MINISTRY OF DEFENSE OF UKRAINE
HETMAN PETRO SAHAIDACHNYI
NATIONAL ARMY ACADEMY

CURRICULUM PROGRAM

of professional development course for academic staff

Lviv
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PREFACE

Developed by the working group: Hetman Petro Sahaidachnyi National Army Academy

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ORGANIZATIONAL AND METHODOLOGICAL GUIDELINES

The curriculum is the main document of the National Army Academy, which summarizes the content of training of course participants and requirements for their competence. In the course of developing the curriculum, the materials of the Foundational Faculty Development Program (FFDP) courses of the NATO DEEP Military Education Enhancement Program, as well as the reference materials of the Joint NATO Strategic Command Directive on Education and Individual Training (E&ITD/Bi-SCD 075-007) were taken into account.

The course material will enrich the knowledge and skills of students on the peculiarities of using various models and types of training, the use of modern educational practices and technologies, tools and platforms for effective implementation of classes, modern planning of the design of the educational process, determining the expected results of students and methods of their assessment and evaluation of achievements.

Expected learning outcome:

1. To plan and conduct classes using active, interactive teaching methods, taking into account the peculiarities of teaching in higher military educational institutions.

2. Differentiate approaches to enhancing learning in higher education institutions

3. Evaluate learning outcomes according to the developed criteria

4. Develop new methods to enhance learning.

Educational process structure.

The total budget of study time is 90 hours (2 weeks).

Including: classes under the guidance of a teacher: 60 hours, independent work: 30 hours.

Duration of the training day: 6 hours of supervised work every day, 2 hours of independent work.

Classes are held in pairs (two academic hours of 45 minutes each), with breaks: 5 minutes between academic hours, 15 minutes between pairs.

The main types of training sessions are group and practical classes.

When studying and preparing for classes, students should take into account the latest views on the organization of educational activities of academic staff, which allows them to learn the content of professional development courses for teaching staff in modern conditions more deeply and more consciously.

Monitoring of learning progress.

The success and quality of the students' training is checked during the current and summative control.

The current control is carried out after the students have completed their creative tasks and prepared the relevant reporting materials at the request of the class teachers.

In the course of independent work, course participants are encouraged to study the educational and methodological materials of the training program on their own.

The current control is carried out after the students have completed their creative tasks and prepared the relevant reporting materials at the request of the class teachers.

Procedure for conducting summative control of graduates

Summative control - checking the success and quality of training of students is carried out during an open final lesson by students.

The final lesson is prepared independently by the students, using the methods taught during the classes.

Students' grades are defined as "pass" or "fail".

Information and methodological support:

1. Guide to developing curricula and teacher development programs, NATO DEEP, 2022.
2. Interactive technologies of adult education: a study guide / Sysoieva S.O.; NAPS of Ukraine, Institute of Pedagogical and Adult Education - Kyiv: ECMO Publishing House, 2011. 324 p.
3. Education and Individual Training Directive (E&ITD) 075-007 (September 10, 2015): Joint Directive of NATO Strategic Commands: reference materials / [team of authors]. - Kyiv: Ivan Chernyakhovsky National University, 2021. - 180 p.
4. Pedagogical technologies and methods of teaching in diagrams and tables: a study guide - Kh.
5. Abbot, S., ed. "Critical Thinking," The Glossary of Education Reform, August 29, 2013, accessed April 15, 2022.
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8. Gregory, R.W. (2009). Student motivation. Paper submitted in partial fulfillment of a Master Teacher Program.
9. Ginsberg, M.B., & Wlodkowski, J.R. (2009). Professional learning to promote motivation and academic performance among diverse adults. CAEL Forum. Retrieved from http://www.ncrcadvocates.org/PublicDocs/Colleges/Learning_Never_Ends_CAEL_Forum_and_News_2009.pdf
10. Kolb, D.A. (2015). Experiential learning: Experience as the source of learning and development (2nd ed.). Upper Saddle Ridge, NJ: Pearson.
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12. Manis, C. (2012). Peer evaluation form. Retrieved from http://www.dailyteachingtools.com/images/500PeerEval.jpg

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14. "A model of learning objectives". Retrieved from http://www.celt.iastate.edu/wp-content/uploads/2015/09/RevisedBloomsHandout-1.pdf

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DISTRIBUTION OF HOURS BY TRAINING TOPICS

No. s/n	Name of the academic discipline (subject of study)	Total amount (hours)		
		Total of them	Classroom	independent work
1.	Topic 1: Organization of adult learning.	18	12	6
2	Topic 2. Formulation of learning objectives.	10	6	4
3	Topic 3. Teaching methods.	30	18	12
4	Topic 4. Evaluation.	10	6	4
5	Topic 5. Project work.	22	18	4
Total hours		**90**	**60**	**30**

Titles of topics and distribution of training time by type of training session

| № s/n | Types of training sessions, tests events | Total hours | of which | | Class topics and learning objectives |
			Classroom hours	Independent work	
1	2	3	4	5	6
1	Entrance control	2	2		**Diagnostic assessment, procedure, content and evaluation in the course**
Topic 1: Organization of adult learning.					

1	Group class	2	1	1	**Class 1: Peculiarities of adult learning.**
					  1. Formation and development of andragogy.
					  2. Basic approaches to adult education.
					Independent work: complete the assignment to prepare for class 1.

2	Group class	2	1	1	**Class 2. Working with the audience (perception of information).**
					  1. Peculiarities of information perception and processing (types of information perception; Kolb learning styles).
					  2. Adaptation of the methodology for conducting your own classes, taking into account the features of the audience.
					Independent work: complete the assignment to prepare for class 2.

1	2	3	4	5	6
3	Group class	4	2	2	**Class 3. Motivation of the student.** 1. Psychological aspects of motivation. Intrinsic and extrinsic motivation. General principles of Keller's motivation. 2. Formation of the motivational field of an educational institution. 3. Ways and methods to increase motivation in the educational process. *Independent work:* complete the assignment to prepare for class 3.
4	Practical class	8	6	2	**Class 4. Training "Teacher's presentation skills".** 1. The structure of the speech. 2. Algorithm for preparing for a speech. 3. Techniques for maintaining audience attention. 4. Practical tools for designing presentation materials in accordance with the "Guidelines for the use of graphic style in visual communication of the Armed Forces of Ukraine". *Independent work:* complete the assignment to prepare for class 4.
Total for the topic		18	12	6	
Topic 2. Formulation of learning objectives.					
5	Group class	6	4	2	**Class 1: Formulating learning objectives (Bloom's Taxonomy).** 1. B. Bloom's taxonomy of learning goals and outcomes, approaches to defining learning objectives. 2. Selection of verbs according to Bloom's List, the abilities that a learner can demonstrate. 3. Formulation of results by levels of Bloom's taxonomy. *Independent work:* complete the assignment to prepare for class 1.
6	Group class	4	2	2	**Class 2. Reverse planning.** 1. Key approaches to reverse planning. 2. The practice of reverse planning. *Independent work:* complete the assignment to prepare for class 2.
Total for the topic		10	6	4	
Topic 3. Teaching methods.					

1	2	3	4	5	6
7	Group class	6	4	2	**Class 1: Active learning methods.** 1. Active learning methods and their importance in the educational process. 2. The essence of various active learning methods. 3. The feasibility of using active learning methods. *Independent work:* complete the assignment to prepare for class 1.
8	Practical class	10	6	4	**Class 2: Choosing active learning methods to achieve learning objectives of different levels of complexity.** 1. Selection of active learning methods. 2. Application of active learning methods. *Independent work:* complete the assignment to prepare for class 2.
9	Group class	4	2	2	**Class 3: Modern digital tools for teaching.** 1. Classification of digital tools. 2. Examples of the use of digital tools in the educational process. *Independent work:* complete the assignment to prepare for class 3.
10	Practical class	10	6	4	**Class 4. Implementation of modern information technologies in active learning methods.** 1. Planning and modification of modern information technologies into developed methods of active learning. *Independent work:* complete the assignment to prepare for class 4.
Total for the topic		30	18	12	
Topic 4. Evaluation.					
11	Group class	2	2	-	**Class 1: Control and evaluation.** 1. Program/class evaluation tools. 2. Monitoring and evaluation of the program/class. 3. A system for monitoring and evaluating learning achievements.

1	2	3	4	5	6
12	Practical class	4	2	2	**Class 2: Assessment tools in the educational process.** 　1. Formative and summative assessment as a tool for improving the quality of education. 　2. Practical application of real assessment tools. 　3. Feedback methods. *Independent work:* complete the assignment to prepare for class 2.
13	Practical class	4	2	2	**Class 3: Diagnostic assessment and development of rubrics (assessment criteria) for students' academic achievements.** 　1. Diagnostic assessment and its role in the educational process. 　2. Definition and structure of the rubric (criteria, evaluation levels, description of each level). 　3. Develop rubrics (evaluation criteria) for a specific learning situation. *Independent work:* complete the assignment to prepare for class 3.
Total for the topic		10	6	4	
Topic 5. Project work.					
14	Project. training	22	18	4	**Class 1: Presentation of micro-lesson projects.** 　1. The main stages of design. 　2. Presentation: resources and tools. *Independent work: perform a self-analysis of the lesson.*
Total for the topic		22	18	4	
Total per course		**90**	**60**	**30**	