

NATO DEEP Master Instructor training course



**Military Institute of Taras Shevchenko
National University of Kyiv**



Land Forces

Kyiv, 2025



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Welcome speech by the Land Forces Commander of the Armed Forces of Ukraine



Today, more than ever, we are faced with the task of providing our Land Forces with highly qualified personnel capable of operating effectively in modern warfare.

By launching a master instructor training course based on NATO DEEP programmes approaches and support, we are taking another important step towards strengthening our army. I am convinced that this initiative of the Military Institute of Taras Shevchenko National University of Kyiv will be successful and will ensure the professional development of our faculty and instructors.

People, technology, management processes - these are my activity priorities.

People are the heart of our army. A trained, motivated and professional military personnel is the foundation of the victory. A new generation of faculty and master instructors will become the driving force in the training of our professional military.

Technologies are changing the modern battlefield. We have to train our personnel to use modern resources effectively. The NATO DEEP Programme provides us with a unique opportunity to train master instructors who are ready to quickly adapt our educational programmes while considering technological innovations.

Management processes are the backbone of any system's efficiency. The training of master instructors involves the development of creative and critical thinking, while laying down management skills, which are extremely important for the training of personnel.

A special role in the implementation of this course is carried out by the Military Institute of Taras Shevchenko National University of Kyiv, which is gradually becoming an educational hub for training highly qualified military personnel and improving the pedagogical skills of faculty members. It is being transformed into a centre of excellence that combines Ukrainian military education traditions with the best NATO standards. This institute is becoming a centre of changes that will determine the future of our army.

I am grateful to our international NATO partners for their trust, support and cooperation. As a result of our joint efforts, we are not only improving our approaches to military education, but also moving closer to integration with the global collective security systems.

I wish the course participants productive work, inspiration and professional growth. You are the foundation on which the future of our army is being built.

Wishing endurance and unity to all of us! And together to Victory!

Major General Mykhailo DRAPATYI,
Commander of the Land Forces of the Armed
Forces of Ukraine

Welcome speech by the Commandant of the Military Institute of Taras Shevchenko National University of Kyiv



Difficult times bring new opportunities. Every crisis, no matter what it is, opens the way to new ideas and bold initiatives.

In times of full-scale war, our Armed Forces are facing challenges that are shaping new approaches to officer training. We are leaving behind Soviet standards and building a training system based on international experience, modern technologies and present day needs.

In the summer of 2024, our institute took a step towards implementing changes that meet NATO standards. Thanks to the initiative of certified DEEP instructors, a pilot Faculty Development Course of the Military Institute of Taras Shevchenko National University of Kyiv was held.

The course is based on NATO best practices and Joint Strategic Command Directive «Education and Individual Training (E&ITD) 075-007» and was highly appreciated by international experts and became the first step in the transformation of military education in Ukraine.

We are proud that the Department of Military Education and Science of the Ministry of Defence of Ukraine has approved this course for all military educational institutions and military educational units of higher education institutions in the academic year of 2024-2025. In addition, the course is included in the professional development catalogue on the permanent basis. This success underlines the importance of professional faculty and instructors systematic training who will be able to adapt modern global military education standards to the Ukrainian army requirements.

The Military Institute is initiating the creation of a master instructor training course that will combine international standards, innovative methods and best NATO practices. We are aware that in a full-scale war, every faculty member and instructor has a great responsibility to train professional military personnel.

Course graduates will become leaders of innovative experience, establishing a professional environment aimed at continuous improvement and qualitative renewal of intellectual potential, driving the development of the military specialist training school.

I express my deep gratitude for DEEP Programme and to our international partners for their continued support over the years. As a result of our joint efforts, we are forming the basis for quality education that can change reality itself.

I wish everyone who joins the master instructor training course inspiration, success and new discoveries. Your striving for improvement is not only a guideline for professional development but also a driving force for changes that will help make our army the strongest.

Colonel Oleksii SIROSHTAN,
Commandant of the Military Institute of Taras Shevchenko National University of Kyiv

Welcome speech by the NATO DEEP Programme Director



Today, I have a great opportunity to acknowledge that the military education system in Ukraine and Ukrainian military educational institutions are demonstrating tangible efforts in transforming towards the implementation of the best Euro-Atlantic practices and standards.

I can confidently state that the Military Institute of Taras Shevchenko National University of Kyiv is truly becoming a partner institution that initiates and implements changes while closely cooperating with the Defence Education Enhancement Programme (DEEP).

Our collaboration creates a synergistic effect by combining the best theoretical approaches of the Western educational system with the real combat experience that Ukraine is gaining in its fight against the Russian aggressor.

This combination enables the creation of modern educational approaches that can be used not only by Ukrainian educational institutions but also by NATO and partner countries' educational institutions.

The initiative of the Military Institute of Taras Shevchenko National University of Kyiv opens up prospects for establishing the first self-sufficient system for faculty members development and master instructor training in the countries where the DEEP programme operates.

Given the previous achievements of the Military Institute representatives in creating proprietary faculty development programs and their successful participation in other activities related to the master instructor training course implementation, I am convinced that today's initiative will be successful. The master instructors trained within this initiative will become part of a community of modern educators who will contribute to the dissemination of advanced educational practices in other educational institutions in Ukraine and partner countries.

I firmly believe that the Military Institute of Taras Shevchenko National University of Kyiv is becoming a true centre of excellence in the modern educators and instructors training, and our cooperation will continue to grow and flourish.

Mariusz SOLIS,
NATO Defence Education Enhancement
Programme Director

Welcome speech by the NATO DEEP Faculty Development Programme Coordinator



Dear colleagues!

I would like to congratulate you on the commencement of master instructor training, which is a unique opportunity to become agents of changes in the field of military education. This course is designed not only to improve your professional level, but also to establish a solid foundation for creating sustainable educational initiatives in your higher education institution.

Today's moment is extremely important, because you are faced with the task of mastering modern pedagogical techniques based on the principles of adult and active student-centred learning. Effective educational programmes will help you develop the knowledge and skills that meet the real military education requirements and society in general.

As future master instructors, you, dear participants of the course, are expected to not only introduce new methods into the educational process, but also help other faculty members to improve their educational approaches. Your participation in the course is the first step towards becoming part of an international educational community committed to continuous improvement and professional development.

I wish you inspiration, persistence and mutual support. Remember that every contribution you make to the development of pedagogical excellence is an investment in the future of students, the institution and Ukraine.

Together we are able to make a huge step forward in training highly qualified specialists for the modern army.

I wish you best of luck with this important initiative!

Iryna LYSYCHKINA,
Co-chair of the DEEP Faculty Development Group
of the Education Development Working Group of
the PfP Consortium

Working Group for a NATO DEEP Master Instructor Course development (hereinafter referred to as the Course)

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Preconditions for Course implementation and compliance with NATO requirements

The implementation of Ukraine's strategic course to attain full membership in the European Union and the North Atlantic Treaty Organisation requires achieving sufficient interoperability of the Armed Forces and other components of the defence forces with the relevant structures of NATO member states as soon as possible.

In the context of ensuring the readiness of the Ukrainian defence forces to repel armed aggression against Ukraine, achieving a high level of interoperability, interagency cooperation, coordination of the Armed Forces and other defence forces components during the planning and execution of joint operations at the level of joint staffs in accordance with NATO standards and procedures, the use of new approaches to the structure and content of military education is of particular relevance. The implementation of such practices depends entirely on faculty who are able to develop modern military competencies, leadership skills and skills of continuous self-improvement in students.

At the same time, the Concept for the Transformation of the Military Education System, approved by the Cabinet of Ministers of Ukraine in the edition of Resolution No. 1490 of December 30, 2022, states that one of the factors that hinder the effective functioning of the military education system is the insufficient training level of scientific and pedagogical staff and instructors of higher military educational institutions, military educational units of higher education institutions.



In the mid-2000s, the Defence Education Enhancement Programme (DEEP) became an innovative NATO initiative aimed at reforming defence education in Partner Countries. DEEP's first initiatives supported military education institutions in developing and improving curricula and faculty development. The key task of DEEP has been and remains the development of military education and the introduction of interactive, student-centred learning. DEEP's efforts are aimed at creating a community of educationalists in military education institutions in Partner Countries who are able to implement and support educational reforms in their institutions, and ensure the sustainable capability of military education institutions to develop faculty. Over the years, military education institutions have trained a significant number of master instructors, but they have not yet been trained by the educational institutions themselves.

Therefore, building a self-sufficient sustainable capability of the Military Institute of Taras Shevchenko National University of Kyiv (hereinafter referred to as the Military Institute) to develop lecturing capacity capable of applying active, student-centred learning methods using modern educational and information technologies is an urgent task that is being implemented for the first time in the military education system of Ukraine.

Course General Objective

The Course is aimed at building a self-sufficient system and sustainable capabilities of the Military Institute to develop teaching capacity capable of implementing modern educational and information technologies. The course prepares Master Instructor (MI) candidates selected by the Military Institute's management, who will make a significant contribution to the development of their colleagues and improvement of the methods of conducting lessons at the Military Institute. The course focuses on andragogy, student-centred learning environment, active and interactive learning, result-oriented and quality-oriented education, and pays special attention to mentoring master instructors to select and develop their followers.

The expected result of the Course **is the creation of a faculty development programme at the Military Institute that supports lecturers with modern educational methods and technologies, as well as the creation of modern educational programmes based on adult and active student-centred learning practices.** The key to this is the training of master instructors certified and capable of creating and delivering programmes and courses for faculty development, as well as specialists in education planning and quality assurance at the Military Institute.

The developed programme will become the basis for a sustainable and self-sufficient system of continuous training and education for faculty, instructors and specialists in planning and quality assurance of the Military Institute.

Target audience

The course is aimed at academic staff (mentors, instructors) of the Military Institute and specialists who plan, organise and conduct educational activities. In the future, the Course can be scaled up for academic staff (mentors, instructors) of other military educational institutions of Ukraine and Partner Countries.

Programme learning outcomes

Upon completion of the Course, participants will be able to:

develop and conduct a faculty development course for faculty members, instructors, specialists of the education quality assurance and planning units based on the theory of adult learning, aligned with the needs and values of the Military Institute;

consult lecturers on content and resources in the field of adult learning, student-centred learning, active learning, formative and final assessment, planning of disciplines (courses) and lessons, curriculum development, distance and blended learning;

advise the Military Institute management on the best practices of student-centred learning, to support the sustainability of the faculty development programme.



Course Description

The volume of the course is 315 hours, equivalent to 10.5 ECTS credits.

The Course consists of two parts:

1. The Basic Faculty Development Programme (BFDP) volume is 135 hours, equivalent to 4.5 credits.
2. The Master Instructor Training Programme volume is 180 hours, equivalent to 6 credits.

A detailed description of the Course elements is provided below.

Information about the Course and its description (brochure in pdf format) is available on the official website of the Military Institute.

Participants are selected in advance, no later than one month before the start of the Course.

A week before Course commencement, a Google Class (or other knowledge management platform) is created, where all Course materials are posted. Course participants will be provided with access to the materials no later than three days before the first lesson.

Course completion preliminary requirements

Academic staff (mentors, instructors), specialists for Educational Activities and Higher Education Quality Assurance Department, as well as educational units of the Military Institute with experience in planning, organising and conducting educational activities are allowed to take part in the course by the decision of the Military Institute's management.

All participants should be familiar with the main provisions before the Course:

The Laws of Ukraine «On Education» and «On Higher Education»;

NATO Strategic Command Directives «Education and Individual Training (E&ITD) 075-007»;

Concept of Transformation of the Military Education System;

The list of tasks and measures to implement the Concept of Transformation of the Military Education System (in the part related to the military higher education institutions of the Ministry of Defence of Ukraine);

The higher education standard for the specialty under which the department serves as the primary graduating department (bearing the main workload);

The educational and professional programme for the specialty under which the department serves as the primary graduating department (bearing the main workload);

Work programme of the discipline (educational component), which ensures the implementation of the relevant higher education standard, educational and professional programme.

Learning methods

The training sessions types of the Course are interactive lectures, group and practical lessons under the guidance of a lecturer, as well as individual work (completion of individual tasks) of the Course participants with consulting by a lecturer (under the guidance of a lecturer). The methodology of the lessons is based on active learning methods and focused individual work of the Course participants.

At the beginning of the Course, an introductory lecture is held to provide information on the role of the Course in the participants' professional activities, the principles of organising the study of materials, recommended sources, reporting procedures and the system for assessing the level of achievement of the programme learning outcomes.

In order to prepare for group and practical lessons, Course participants are provided with access to the necessary materials and instructions for their study in advance.



During a group class, the lecturer explains the basic concepts, the methodology for completing practical tasks, and the procedure for assessing learning outcomes. The participants discuss issues that may arise during the Course.

During the practical lesson, the Course participants independently, under the supervision and advice of the facilitator, apply the task completion methods learnt in the previous classes, the terms of which are communicated to the participants at the beginning of the class. Typically, during the practical lessons, the Programme participants work on the basis of the documents of the unit they represent. During the demonstration lessons, one participant acts as a head of the class, while the others are students.



Assessment of the programme learning outcomes achievement level is carried out during practical lessons on the presentation and individual or collective projects (tasks) defence.

Individual work (individual tasks) is aimed at preparing and conducting demonstration lessons or defending projects (tasks). The facilitator gives specific tasks and recommends materials to complete them.

The Google Class platform is used to support the educational process. All planning, training, working, reference, reporting and other materials must be uploaded to the appropriate virtual classroom with access for participants of the educational process.

BASIC FACULTY DEVELOPMENT PROGRAMME

Programme focus

The Programme is focused on developing the ability of faculty to design and deliver lessons based on the best educational practices and approaches of NATO countries aimed at improving trainees' critical thinking skills. It covers the main topics of active student-centred learning.

The program consists of three modules: «Active Student-Centered Teaching Methods,» «Assessment and Active Learning,» and «Lesson Planning and Curriculum Development.» Each module is planned for 5 training days.

The program is to be conducted as a full-time course. All modules are based on the principles of active learning, with discussions, the exchange of practical experience, and activities in small groups.

Programme outcomes

Upon completing the programme, participants will be able:

- to identify the best practices of student-centered learning, assessment, and instructional design in military education;
- to implement the best practices of student-centered learning, assessment, and instructional design into the educational process, taking into account the institutional context of the Military Institute;
- to evaluate the progress and challenges in implementing student-centered active learning approaches.

PARTICIPANTS: up to 25 participants.

Prerequisites for potential participants (prior knowledge required for success):

- participants must be educationalists/teachers/instructors or involved in the planning, implementation, or quality management of education;
- candidates for participation in the Programme must be approved by the head of the Military Institute and be officially assigned (released from their official duties) for the duration of all programme modules;
- participants must have access to the internet and be able to use a webcam and microphone for online sessions (if they are conducted virtually).

FACILITATOR TEAM

- a supervisor and three DEEP facilitators.
- guest lecturers and graduates of the Master Instructor Programme.

CONTENT OF THE PROGRAMME

Adult learning, student-centred learning, active learning methods, motivation, assessment, feedback, backward design, lesson plan design (learning outcomes – assessment – methods), blended learning, online learning, critical thinking, lesson management, inclusive education, diverse perspectives in the classroom, etc.



Methods of final assessment

- Lesson plan: each participant develops a lesson plan that integrates active student-centred learning approaches with appropriate assessment tools and methods.
- Micro-teaching: each participant demonstrates the integration of active learning principles and assessment tools by conducting a micro-teaching sessions for the Programme participants.
- Practical implementation of tasks to clarify the objectives of academic disciplines (or other educational components) and their defence.
- Peer evaluation, feedback. All participants conduct peer assessment and demonstrate the use of feedback methods based on the lesson plans/micro-teaching sessions of the group participants.

Tentative modules content

Module 1. Student-centred active learning methods

(March 10-14, 2025)

OBJECTIVE

This module aims to enhance the ability of faculty to implement the best practices of adult learning in the institutional environment of the Military Institute.

COURSE LEARNING OUTCOMES

Upon completing the module, participants will be able to:

- explain the theories and principles of adult learning;
- characterise learning taxonomies and their role in education;
- demonstrate active methods and approaches to learning;
- explain the importance of the student-centred approach to education;
- analyse the challenges and opportunities of integrating technology into the educational process for a specific institutional environment.



CONTENT

1. Theories and principles of adult learning.
2. Student-centred learning.
3. Principles of active learning.
4. Bloom's Taxonomy (Revised Version) and learning outcomes.
5. Active learning methods:
 - a) Interactive lecture.
 - b) Facilitated seminar.
 - c) Socratic seminar.
 - d) Discussion: panel discussion, debates, negotiations, etc.
 - e) Gallery.
 - f) Think - Pair - Share.
 - g) Case study analysis.
 - h) Games and role-playing games.
 - i) Project work.
6. Journaling during active learning.
7. Technologies in the educational process.
8. Blended (distance) learning.
9. Creating a purposeful learning environment (scenarios).

ASSESSMENT

1. Essays on topics 1-4.
2. Micro-teaching demonstration.



Module 2. Assessment and active learning

(March 24-28, 2025)

OBJECTIVE

This module provides faculty with the opportunity to implement best practices while assessing student's learning progress at the Military Institute.

COURSE LEARNING OUTCOMES

Upon completing the module, participants will be able to:

- explain diagnostic, formative, and final assessment used in a student-centred educational environment;
- link assessment methods in the classroom to their own courses;
- summarise various assessment tools, methods, and techniques suitable for developing the Programme;
- use peer assessment and feedback methods in planning lessons for students (classmates);
- identify the impact of recognising diversity in the classroom on student motivation.

CONTENT

1. Diagnostic, formative, and final assessment.
2. Assessment as part of backward design: aligning assessment tools with learning outcomes.
3. Assessment tools, methods, and techniques:
 - a) Test/quiz/survey.
 - b) Group/team work/presentation – checklist.
 - c) Essay/group project/presentation/rubric.
 - d) Portfolio.
 - e) Concept map.
 - f) Poster.
 - g) Classroom assessment techniques (CATs).
 - h) Feedback methods, etc.
4. Delegated assessment: self-assessment and peer assessment.
5. Formative and final assessment technology.
6. Program evaluation – Kirkpatrick model.
7. Assessment of active learning methods – lesson evaluation.
8. Motivation.

ASSESSMENT

Assessment plan for the department's course.

Module 3. Lesson planning and curriculum development

(April 07–11, 2025)

OBJECTIVE

This module enables faculty to implement best practices that align with specific institutional requirements in instructional design.

COURSE LEARNING OUTCOMES

Upon completing the module, participants will be able to:

- Select active learning methods and assessment tools, methods, and techniques for courses/lessons that align with the defined levels and learning outcomes.
- Choose appropriate active learning methods from a range of options for developing or updating lessons.
- Apply best practices in developing lesson plans.
- Characterise the ADDIE model in the design and development of educational programmes.
- Conduct a micro-teaching session on a selected topic, demonstrating the alignment of active learning methods and assessment techniques with the declared learning outcomes.

CONTENT

1. Backward design.
2. Learning outcomes.
3. Selection of active learning methods and assessment tools that are optimal for the defined learning outcomes.
4. Lesson plan.
5. ADDIE Model.
6. Empirical learning.
7. Transformative learning.
8. Gagne's Nine Events of Instruction.
9. Participant project on the topic of «Lesson Plan Development,» including peer assessment.

ASSESSMENT

Project for enhancing the academic discipline.

«MASTER INSTRUCTOR» PROGRAMME

Based on the results of the basic faculty development programme, the best participants are allowed to join the «Master Instructor» programme.

Programme Overview

The programme is aimed at building a self-sustaining system and sustainable capabilities of the Military Institute in developing teaching potential through modern educational and information technologies. The programme trains selected Master Instructors (MI), who will subsequently make a significant contribution to the development of their colleagues and the improvement of teaching methods at the Military Institute. The MIP focuses on andragogy, a student-centred learning environment, active and interactive learning, and places special emphasis on mentoring Master Instructors to select and improve their successors.

The expected ultimate outcome of the «Master Instructor» programme is the creation of a system at the Military Institute (including courses) for the faculty (instructors) development, which supports faculty with modern educational technologies. The key to this is the training of Master Instructors, certified in the creation and delivery of faculty development at the Military Institute. The main objective is for the Military Institute to independently sustain this faculty development programme after the completion of the MIP, ensuring continuous training and education for its faculty.

The MIP begins after the completion of the basic faculty development programme and consists of four modules, each lasting for five days.



MIP Learning outcomes

Upon completing the MIP, participants will be able to:

- develop and deliver a faculty development course for faculty, instructors, and specialists in quality assurance and planning departments. The course will focus on contemporary educational theories and models relevant to adult learning, aligned with the needs and values of the Military Institute;
- advise faculty on the content and resources for adult learning, student-centred learning, active learning, formative and final assessment, discipline (course) and lesson planning, curriculum development, as well as online and blended learning;
- consult the leadership of the Military Institute on best practices for student-centred learning and support the sustainability of the faculty development programme.

Profile of a Master Instructor candidate:

- Should be appointed and supported by the leadership of the Military Institute.
- It is preferred to have at least 2 years remaining in teaching/administrative position before reappointment.
- Understands the vision, mission, goals, values, educational culture, and needs of the Military Institute.
- Capable of training Military Institute staff in the fundamentals of modern adult learning principles and their best practices.
- Previously participated in faculty development programmes such as DEEP (BFDP) or equivalent.
- Regularly uses their professional network to search for sources and materials required for the programme.
- Shows interest in continuous professional development (self-improvement) and modern educational methodologies.
- Capable of developing and implementing a plan for ensuring the sustainable development of faculty at the Military Institute.
- Possesses excellent communication skills with faculty and leadership and is a respected authority in their professional environment.

Prerequisite knowledge and skills for the Master Instructor candidate:

- Adult learning, active, student-centred learning methods.
- Backward design.
- Lesson planning.
- Curriculum development.
- Learning outcomes.
- Familiarisation with Bloom's Taxonomy.
- Diagnostic, formative, and final assessment.
- Student-centred learning.
- Aligning lessons, courses, and programmes with the mission of the Military Institute.
- Creating rubrics.
- Safe learning environment.
- High motivation.
- Distance/blended learning.

Practical approach

The MIP is based on learning approaches through practical experience and application, enabling candidates for Master Instructors to develop the necessary skills and confidence for effective leadership and facilitation of faculty development programmes at the Military Institute.

Master Instructor candidates design and develop a faculty development course for the Military Institute that aligns with the institution's goals and values.

In the MIP, roles and responsibilities are distributed as follows:

- Certified DEEP Master Instructors develop the agenda and facilitate the delivery of MIP1.
- Candidates for MI organize and conduct phases 2-4.
- Certified DEEP MIs provide feedback/mentorship at all stages.

Criteria for the success of the MIP

Fostering a culture of continuous learning and professional growth is essential for any educational institution. The success criteria of the MIP are established for the faculty development programme created within the MIP framework, as well as for the continued faculty development supported by the leadership of the Military Institute and MIs.

The Faculty Development Course is a critical component of the institution's educational strategy, contributing to the sustainability of the internal faculty development programme. The quality of education is enhanced when faculty use active adult learning methods as a result of the faculty development programme. The internal faculty development course demonstrates visible, continuous progress and is reviewed annually.

Leadership

The institution's leadership fully supports master instructors, providing resources and opportunities for professional development.

Master instructors provide the necessary support and assistance to the faculty of their educational institution. Master instructors are active members of the community of master-instructor practitioners, making a tangible contribution to its activities.

The Master Instructor Program (MIP) consists of four modules.

MIP1 Module. The project plan for the faculty development program

(May 05-10, 2025)

Candidates for Master Instructors review key concepts and outline the project of the Faculty Development Programme; they analyse institutional needs and educational practices to create the project plan for the Faculty Development Programme (FDC).

Learning outcomes

Upon completion of MIP1, the candidates for MI will be able to:

- Devise a faculty development plan based on the assessment of the Military Institute requirements.
- Develop a lesson plan draft (title of the lesson, scope, learning outcomes, teaching strategies, assessment strategies, and master plan of the lesson), aimed at achieving the learning outcomes of the FDC.
- Organise and receive feedback that contributes to the quality of the lesson and the Programme.
- Devise an Individual Development Plan (IDP) that defines professional development goals in the short-term, medium-term, and long-term perspectives, as well as a plan for achieving them.



Activities

Candidates for MI:

- Review the key concepts underlying interactive adult learning, taking into account the Military Institute requirements, and the core concepts studied in the basic faculty development programme.
- Share their personal experiences of applying the concepts from the BFDP in their own classrooms and explain how to implement them in the FDC.
- Analyze the institutional needs of the Military Institute and its departments in the preparation and development of faculty, instructors, and specialists in planning and quality assurance of education in order to design a faculty development programme.
- Work in collaboration on the learning outcomes for each lesson.
- Use formative feedback as a tool to improve/support quality.
- Collaboratively develop the master lesson plan (topics/titles, volume, learning outcomes, teaching strategies, assessment, etc.).
- Discuss the necessity of lifelong learning, individual development plans, and the creation of a personal educational philosophy.
- Discuss the use of portfolios as an assessment tool.

Homework (preparatory work for the MIP2 module) and assessment -

each candidate for the Master Instructor program is assigned two lessons to design and conduct during the MIP2 module.

Between the MIP1 and MIP2 modules, candidates will conduct their own research to design modules (lessons) that best align with the context of the Military Institute.



MIP2 Module. Trial Faculty Development Course

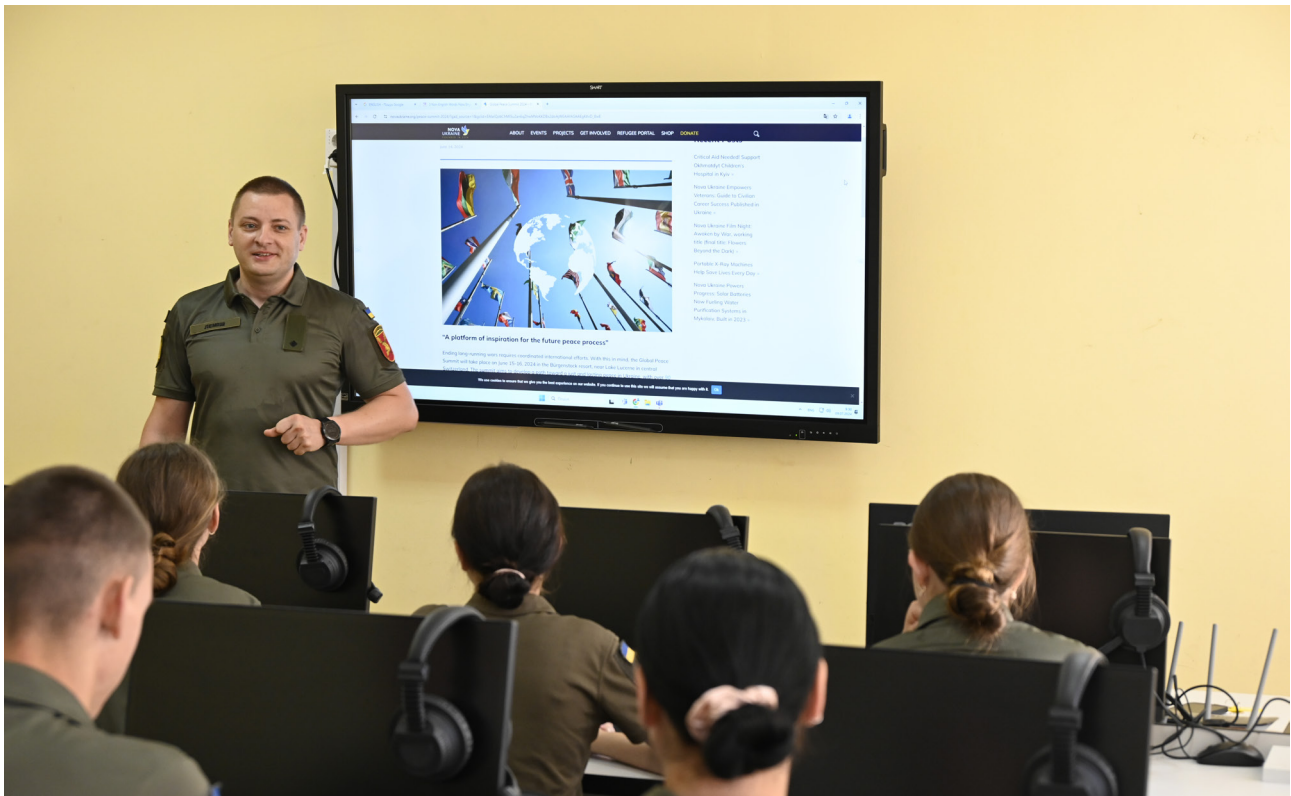
(September 22-26, 2025)

Candidates in the MI conduct FDC with their peers according to the programme.

Learning outcomes

Upon completion of the MIP2 module, candidates for MI will be able to:

- Prepare and conduct lessons (content, instruction, assessment, time management) in alignment with the Programme outcomes.
- Improve the quality of their lessons (confidence).
- Integrate their lessons into the course, adapting them to meet the requirements.
- Determine the value of teamwork among the faculty of the Programme.
- Improve the quality of their lessons (content, instruction, assessment, time management).



Activities

- Role play: one participant takes on the role of the Program Director, while the others play the roles of faculty and participants in the Program.
- They conduct their lessons with their peers (candidates for MI) and DEEP instructors in the role of students, providing feedback.
- They practice teaching, self-reflection, expert assessment, time management, and the integration of lessons into the content of the Program.
- They discuss the role of leadership in the ongoing integration of best practices into the educational process of the Military Institute.

Homework and Assessment (Preparatory Work for MIP3 Module):

- The project team leader updates the Faculty Development Course programme.
- The project team participants improve their lessons based on feedback from DEEP instructors, self-assessment, and reflection. They send the updated lessons to DEEP instructors for review and peer assessment before module MIP3. The lessons are returned to participants with detailed feedback two weeks before MIP3 module commencement.
- They add reflection, updated lessons, and «Personal Philosophy of Education» to their portfolio.
- They begin/continue developing their individual development plan.



MIP 3 Module. Original Faculty Development Course

(20-24 October, 2025)

Candidates for master instructors conduct FDC with new faculty members.

Learning outcomes

After completing MIP3, candidates for MI will be able to –

- Prepare and conduct lessons (content, instruction, assessment, time management) in alignment with the Programme outcomes.
- Improve the quality of their lessons (confidence).
- Integrate their lesson into the course, modifying it if necessary.
- Determine the value of team collaboration among the Programme's faculty.

Activities

Candidates for MI –

- Conduct FDC with faculty who are unfamiliar with the concepts, theories, and models of adult learning. Special attention is given to the perception of new concepts (changes) by students. The allocated time is spent on feedback, reflection, and time management.
- They practice teaching, self-reflection, peer evaluation, time management, and the integration of lessons into the FDC content.
- They discuss the role played by the leadership of the Military Institute in the continuous integration of best practices into the institution's educational process.
- They continue discussing the need for lifelong learning, belonging to the educational community, and integrating contemporary concepts into the content of their courses.



Homework and assessment (preparatory work for the MIP4 module):

- Each candidate for MI is provided with a lesson topic, already developed by a colleague, to update and supplement with their own material and be prepared to teach it to new faculty members.
- Each is tasked with outlining the modification of their teaching strategies and assessment in one of the courses at their institution – aiming to implement student-centeredness and active learning.
- Portfolio: demonstrate how participants of the Programme have engaged in professional development over the past two years.
- Conducting FDC at the Military Institute. Receiving feedback. Recording outcomes. Preparation for the discussion during MIP4.

Pedagogical competencies of MI to be analyzed

Fundamentals of adult learning	<ul style="list-style-type: none"> • Explanation of the interconnectability between adult learning theories and a student-centered learning model. • Perception of the educator's ethos.
Learning design	<ul style="list-style-type: none"> • Application of systematic, focused on the results of an approach to learning design that aligns learning outcomes with educational programs and assessment. • Planning multiple approaches to achieving learning objectives.
Learning	<ul style="list-style-type: none"> • Creating an inclusive learning environment that is supportive of diverse students (participants). • Planning the purposeful use of educational technologies to enhance the quality of learning. • Effective facilitation of learning periods in accordance with adult learning principles and student-centered education. • Application of active learning strategies to engage students. • Modeling effective communication skills in the learning environment. • Assessing the extent to which students have achieved the program's learning outcomes. • Providing feedback on students' progress in achieving learning outcomes.
Assessment and reflection	<ul style="list-style-type: none"> • Assessment and reflection on the quality of teaching. • Changing educational decisions based on data and feedback. • Acknowledging the importance of the teaching profession and leveraging opportunities for professional development.

MIP 4 Module. Transformation of educational programmes

(first half of 2026)

Candidates for MI teach transformed subject courses (disciplines) at the Military Institute.

Outcomes of institutional success

Upon completion of MIP4, the Military Institute will be able to demonstrate the integration of the faculty development programme into the educational process.

MI candidates training outcomes

Upon completion of MIP4, candidates for MI will be able to:

- apply formative feedback to improve teaching skills.
- modify another candidate's lesson in MIP (adapt teaching strategies and assessment to suit their own approach, ensuring that students achieve the learning objectives).

Activities

Institutional activities:

- a discussion with the leadership of the Military Institute regarding institutional goals and intentions to continually improve the quality of education;
- participate in a roundtable discussion on the initiatives of the leadership of the Military Institute aimed at supporting the sustainability of best educational practices.



Candidates for MI:

- develop and implement their transformed subject course for students, followed by feedback and reflection;
- conduct a transformed lesson for their peers;
- discuss the approach underlying the transformation;
- continue discussing the need for lifelong learning as participants in the educational community.

Homework (preparation for sustainable development work)

- Regularly update their portfolio.
- Ensure that individual development plans are forward-thinking, strategic, and productive.

Types and methods of success assessment

The assessment of participants' performance in the course is conducted continuously. Lesson No. 16, 19, 21-27 include intermediate assessment. The Course grade is the sum of the grades received for the specified lessons. Each lesson has developed indicators and criteria for assessing learning outcomes.

During lessons No. 21-27, one participant acts as the faculty member, while the others take on the role of cadets (students). The conduct of demonstration lessons and participation in them are assessed separately.

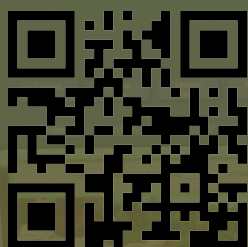
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