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BITOPS
November 3-6, 2008
Lessons Learned

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DATE: 08-01-2011
CLASSIFIED BY 65179 DMH/STW
REASON: 1.4 (C)
DECLASSIFY ON: 08-01-2036

ALL INFORMATION CONTAINED
HEREIN IS UNCLASSIFIED EXCEPT
WHERE SHOWN OTHERWISE

Administrative

- **Presentations**
 - All presentations should be emailed to [] rather than bringing CDs to the site.
 - All presentations should have a light or white background with dark lettering.
 - Font should be 24-point or higher.
 - Print all presentation slides as a fail-safe measure.
 - For CDs, use a sharpie to record classification []
 - Use case studies to walk students through a class.
 - For each block/new instructor, an introduction should be given to the class and an explanation on why they are receiving the instruction (how it relates to them).
 - Poor Audio quality of microphone provided affects instructors who speak very loudly or softly.
 - Place instructors in middle of class.
 - There are no cordless remotes so instructor must remain at or next to the podium to advance slides.
- Ensure student sign-in sheet is available in classroom.
- Smaller classes would be more beneficial; a class of 55 students is too large for optimal learning.
- Class agenda should include instructor contact information.

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Curriculum Summary

Monday 11/03/2008: DAY 1

TOPIC: Muslim Culture/Names/Understanding Extremism

8:30 AM - 12:00 AM & 1:00 PM - 4:00 PM

Presenter: []

[] began the instruction with a 2-hour block on the history of Islam and the radical ideologies who serve as the base for most of the radical Islamic extremists operating today. The students then watched a 1-hour History Channel video on the Muslim Brotherhood (MB). After the video [] took questions on the MB for 30 minutes. With an understanding of the MB and the radical branches that it spawned, the students then listened to [] discuss key Koranic, Sunnah and Hadith quotations and their present-day application by Islamic clerics to emphasize what a true radical

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Islamic fundamentalist believes. [redacted] gave the students a break from the heavy theology and discussed Arabic naming conventions for about 20 minutes. [redacted] ended his block on Arabic culture by discussing the different Islamic organizations within the US. [redacted] used [redacted] to teach the class on which organizations are [redacted] and where they fall on the radical Islam spectrum.

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Recommendations for Improvement:

- Schedule 2-3 instructors per day to break up the monotony for the students and not overtax one instructor.
- Incorporate a block on Arabic customs and attempt not to use PowerPoint to teach this block.
- Naming convention segment needs to be 30 minutes and include more examples.
- Suggested Day 1 Schedule:
 - History of Radical Islam (emphasize any US-related ind.) – 2.0 hrs
 - Arabic Culture (no power point/all interactive) – 1.50 hrs
 - Arabic Naming Conventions – .50 hr
 - History Channel Muslim Brotherhood Video – 1.0 hr
 - US-based Islamic Organizations (FBI stance...i.e opened?) – 1.0 hr

Tuesday 11/04/2008: DAY 2

TOPIC: [redacted]

8:00 AM – 11:00 AM

Presenters: IA [redacted] and IA [redacted]

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[redacted] co-taught this 3-hour block of instruction. [redacted] discussed the function of [redacted]. She explained how [redacted]

[redacted] They included [redacted]

[redacted] also discussed how important it is to understand the [redacted]

[redacted] discussed [redacted]

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[redacted] wrapped up the 2-hour block discussing the key attributes and goals of [redacted]

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Recommendations for Improvement:

- This instruction should be limited to 1 hour. It should be presented during the same time as the other HQs unit briefs.
- The brief does not need to provide the actual details of how [REDACTED]
The block only needs to walk the students through [REDACTED] b7E
- [REDACTED] gave a case example of how [REDACTED] b7E
- The students need at a minimum from HQs [REDACTED]
 - [REDACTED] b7E
 - [REDACTED]
 - [REDACTED]
 - [REDACTED]
 - Illustrate with a case example.

[REDACTED]
11:00 AM – 12:00 PM

Presenter: SSA [REDACTED]

SSA [REDACTED] presentation was consolidated with the [REDACTED] brief given on 11/05/2008 from 8:00 AM – 10:00 AM.

TOPIC: Legal Instruction

1:00 PM – 4:00 PM

Presenter: AGC [REDACTED]

AGC [REDACTED] covered the new Attorney General Guidelines (effective December 1, 2008), the Patriot Act, and the First Amendment. He also discussed key lessons learned concerning [REDACTED] AGC [REDACTED] utilized a case scenario to teach the AG Guidelines and the Patriot Act, which retained the interest of the students and required them to go through the AG Guidelines to find the answers. This is a great block of instruction!

Recommendations for Improvement:

- Look at incorporating case scenarios as the teaching method in more of the instruction blocks.

Wednesday 11/05/2008: DAY 3

TOPIC: [REDACTED]

8:00 AM – 10:00 AM

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Presenters: IA [redacted] SSA [redacted] SSA [redacted]

[redacted] discussed [redacted] mission and how they [redacted]

[redacted] covered [redacted]

[redacted] presented until 10:30 AM and in order to keep on schedule [redacted] did not present. He was able to answer questions concerning the [redacted]

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Recommendations for Improvement:

- This instruction should be limited to 1 hour. It should fit in with the other HQs unit briefs and describe the support they provide to the field.

[redacted] have case examples of how [redacted]

[redacted] This is additional confirmation that students respond better if they grasp the practical application.

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TOPIC: National Security Classification

10:00 AM - 11:00 AM

Presenter: [redacted]

[redacted] gave a great presentation on classification procedures. She incorporated a wealth of information into the one-hour time block.

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Recommendations for Improvement:

- This instruction should remain 1 hour.
- This class should be taught using an example of what classifications [redacted]

[redacted] The remainder should quickly be highlighted and the students directed to their security officer or to HQ security for additional questions.

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TOPIC: [redacted]

11:00 AM - 12:00 PM

Presenter: SSA [redacted]

[redacted] discussed the roles and missions of the [redacted]

[redacted] He covered what information [redacted] It was a great presentation that covered the points that needed to be discussed [redacted] gave case examples of how [redacted]

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Recommendations for Improvement:

- This class should remain 1 hour.

TOPIC: [REDACTED]

1:00 PM - 2:30 PM

Presenter: IA [REDACTED]

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[REDACTED] covered the different [REDACTED] sponsored training available on [REDACTED]. He discussed [REDACTED] role in [REDACTED].

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Recommendations for Improvement:

- Presentation requires only 1 hour.
- The presentation needs to be organized so that the students understand where [REDACTED] fits into their world and what support [REDACTED] can provide to the field.
- Rather than reviewing each of the training opportunities [REDACTED] offers, it would be more effective to direct students where they can locate all of the information related to [REDACTED] training opportunities.

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TOPIC: [REDACTED]

2:30 PM - 4:00 PM

Presenter: SSA [REDACTED]

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[REDACTED] discussed why the FBI formed the unit to coordinate the efforts of [REDACTED]. [REDACTED] also talked about how [REDACTED]. Specifically, this is achieved by addressing and exploiting [REDACTED].

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Recommendations for Improvement:

- This class should be restricted to 1 hour.
- The presentation was on target as it highlighted how [REDACTED].
- [REDACTED] is a very good presenter, as evidenced by engaging the students, and the numerous questions they posed.

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Thursday 11/06/2008: DAY 4

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TOPIC: [REDACTED]

8:00 AM - 9:30 AM

Presenter: SSA [REDACTED]

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[REDACTED] discussed how [REDACTED]

He discussed how [REDACTED]

[REDACTED] talked about [REDACTED]

[REDACTED] presentation was right on track by

discussing how [REDACTED]

and then covering what [REDACTED]

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Recommendations for Improvement:

- This class requires two hours; there is time to cover a [REDACTED] case.
- Awesome presentation!!

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TOPIC: [REDACTED]

9:30 AM - 12:00 AM

Presenters: IA [REDACTED] and IA [REDACTED]

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[REDACTED] provided the students with information on [REDACTED] types of [REDACTED] and the [REDACTED] then discussed [REDACTED] also discussed some of the pros and cons of using typically [REDACTED] in a [REDACTED] Both presenters had the appropriate level of information for the students and both gave excellent presentations.

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Recommendations for Improvement:

- This block should be allotted 2 hours instead of 2.5 hours. Both [REDACTED] finished their briefings in two hours, and were not cramming any information into the time period allotted.
- This presentation needs to be moved to the beginning of the course and be in conjunction with AGO [REDACTED] AG Guidelines presentation.

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TOPIC: [REDACTED]

1:00 PM - 3:45 PM

Presenters: SSA [REDACTED] and IA [REDACTED]

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[REDACTED] discussed how to apply the AGG-Domestic Operations Manual and the Domestic and International Operations Guidelines [REDACTED]

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investigations. [] explained how the DIOM is a one-stop-shop for all investigations and streamlines them. It was a great class!!

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Recommendations:

- The time allotted for this block could be reduced to 2.5 hours. [] finished briefing at just over two hours.
- This presentation needs to be moved to the first part of the course and be scheduled in conjunction with AGC [] AG Guidelines presentation. If possible, it should be given immediately following AGC [] presentation.
- Section Chief Joyce began his presentation at 3:30 pm and definitely needed a full half hour to solicit responses from the students.

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Overall Comments Related to Course

- AGC [] instructional technique, which was a practical exercise with no powerpoints, was very effective.
- The [] instruction was excellent!! The students wanted more [] instruction and would like to have a [] outlined for them. They would also like to have discussion on [] []
- [] should be moved to the beginning of the week.
- (S) ■ The students requested that a "case agent" walk them through how he/she developed a case. SSA [] suggested the case regarding [] [] as a possibility.
- Students requested a Virtual Academy class as a follow-up to the week of training to reinforce what they had learned.
- The students would like to have more instruction on skills to employ when encountering Arabic culture and how to successfully use them during an interview.
- Will [] present in future classes?
- The [] suggested that this type of training should be required for all [] []
- Can breakout sessions and/or practical exercises be incorporated into the training?

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Course Survey Results

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- ☐ students out of ☐ turned in the course survey.
- ☐ of the students "Agreed" or "Strongly Agreed" that:
 - The knowledge and skills learned will help them perform their jobs.
 - The students plan to use the knowledge and skills learned.
 - The course content was covered at an appropriate level of detail.
 - The mix of instructional methods contributed to learning.
 - The student's knowledge was increased as a result of attending the course.
 - The presenters demonstrated knowledge in their professional area.
 - Participation was encouraged.
- Of the ☐ students who were Neutral or Disagreed:
 - ☐ were Neutral as to the mix of instructional methods contributed to learning.
 - ☐ Disagreed and ☐ were Neutral on whether the course content was covered at an appropriate level of detail and complexity.
 - ☐ Disagreed and ☐ Neutral on whether participation and feedback was encouraged.
 - ☐ Neutral on whether the course increased his/her skills.
- Course surveys are attached

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