor in that the training topics are for official use only. Previous experience could create bias among the participants and was addressed with follow up questions within the interviews. Additionally, no personnel that fell under a direct chain of command of the interviewer participated to mitigate any perceived abuse of power, which served as a limitation because those potential participants were not asked to

participate in the study. The literature review is structured and results are discussed in a way to mitigate the limitations so that the research can be applied to a more general population.

Significance

The most recent spate of brutal terrorist attacks in Nice, Bangladesh, Baghdad, Istanbul, and Orlando highlight the need for a more global concerted effort to gather and share lessons from these events (Goralnick, 2017). Because violence is a global epidemic, the social change implications of instructing adults effectively to respond to a threat not only impacts military organizations but any person who could be faced with the challenge of responding to a threat. With this concept in mind, this study can affect individuals, communities, organizations, and possibly international impacts. How adults comprehend and evaluate the training given by an ATFP team and their perceptions of how confident they are in responding to a real world threat are critical to comprehending the integration of problem-based learning, andragogical, and heutagogical strategies with the instruction of security fundamentals.

To teach adults how to respond to threats, I believe that it is important to show organizations how adults are impacted by ATFP training and how they perceive their ability to respond in the event of a real world threat or potentially life threatening situation. Emergent negative themes that were suffused across the full spectrum of personnel can be used by educators to shift the direction of the curricula to meet the needs of those who are supposed to benefit from the training. Similarly, positive themes

can be received by educators to let them know what they need to continue doing or develop further.

Summary

In this chapter, I provided an introduction and context for the study through a discussion of current issues that the military is facing while trying to integrate traditional adult education concepts to training and the impacts ATFP training has on adult learners. Current terrorism trends and training reforms in the military represent a change in how personnel identify threats and respond based on their ATFP training. Current instructors may not have the educational background in andragogical strategies to facilitate instruction to organization members based on lack of formal teaching experience and fundamental security knowledge.

The purpose of this qualitative interview study was to understand the perceptions of sailors toward the AT program and knowledge in relation to content knowledge and application of learned concepts. The conceptual framework of social constructivism provided the lens to view these needs and understand the nature of impact that the ATFP curriculum is having on sailors at off-installation sites. A deeper understanding of sailors' instructional needs viewed through the lenses of andragogy theory, heutagogy theory, and problem-based learning promotes social change by informing professional development to strengthen the ATFP curriculum and delivery methods, and this understanding ultimately adds to the collective efficacy of organizations impacted by terrorist threats or personnel who face a threat to their lives.

Chapter 2 provides a detailed examination of current work within the field, exploring learner-centered curriculums, problem-based learning, and the student learning of ATFP concepts. Contrasting approaches and goals provide insight into the emerging areas of research within adult learning and give attention to the challenges associated with identifying and meeting the needs of facilitating ATFP training to adult learners.

Chapter 2: Literature Review

A deeper understanding is needed on how experiences with ATFP training can influence sailors' confidence in being able to respond to a real world threat. The literature review in this chapter shows that there is a lack of literature regarding how ATFP training is conducted to assist adult learners in recognizing threats and responding correctly and whether the training impacts self-perception of immediate reaction and response abilities. The intent of this study was to explore sailors' training experiences with ATFP training and how those experiences impacted their self-reported confidence levels in responding to a threat. By conducting a qualitative interview study on sailors that are operating off-installation, where security is not maintained by a base structure, further research implications can be examined at other nongovernment organizations that are also not protected by a formal security structure. Emergent negative themes that were suffused across the full spectrum of the sample population can be used by government and nongovernment organizations to meet the needs of those who could benefit from the training backed by the literature in the field. Similarly, positive themes could demand that other organizations need to review current practices for more effective antiterrorism force protection training strategies from andragogical and heutagogical practices under the problem-based learning framework.

The studies discussed in this chapter indicate that traditional adult education strategies are beneficial in both civilian and military workplaces as well as how professional development can influence practice and the training development in the

Navy. In this chapter, I also discuss the literature research strategies used to inform this research and further developed the conceptual framework of this study.

Literature Search Strategy

Key search terms were identified to focus the literature review. Descriptors such as *physical security training, military education, military training and development, andragogical strategies for the military, heutagogy, military program development, social constructivism, problem-based learning, learner-centered learning, terrorist attack trends* and *mission readiness* were used to review the libraries at Walden University and local instruction databases. They were also used in search engines such as Google scholar and databases including ERIC and EBSCO. Extensive searches to identify instructional needs within the ATFP realm or security development in off-installation and on-installation sites yielded no studies that address perceptions of security training and confidence levels, thus identifying a gap in the literature.

Conceptual Framework

Frameworks are helpful in focusing a study but are not all-inclusive in providing a description of the entirety of a phenomenon (Maxwell, 2012a, 2012b; Ravitch & Riggan, 2011). Social constructivism is an epistemological paradigm used by social researchers to define the meaning of the shared experiences of a group of people and their meaning to conceptual reality (Rubin & Rubin, 2012). Participants build shared meaning through a shared social process of experiences and training (Onuf, 2013). Because reality is the perception of a shared group or personal experience (Rubin & Rubin, 2012), change can develop new reform opportunities. Constructivism is used extensively in traditional

education literature, which lends support for the practice of using learning theory in military training.

It is evident from the literature that social constructivism dominates the building of the social context of learning. Therefore, constructivist research also informs the educators and students about constructs used in training. Under the andragogical and heutagogical theories of learning, the shared need for survival impacts learning and can lead to change. Social constructivism frames the understanding of things such as training in a dynamic military environment, which can only be ascertained by the in-depth discussion of those who have lived through the experience and the analysis of those descriptions in literature. Social constructivism is applicable to all social relation (Onuf, 2013). Training and personnel applications are social relations phenomena and allow future research to record and interpret changes in the meaning of training

Literature Review

In this literature review of evidenced based findings from peer reviewed journals, I examine variables that have an impact upon the successful implementation of a curriculum in a military setting such as the curriculum outlined in local AT programs. Studies within the previous 5 years outline the current state of military education about personnel receiving the training and the instructors implementing instructional strategies in the classroom (Aaberg & Thompson, 2012; Britt, Adler, & Castro, 2006; Persyn & Polson, 2012). Influences on the integration of ATFP in problem-based learning constructs are also contemplated regarding the feasibility of an ATFP training program. Factors including strategies to enhance training for military personnel and integrating

traditional andragogical strategies in the military provide an educational framework from which identifying sailors' perceptions of threat awareness and safety can be analyzed.

The organization of this literature review follows a format that outlines the current state of scholarship in the following areas: (a) Navy curriculum development, (b) organizational endorsements of learning, (c) andragogical and heutagogical strategies in the military classroom, (d) problem-based learning, (e) learner-centered education in the military, and (f) effective professional development. I evaluate the studies and assess the key themes within the disciplines. I also identify and present relevant findings, including the existing circumstances of variables that have an impact upon service members' learning within the arena of ATEP.

Navy Curriculum Development

The curriculum development process is important to the Navy. Curriculum developers are responsible for the formation of the enabling objectives and terminal objectives that are then given to instructors in the form of learning objectives that are all disseminated to field instructors. These objectives do not vary, and the two development approaches the Navy uses for curriculum development are personal performance profile and task-based curricula. The curriculum maintenance is done by the field instructors who are actively teaching the courses. The purpose of this maintenance is to evaluate how curriculum guides instruction and assessment and how taught curriculum can impact the official curriculum through communication and evaluation. The ebb and flow of feedback from curriculum developers and the instructors are key to the Navy being able to maintain a large operational force of trained sailors.

The mission of the Navy Instructor Training Course (NITC) is to “present knowledge factors and background information on the theory and techniques of Navy classroom instruction” (Department of the Navy, 2009, p. v). The targeted community of this course are sailors, both enlisted and commissioned, who attend the Navy’s formal Instructor Training Course and become instructors in a school environment or at their commands. The goals and outcomes of NITC are to have attendees reflect the philosophical principles underlying Naval Education Training Command (NETC) policy for curriculum, instruction, and evaluation and provide procedures for executing NETC’s policies.

According to the curriculum, the primary purpose of NITC is to provide graduates the training so that they can provide operational forces instructors that “can maintain a high degree of Fleet readiness. Several offices coordinate with each other to plan for training and to determine the purposes of training within various commands. These offices are: Chief of Naval Operations (CNO); Commander, U.S. Fleet Forces Command (CUSFF); System Commands (SYSCOMS); Navy Enterprises Type Commander (TYCOM); Marine Corps Combat Development Command (MCCDC); Naval Education and Training Command (NETC); and Commander, Navy Reserve Forces Command (COMNAVRESFOR)” (Department of the Navy, 2009, p. 1).

The official published curriculum of NITC is the application of principles of learning; instructional methods, strategies, and techniques; and the effective communication, oral questioning, and presentation techniques appropriate to basic instructional advanced technical classroom and/or other learning environments

(CANTRAC, 2015). Specifics of the course curriculum are not available to non-DOD personnel; however, the hidden curriculum is one that is important to address. The hidden curriculum that is found in NITC is leadership development. Not only are sailors learning how to be effective instructors, but they are learning how to gain confidence in their role as a subject matter expert, which translates as higher ranks are achieved. The recommendation to attend this school is based on the individual sailor's chain of command and is not a decision taken lightly.

Every sailor is responsible for promoting diversity within an educational setting. According to the Department of the Navy Diversity Statement (2017), a critical strategic imperative is the "promise to cultivate an inclusive culture that accelerates opportunities to empower each individual's maximum impact, encourages innovation and collaboration, enhances developmental opportunities, and retains the best talent to enable uniformed and civilian personnel to contribute to their full potential" (Department of the Navy, 2017). The role of the instructor in the classroom is critical to this culture of diversity. Instructors must fully commit to the understanding and proactive nature of diversity in the Navy in such a way that promotes the adherence to the Navy's Core Values of Honor, Courage and Commitment. According to the Department of the Navy (2009), the role of an instructor puts sailors in the position to see students who are experiencing conflict in this domain and help solve conflict while setting a good example and promoting a healthy learning environment.

As with any course in the Navy, NITC is influenced by diplomacy, information, military, and economics (DIME). The DIME model is a way to categorize the power and

influence of a state. Training is used to enforce diplomacy to solve problems or to build relations with another country. Disseminating information to support the other categories of DIME and to control incoming and outgoing intelligence is another training aspect. Economic power is a driving force of any state's power and influence as well as their military strength (Kern, 2007). The DIME concept addresses many of the sociopolitical, sociocultural, and economic influences that impact the military at the higher command levels and is evident at the education and training levels as well. As the various landscapes in the world shift, so does the curriculum to meet the demands placed on the military. The official curriculum is also used for the training and education of sailors to predicted changes in the world, economic, social, political, and military systems.

The influences that are the most challenging to address are the continuously changing social climate and the creation of curriculum to keep service members up to date. When information comes fast to personnel, they tend to lose sight of what the end goal is, which is being prepared as a mobilization ready asset. To combat this dilemma, I researched the expectancy theory of motivation, which is applicable to the individual serve member as they go through the required physical and mental training. This theory is a model of behavioral choice, or why people will choose one way over another (Kominis and Emmanuel, 2007). The expectancy theory of motivation does not address the actual motivation that prompts someone to act but rather how their decisions get them to their end goal (Kominis & Emmanuel, 2007). Focusing on the decision making process on an individual level would be beneficial to keeping service members concentration on the goal of serving their country and coming home safely. I believe that the individuals make

up the team so focusing on the tree rather than forest is key in military curriculum development.

Organizational Support of Learning

The context of organization is a group of individuals who work together as a part of a common mission and support each other to realize organizational success. (Schermerhorn, Hunt, Osborn, & Uhl-bien, 2010). All organizations are open systems, meaning that all personnel are dependent on the environment and interaction with others in the organization (Burke, 2011). This interdependence operates from the constant throughput of inputs and outputs that together constitute the organization's purpose (Burke, 2011).

Organizational support of learning can be viewed through the lens of learner leadership. Knowing the people, knowing the mission, knowing how to develop personnel past their own self-imposed limitations are components to leadership require continuous learning. Leaders who learn know how "beneficial and broadening learning is for everyone, they work to create mechanisms, structures, strategies, and opportunities to support individual and communal learning" (Brookfield et al., 2008, p. 5). Passing on the understanding and cultivating the desire to continue learning is a very powerful tool to create the next generation of leaders.

In the Navy, leaders must know how their teams are working to accomplish the missions of the command. Department Leading Chief Petty Officers keep lines of communication open at all levels, letting others and their team members know the value they provide in getting the mission accomplished. Brookfield and Preskil's (2008)

concept of developmental leadership is a practiced leadership style Navy-wide:

“Developmental leadership targets the silenced and overlooked members of communities, to help them find their voice and take a more active role in shaping their individual and collective destinies” (p. 7). Navy leaders are adept at gaining sailors’ buy-in. Sailors need to believe that their work is not menial and is an important part of the mission.

Aspects of transforming leadership are also practiced in the Navy. Transforming leadership produces a climate in which followers are constantly becoming leaders by the ideas they put forward, the actions they take, and the learning they engage in (Brookfield & Preskil, 2008). The Chief’s Mess actively mentors junior personnel to cultivate new ideas that will showcase emerging leaders. Identifying leaders in training is common practice.

Learning leadership is not just implementing programs. To apply this model, the entire command must commit to practice learning and act on knowledge. Learner leaders enables personnel to value experiences and cultivate a “desire to explore new areas of knowledge and practice; readiness to critique, revise, and sometimes even abandon past assumptions in light of new events or insights; and concern for the learning of members as the most important purpose of an organization” (Northouse, 2016, p. 14). To begin implementing a learner leader model, senior leadership in the Navy need to come together and model their own commitment to and practice of learning (Northouse, 2016). Leadership meetings are the most opportune times to collaborate about learner leadership and the impacts the model can have on practice and training to support learning.

Leadership and instructors can share their success stories and practices with junior enlisted to inundate the process within the entire organization.

Andragogical and Heutagogical Strategies in the Military Classroom

Education for the military primary mission is to engage adult learners in development toward their personal betterment and to achieve the goals of the organization. The investment in education means more than any other assets, because if human potential is not reached then no other assets can reach their full potential (Zacharakis & Van der Werff, 2012). Another important key to the military education system is the importance of double loop learning and critical thinking. Ensuring that they are a part of the classroom/workplace culture is more widely accepted now that military is integrating more concepts from traditional adult education.

The focus of andragogy and heutagogy is that the learner decides and organizes all aspects of the learning to fit individual needs (Knowles, 1975; Hase, 2007). The concepts of learner-centered instruction and self-directed learning go back to the ancient Greeks who used the words “autodidaktikos, from autós meaning self, and didaktikos meaning teaching. The modern equivalent is autodidactic, or self-taught” (Haworth, 2016, p.1). Malcolm Knowles (1975), who pioneered andragogy and laid the framework for Stewart Hase’s (2007) heutagogy, refers to instructors and peers as helpers. Heutagogy emerged as an extension of andragogy theory to meet the needs of adult learners in a complex and changing world. As a form of self-directed learning, heutagogy focuses on the learner as he or she reflects on what is learning and how it is learned to develop competency, autonomy and increase the capacity of learning (Ashton &

Newman, 2006; Bhoryrub, et al, 2010; Hase & Kenyon, 2000). Knowles (1978) defined andragogy as specific to adult learning and the learning objectives present in training need to focus on the four pillars of adult learning which include relevancy, problem solving, orientation to learning and learning motivation. A key attribute of andragogy is self-directed learning, defined by Knowles (1975) as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (p. 18).” Hase (2007) credits the experiences of adults are the main motivation that prompts adults to engaged in self-directed learning. Bhoyrub, Hurley, Neilson, Ramsay, and Smith (2010, p. 324) stated that:

learners are seen as only facilitated toward learning, rather than being directly taught. This facilitation reduces the opportunity for the learner to experience being under threat, subsequently allowing a relaxation of ego boundaries and hence being more open to learning. Effective learning environments can consequently be seen as those that minimize threat to the self and that promote differentiated perception of experience

The goal of heutagogy is for the student to want to discuss and learn more with other students (Hase, 2007). Canning and Callan (2010) conducted research on three universities in the UK that reported that the heutagogical approach “supports learner control of learning, collaborative reflection, learner’s self-perception and professional development, and critical thinking and reflection. Reflective practice was found to help

learners gain more control over learning, as well as comprehend and apply what they have learned in practical situations” (Blaschke, 2012, p.4). As service members progress through their careers and experience different types of scenarios and threats, the opportunity exists for discussion and reflection. At off installation sites, reflecting on learning experiences and relating these experiences to professional practice can keep Sailors “motivated to learn, to connect with other learners, and to continue with the reflective process (Canning & Callan, 2010; Canning, 2010). In the research conducted by Canning and Callan (2010), “learners demonstrated both competency and capability through self-awareness, articulation of “feelings, experiences, and ideas,” engagement in group discussion, self-directed investigation in developing independent ideas, and self-confidence” (Canning & Callan, 2010, p. 80).

Using andragogical strategies in military training has gained an increase in scholarly discussion (Zacharakis & Van der Werff, 2012). There is a need to address training programs in the military to incorporate a more collaborative learning environment to provide more critical thinkers to the leadership ranks. In doing so, the military will see positive strides to positive organizational development. Linking important theorists such as Bandura, Dewey, Senge, and Vygotsky all link back to the underpinnings of problem-based learning as an effective option for military classroom and performance based training (Zacharakis & Van der Werff, 2012) By providing evidenced-based research in implementing problem-based learning in a military environment, further research will improve military education and collaborative learning strategies that could survive in a military environment. For my own research, I think that

this article will be very helpful in determining the effectiveness of a training program in the Navy based on canonical educational theories.

To understand where military education is today it is important to understand where it started. Persyn and Polson (2012) noted several challenges that face the military educational system with the primary reason being that there are instructors who have the content knowledge but lack formal teaching experience. Other shortcomings of military education included learning being instructor led and heavy on power point presentations, little interaction from students and blanket lesson plans that do not cater to individuals (Persyn et al., 2012). There are also issues with distance learning not being used effectively and lack of quality assessments (Persyn et al., 2012).

The pillars of andragogy theory as posited by Knowles (1973) highlight specifics about adult learning that needs to be implemented in a military setting. The four pillars of adult learning include (1) changes in self-concept, (2) the role of experience, (3) readiness to learn, and (4) orientation to learning (Knowles, 1973) Applying andragogy theory to the classroom will allow instructors to focus on implementing strategies that will conducive to adult learning.

Earlier adult learning theories presented by canonical theorists such as John Dewey and Lev Vygotsky also spoke to the importance of educational experiences and learner-centered curriculums such as problem-based learning. Education is meant to be student-centered and not based on the traditional ideas of memorization and drill which is a noted problem with military training today (Persyn et al., 2012). Dewey (1995) leaned heavily on the richness of the educational experience to guide students into becoming

critical thinkers that moves beyond the textbook. Producing critical thinkers are key to education and can be based on experiences, not just the test scores. Dewey (1997) vehemently spoke out against traditional schools and the evils of “straight-jacket and chain-gang procedures.” (Dewey, 1997, p.61) For Dewey, traditional schools embodied everything that was wrong in education and preferred the purely progressive approach. Dewey believed that the problems that exist within education and various theories is the general failure to reconcile what worked in the past with what isn’t working in the present, it was better to remove the traditional mindset all together. As the armed services looks to an ever-changing future and evolving curriculums to address uncertain threats, experiential education and the reassessment of goals needs to be a fluid process.

Curriculum, instruction and assessment (CIA) in the military is a driving force in successful organizational development. For example, Houle (1996) noted the importance of total involvement by the organization if an adult education program is to be successful. Bringing different ideas from stakeholders on improving the military’s educational system are necessary to ensure that military evolves with modern learning theory. The military education system is different from traditional education because it caters to both military and civilian personnel. Fishback (2015), discussed the importance of educating both sides in the system in leadership and decision-making skills to better serve their organizations. Another point that Fishback (2015) posited were driving forces behind active duty personnel choosing to pursue a master’s degree and what actions and support systems are needed to assist veterans into the classroom. Increasing understanding about how service members are trained to process information means the academic community

must increase knowledge about veterans, active duty and civilians working in a military environment and how they respond in a classroom.

Military students can benefit a lot from more traditional adult education tactics in an educational environment. However, Fishback (2015) has noted that there are stereotypes of increased assistance needed for veterans rather than the average college student. “Military students possess many strengths, such as persistence and high levels of teamwork and self-discipline, which are emphasized in military training and education” (Fishback, 2015, p. 2). The article did cite several other studies, particularly a case study involving two female veterans and their transition back into a community college.

I found this article interesting because if I can look at the reasons why military students struggle in a traditional classroom setting, then I can better understand what a working curriculum could look like to better serve individual students. As the previous article mentioned, blanket instruction is an issue and this article points specifics on how individualized instruction could also be challenging for veterans. This article does not discuss specific training programs from any of the branches but gives an intriguing qualitative perspective and gives voice to some of the issues in the military education system.

Problem Based Learning as a Model for Curriculum Reform

Problem-based learning (PBL) was developed in medical education in the mid 1950's and has two fundamental postulates (Barrows, 1980). The first postulate is that learning through problem-solving is much more effective for creating knowledge that is more useful than memory-based learning (Barrows, 1980) The second postulate is that a

physician's skills are those that are problem-solving regarding their patients (Barrows, 1980). As PBL has become more common-place in other disciplines outside of the medical field, the same common theme of students being able to approach complex problems with critical thinking stays constant.

Problem-based learning is based on the theoretical framework of constructivism. The three primary propositions of constructivist learning according to Savery et al. (1995) are based on interaction with the environment, cognitive conflict and social negotiation and evaluation of understanding. To execute learning in a problem-based learner setting, learners must be able to understand what is going on around them and be stimulated by not understanding a concept which motivates them to acquire new knowledge (Savery et al., 1995).

Problem-based learning can be defined as an instructional method in which students learn through facilitated problem-solving on concepts that are complex and do not always have a correct answer (English, 2013). The problem-based learning approach focuses on engaging students as researchers. As researchers, students are prompted to ask questions, to investigate the unknown, collect data and apply the knowledge to complex situations (English, 2013).

The instructional goals of PBL can differ across the disciplines but will loosely base around five major outcome goals. The goals are students acquiring flexible knowledge, effective problem-solving skills, effective self-directed learning skills, effective collaborative skills and intrinsic motivation (Hmelo-Silver et al., 2012). In a PBL classroom setting the development of metacognitive skills require students to

understand the type of instruction that they have received and why students are struggling to master the objectives (Hmelo-Silver et al., 2012). Facilitators should focus on students finding their own intrinsic motivation to become life-long learners. John Dewey (1997) also had a unique perspective about public education having a degree of freedom. Since he believed the purpose of public education was growth through experience, he addressed the critical component of the nature of freedom in *Experience and Education*. According to him, traditional schools believed that lining desks up and forcing students to be still was paramount to classroom management by Dewey disagreed in that a degree of outward and internal movement is necessary for a conducive learning environment.

Current studies in problem-based learning. Several current studies in problem-based learning have yielded successful results regarding implementing problem-based curriculum and increased student performance. Choi et al. (2014), conducted a study with two separate test groups, one being in a traditional lecture-based curriculum and one cohort in a PBL based curriculum. Using a quasi-experimental method non-equivalent pretest-posttest design Choi et al. (2014) found that critical thinking was positively associated with problem-solving and self-directed learning ($r = .71$, and $r = .50$, respectively, $p < .001$); problem-solving was positively associated with self-directed learning ($r = .75$, $p < .001$). The researchers also found that students that were paced through a PBL curriculum experienced improvement in all critical thinking, problem-solving, and self-directed learning abilities. Those students that experienced the teacher-centered curriculum showed a decline in their posttests for problem-solving and self-directed learning but stayed consistent with PBL learners in critical thinking.

The US Department of Education funded a study called “Project Insights” to see if educators were able to identify previously undetected academic potential using a PBL curriculum. For the study, two PBL-based curriculums were taught to 271 6th grade students in 13 classrooms. After units were taught, teachers identified students who showed high academic achievement and then compared those numbers to those who were previously identified as gifted students. Measures included standardized achievement test scores, teacher ratings of students’ engagement in PBL, and independent ratings of students’ performance on specific PBL assignments (Gallagher et al., 2013). Results of the study indicated that identification of academically talented were significantly higher in the PBL-based classroom versus the traditional classroom. The number of students identified were nearly two times the number of traditionally identified gifted students.

Martyn et al. (2014) conducted a study that explored relationships between student’s experiences and perceptions of a learning environment while attending PBL-based classes through the lens of critical thinking skill readiness. The results of the study showed that the experiential data, through hierarchical linear modelling, showed that the PBL approach to teaching influenced the approaches to learning students adopt and increased their critical thinking skill readiness.

Another study conducted by Ferreira et al. (2012), looked at students within a science classroom and their perceptions of their learning environment and their attitudes towards the subject and their own problem-solving skills. The study surveyed 48 students in 3 high school chemistry classes where the researcher collected data in the form of journal entries, observations and surveys. The data indicated that there was a “significant

increase” in student’s positive attitudes towards science, problem-solving and their environment. The researchers also noted that the student’s felt more of a sense of community within the classroom (Ferreira, 2012).

As technology has advanced, studies have been conducted on how to implement PBL with integrated technological features have been explored. The article titled *Enabling problem based learning through web 2.0 technologies: PBL 2.0*, explores the effectiveness of facilitating e-learning using PBL as the main pedagogical strategy. Using the internet can assist educators by using social networking and other platforms to have students engage in collaboration and explore the self-initiation of learning. Tambouris et al. (2012) discussed the theoretical underpinnings of PBL, an example of a useable learning platform to support a PBL curriculum and then applied the curriculum to the university students in the form of a pilot course. The surveys that the students took after the course was completed indicated that students were satisfied with the information presented.

Curriculum Reform

Curriculum reform has been a widely discussed topic with academia over the last century. Critics of reform have noted that reform often takes the form of backward and forward movements leading to the quality of education remaining the same (Kliebard, 2002). This phenomenon, known as the pendulum swing, has frustrated many who attempt to implement educational reform. The current state of educational reform has taken the shape of identifying achievement standards and following with high-stakes testing which satisfy the innate desire to provide accountability (Kliebard, 2002).

Determining the need for curriculum reform in an organization should be based on individual and program assessment. A proposed assessment approach is the infusion of the Kirkpatrick individual evaluation program and the Stufflebeam program evaluation model. By looking at a military curriculum based on the two models, a better evaluative analysis can be completed over curricula impact on the organization (Aaeberg et al., 2015). The CIPP model includes four stages of context evaluation, input evaluation, process or formative evaluation, and product evaluation. Kirkpatrick's individual assessment model is based on student's reactions, learning, behaviors and results (Aaeberg et al., 2015).

W. Edwards Deming outlined 14 principles that are relevant to military organizations looking to establish optimum positions to implement reform (Macht, 2016).

The 14 principles include:

1. Communicate mission and visions with all personnel
2. Adapt to new philosophies that can evolve with change
3. Build quality into a product throughout production
4. Cultivate loyalty and trust within the organization
5. Always strive to improve quality and productivity
6. On the job training should be continuous
7. Leadership development should be taught at all levels.
8. A fear laden environment is counter-productive. Create a welcoming work environment based on trust.
9. Work to decrease workplace conflicts.

10. Eliminate exhortations for the work force; instead, focus on the system and morale. Use of leadership methods should be used more than workplace quotas for production.
11. Educate employees on processes and improvement.
12. Remove barriers that rob people of pride of workmanship
13. Provide educational opportunities about self-improvement programs
14. Include everyone in the company to accomplish the transformation.

Communicating and implementing the principles outlined above allow for educational programs to be implemented in a positive work environment and ensure buy-in from personnel. At the center of implementing new curricula and curricula reform is continuous quality improvement (CQI) to maintain sustainability. In education, the “Deming Wheel” outlines the interrelationships of continuous planning, doing, checking, acting and starting the process over again (Downey, 2000). Planning consists on collaboration and the collection of information and experiential data. Once a gap is identified, “doing” is the implementation of the improved processes (Downey, 2000). The next step, “checking” is determining whether the process improvement is meeting the needs of all stakeholders by using both quantitative and qualitative means. The final steps, acting and starting over, is re-visiting the processes and starting over for refinement (Downey, 2000). Improving and implementing new curriculum or instructional strategies is a continuous and dynamic process. By taking a more business-like approach to improving the Navy’s curriculum process, the CQI process can assist in realizing curricula that promotes self-paced learning, any time / any place learning and reduced

operational costs. Deming's Wheel can assist with curriculum reform and evaluation of PBL since the end-goal is self-paced and self-motivated learners that can respond in a dynamic environment.

Research shows that curriculum coherence perceived by stakeholders is integral to the success of curriculum reform. Another success indicator for curriculum reform is how the reform is implemented. According to Pietarinen (2017) "implementing curriculum reform always entails translation of the new ideas into new educational practices, which involves complex sense-making processes from those involved" (p. 1). Combining implementations strategies with curriculum coherence impacts the success of reform and sustains development.

Curriculum mapping can greatly help with what Veltri et al. (2011) refers to as curriculum coherence. Curriculum coherence involves the proper sequencing of lessons so that students advance in their learning and skill development. Curriculum mapping allows internal and external stakeholders to see the degree of consistency between faculty and student expectations of teaching and learning (Veltri et al., 2011). Curriculum mapping is also dependent upon a communication loop that exists between students and instructors.

Like the military, many universities have used curriculum reform to make their organizations stand out and remain fluid with a volatile future in mind. Curriculum reforms for an organization also must deal with past issues of the organization and may have to look at low command participation rates, low retention numbers and marginal pass rates (Shay, 2015). Coupling the issues of past curriculums and the uncertainty of

future environmental factors, military curriculum developers must work together with policy makers to address both and to determine the best course of action for the future.

The ATFP curriculum is loosely based around a pre-established curriculum that can be adjusted depending on the mission type of the command or training materials available. Consensus maps are maps that target “those specific areas in each discipline that are to be addressed with flexibility in a school or a district” (Hall, 2007, p. 25). This means that consensus maps are a type of curriculum mapping therefore can take individual instructor’s feedback based on the type command in a certain geographical region and incorporating feedback to further perfect the current curriculum into an effective curriculum.

Scope and sequence curricula is an important concept to apply to ATFP training. Scope refers to the ways in which the content of various units taught in the curriculum are fashioned. Sequence refers to the order in which these units are taught (Edigar, 1990). The scope of a curriculum can relate to the perceptions of students. According to Edigar (1990) interests may be determined by:

1. Discussing with trainees which units of study they are most interested in pursuing and what areas are lacking instruction.
2. Scenario-based training may be developed cooperatively with students and instructors in the form of consensus maps.

It is important for students to understand the purpose of sequential training. For example, Sailors who work within security assignments first attend Security Reaction Force (SRF) Basic and then move to SRF Advanced. Basic elements of watch standing, defensive

tactics, team movements and weapons training are taught in the classroom with students taking written and performance-based assessments. When Sailors are chosen to attend the advanced SRF course, mastery of previous units are critical to participate successfully in the next phase of training. As with the fundamental under-pinning's of andragogy theory, learner-centered curriculum, and problem-based learning; learners must be able to attach meaning pertaining to what is being studied within a curriculum's scope and sequence. Observing the student's expanding environment is a useful approach in planning sequence in units of study within the SRF curricula.

Environmental influences have a Social change and reform go together most of the time. If there is turmoil in society, then society will look to the next generation to “fix” the problem, leading to public education reform. One of the largest barriers to reform, is when the reform is not easily adaptable by individual school and teachers. Since no school has a “clean slate” it is impossible to force schools to move past their pedagogical speed limits do the fact that they must deal with what was previously existing in their schools prior to the reform. (Tyack and Cuban, 1995) Another barrier that impedes change and reform is when it differs from the ideals regarding the grammar of school and violates the concepts of institutional conservatism. “Reforms that were structural add-ons generally did not disturb the standard operating procedures of schools and this non-interference enhanced their chances of lasting (Tyack and Cuban, 1995)

Learner-Centered Education in a Military Setting

The article *Applying Learner-Centered Principles to Teaching Human Behavior in the Social Environment in a Baccalaureate Program* (2013), discussed a proposal to

move towards a learner-centered curriculum so students could better meet the academic challenges presented in a class titled Human Behavior in a Social Environment. The driving force behind the change is the observation that educators need to shift from the concept of students being taught to students are learning. Another shift in the dynamics of a classroom is encouraging learners to move from passive learning to actively engaging in meaningful learning activities that enhances problem-solving skills.

Applying Learner-Centered Principles and Strategies from Face to Face Instruction to a Hybrid Course Learning Format (2012), moves from background and reasons to use of learner centered curriculum to using it in an adult education format. According to McDonough (2012), when adult learners are interested in learning the educational culture must adjust to create previous knowledge links and spark intrinsic and extrinsic motivation. On top of creating a learner centered curriculum, educators must be able to provide differentiated instruction in online environment to included threaded discussions, media, and personal interaction (McDonough, 2012). While the role of assessment was downplayed in the article, assessment was still discussed as a means of feedback.

Adopting a learner-centered curriculum in the military will come with challenges that are inherent to a system that has not changed much over the years. The adaptive leadership framework developed by Ronald Heifetz, Alexander Grashow, and Marty Linsky provides valuable strategies for curriculum developers starting with diagnosing the problems (Wolf, 2015). Prior to suggesting curricula changes to stakeholders, it is important for leaders in CIA to diagnose the problems with the current curriculum based

on evidence to allow for buy-in. Leaders need to step into the classroom and see how the curriculum is affecting those that are currently operating in the field and be willing to experiment to make the organization more conducive to change. As with any change process risk must be identified and decisions made based on whether the risks outweigh the benefits.

The beginning of a Sailor's career starts at boot camp. Educational strategies include showing, explaining, and modeling and then have the Sailor perform the skill. As history shows, a widely used learning theory called Skinner's Operant Conditioning Theory, is used for supporting instructional strategies. Skinner's (1950) theory is based on the idea of rewards and punishments shaping human behavior. The concept in operant conditioning is a simple one to grasp. As parents we praise our children when they do the right thing, and scold them when they are not. The child's response and desire for positive stimulus will shape their decision to engage in future behavior. Continuing that training will reinforce the concepts trying to be taught. This same context is used when Sailors go through basic training. Undesirable behavior is expected and through rewards (phone calls home) and punishments (physical training, extra watches etc...) positive supporting behaviors will begin to occur more often. To advance the training foundations given to Sailors at basic training moving beyond operant conditioning into problem-based learning is essential.

Implementing a learner-centered curriculum in the military required a link between the concept of change and the personnel working in the field and the formal school houses (Defise, 2013). As personnel are identified to fill billets within the military,

trainees are sent to formal schools or attend training given at local commands under qualified instructors. Training instructors and empowering them to find area of improvement in the curriculum and giving a carefully tracked vehicle to suggest reform is critical. Simply calling the school house and filing complaints from field situations is not officially tracked or organized to analyze trends to spur reform needs.

The first article gave a well-researched perspective on how to gain stakeholder support in moving to a learner-based curriculum. Without garnering support for the shift in curriculum, reform cannot be implemented, and educators are left wondering why. I also learned more about a learner-centered curriculum in an adult learning format which is applicable to my field as an instructor and the importance of valuing learners as stakeholders in the system. To understand how to implement learner centered curriculum, CIA leaders also need to be able to understand what barriers could impact the proposed reform. A student needs assessment in a military classroom can be useful in understanding the target audience. The point of learner-centered curriculums is to shift from making sure students are taught to making sure students are learning. If that is true, then taking the step to understand HOW the student learns is paramount.

Effective Professional Development

To realize the full potential of the command and to meet all mission and force protection goals, education and training are often at the forefront of organizational development. Changes in threat conditions, technology and community agendas can send current training into the obsolete category before Sailors even get to their commands. Understanding what the Sailors needs, gives a learning-centered organization the ability

to fully understand these requirements and translate them into appropriate curricula and developmental experiences. (NIST, 2011) Training needs to be based on the needs of the Sailors, stress their advancement, learning and achievement concerns and fulfill the mission requirements of the various commands. Effective professional development can mitigate the anticipation of change in the community and threat conditions. Education and training allows for differentiated instruction to ensure that all personnel understand how the fluidity of threats work and how threat changes can be analyzed quickly, and appropriate actions taken. In this context, a learning outcome is to be able to predict to the degree possible future threats and concerns of the commands.

Assessment is based on the ability of the command to have force protection value in addition to planned defensive measures such as controlled entry, window obscuration and bullet resistant barriers. The measurement, analysis and knowledge management of the ATFP side of the command is to minimize risk in implementation, discover unknown barriers and unintended consequences, validate ATFP assumptions, and to refine policy, plans and procedures. Gaining support from stakeholders through force demonstrations that can verify the value of armed physical security and possibly deter attacks.

Summary and Conclusions

Calls for implementing a more effective training model for military training from leadership have been made across the military (Aaberg & Thompson, 2012; Britt, Adler & Castro, 2006; Persyn & Polson, 2012). As the shifting dynamics of the world mandate a more dynamic instruction of security fundamentals, there is an increasing dependency on teaching Sailors how to apply problem-solving skills to complex scenarios. This

chapter provided and overview of the current understanding within the field that relates to problem-based learning in military education. Promoting an understanding of how antiterrorism force protection training impacts Sailors who are off-installation with the overarching goal of furthering self-confidence in immediate response actions is a target within this research. The current state of instructional readiness to move from teacher-centered curriculum to learner-centered curriculum questionable. Studies have shown that integration of ATFP in a problem-based learning constructs integral to the feasibility of an ATFP training program. Factors including strategies to enhance training for military personnel and integrating traditional andragogical strategies in the military provide an educational framework from which identifying Sailors perceptions of threat awareness and safety can be analyzed.

The framework of social constructivism dominates the building of the social context of learning. Therefore, constructivist research also information the educators and students about constructs used in training and provides insight to what motivates meaningful educational experiences (Dewey, 1997; Onuf, 2013). Examining social constructivism through the lens of Barrow's (1980) problem-based learning allows for the analysis of future research to record and interpret changes in the meaning of training. Barrows (1980) builds upon the foundations of social constructivism and andragogy theory with the use of learner-center instruction within the context of problem-based learning as means to instruct Sailors on applying critical thinking skills to complex scenarios (lived experiences).

Description of prior research presented in the literature review focused on curricula changes and the use of learner-centered curriculum in the military, particularly with security training. A review of evidenced based PBL studies revealed that integrating PBL strategies supported critical-thinking skills across domains of learning but uncovering its application to the military, or how these changes can occur in security training, is poorly understood (Choi, E., Lindquist, R., & Song, Y., 2014; Ferreira, M. M., & Trudel, A. R., 2012; Martyn, J., Terwijn, R., Kek, M. Y., & Huijser, H. 2014). Consequently, to support the effective training of antiterrorism force protection to Sailors who are off-installation, is related to understanding Sailors' feelings about the effectiveness of the ATFP training.

The purpose of this qualitative interview study is to identify and describe the experiences of the training of Sailors who are off-installation and their feelings about their abilities to respond to a threat. A deeper understanding of these learning needs can inform curriculum development as instructors pilot the implementation of PBL curricula. The following chapter provides an overview of the research design and rationale that will investigate these perceptions related to adult learning and the perceptions of antiterrorism force protection training on people's feelings of responding to a real-world threat.

Chapter 3: Research Method

In the literature review I revealed a lack of knowledge surrounding how to implement a curriculum that can effectively teach adult learners about basic security fundamentals. The purpose of this qualitative interview study was to identify and describe the experiences of the training of sailors who are off-installation and their feelings about their abilities to respond to a threat. To accomplish this goal, it was important to show the differences between sailors' experiences with training and their feelings about how well they could respond to a real world threat. By conducting a qualitative interview study on sailors who are operating off-installation, where security is not maintained by a base structure, further research can be conducted at other nongovernment organizations that are also not protected by a formal security structure. Emergent negative themes can be used by government and nongovernment organizations to meet the needs of those who could benefit from the training, and positive themes could highlight areas that other organizations need to review for more effective ATFP training strategies.

This chapter is organized to present information related to the research method for the study. I discuss the research design and rationale, my role as a researcher, the methodology that included participant selection, instrumentation, and data collection and analysis plans. I also address potential issues with trustworthiness, which included credibility, transferability, dependability, and confirmability. All methodology followed a rigorous approach that aligned with assigned protocol. A thorough Internal Review Board (IRB) process ensured ethical issues were resolved through approved channels necessary

to gain access and protect the command and the interviewees. Protocol was also used to protect participants' confidentiality and the collected data. All participation protocol was outlined in a participant informed consent form and was voluntary in nature. All material collected is considered confidential.

Research Design and Rationale

Because this study is an examination of Navy personnel's experiences with security fundamental training and increased ATFP training, and I sought to identify positive and negative themes across the spectrum of personnel, I chose a basic qualitative study interviewing sailors. Conducting this study with constructivist approaches offered a means to understand a real world set of perceptions of training and application. This qualitative rationale and design suited the goal of understanding the context of the research questions (see Yin, 2014). The following research questions were addressed:

RQ 1: How do sailors describe their experience with ATFP curricula?

RQ2: How do sailors describe their confidence with responding to a real world threat off-installation as a result of their training?

The central phenomenon of this study was the experiences related to ATFP training at off-installation Navy sites. Social constructivism posits that people perceive their reality through experiences and interpretation (Rubin & Rubin, 2012). Knowles (1978) defined andragogy as specific to adult learning and the learning objectives present in training need to focus on the four pillars of adult learning, which include relevancy, problem-solving, orientation to learning, and learning motivation. A key attribute of andragogy is self-directed learning, defined by Knowles (1975) as

a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18)

Hase (2007) credits the experiences of adults as the main motivation that prompts adults to engaged in self-directed learning. Barrows (1980) builds upon this foundation with the use of problem-based learning. Barrow's strategies for problem-based learning postulate that learners who engage in problem solving learning can approach complex problems with a critical thinking approach. The four theories combined created a lens that blended the perception of reality and application of complex thinking skills, which were the key aspects of the research presented in this study.

The research design for this inquiry was a qualitative interview study. With an in-depth interview study, I investigated the phenomenon of interest within a natural setting that allowed me to capture information about experiences that could not directly be observed (see Patton, 2015). I was able to capture the reactions, motivations, and approaches to training—such as the AT Level I training through higher level ATP training such as SRF-B/A and/or VBSS—and the impact of training on self-reported levels of confidence in being able to respond to a real world threat through interview responses by using an interview study design (see Patton, 2015). An interview approach is used to pursue in-depth information that is related to the topic of interest with semistructured questions and follow up probes (Valenzuela, & Shrivastava, 2008).

My rationale for choosing an interview study design was to allow sailors' experiences and feelings to emerge as a voice of this phenomena in an inductive manner. The interview approach capitalized on the flexible aspects of a semistructured protocol that allowed for clarifying and follow up questions. A deeper understanding of the experiences supported a meaningful grasp of the challenges and opportunities of increasing confidence in responding to a real world threat in an off-installation setting as well as putting together different descriptions of the training to create a portrait of the training (see Rubin & Rubin, 2012).

Quantitative and qualitative research differ on several different fronts, but for the purposes of this study qualitative research was the best choice. Quantitative research is often depicted by numbers, close ended questions, and using data collection instruments to determine relationships between variables (Creswell, 2009). Qualitative research often uses words, open ended questions, case studies, or interviews (Creswell, 2009). To summarize, qualitative studies are used to observe the human phenomenon or things that cannot be explained by data alone. Qualitative research can address the unheard voices that data cannot really capture, which was the intent of this study.

Role of the Researcher

As with most qualitative research, as the researcher I served as the primary instrument for data collection. My role as an interviewer incorporated observation techniques to gather data. The participants were sailors in the United States Navy who, at the time, were operating off-installation and had varying levels of ATFP training. I had interacted with some of the sailors in my capacity as a member of the command but did

not have any supervisory or any evaluation impact on any of the sailors who participated in this study.

The potential for researcher bias exists within any qualitative research based on previous life experiences and prior understandings (Patton, 2015). My experiences as someone who has been a sentry and has operated as an Antiterrorism Training Supervisor created a background of understanding. I have been a watch stander and taught weapons, ammunition, and related security topics for the 12 years of my naval career. While these experiences could have influenced how I interpreted data, I maintained a journal to self-reflect on any possible bias that entered during this study.

Another step I took to minimize bias was in the research design with the interview questions developed in synchrony with the conceptual frameworks. Interview protocols allowed for consistency in data collection, which will helped mitigate bias. To mitigate ethical issues, the data collection was conducted in an off-duty status during nonworking hours, and the participants were not compensated in any way for sharing their experiences with ATFP training or how confident that they felt that they could respond to a threat. The next section provides information about the methodology that was used for the interview study.

Methodology

Within this section, I describe the participants, sampling method, and instrumentation used in the study. The participant discussion includes characteristics of the population of sailors who are stationed off-installation who were recruited for the study. The sampling method was defined with attention to sampling size reinforced by

the literature. The instrumentation that was used within the study is discussed along with their relation to the overall goals of the research project.

Participant Selection

The Navy has off-installation sites across the United States. For the purposes of my sampling strategy, I drew data from five different off-installation sites from a large geographical area. The Commanding Officer of the command that I recruited sailors from provided a letter of cooperation to approve access to sailors who volunteered for the study. All sailors were recruited through e-mail invitation to participate within the research study (Appendix C) and were vetted through the command's Antiterrorism Officer and the Personnel and Manpower Department to ensure that they met the requirements of the study.

Furthering the diversity of my chosen population, I selected sailors within the chosen population who were on their second enlistment or higher and in paygrades E6 and below to add variation to time in service. Different ratings (jobs held within the communities) and gender were taken into consideration to maximize diversity among the sailors who participated in the study. By adding these variations, I succeeded in finding high quality and detailed experiences of sailors and their experiences with ATFP training topics and their feelings about their immediate response capabilities to a threat.

The sample size was 15 total personnel. From the five chosen off-installation facilities, I found three sailors at each site who were selected through the vetting process with assistance from the command's administrative department and Antiterrorism Officers. The sample size was purposeful in that I strategically chose these variations to

meet the needs of my research questions. Cutting through the noise of variation (Patton, 2015) shows readers that the themes transcend the variations and show the heart of what sailors' experiences are with ATFP training and how that impact their feelings of confidence in responding to a real world threat. By interviewing 15 sailors, I have a broad scope that captures the diversity of the communities within the Navy—the diversity of ratings, rank, years of service, and gender.

Sampling saturation is an important topic to cover in this section. Although sampling saturation in qualitative research is a key to research credibility (Mason, 2010), there is disagreement among qualitative researchers as to how and when saturation is achieved (Baker & Edwards, 2012; Marshall et al., 2013). For qualitative research there are no standards or well-documented guidelines to inform or enforce sampling saturation (Marshall et al., 2013). There are also qualitative researchers who hold that saturation is an inappropriate concept and if does occur it is observable when the sample no longer provides new information (Mason, 2010). For example, Funari, Gentzler, Wyssling, and Schoneboom (2011) used qualitative methodology with interviews and purposive sampling of 15 representative subjects from the target population of 520. The command for this study made the purposeful sampling 15 out of 244, which enabled me to capture detailed answers about a variety of experiences for thematic development (see Funari et al., 2011). Nevertheless, credibility relies upon a level of saturation from a sample size sufficient to document sailors' experiences with ATFP training and their feelings of confidence in responding to a real world threat so it can be translated into other organizations.

Instrumentation

Interviews are an effective approach to collect information to better understand participant experiences and perceptions of a phenomena (Creswell, 2012). Semistructured interviews served as the primary data collection approach for this research study. Using semistructured interviews that contained open ended questions with guiding follow up questions gave personnel ample time to express their opinions and ideas (see Schilling, 2009). Using the qualitative characteristic of grounded theory to aid in the discovery of natural categories within the interviews (Schilling, 2009) allowed the questions to be posed in a way that generated theory about the perception of adult learning through an interpretive constructivist lens and the application to ATFP training. This approach allowed for a general description of experiences and feelings to be formulated into a body of research that contributes to the field (see Creswell, 2009).

All interview protocol was focused on the creation of a conducive environment to gather data (Janesick, 2011). The first part of this process was establishing rapport by greeting the participant and discussing ground rules and expectations. I included information as to how participation benefited participants and the study's contribution to the field. As the questions were answered, it was important to hone in on points that the interviewee was passionate about to gain clarification and additional data while still being observant of time. Closing the interview, I offered gratitude and the participant a chance to review the transcript. The interview questions and follow up probes for sailors (Appendix B) were developed and refined by me in consultation with my committee. Question development stemmed from the literature review and my experience in the

Navy. Building on the concepts of social constructivism's perceived reality, Knowles (1975) andragogy theory, Hase's (2000) heutagogy theory, and Ballard's (1980) problem-based learning, the questions and flexibility within the follow up queries were designed to support the exploration of training and how well personnel believe that they could respond to a real world threat. The interview protocol (Appendix A) was designed to align with Rubin and Rubin's (2012) and Siedman's (2013) approach to maximize subjective understanding and incorporate responsive interviewing techniques. With the aim of providing sufficient data during collection, the questions were developed and mapped to the research questions (Appendix G) to ensure the scope and sequence of the research remained focused on describing the phenomena identified in the research plan. Each interview was approximately 30 minutes with probes designed to solicit data-rich information. The interview questions were designed to prompt responses to each of the research questions and encourage participants to reflect on their approaches to learning, previous training experiences, and how they feel about their capabilities to respond to a threat. The questions were open ended to afford participants the ability to contribute additional information that was not directly asked.

Procedures for Selection and Data Collection

A list was provided by the point of contact within the command that listed the sites and sailors that were available to participate in the study. The administrative department verified that the personnel did meet the time in service requirement (on second enlistment or more). An e-mail invitation was sent to all the identified personnel (Appendix C) and participant informed consent form. The privacy policy was given to all

participants that agreed to take part in the study. A plan was put in place if not enough participants were recruited to send additional e-mails to encourage participation as well e-mails to clarify the study's intended use but were never used. The informed consent was explicit regarding participant obligations and timelines and provided information on benefits, risks, and process of withdrawing from the study. Individuals were then contacted by e-mail to set up a face-to-face or telephonic interview time. Interview time slots were 30-45 minutes each and were recorded using a digital recorder and the file downloaded to a USB flash drive and stored on a password protected computer. All participants were assigned a number to indicate their record but did not have to disclose their name to protect their privacy. Because there was only one researcher with the study, I was the only one to have access to interview and personnel data. Once I transcribed the interviews, participants were provided with a copy of the interview transcript (Appendix G) as a method of verifying trustworthiness. After their feedback was noted, their participation in the research study ceased. Sailors had the chance to withdraw at any time prior to completion of the interview member check form.

Interviews were conducted face-to-face, one-on-one in a comfortable private setting at a mutually agreed location in their area of responsibility or by telephone. The interviews began with introductions and establishing a rapport with the participant. Interview time slots averaged approximately 30 minutes to 45 minutes and were recorded using a digital recorder and a phone recorder. The files were downloaded to a USB flash drive. I transcribed each interview and saved the files on a password protected computer. I emailed each participant a copy of the interview transcript for their review as a method

of trustworthiness. Sailors were able to identify any changes within one week to accurately reflect their perceptions and feelings related to the study. Once their transcripts were returned and their feedback noted, their participation in the research study ceased. Personnel who participated could withdraw at any time prior to the return of feedback.

Each interview was recorded using two digital voice recording devices to ensure completeness of data collection and accuracy during the transcription in the event of a mechanical failure in either device. I also kept field notes to reflect any observations I had during the interviews as another data source related to my own biases or significant comments or body language. All data is stored on a password protected computer and paper copies stored in a locked filing cabinet for the next five years after which all documentation will be destroyed. Pseudonyms were used in reporting results to ensure confidentiality.

Data Analysis Plan

As described earlier, the data collected through the interviews are connected to specific research questions. Social constructivism, andragogy theory, heutagogy theory and Ballard's (1980) concept of problem-based learning, informed the development of provisional codes that were applied during the data analysis. I generated starter codes to replicate attributes of problem based learning, androgical and heutagogical theory such as scenario-based training, hands-on application, discussion and reflection. NVivo coding was applied to capture and honor the participant voices and highlight participant language which repeats lead to identifying patterns within the data (Rubin & Rubin, 2012; Miles, Huberman & Saldaña, 2014).

After the provisional coding to the start the analysis, I used open coding next. This two-stage approach promoted the thorough identification of categories and themes (Rubin & Rubin, 2012). NVivo was used to confirm the categories and themes identified by the researcher and the literature. Theoretical propositions as described by Yin (2014) framed the analysis strategy and guided the exploration of the phenomena explored. These plans became the framework for the analysis and reflected the work of social constructivism, andragogy, heutagogy and PBL. The analysis embodied the factors contributing to learning as put forth by social constructivism, andragogy, heutagogy and PBL. These influences emerged from the contextual descriptions provided by Sailors when they identified engaging training scenarios, experiences as found in the ATFP training topics.

Provisional coding was applied during the first round of analysis. The factors which were identified from the literature as impacting Sailor learning were applied as provisional codes (Miles et al., 2014). Factors such as hands on experiences within drills, group scenario development, learning by example and scaffolding have emerged within the field as factors which support adult learning (Persyn et al., 2012). These variables, as well as ones which emerged during further analysis, provided insight into the area of Sailor learning experiences and perceptions of training application.

A technique of explanation building as a process was also used in the analysis (Yin, 2014). The schema related to adult learning that supported the research inquiry was used to attempt to make connections to the phenomena. These similarities included the organization and processing of the data and the application of provisional and open

coding. The resulting emerged and NVivo confirmed results using word frequency features to answer the research questions listed in chapter one. The mapping of the research questions is outlined in Appendix G.

Issues of Trustworthiness

The challenge for the social researcher is to properly uncover trustworthiness issues and create protocols and procedures to conduct a thorough analysis. Within this study, I have adopted a guideline of trustworthiness based on four parallel criteria, a) creditability, b) transferability, c) dependability, d) confirmability established by Lincoln and Guba (1994).

Credibility

Credibility issues and related bias was addressed during the research planning and implementation of the study and was bolstered by research protocols. Internal validation was addressed through designed participant selection. A reflexive journal, which was used to document observations and thought processes, developed credibility. I utilized peer review of data to strengthen the credibility of the study through discussions with professionals in the military education setting. I also enhanced credibility with allowing to participants to review transcripts to verify that their experiences were captured accurately throughout the interview process.

Transferability

Transferability was addressed primarily with the use of in-depth interviews with the participants. Established relationships with senior leadership at the participating command provided support for the recruitment of personnel at various sites in their area

of responsibility. By grounding the research in academic literature, the usefulness of the information can be used by various other organizations outside of the government.

Dependability

To enhance dependability, I used my reflexive journal to provide a lens to examine my influence and mitigate bias throughout the study. Validity was also addressed through the triangulation of interview data from Sailors. An audit trail of the data that was created through data collection and analysis also supported dependability within the study.

Confirmability

To address additional issues associated with confirmability I was transparent with all concerns linked with researcher bias. My background as a sentry and subject matter expert in the ATFP community could have influenced the viewpoint that I worked from, and by sharing this lens with the study participants, I was able to create a context for the study and associated interviews.

Ethical Considerations

This research study complied with all ethical considerations and standards recommended by the Office of Sponsored Research at Walden University. IRB approval was obtained prior to any recruitment of subjects or data collection for this research. A letter of cooperation was obtained from the Commanding Officer of the chosen command and given to the IRB review panel but not published to protect the anonymity of the command for security purposes. The IRB approval number for this study was 12-06-17-0536123. All privacy policies and informed consents was provided to participant and

signatures were obtained from the participants who were recruited through the protocol outlined in the previous sections. Sailors were able to withdraw from the study at any time. Any identifying information of the participants was removed from all data sources and materials were secured and stored in a locked facility and on a password protected computer with the data being destroyed after 5 years. No participants that were in the researcher's direct chain of command to part in the study. Additionally, the researcher conducted all interviews out of uniform and outside of working hours. These protocols enhanced confidentiality within the research study.

Ethical issues arise when studies involve human subjects. In using a qualitative approach, semi-structured interviews can expose the participant's real-life contexts to the researcher (Stake, 2013). Interviewing Sailors could have disclosed opinions, experiences, and perceptions of other personnel within the organization. While every effort was made to protect individual privacy, exposure did occur. Protocols in place to protect participant privacy is paramount for this study. Appendix C outlines the appropriate declarations for non-disclosure statements of Personal Identifying Information (PII) and Personal Health Information (PHI) and a privacy policy.

Unclassified Information

Military members and those interacting with military organizations must remain cognizant of statutory requirements for protection of classified information regarded as critical to the security of the United States. The study had an additional ethical requirement to insure the collected data and all participant responses conformed to the statutory and regulatory requirements for protection of data collected or attempts to

collect data in this study. The material and research body for this study collected and contained only unclassified data and information gained through open sources. There was no requirement for any other type of classified information. There were not any violations of Executive Order 13526. No PII was collected or retained beyond job title, rating, rank, and type of off-installation activity. Participants did not self-disclose PHI during the interviews or follow up sessions but the privacy protections still applied. Coding of data included a specific participant code in lieu of their actual name or personally identifying information and all documentation viewed by the participants, other reviewers, and command leadership ensured protection of privacy and data.

Summary

This chapter included a description of the research design and rationale for the study to explore Sailor experiences of ATRP training and their feelings of confidence in responding to a real-world threat. An interview study approach was applied for this qualitative study. The role of the researcher and methodology were discussed in the context of the research design. Details were given on how the sampling approach and participant selection were conducted and how methods align with the chosen research design. The approach to recruitment, participation and the data collection was described, and details discussed about instrumentation and data analysis strategies were outlined. Considerations for ethical procedures that will be put into place during the study were provided and details to ensure trustworthiness were described. The next chapter includes an explanation of how this research design was applied to determine the results for this study.

Chapter 4: Results

The purpose of this qualitative interview study was to identify and describe the experiences of sailors training off-installation and their feelings about their abilities to respond to a threat. A deeper understanding of these experiences and learning needs can inform curriculum development as instructors move toward a more efficient curriculum. My intent was to gain a deeper understanding of sailors' experiences with ATFP training and how participants felt about learning new information, how their current training was being received, and how barriers were perceived. I also explored personnel's feelings of confidence about responding to a real world threat. I described their views as they related to supports and barriers to increasing confidence levels of training application. The following research questions aligned with the study exploration and framed the development of the interview protocols that informed the design of the data analysis:

RQ 1: How do sailors describe their experience with ATFP curricula?

RQ2: How do sailors describe their confidence with responding to a real world threat off-installation as a result of their training?

In this chapter, I present the results of the study. I develop the context of the study through descriptions of the setting and demographics. I also describe how the findings emerged through the analysis of data and the identification of constructs and themes related to the research questions. The analysis of the interview data is viewed through the lenses of four related theories of learning: social constructivism, andragogy theory, heutagogy theory, and problem-based learning. Finally, I specify the steps taken to enhance trustworthiness as well as provide data-rich examples to illustrate the findings.

Setting

This study took place within a Navy command in the United States. The command has several off-installation sites that have personnel from different ratings and communities, which made for a diverse population to solicit participants from. The interviews were conducted at a location of the participants' choosing to increase comfort and convenience. The interviews did not occur during the command's working hours as requested by the Commanding Officer to not impact the mission. Interviews were conducted during the month of December due to shortened working hours. The locations of the interviews ranged from local coffee shops to diners outside of their work places and a private conference room located in the headquarters building before working hours commenced. At each location, there was sufficient privacy to conduct the interview and maintain the requirements of the IRB.

Demographics

The participants included 15 sailors in the E5-E6 paygrades. The participants had an average time in service of 12 years, ranging from 7 years to 20 years with an average time in paygrade of 4 years. Each of the participants had received ATFP training during their time in the Navy. The 15 participants consisted of six females and nine males and were all operating at an off-installation site at the time of data collection. The Navy communities that were represented out of the participants' ratings were the surface community and the aviation community. Table 1 lists the pseudonyms used for each participant and information about warfare community (rating) and experience.

Table 1

Participant Demographics

Name	Warfare Community	Time in Service
Petty Officer Wills	Surface	7 years
Petty Officer Thompson	Aviation	14 years
Petty Officer Ferris	Aviation	7 years
Petty Officer Dan	Surface	15 years
Petty Officer Sanford	Surface	8 years
Petty Officer Bradley	Surface	8 years
Petty Officer Adams	Surface	15 years
Petty Officer Clark	Surface	9 years
Petty Officer Phillips	Surface	9 years
Petty Officer Waters	Surface	14 years
Petty Officer Lopez	Aviation	15 years
Petty Officer Christiansen	Surface	20 years
Petty Officer Talon	Surface	15 years
Petty Officer Richard	Surface	7 years
Petty Officer Allen	Aviation	16 years

Data Collection

Data collection began after securing a letter of cooperation from the Commanding Officer of the command selected for purposes of encompassing off-installation facilities and obtaining IRB approval from Walden University 12-06-17-0536123. A list was provided by the point of contact within the command that listed the sites and the sailors who were available to participate. E-mail invitations were sent to sailors within the command. Service members' names and contact information sent via official Navy e-mail were made available from the administrative department of the command. Participants were sent an e-mail invitation with the participant consent form attached to fully disclose the type of commitment that was being requested. Those who responded to the e-mail invitation were sent a follow up message to set up an interview time. Out of the initial 15 e-mail requests, 13 personnel responded and expressed interest and agreed to interview. Two additional names had to be requested from the command because of lack of reply via e-mail. The other two names that were given expressed their interest and became participants in the study through the same protocol as the original 13 were. Participants who agreed to be part of the research study selected the time and location for the interviews. The interviews were eventually conducted with 15 sailors during the month of December. The semistructured interview protocol included questions and probes to direct the interview and to make sure that there was alignment with the research questions.

The open ended nature of the questions encouraged the participants to expand upon their personal experiences and feelings of confidence in responding to a threat. During the interviews, I made notations of significant comments. The comments were

deemed significant if they were repeated in several places, were surprising, or supported a concept supported by theory.

After each interview, I immediately documented impressions and observations of the interview before departing the interview site. By doing so, I was able to identify themes for the data analysis that were not immediately apparent. All the observations were recorded within my researcher journal. After reviewing my journal, I noted that several participants had voiced the desire for a modified off-installation security reaction force training and had said that discussions were being led by senior personnel with previous ATFP backgrounds, showing evidence of the beginnings of a heutagogical environment due to identified training shortfalls.

Each interview lasted approximately 25 minutes and was recorded using two digital recording devices in case one failed. I transcribed each interview verbatim into a Word document and sent the document to each participant for member checking. Each interview took a day to transcribe, so I was able to complete interviews during the week and transcribe in the evenings and early mornings to observe the 1 week turn around to the participant. The transcribed interviews ranged from seven-23 pages for a total of 213 pages of transcribed interview data. One participant made changes to their transcript to remove unprofessional language and to clarify an example of junior sailors in a board who did not understand what the acronym ATFP stood for. The overall data flow was not disrupted by the changes.

Data Analysis

The data analysis method was a multiple stage approach to move inductively from coded units to larger representations that included categories and themes. The first step was reading through all the transcripts briefly and noting first impressions and engaging in self-intuitive analysis using provisional codes derived from the literature. The second step was rereading the transcripts, line by line, and labeling relevant phrases that were repeated among all the interviews, were surprising, or correlated with theory or other published scholarship (see Bryman, 2008). For example, Petty Officers Christiansen, Adams, Wills, Sanford, Ferris, Thompson, and Richard all discussed the over-use of lecture and online training for security fundamentals, identifying the need for realistic drills and scenarios that exemplified the desire for learner-centered instruction in the realm of problem-based learning. The coding process was primarily used to conceptualize underlying patterns to understand the phenomena in the data as well as identify the connections within the data to the conceptual framework of social constructivism, andragogy, heutagogy, and problem-based learning. The descriptions of the participants involved the use of the Navy Knowledge Online for AT training, instructors “talking the training rather than doing the training” and fear of skills decaying from previous training due to lack of drills and hands-on learning. The codes that emerged from the data were negative and positive experiences, barriers, self-determined learning, increased critical thinking skills, situational awareness, training level hierarchy, repetition of training, skills decay, feelings and influences on confidence, group discussion, realism, and scaffolding training and experience.

Moving inductively from coded units to larger representations meant bringing the codes together to create themes included in open coding. Open coding identifiers emerged from participant experiences and reflected the variations of participant descriptions that related to their approach to learning. As a result, additional codes were identified: diversification of duty assignments, operational experiences, personal experiences, involvement with an AT incident, and experiences with realistic training. The transcripts were reviewed multiple times and excerpts that contained relevant concepts were marked in the text known as the responsive interview approach posited by Rubin and Rubin (2012). To capture the information within a code that was identified I created a separate index card for each example. The index card contained the participant identifier, source of information (transcribed interview or researcher log or memo), the code label, the example, and the location of the example such as the page number. The use of the index cards was essential for the analysis step of comparison of coded information for individual interviews and the interviews. The codes could be sorted together and those that repeated within the sorting and grouping became the themes that I used to describe the participants' experiences of learning within the context of ATFP and how those connected with their feelings of confidence in responding to a real world threat.

Using a responsive approach to the analysis allowed coding across the interviews, and the index cards with the same codes could be sorted into physical groups and reviewed and summarized. Within each new group, I sorted the cards multiple times. This created the opportunity for comparisons within excerpts and creation of subgroups, as

recommended by Rubin and Rubin (2012). The summaries I created from each sorting were weighted and integrated into a complete picture of the participant experiences. To further strengthen this analysis strategy, NVivo coding was applied to the interviews. The use of computer software as an analysis tool added more detail to the description by revealing repeating participant language. I used the word frequency tool to recognize patterns and to confirm the codes and themes that I had previously identified (Miles et al., 2014). These steps led to the thematic formation of training experiences and perceived confidence with subthemes of positive and negative experiences. Under the subthemes the codes were grouped to form logical categories of negative and positive perceptions. Major influences on both themes were viewed as barriers and experiences by the participants. The specific themes as mentioned above were training experiences and perceived confidence. Connecting the themes together were the concepts of barriers decreasing confidence levels and experiences increasing confidence levels creating a direct link between training experiences and perceived confidence on the structure of the participant's perceived reality. There were not any discrepant cases found within the existing data set.

A technique of explanation building as a process was used in the analysis (see Yin, 2014). I employed the schema related to learner-centered instruction, andragogy, and heutagogy that supported the research inquiry and conceptual framework to make connections to phenomena described during the interviews. Similarities to a spiral data analysis as described by Maxwell (2013) are evident. These similarities included the organization and processing of the data and the application of provisional and open

coding based on a social constructivist lens to include andragogy, heutagogy, and problem-based learning. The constructs ranged from military training, reflection, connections to prior knowledge and experiences, and motivation as relevant subsets that supported the construction of the final narrative. The final narrative, described within the results section, includes discussion on the perceptions of needs for learning as described by sailors off-installation and how their perceptions impact their personal confidence levels. This narrative reflects the identified opportunities and barriers to learning that exist within this group of off-installation sailors. The constructs of social constructivism, andragogy, heutagogy, and problem-based learning created a lens for viewing participant experiences and discussing the supports and barriers to learning for off-installation sailors.

Evidence of Trustworthiness

To strengthen the trustworthiness of the research presented in this qualitative study, I employed several strategies to address potential issues related to trustworthiness. I employed strategies to address issues of credibility, dependability, transferability, and confirmability. I used approaches supported by Rubin and Rubin (2012) along with those of Miles et al. (2014) that led to specific steps integrated within the data collection and analysis aspects of the study to ensure the highest level of trustworthiness. The following sections address how I used strategies appropriate for qualitative research.

Credibility

Credibility issues were addressed during the research planning and implementation of the study and were enforced using protocols. Internal validation was

promoted through thoughtful participant selection. The participant selection process I used selected interviewees who had experienced ATFP training and were in ratings that represented both surface and aviation communities with 7-20 years of service giving the ability to represent a variety of experiences (Rubin & Rubin, 2012). To enhance credibility, I used member checking as an integral component for processing data (Miles et al., 2014). Each participant was provided verbatim transcripts of the interview sessions to review and edit for clarification to capture their voice accurately. During the analysis process, I reached a saturation of data within the interviews, which enhanced credibility of the results and the chosen research design.

Transferability

The semistructured interview protocol with open probes increased the transferability within the study. While focusing on a definitive military population, the sample variations of gender, time in service, and differentiated job backgrounds (ratings) increased transferability to any adult population. The strategies of open probes and broad descriptions also supported attempts to increase the transferability within the study by focusing on experiences and feelings of adult learners.

Dependability

Dependability was a feature built into the research plan to ensure the integrity of the research and the conclusions drawn from the data (Miles et al., 2014). The dependability component of the research was especially considered with the interview protocol to produce rich descriptions of experiences and feelings. By using a semistructured interview with probes, interviewees were able to answer questions while

providing elaborations of experiences related to the study and clarification of meaning. The semistructured approach also enabled me to ask questions that aligned with the research questions but didn't constrain the participants explaining their individual experiences. To add to the dependability of the study, I also engaged in reflexive journaling and ensured that the interviews were conducted outside of working hours and out of uniform. The audit trail created with reflexive journaling, researcher logs, and interview transcripts also served to increase dependability by stimulating different interpretations of the data while controlling researcher bias.

Confirmability

Expanding upon many of the features discussed in the dependability section, confirmability was observed by taking an objective approach within the methodology and procedures outlined in Chapter 3. Many details such as reflexive journaling, researcher logs, and observance of being out of uniform and outside of working hours to conduct the interviews aided the establishment of confirmability within this study. Careful attention was paid to researcher bias during this research due to my own time spent in the Navy and working as a Gunnersmate with multiple NEC's relating to ATFP which could have impacted how I interpreted the data. Using an objective approach and recognizing the potential for bias allowed me to explore alternate interpretations of the data which strengthened the confirmability of the study.

Finally, trustworthiness was further developed with the adherence to IRB guidelines and to the details outlined in the letter of cooperation from the Commanding Officer of the command that the data was drawn from. I also took a systematic approach

to the recruiting process to support the participant selection outlined in chapter 3.

Participant informed consent was obtained from all participants prior to any of the interviews and reviewed again with the privacy policy prior to the start of the interviews. Results of the interview analysis is presented in relation to the research questions in the following section.

Results

The fifteen enlisted Navy participants provided rich descriptions in the sections below of their experiences with ATFP training and how those experiences impacted their perceptions of self confidence in responding to a real-world threat. The responses outlined their experiences with ATFP training which is outlined under the first research question and included sub-themes of positive and negative categories from the perspective of the training end-user. Participants noted that there were influences and experiences that impacted how they viewed their ATFP training. Within the second overarching theme of perceived confidence that was highly influenced by barriers that the participants noted as making a large impact on how they felt that they could respond to a threat. Figure 1 is a graphic organizer to show the findings and the relationships between the themes and the interview data.

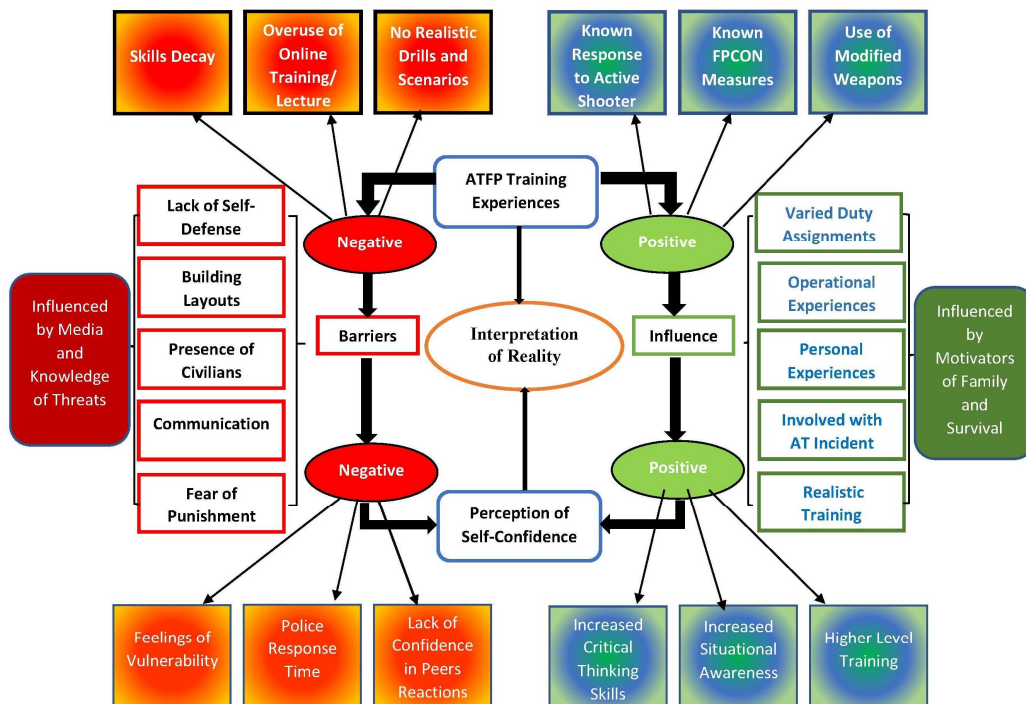


Figure 1. Concept map of relationships between experiences and self-confidence

Research Question 1

The first research question was, “How do sailors describe their experience with ATFP curriculum?” Under this research questions, the theme of training experiences emerged. For the theme of training experiences, codes were grouped into positive perceptions to include know force protection levels, known responses to active shooter training and known use of modified weapons such as fire extinguishers, office supplies and baseball bats. The negative perceptions under the theme of training experiences included ATFP training conflicting with other Navy training, over use of online and teacher-centered instruction, lack of repetitive and real drills and scenarios, and skills decay.

Research Question 2

The second research question was, “How do Sailors describe their confidence with responding to a real-world threat off-installation because of their training? The theme of perceived confidence was also broken up into corresponding sub-themes of negative and positive. Codes grouped together to form the negative category of the theme perceived confidence included increased critical thinking skills due to previous stress induced training and repetitive training that led to muscle memory within the ATRP training pipeline (i.e., SRF-B/A and VBSS). The other codes added to the positive category for perceived confidence was higher level thinking due to training and increased situational awareness that were found to increase confidence levels. The negative category of perceived confidence included being taught to run, hide fight in active shooter response but not taught to physically fight, feelings of vulnerability due to the military uniform making personnel feel like a target, lack of confidence in peer’s reaction capabilities and uncertainty if police could respond in time to intervene in a life-threatening situation. These themes, along with the influences of barriers and learner’s experiences constructed a lens to show the participant’s perceived reality. An example of a significant comment was made by Petty Officer Christiansen who stated that training was, “just a lot of words and here's the words and here's the condition level and go follow this and, here's a, here's a, training online to go through with some scenarios.” When I asked Petty Officer Christiansen about personal feelings of being able to respond to a real-world threat she stated, “I feel like I do however I feel like it's been awhile since I've been able to have some of the physical training with it. So that's the only part that, I've, I

just hope that it would come back as second nature, but I feel like in terms of making a decision and being smart about it I'm very comfortable with that however you know depending on what the situation is you know, am I going to be able to?" Continuing to speak about training that would specifically assist off-installation Sailors she stated, "Learning how to move through buildings, not necessarily, with weapons, just if you're in a group learning how to just move through a building safely. We talk about it, we don't do anything to actually physically alright here's a room show me what you're going to do this guy comes in here how are you going to try and move or hide behind something? We just tell them what to do. We don't actually have them physically engage. We did that in kindergarten, stop drop and roll, why can't we do that with grown adults?" Another concern about responding to a threat was discussed in the context of challenges facing off-installation Sailors, "Now not only am I worried about how am I getting home to my family within how am I get my Shipmates home... I've got civilians next door that have never seen this before in their life and there are some that are not raised to think that way. I've been military 20 years... we have to think that way. How am I going to get people out? How am I going to do this safely because that's what we're expected to do and I don't think that's outside the realm of possibility. Give me something outside of technology-based training to feel like I can handle that situation."

Petty Officer Sanford also voiced concerns about being off-installation stating, "I think everything out here in off-installation makes us vulnerable... I think just walking out here in uniform kind of like this puts us all in jeopardy... we have to show face, put the uniform out there, inspire people, but at the same time we got the, the bad guys are

out there looking for that too and they monitor us.” Discussing training from an instruction standpoint, Petty Officer Sanford discussed drills and physical training as a way to see Sailors and “how they react and basically as part of their mental conditioning.” And the whole, the whole take-away from that is it get them mentally conditioned, get them used to you know it being in a high-stress environment and that way they can function in the event it happens so...” Every participant in the study stated that learning security fundamentals and personal learning styles were hands-on. Petty Officer Sanford said that he best learned new information by “actually doing it... applying it. Over and over again so that we have that muscle memory. That’s what I think. Same thing with oral stuff, like for school, so if I get a write it down I’m going to remember it more than just reading it. I write it down and, so it sticks a little bit better.” Since this statement was shared by all 15 participants, this comment stood out to me as significant as well. Another significant statement about learning new information came from Petty Officer Dan who said hands on training was better, “Because classroom can just be so death by PowerPoint. Just after a while, it’s just a... it’s ineffective. Because when you do training everyone knows what to expect. If I go here we go same thing but drills? When it’s unexpected that’s when you keep people on their toes.”

Another significant comment was made by Petty Officer Wills about the unique situation that military personnel find themselves in when they are off installation. She stated, I think the people learn better and learn more from actually doing and actually drilling and doing the activity and being exposed to different scenarios because in ATFP it’s not there is no scientific formula that dictates what you should or shouldn’t do. It’s an

evolving situation and you have to be prepared to evolve into that situation and change what your reaction is going to be depending on that. So I think that the power points and the emails and the briefing sheets and things like that, those are all good tools to drive home a point but I don't think that they should be the medium in which were actually taught.”

While the sub-themes of positive and negative feelings and experiences impacted the over-arching themes of training experiences and perceived confidence and the construction of the person's perceived reality, two additional sub-themes of barriers and influences emerged from the data. The barrier sub-theme was highly influenced by media and threats such terrorist events like the one in Chattanooga, TN that resulted in numerous casualties. The barriers that emerged from the data were all cited by service members as reasons why they had decreased levels of confidence in responding to a real-world threat. The first barrier, lack of self-defense was discussed by 13 out of the 15 participants. Sailors felt like not being able to carry firearms or have security in their off-installation site was a factor that decreased their levels of confidence. Another observation that came from four of the participants was the fact that ATFP training is given to them on-installation to include deadly force and the use of force continuum to stop active threats however the training did not apply to those service members stationed off-installation due to lack of access to resources provided to enforce the use of force continuum.

Summary

In this chapter, I presented the results of this study. By describing the setting, the demographics and data collection strategies, I was able to create a context to serve as a lens for the results. I expounded upon significant comments made by participants in the interviews to discuss their relation to experiences with ATFP training. Moving forward, I explained the analysis approach that I used and how results aligned with the research questions. Sailors identified a multitude of training shortfalls and identified positive and negative categories that influenced their perceptions of ATFP training and how those perceptions influenced their level of confidence in being able to respond to a real-world threat. Factors identified as positive impacts of their ATFP training included theoretical responses to an active shooter and current force protection conditions (FPCON) as well as being able to identify objects that could be used as modified weapons. Negative aspects of training ranged from lack of realistic drills and hands-on experiences to over use of online and teacher-centered instruction. The barriers that were identified as decreasing their confidence level ranged from civilian dynamics to feelings of the command being focused on only the mission and not ATFP training. Positive influences on their confidence included higher levels of critical thinking to increased situational awareness. Many Sailors commented on the need for modified off-installation instruction and identifying ways to overcome barriers to bridge personal knowledge gaps.

Threat conditions are constantly evolving and the lack of modified off-installation ATFP training is impacting the confidence levels of Sailors being able to respond to real-world threat. Sailors, in response, are beginning to cultivate heutagogical environments

within their off-installation sites to stimulate discussions about immediate response actions and avenues to approach lack of resources. Sailors' experiences and barriers experienced can be characterized by positive or negative about the impact on their confidence levels. Chapter 5 will take the findings through an analytical discussion which will expand on the connections with the conceptual framework, discuss recommendations based on the literature review, and explore opportunities for positive social change. Opportunities for future research will also be explored to strengthen the case for improved instruction within the realm of teaching basic security fundamentals to adult learners will also be examined.

Chapter 5: Discussions, Conclusions and Recommendations

The unique dynamic that sailors face being off-installation and not protected by a formal base structure requires the enhancement of training to have sailors feel confident in responding to a real world threat. The process of how off-installation adults perceive ATFP training and its impacts on self confidence in responding to a real world threat is not well understood nor represented in the literature. The purpose of this qualitative interview study was to explore sailors' experiences with ATFP training and how those experiences impacted their self-reported confidence levels in responding to a threat. By conducting a qualitative interview study on sailors who are operating off-installation, where security is not maintained by a base structure much like any public place, I was able to identify ways to improve training strategies to respond to threats.

The conceptual frameworks used for this study were social constructivism, andragogy, heutagogy, and the application of training through problem-based learning. These theories allowed for the exploration of how adults increase content knowledge and address gaps in knowledge. I found that further research implications can be examined at other nongovernment organizations that are also not protected by a formal security structure. Emergent negative themes in training experiences and perceived self-confidence provide government and nongovernment organizations with information to meet the needs of those who benefit from the training. Positive themes that emerged from the data can show organizations what is effective with current ATFP training strategies.

Positive themes identified as positive impacts of participants' ATFP training included knowledge of theoretical responses to an active shooter and current FPCON as

well as being able to identify objects that could be used as modified weapons. Negative themes of training ranged from lack of realistic drills and hands-on experiences to over use of online and teacher-centered instruction. The barriers that were identified as decreasing their confidence level ranged from civilian dynamics to feelings of the command being focused on only the mission and not ATFP training. Positive influences on their confidence included higher levels of critical thinking to increased situational awareness. Many sailors commented on the need for modified off-installation instruction and identifying ways to overcome barriers to bridge personal knowledge gaps.

In this chapter, I summarize and interpret key outcomes of the study and discuss the limitations of this research. Additionally, I offer recommendations for further research on adult learning of basic security fundamentals and identify potential implications for social change because of this learning.

Interpretation of the Findings

In this interview study, I explored sailors' experiences with ATFP training, both negative and positive, that aid or hinder perceptions of self-confidence in responding to a real world threat. Of significance was the lack of realistic drills and training scenarios, notable skills decay, and the over use of online and teacher-centered instruction to teach basic security fundamentals. The lack of hands-on training was discussed by every participant in the interview study and led to the identification of training shortfalls and barriers. Previous hands-on training (i.e., SRF-B, SRF-A, and VBSS) combined with personal and professional experiences were factors that led to increased confidence levels to responding to a real world threat.

The results demonstrated that a complex approach of learner-centered instruction in the form of a modified off-installation training course and the creation of a heutagogical environment within the sites supports professional learning and ways to overcome present barriers. Dominant themes such as negative and positive training experiences and motivation for survival emerged as the driving force stimulating continuous learning of security fundamentals. Sailors want to be prepared and effective when responding to a real world threat and to do so participants felt that hands-on training in the form of realistic drills and scenarios relevant to off-installation and engagement in meaningful discussions with peers needed to occur. Sailors recognized that their individual experiences and barriers impacted how the training should be implemented to maximize time and not detract from the mission.

Alignment to the Literature

The findings of this investigation aligned with current research in related areas of adult learning. Earlier adult learning theories presented by canonical theorists such as John Dewey and Lew Vygotsky also spoke to the importance of educational experiences and learner-centered curriculums such as problem-based learning. Education is meant to be student-centered and not based on the traditional ideas of memorization and drill, which is a noted problem with military training today (Persyn et al., 2012). Every participant in the study voiced concerns over the use of lecture and online learning as the primary means for teaching ATFP concepts. Dewey (1995) leaned heavily on the richness of the educational experience to guide students into becoming critical thinkers that moves beyond the textbook, which was present in the use of heutagogical inquiry

within the off-installation sites. Producing critical thinkers are key to education and can be based on experiences not just the test scores. As the armed services looks to an ever-changing future and evolving curriculums to address uncertain threats, experiential education and the reassessment of goals needs to be a fluid process.

Problem-based learning (PBL) was developed in medical education in the mid-1950s and has two fundamental postulates (Barrows, 1980). The first postulate is that learning through problem-solving is much more effective for creating knowledge that is more useful than memory-based learning (Barrows, 1980). The second postulate is that a physician's skills are those that are problem solving about their patients (Barrows, 1980). Problem-based learning is based on the theoretical framework of constructivism. The three primary propositions of constructivist learning according to Savery et al. (1995) are based on interaction with the environment, cognitive conflict and social negotiation, and evaluation of understanding. All the participants discussed their desire to engage in more realistic drills and scenarios, which is an example of the first postulate. The second postulate was supported by the examples of engaged training that required the interviewees to "think outside the box" and exercise critical thinking skills to perform their jobs. Participants in the study noted their interactions with the environment (civilians and media influences) and their experiences to evaluate how they felt about being able to respond to a threat which enforced the presence of constructivist learning. As PBL has become more common in other disciplines outside of the medical field, the same common theme of students being able to approach complex problems with critical

thinking skills was found in this study leaving a large opportunity for implementation and further research.

Recent research in andragogy leads to creation of the heutagogical approach which aligned with the participant's desire to take part in meaningful discussion amongst their peers to understand reaction plans. The goal of heutagogy is for the student to want to discuss and learn more with other students (Hase, 2007). Canning and Callan (2010) conducted research on three universities in the UK that reported that the heutagogical approach "supports learner control of learning, collaborative reflection, learner's self-perception and professional development, and critical thinking and reflection. Reflective practice was found to help learners gain more control over learning, as well as comprehend and apply what they have learned in practical situations" (Blaschke, 2012, p.4).

Limitations of the Study

As mentioned in Chapter 1, this study was limited to the constraints of the population examined. Replicable application beyond the sample population is limited to organizations who experience terrorist threats or give security training. This study is also limited to responses to the off-installation AT training in a limited population. Specific lessons and training topics were a limiting factor in that the training topics are for official use only. The fifteen Sailors were asked to participate in interviews and the potential for bias was addressed with follow up questions within the interviews. Additionally, no personnel that fall under a direct chain of command of the interviewer participated to mitigate any perceived abuse of power which serves as a limitation since those potential

participants were not asked to participate in the study. The literature review was structured, and results discussed in a way to mitigate the limitations so that the research could be applied to a more general population of adult learners.

Recommendations

To execute learning in a problem-based learner setting, learners must be able to understand what is going on around them and be stimulated by not understanding a concept which motivates them to acquire new knowledge (Savery et al., 1995). A combined approach using a PBL framework in a modified off-installation ATFP course and the implementation of a heutagogical environment. Problem-based learning can be defined as an instructional method in which students learn through facilitated problem-solving on concepts that are complex and do not always have a correct answer (English, 2013). The problem-based learning approach focuses on engaging students as researchers. As researchers, students are prompted to ask questions, to investigate the unknown, collect data and apply the knowledge to complex situations (English, 2013).

The instructional goals of PBL can differ across the disciplines but will loosely base around five major outcome goals. The goals are students acquiring flexible knowledge, effective problem-solving skills, effective self-directed learning skills, effective collaborative skills and intrinsic motivation (Hmelo-Silver et al., 2012). In a PBL classroom setting the development of metacognitive skills require students to understand the type of instruction that they have received and why students are struggling to master the objectives (Hmelo-Silver et al., 2012). Facilitators should focus on students finding their own intrinsic motivation to become life-long learners.

As service members progress through their careers and experience different types of scenarios and threats, the opportunity exists for discussion and reflection. At off installation sites, reflecting on learning experiences and relating these experiences to professional practice can keep Sailors “motivated to learn, to connect with other learners, and to continue with the reflective process (Canning & Callan, 2010; Canning, 2010). In the research conducted by Canning and Callan (2010), “learners demonstrated both competency and capability through self-awareness, articulation of “feelings, experiences, and ideas,” engagement in group discussion, self-directed investigation in developing independent ideas, and self-confidence” (Canning & Callan, 2010, p. 80).

The data from this research shows that some sites are already engaging in a heutagogical approach due to identified training shortfalls but can be improved upon through facilitation. Knowles (1978) defined andragogy as specific to adult learning and the learning objectives present in training need to focus on the four pillars of adult learning which include relevancy, problem-solving, orientation to learning and learning motivation. A key attribute of andragogy is self-directed learning, defined by Knowles (1975) as “a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes (p. 18).” Figure 1, outlined that participants are engaging and supporting the very concept of the four pillars of adult learning without training or coaching.

Implications for Social Change

The most recent spate of brutal terrorist attacks in Nice, Bangladesh, Baghdad, Istanbul, and Orlando highlight the need for a more global concerted effort to gather and share lessons from these events (Goralnick, 2017). Since violence is a global epidemic, the social change implications of instructing adults effectively to respond to a threat not only impacts military organizations but any person who could be faced with the challenge of responding to a threat. With this concept in mind, the social change aspect can affect individuals, communities, organizations and possibly international impacts. How adults comprehend and evaluate the training given by ATFP team and their perceptions of their own confidence of being able to respond to a real-world threat is critical to comprehending the integration of problem-based learning and security fundamentals.

To accomplish the end goal of teaching adults how to respond to threats, I believe that it is important to show organizations, how adults are impacted by ATFP training and how they perceive their ability to respond in the event of a real-world threat or potentially life-threatening situation. Emergent negative themes that were suffused across the full spectrum of participants can be used by educators to shift the direction of the curricula to meet the needs of adult learners approaching how to understand and react to a threat. Similarly, positive themes such as hands-on training and meaningful discussion can be received by educators to let them know what needs to continue or be developed.

Conclusion

A deeper understanding Sailor's instructional needs and the perceptions of confidence in responding to a real-world threat, promotes social change by informing professional development to strengthen the training curriculum and delivery methods and ultimately add to the collective efficacy of the Navy and other non-government entities utilizing force protection training. Additional training on ATFP topics unique to off-installation activities is a step forward to increasing the chances of survival in a world riddled with acts of violence. The literature presented in this study shows that acts of violence are not only committed against the military but has evolved into a global epidemic that impacts other organizations at an international level. Understanding how military personnel learn and assimilate training about basic security fundamentals and how their confidence in responding to a threat is impacted by the training, is critical to deepening scholarship about adult learners and security basics and has the potential to extend to civilian personnel.

To continue promoting the increased content knowledge of ATFP training, using adult learning theory to inform instructional strategies must be the next step to ensure that the Navy is equipping their Sailors with enough knowledge to react when they are not protected by a formal base structure. This study generated new knowledge of how adult learners best process information to learn basic security fundamentals from the viewpoint of adult learners through the lens of established learning theories. By understanding the perceptions of people who are actively working in an environment subject to acts of violence, educators will have a better grasp of best practices to teach basic security

fundamentals in a way that will increase self-confidence and promote positive social change.

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Appendix A: Interview Protocol

Interview Protocol

Code:

- Signed Consent
 - Signed Non-disclosure
 - Received Privacy Policy
 - Recording device turned on and tested
-

Introduction

“Thank you for taking the time to interview. This session is Unclassified (U) and the session is being recorded for transcription and data collection purposes only. During the session, I will also be making notes in my reflective journal. Personally Identifying Information (PII) and Personal Health Information (PHI) voluntarily obtained during the interview is considered confidential and will be protected. No disclosure of PII or PHI associated to your name or identifying information will be made at any time. You will only be identified in the study by a code known only to the study’s author.”

“The purpose of this study is to expand the scholarly research into the need for increased understanding of what Sailors perceive is required for them to increase learning content of ATFP concepts and the instructional strategies that need to be utilized to conduct effective training at the command level to meet the objectives of the AT Program. The information that this study is reviewing is the exploration of Sailor’s experiences as it pertains to ATFP training and the application of training at off-installation sites.”

“I want you to be candid in your responses and to feel free to express your opinion as well as your experiences with ATFP training at the command or any time you have had contact with the ATFP department. I will also ask for your perceptions and feelings about personal ability to be able to perform immediate response actions in the event of a real-world threat. This study and these questions do not infer that there are issues within the ATFP department or training shortfalls at this time in this command or that it has ever been reported. My purpose and my intent is to understand your perspective in regard to ATFP training. It is my goal to understand your perspective, so please feel free to be as detailed as possible in your answers. I may ask a few follow-up questions as we proceed to help me understand your responses. Are you ready to begin?”

“A little background information about myself. I enlisted on 16 June 2005 as a Gunners Mate. I have deployed to Iraq twice and Kuwait once and have filled various security and armory roles. I am a qualified Small Arms Marksmanship Instructor, Crew Served Weapons Instructor, Non-Lethal Weapons Instructor, Navy Instructor and Antiterrorism Training. I provide this background so that you are aware of both my level of understanding of training in the ATFP area and that I do hold a bias in relation to the study. However, my goal is to be neutral and completely unobtrusive during the interview. I will not filter in any way nor add or take away from your experiences or descriptions of those experiences.”

Interview Questions and Probes

See Appendix C.

Closing and Conclusion

“I want to thank-you for your time and contribution to this study. Before I analyze any of your information I will provide you a copy of the transcription for review and to assure accuracy. Once the study is completed I will provide you a copy of the findings.”

Appendix B: Semistructured Interview Questions and Probes

Researcher Capture Demographics:

Gender: Male Female Transgendered

Military Bearing: Excellent Average Poor

General Appearance:
(Meets Navy Standards/does not meet Navy Standards)

General Affect (non-psychometrically measured):

*The interview questions are matrixed in accordance with Appendix G.

Central Research Question:

What are the experiences of Sailors with Antiterrorism Training at Off-Installation Sites?

Subquestions:

RQ 1: How do sailors describe their experience with ATFP curricula?

RQ2: How do sailors describe their confidence with responding to a real-world threat off-installation as a result of their training?

Semistructured Interview Questions and Probes

Part I: Experiences of ATFP training at the current command.

1. What information do you think is important to know about ATFP at off-installation sites?

*The interviewer will need to translate the concept of ATFP.

Probe: How effective do you believe the training is at your current command?

Probe: What areas do you think you need more training on?

Probe: Have you expressed a desire for further knowledge to the command?

2. How has the training impacted your content knowledge of ATFP?

Probe: Do you feel like the training has equipped you with the ability to apply critical thinking skills to a complex situation?

Probe: In the event of a terrorist or criminal attack, do you feel like you have enough knowledge to react accordingly?

Probe: What barriers, if any, do you think are present that would hinder your ability to react to a life-threatening situation?

3. Do you believe the command spends enough time training on ATFP?

Probe: How do you feel about learning more about ATFP topics specific to off-installation sites?

4. Can you explain to me how you best learn new information?

Probe: Can you tell me about a time that you felt really engaged in training?

Note: These research questions were adapted from “Characteristics of Problems for Problem-Based Learning: The Students’ Perspective,” by Sockalingam, and Schmidt (2011); “Firearms and Community Feelings of Safety,” by Hemenway, Solnick, and Azrael (1995); “National Attitudes Concerning Gun Carrying in the United States,” by Hemenway, Azrael, and Miller (2001); and “Nordic Safety Climate Questionnaire (NOSACQ-50): A new tool for diagnosing occupational safety climate,” by Kines et al. (2011).

Appendix C: E-mail Invitation to Sailors

To: "Potential Participant"

Your name and email were provided to me by the command's ATO as a nominee participant in an interview study research designed to explore and understand the impact of antiterrorism training on Sailors at off-installation sites. Although you were nominated your participation is completely voluntary and if you agree you may opt out at any time.

However, I strongly encourage your full participation in this research because your knowledge of the mission and the inherently vulnerable position off-installation facilities are in are welcome and vital to the study's success. The information and data collected from this study is designed to inform US Navy leadership on the outcomes and improve the quality of training across all domains within the US Navy and US Navy Reserves.

The purpose of this study is to expand the scholarly research into the need for increased understanding of what Sailors perceive is required for them to increase learning content of ATFP concepts and the instructional strategies that need to be utilized to conduct effective training at the command level to meet the objectives of the AT Program. The information that this study is reviewing is the exploration of Sailor's experiences with ATFP training and the application of training at off-installation sites. As someone who has served in the United States Navy for 12 years and having been stationed at several off-installation sites, I believe that the training concept is critical to explore.

All the information you provide is considered confidential and will not be shared with anyone within your unit, the entire chain of command or any others in the private sector. Please email me at the following email address to let me know whether or not you agree to participate: [REDACTED]

Once I receive your response, I will provide you with additional instructions about the study. Again, I thank you for your consideration and I look forward to hearing from you.

Respectfully

Jessica L. Harrison
PhD Candidate
Walden University

Appendix D: Demographic Matrix

Name	Date/Time	Rank	Time in Service
Billet	Rate	Report Date	Time in Grade
Previous ATFP Training (Y/N)			
Location			
Participant Code:			
Situation/Setting Context			
Have you been deployed?			

Appendix E: Privacy Policy and Privacy Statement

Privacy Policy for Research Study: The Experiences of Antiterrorism Training on Sailors at Off-Installation Sites

To Individual Participants:

For this research, your privacy is important to Walden University, the Institutional Review Board (IRB), and me. Maintaining your trust and confidence is my highest priority. I respect your right to keep your personal information confidential and understand your desire to avoid its disclosure. Changes in the law necessitate that I disclose my Privacy Policy to you. By taking a few minutes to read it, you will have a better understanding of what I do with the information you provide and how I keep it private and secure.

Types of Collected Information

I collect certain personal information about you – but only when that information is provided voluntarily by you or is obtained by me with your authorization. I use that information to prepare to collect and analyze data gathered during this study.

Examples of sources from which I collect information include:

- interviews and phone calls with you,
- letters or e-mails from you,
- demographic survey and,
- interview questions and probes.

Parties to Whom Information Disclosed

As a principle practice, I do not disclose personal information about you or any participant to anyone. However, to the extent permitted by law certain non-public or private information about you may be disclosed in the following situations:

- To comply with a validly issued and enforceable subpoena or summons.
- In the course of a review of my study by practices under the authorization of Institutional Review Board (IRB), or as necessary to properly respond to an inquiry or complaint from the IRB.
 - By law as the result of disclosed information whereby a participant threatens to harm or injure another person, threatens or professes to commit suicide (having stated both a means and an intent), disclosure of violence, abuse or suspected abuse (emotional and/or physical) of a vulnerable person, has committed or intends to commit a crime.

Confidentiality and Security of Non-Public Personal Information

Except as otherwise described in this notice, I restrict access to all information about you to any party other than you. I maintain physical, electronic, and procedural safeguards in compliance with applicable laws and regulations to guard your personal information from unauthorized access, alteration, or premature destruction.

Thank you for participating in this study. I value your input, experiences, and perceptions committed to protecting your privacy. Please contact me at [REDACTED] or by email at [REDACTED] if you have any questions.

Appendix F: Participant Review and Validation

Name of the Study: *The Experiences of Antiterrorism Training on Sailors at Off-Installation Sites*

To: “**Petty Officer**”

Enclosed is the transcript of our interview session(s) that was/were recently conducted as part of this study on experiences with ATFP training. Please review it for its accuracy and make note of any statements, words, or phrases that you feel are inaccurate or did not properly represent your thoughts and feelings. Feel free to make comments in those areas where you feel need correction. After you have made your comments or if you feel the material is accurate and a true representation of our session, please indicate by placing your initials (typed or printed) in the appropriate line.

You may return this document to me in any electronic form with a signature as a scanned image or .pdf file attached in an email to: [REDACTED] You may also return it to me with a digital signature by completing the information at the bottom of this email with your, printed name, today’s date, and your typed name and participant code number in the signature block along with today’s date. Your code number was sent to you under a separate email.

Please initial the correct statement below:

_____ I approve the interview transcript(s) as transcribed and printed. I elect not to review it.

_____ I approve of the interview transcript(s) as transcribed and printed with changes as noted. (Please attach your comments or notes or list them in your email reply)

_____ I disapprove of the interview transcript(s) in their entirety and do not want them included in the study.

Printed Name	Date
Signature of Participant/code	Date
Researcher Signature	Date

Appendix G: Mapping Matrix

Table G1

Mapping of Interview Prompts to Research Questions

Research Question	Data Collection Tools	Data points Yielded	Data Source	Data Analysis
RQ 1: How do sailors describe their experience with ATFP curricula?	Interview Protocol	<p>What information do you think is important to know about ATFP at off-installation sites?</p> <p>How effective do you believe the training is at your current command?</p> <p>What areas do you think you need more training on?</p> <p>Have you expressed a desire for further knowledge to the command?</p> <p>Do you feel like the training has equipped you with the ability to apply critical thinking skills to a complex situation?</p> <p>Do you believe the command spends enough time training on ATFP?</p> <p>How do you feel about learning more about ATFP topics specific to off-installation sites?</p> <p>Can you explain to me how you best learn new information?</p> <p>Can you tell me about a time that you were really engaged with training?</p>	Interview Transcripts	Inductive analysis with provisional coding

(table continues)

Research Question	Data Collection Tools	Data points Yielded	Data Source	Data Analysis
RQ2: How do sailors describe their confidence with responding to a real-world threat off-installation as a result of their training?	Interview Protocol	<p>In the event of a terrorist or criminal attack, do you feel like you have enough knowledge to react accordingly?</p> <p>What barriers, if any, do you think are present that would hinder your ability to react to a life-threatening situation?</p> <p>How has the training impacted your content knowledge of AFTP?</p>	Interview Transcripts	Inductive analysis with provisional coding