



INSTRUCTOR'S Manual



MPK INSTRUCTOR'S Manual

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Introduction

Nearly 3,000 volunteer instructors and actors implement the activities of the National Defence Training Association of Finland (MPK). MPK would not exist without volunteers. Your input, competence and enthusiasm is also appreciated and needed.

Every MPK instructor and actor determines the amount of time and effort they want and are able to put into the activities. Even a small contribution as a volunteer is part of a larger entity, and you can participate in the activities according to your own possibilities.

MPK offers you the opportunity to progress on the training path. You can move from novice instructor to leadership positions in large training modules, and complete training in tasks that interest you.

MPK training focuses on the learner and learning. In other words, the purpose of the training is always to achieve learning.

We use the best modern methods and tools in our teaching. Digital tools, simulators and online learning environments provide opportunities to achieve diverse learning. We continue to rely on traditional methods as well – doing things in practice continues to be an important way of learning.

We also utilise the Finnish Defence Forces' Training 2020 Programme as well as its methods, courses and teaching materials when developing our training and courses.

MPK's volunteer instructors and actors always represent MPK and serve as the organisation's "business card" in the public arena. It is important for our volunteers to treat everyone equally and according to the principles of non-discrimination. MPK has zero tolerance for bullying, discrimination and harassment. Working together allows us to achieve the best results and build a learning environment that is meaningful for everyone.

MPK's volunteer instructors and actors are never alone, and the workload and excitement is always shared with other people. You

will be assisted by more experienced instructors and course leaders as well as the chiefs of training and chiefs of preparedness, who are members of the MPK staff.

You might feel a bit nervous about serving as an instructor especially at the beginning. This is a normal reaction, and even experienced instructors can be nervous. An appropriate level of nervousness is also an important resource for an instructor: it helps them concentrate. Thorough preparation helps turn even significant nervousness into a positive feeling. Experience also increases confidence, also in voluntary activities!

Developing as an instructor is a lifelong process. The instructor training, this manual and your first steps as an instructor will provide you with the basic information and foundation needed to help you grow as an instructor. Be yourself, bold and enthusiastic, experiment and ask questions. Welcome to our team!



Planning and implementation of training is always a process of cooperation – working towards common goals!



Competence and learning

Above all, the National Defence Training Association of Finland (MPK) is a training organisation tasked with producing new competence.

Training is at the heart of MPK activities. As an instructor, you are one of MPK's most valuable resources: your contribution is important in terms of achieving MPK's objectives and building a safer Finland.

2.1 Learning is changes in knowledge, skills and attitudes

One of the central features of today's society is constant and very rapid change. Coping in such a society requires the ability to adapt to change. Learning is probably the most important element in this ability. Learning can be defined as changes in an individual's knowledge, skills and attitudes. From MPK's point of view, this means that our most important task is to provide the people participating in our courses with opportunities for learning.

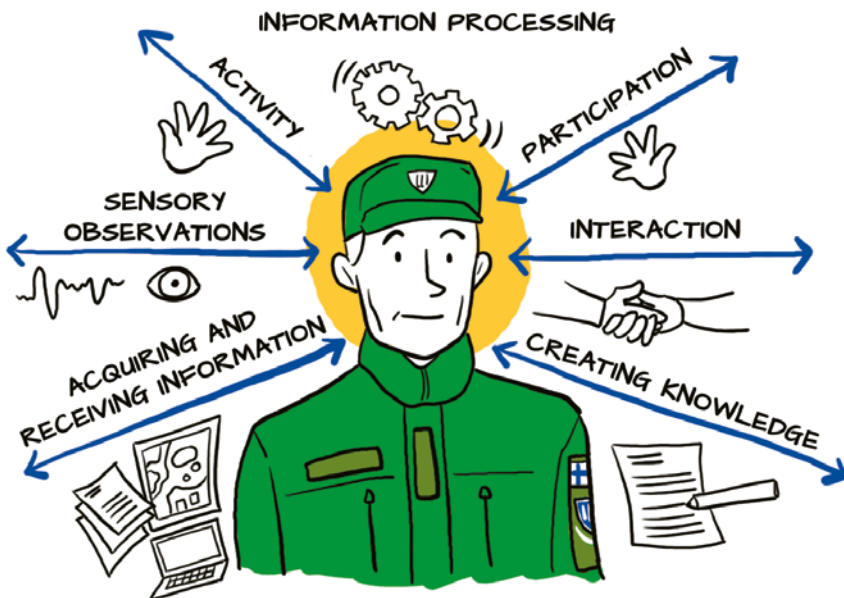
Understanding the relationships between learning, the learner and knowledge is called a conception of learning. A concept of learning also determines how the process of enabling learning is seen: in other words, how to train.

The starting point for training at MPK is the constructivist conception of learning. The learner is seen as an active and creative actor

Think about a situation in which you have had to adapt to change by learning something new!

who is constantly interpreting what is being learned. On the other hand, information is seen as socially structured and subjective: different individuals interpret the information in different ways, which means that reality also appears different to all of them. In practice, this means that teaching and training are primarily a process that involves guiding people to learn. Learning is always based on the learner's previous competence and knowledge, with new competence built – or constructed – on top of it. In the same way, the learner's volume of information constantly increases: new information accumulates along with what already exists. In other words, training is progressive and as the learner's knowledge and competence increases, it also becomes more applicable.

LEARNING PROCESS



As an instructor, your task is to enable learning.

2.2 Learning can take place through different channels

People receive information through learning channels that utilise different senses. These channels include auditory (learning by hearing), visual (learning by seeing) and kinaesthetic (learning by doing and experiencing).

As an instructor, how can you take different learning channels into consideration?

Auditory: listening, discussing, talking to yourself

- Focus on speech rhythm and tone of voice.
- Use imagery and metaphors.
- Ask questions and organise discussion groups.



Visual: reading, seeing, images

- Use diagrams.
- Draw and use pictures.
- Draw mindmaps, utilise a terrain model.



Kinaesthetic: experience, knowledge, intuition

- Create an activating learning environment.
- Distribute the observation tools being used.
- Use the learners as examples of observation.
- Let the learners do things themselves.



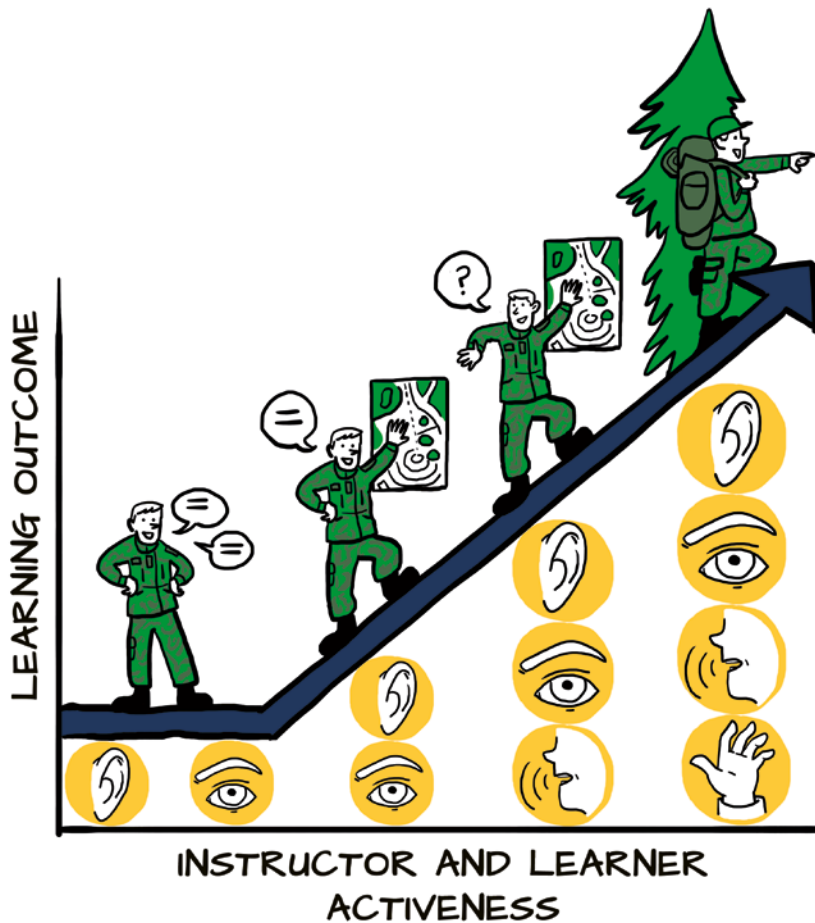
Very few learners are able to receive information via only one channel – most of us are multi-channel learners. We remember better when we use more senses to observe teaching and diversify the methods used to learn the same thing. This should be taken into account when planning the structure of training. Teaching that utilises listening, speaking, watching and doing promotes the learning process of different learner types.

Knowing the learning channels and diversely taking them into account during teaching allows the instructor to create meaningful learning events. It's a good idea to take different channels into consideration when choosing the teaching method, but it's equally important to use your intuition regarding the subject being taught and select the methods that are most appropriate in terms of the subject and achieving the objectives. It is also important to remember that training provided by MPK always emphasises learning by doing!

How do you learn best?

Learning can be structured in many different ways

There are many other ways of structuring learning in addition to the method based on learning channels that was presented above. For example, experiential learning theory divides learners into participants, observers, decision-makers and implementers based on behaviour models. You can read more about other ways of structuring learning, for example, online or in the literature.



Different teaching methods set different requirements for the activity level of the instructor and learners. A good guideline for the instructor is that "the information a learner remembers corresponds to their participation". It is worth utilising the possibilities provided by listening, watching, speaking and doing.

2.3 Learning – this is how we see it

As mentioned earlier, MPK training is based on the constructivist conception of learning. In practice, this can be harnessed into effective teaching by taking into consideration the following eight factors that affect learning.

1. Prior knowledge and review
2. Objective
3. Motivation
4. Conditions and maintaining attention
5. Learning environment
6. Teaching methods
7. Sequencing of core content and progression
8. Assessment and measurement

Core content

Core content refers to the most important content of the subject being taught. Core content could be described, for example, using the term “need to know” – and it is supplemented by topics that can be described as “good to know” and “nice to know”.

2.3.1 Prior knowledge and review

According to MPK’s conception of learning, the learner is always an active participant in the learning situation. Information cannot be poured into a learner’s head. The learning situation and the results achieved are part of a complex process influenced by several factors.

Learning is always influenced by what the learner already knows, understands or believes about the subject being taught. We usually best remember things that we can combine with what we have

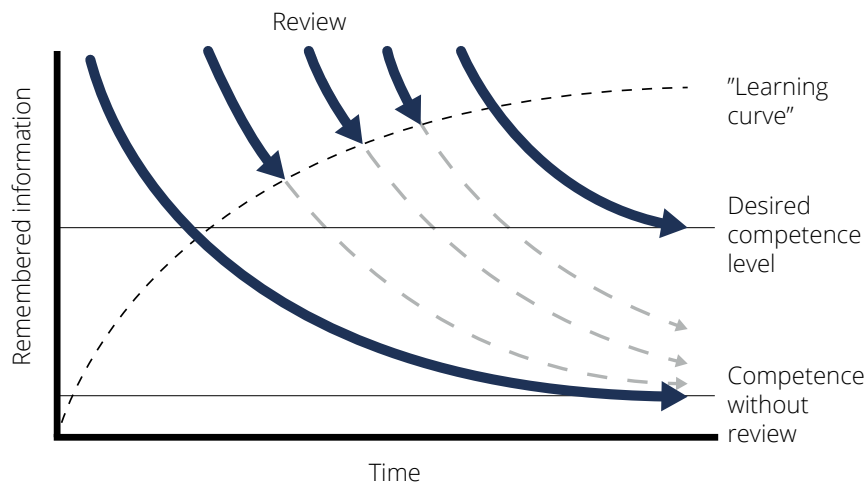


Take the eight items listed on the previous page into consideration when you plan and implement training.

learned previously. In the best case, the newly learned knowledge or skills complement what has been learned earlier. This is called assimilation – competence in the subject being taught accumulates and becomes stronger. The old saying “repetition is the mother of all learning” still applies in today’s world. Reviewing something that has already been learned is always a good thing in terms of learning, and there’s no reason to be afraid of repetition or teaching something again. In particular, the most essential aspects of core content that participants must know and remember should be dealt with using summaries, questions and reviews.



Sometimes learned information overrides a learner’s prior knowledge, skills or conception. This is called accommodation. Learning is



Reviewing can affect the level of competence, for example, in the following manner. The better a person has to know something, the more it should be reviewed. Review can take place within a training situation by means of repetition and by returning to the same topic in several training situations. The most effective method involves reviewing often and a small amount at a time rather than rarely and a lot at once.

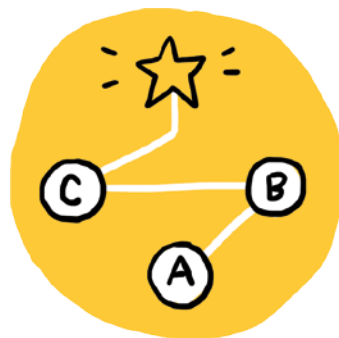
often more challenging in such situations, as it is difficult to unlearn what has already been learned and it may be difficult to change established conceptions. Such situations occur in MPK training, for example, when dealing with reservists of different ages and who have completed their service in different units. Some things may previously have been taught in different ways or different places, or the tools may have changed. This means that the instructor should always take the backgrounds of the learners into consideration and, if necessary, also prepare to justify why things are being done differently this time. In many cases, there is more than one way of dealing with the subject being taught, and discussing different ways of doing something can be a good way to activate learners and challenge them to reflect on what they are learning. However, there is not always enough time for this approach, and in that case the instructor decides how to proceed.

2.3.2 Objective

The objective of training and learning is always to achieve competence. The learning objective indicates what needs to be learned in the training and why. The objective is to bring about changes in the learner's knowledge, skills or attitudes.

The objective must be concrete, understandable and achievable. It may not be set too high or too low. Learners must know the objective of the training and understand why it has to be achieved.

Knowing the objective and understanding its significance affects the motivation of learners and what the learner focuses their attention on during the training. The target levels of “remember”, “understand” and “apply” should be used when setting objectives for the training.



Consider what you want the group to learn

What do they only have to remember? What should they understand about the core content after the teaching? What do they need to be able to apply in practice, and how can I ensure that we spend the necessary time on progressive teaching and sufficient review?

2.3.3 Motivation

Motivation is one of the basic requirements for learning. It determines the learner's activity level and their orientation. Motivation can be internal (desire to learn) or external (reward, encouragement). Successful performances and perceptions of success usually increase motivation, while failures and negative feedback detract from it.



The instructor plays an important role in creating and maintaining the motivation to learn. The instructor's attitude, enthusiasm and personal motivation as well as their style of providing feedback often play a decisive role in shaping the motivation of learners. One of the instructor's most important tasks is to find incentives that increase the desire to learn, in other words, they have to motivate learners to study the subject. One important and effective motivation method is to start a course by explaining the benefits of the subject being taught.

How will learners benefit from the subject? Benefit is motivating, so tell the learners about this right at the beginning of the training.

Factors that increase motivation

- The instructor's attitude and example
- Taking the group's educational level into account
- Realistic and clear objectives
- A good schedule and properly timed breaks
- Linking the training to prior learning and to the future
- Open interaction
- A good learning environment and atmosphere
- Encouraging the learners

These elements should be planned in the training card and implemented in the teaching situation.

2.3.4 Conditions and maintaining attention

In many respects, the instructor cannot influence the conditions in which training takes place, but it is possible to prepare for them by means of good anticipation and advance planning. The conditions and being prepared for them are also linked to learning outcomes and affect, for example, the attention, reception capacity and motivation of the learners. Factors related to the training conditions may include the length of time available for training, the time of day, weather conditions, site and equipment.

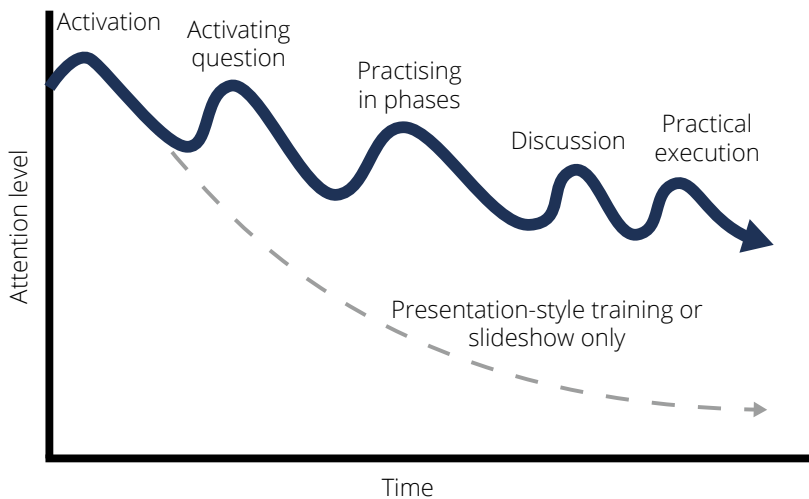
The training provided by MPK often takes place outdoors and at quite varied times of the day. In such conditions, it is a good idea to consider factors such as the weather resistance of gear and training material, lighting, preparedness for hot or cold weather, availability



of drinking water, site selection, sequencing of training, and physical activity between training periods.

The instructor cannot always influence the date and time allocated for the training. There may be too much or too little time in relation to the training topic. The time may also be poor in terms of learners' level of alertness – for example, it may take place late in the evening when learners are tired. In this case, the instructor must make choices regarding the core content (prioritising material that must be dealt with) or develop additional activities if there is too much time. In some cases, not all the desired training tools are available or they do not work as intended, which means the instructor must have a contingency plan for implementing the training.

The alertness level and learning of participants varies as time passes during a learning situation. Attention regulation, or concentration, is the ability to pay attention to things that are essential in terms of learning. The attention of learners may already deteriorate after 15 minutes if declining interest is not taken into account when planning



It is possible to use different teaching methods to influence the alertness and attention level of learners.

instruction and in the teaching situation. The instructor can actively influence the interest level of learners to ensure that it remains high.

Keeping learners actively involved and providing varied tasks help to maintain alertness and a good tempo. The following is considered to be the general rule for training: minimise the amount of time spent waiting and only listening and maximise the time spent on activity. This will ensure that learners do not get distracted or lost in their own thoughts. When planning and synchronising period of instruction, the most important topic should be scheduled for when the group's mental and physical alertness is highest.

2.3.5 Learning environment

Learning environment refers to an entity formed by the physical, psychological and social factors of learning. In MPK training, a learning environment is at its best when it provides the conditions for meaningful learning and appropriate implementation of training.



A physical learning environment refers to teaching spaces, such as classrooms and auditoriums, or the terrain at the training sites. Selecting and becoming familiar with the teaching space is an important part of planning the instruction. A well-selected, clear training site helps to keep focus on the core content, and includes no other stimuli that competes for the learners' attention.

For example, teaching in the field requires good voice use on the part of the instructor and clear management of the training situation. The physical environment also includes the necessary teaching and observation tools. Illustration refers to presenting things in a format that is easy to learn. For example, the instructor can use slides, videos, flip charts, illustration boards, a terrain model, the equipment

that is the focus of training, as well as virtual training environments and simulators for this purpose. Teaching materials include lesson handouts, activating worksheets and pocket books. The purpose of illustration is to motivate and stimulate ideas and images regarding the practical importance of the topic being taught. Providing a concrete example of something new that is linked to the learners' world of experience is also a good illustration method.

In addition to the physical learning environment, we can talk about social and psychological learning environment. The social learning environment includes interaction between the instructor and learners as well as the selected learning methods. The instructor's own conception of learning and humanity is reflected in their performance and educational choices.

Psychological learning environment refers to the learning atmosphere. The instructor plays a major role in creating a motivating atmosphere that promotes learning. A positive atmosphere can be created by providing continuous constructive feedback and supporting the learner as they develop their own way of thinking.

2.3.6 Training methods

Learning is naturally also influenced by the teaching style and methods used. When selecting the teaching method, you should consider how the topic is best learned and how to achieve the best learning outcomes. The choice of teaching method is influenced by the nature of what is being taught, the level of knowledge and skills possessed by the participants, and the training conditions.

Other factors that should be taken into consideration include different channels for





At its simplest, the subject being taught is illustrated with a clear image and speech. Different senses should be utilised when illustrating the subject being taught.

receiving information, maintaining the attention of learners, and sequencing the learning content into suitable segments. The goal with all methods should be to actively involve the learners in the instruction.

MPK training events usually involve the use of several different training methods. For more information on recommended teaching methods, see section 3.2 and appendices 6, 7, 11 and 12.

2.3.7 Sequencing of core content and progression

Goal orientation in training means taking the objective set for the instruction into account during all phases of teaching. The objective must be defined, both for the overall training period and for specific sessions consisting of its core content. Think about what learners need to know after the training event. Also tell the learners what the objective is.

A good way to plan training involves sequencing the core content being taught – the most important content – into phases. This sequencing helps you to di-



The material being taught is divided into phases. Teaching progresses from information to skill, from simple and familiar to complicated and applied.

vide the subject being taught into appropriate segments. The reception capacity of the participants should be taken into consideration during this process. The instructor must ensure that the teaching sessions are complete and clear entities.

Sequencing of training provides structure for logical progression and helps build a progressive entity. A rule of thumb is “you cannot require anything if no training has been provided”.

Consider how you would sequence the material into a clear, efficient and appropriate training package. How can you involve participants and get them to learn?

2.3.8 Assessment and measurement

The ways in which learning outcomes are assessed and measured has a substantial influence on learning. In an ideal situation, assessment and feedback encourage the learner and also provide a realistic picture of their learning and development. In other words, the aim is to guide, motivate and encourage in addition to providing tools for self-development.

Assessment and measurement demonstrate the achievement of objectives and thus ensure learning outcomes. The assessment method used may also affect the motivation of learners and subsequently their learning. Measurement can reinforce external motivation in a competitively-oriented learner, while it can be a factor that detracts from motivation in a less competitive person.



Using various tests and competence mapping as part of the training motivates participants to learn, for example, theoretical topics. Measuring something with an test that focuses on the core content provides a good opportunity for self-assessment, but also gives the instructor a tool for reviewing the core content of the learning objective.

Assessment may focus on evaluating the achievement of objectives (absolute assessment), while in other cases evaluating the learner's level in comparison to others or to the learner's own starting point (relative assessment) is justified. The key is to find an assessment method that is beneficial in terms of learning and the objectives.

The most important forms of assessment are continuous feedback to learners provided by the instructor. In order for feedback to work in the desired manner, it must be timely, honest, justified, understandable, prudent and concrete. For more information on providing and processing feedback, see section 4.1.5 and appendices 8–10.

| | | Objectives | |
|----------|----------|---|--|
| | | Specific and practical | General and vague |
| Feedback | Specific | Feedback is easy to understand and apply to future activities | Assessing performance is difficult |
| | General | The participant only interprets the feedback from their own perspective | Feedback is difficult to interpret and apply |

Relationship between objectives and feedback.
(Finnish Defence Forces: Kouluttajan käsikirja 2007)

Tools for assessment and measurement

Assessment and measurement of participants' learning is based on the objectives of teaching, the content being taught – especially the core content – and the methods used when teaching.

The indicators can be soft or hard. Soft indicators are based on, for example, opinions and feelings or a subjective assessment, such as evaluating a leader's ability to maintain motivation. Hard indicators are based on more objective measurement, for example, measurable quantities, such as the number of repetitions, distance travelled or time spent putting up a tent.

For more information and tips on assessing learning, see Chapter 3 and the MPK training programmes.

2.4 Equality is an integral part of our training

MPK organises training for people from a wide variety of backgrounds and life situations. The participants have varied capabilities depending on the information acquisition methods presented earlier, but also based on their life experience, work experience, education and many other factors.

MPK also complies with the Non-Discrimination Act when performing public administrative duties and organising training. According to the Act, the MPK must ensure that equality is implemented in its activities and take the necessary measures to promote equality. At the practical level, this means that harassment and all discrimination based on personal characteristics is prohibited and, if necessary,

the implementation of equality is ensured through special arrangements and reasonable adjustments in training activities.

At some point during their career, every MPK instructor will encounter a person who has learning difficulties. Learning difficulties refer to difficulties that are significant in relation to a person's talent and level of education and are not caused by other difficulties. They cannot be attributed to a lack of education. These include:

- **Dyslexia**, which means difficulty in processing information related to speech sounds. Dyslexia can be manifest as, for example, slow and incorrect reading or as difficulty in writing. There may also be difficulties in reading comprehension.
- **Dyscalculia**, which means difficulty understanding the meaning of mathematical concepts and symbols or, for example, difficulty in interpreting mathematical graphs and geometry.
- **Attention difficulties**, which means problems maintaining and focusing attention and, for example, difficulty regulating planning, goal orientation and alertness for activities.
- **Visual-perceptual difficulties**, which may manifest itself, for example, as difficulty in assessing spatial relationships or directions, or as difficulty in perceiving the parts of the whole.

Accessibility Directive

MPK complies with the Accessibility Directive in its activities. It requires that all non-textual online content is provided with text equivalents. In other words, the information contained in images, videos and audio must also be presented in text format. The use of text equivalents significantly improves the accessibility of online content.

Learning difficulties are relatively common – for example, up to 10% of Finns are affected by some degree of dyslexia. Various learning difficulties are often linked to each other, which means that the same person may have several different difficulties. When producing learning materials and planning the teaching situation, it is a good idea to consider how different types of learning difficulties can be taken into account.

Learning difficulties can manifest themselves in many different ways and contexts. Dyslexia may be apparent as difficulty reading but also as unwillingness to read or complete written tasks. On the other hand, perceptual difficulties can make it hard to read maps, find routes or understand the operating mechanisms of devices.

The instructor must be prepared to deal with a person who has learning difficulties. The most important thing is to remember that a learning difficulty has nothing to do with talent or intelligence – it only means that this person learns differently. If necessary, the chief of training will provide support for implementing special arrangements. In other words, support is always available for dealing with different types of learners. It is also good to remember that in most cases these are not very challenging situations: they simply require some minor adjustments.

Training for special groups

MPK also organises training for special groups, such as people with various disabilities. Courses for special groups are always planned with the specific needs of each group in mind, and representatives of another organisation often support the planning process. Taking part in training for special groups is an opportunity for every MPK instructor to expand their experience, vision and competence.

As an instructor, you will almost certainly also encounter a person whose cultural or ethnic background is different from that of most other Finns. The most important thing in these situations is mutual respect and building an atmosphere of non-discrimination. We can also talk about cultural sensitivity – culturally respectful communication and interaction that respects the right of people to express their own culture and to be accepted and heard with it. Sometimes cultural or ethnic background is also manifest as different customs or practices related to eating or practising religion. People with such needs often bring these up themselves. As a rule, these needs must be met in learning situations.

2.5 Learning and competence are cooperation

MPK's training activities aim at awakening self-direction in participants. This means that the participant sets goals for their own learning, strives for good learning outcomes, actively acquires information and assesses their own learning. A self-directed participant is motivated and has a positive attitude towards learning.

The purpose of training management is to ensure that the training and its results meet the requirements set for them and to develop the instruction in an active and systematic manner. It is important for the head instructor in to create an atmosphere that promotes learning. Each administrative level is responsible for management of training and teaching, starting with the main instructor and course leader.

The instructor actively interacts with the course leader. The course leader explains the main objectives of the course, provides clear justification for planning the training, and indicates proper information sources. If necessary, the course leader assists the instructor in planning their part of the training. When planning the course entity, the

AT LEAST
IN THEORY,
WELL ILLUSTRATED



PREFERABLY
IN PRACTISE,
BY DOING



The minimum level of cooperation between the instructor and the course leader involves reviewing and thoroughly discussing the training segment in advance. At best, the cooperation includes receiving the criteria in good time, joint planning, field reconnaissance, feedback on the training plan, and discussion of the exercise before the course is implemented.

course leader is responsible for ensuring that the instructor has a mastery of the learning objective, the topic being taught, and time allocation for their segment of the training.

The instructor receives feedback from the course leader on their training plan and training card well in advance of the course. In addition to personal feedback from the course leader, the instructor receives a summary of feedback on their own training segment provided as part of the general course feedback that is collected electronically. This ensures organisational learning as well as learning on

the part of individual instructors. The use of feedback for developing as an instructor is described in Appendix 10.

A master-apprentice relationship between an experienced instructor and a younger instructor works particularly well as a tool for instructor development. The more experienced instructor provides a young instructor with guidance, direction and support. Having an older instructor serve as a master or mentor during this work transfers tacit information – proven methods and operating procedures – to the younger instructor. For example, training plans and training cards are good tools for transferring the competence and know-how of experienced instructors to those who are just getting started. It is very important for experienced instructors to quickly take new, young and potential instructors “under their wing” and make new people feel welcome. Close cooperation between experienced and new instructors is a good way to promote the development of instructors and learners, but it also supports the overall development of MPK. The instructors learn training methods from each other, learners receive high-quality teaching, and the activities of MPK are simultaneously secured for years to come.

Planning of training at different levels

The course leader and MPK staff prepare a course description, including the objectives and key content. The course description helps the instructor plan their training. A training card is usually produced as the outcome of the instructor’s planning work.

2.6 The rights and obligations of the instructor

When accepting an assignment, the instructor has the right to receive information from the course organiser regarding the objectives of the course and their own training segments. They must also receive sufficient information about the training resources and the learners in order to profile their target group. The instructor discusses the objectives set for the training with the course leader.

It is always a good idea to draw up a written plan for the training, for example, in the form of a training card. Compiling a training card guides the instructor to plan the training in a way that corresponds to the objectives and facilitates further preparations with the course leader. Any deficiencies that interfere with planning should be discussed with the course leader and the salaried MPK personnel at the training site.

The instructor is responsible for the correct content of the training they have planned and for ensuring safety during the training. The instructor is responsible for maintaining good order and discipline during the training. The instructor must intervene in or react to undesirable situations. These include cases of suspected substance abuse, security threats or illnesses. Appendix 5 provides a list of possible disruptions and special situations.

The course leaders and MPK's salaried personnel can provide assistance with planning the training and its safety. The correctness of the content being taught can be ensured by talking to other instructors, and it is a good idea to draw up a safety plan together to ensure that no important information is missing. The instructor, course leader and salaried personnel must all have each other's contact details to ensure that assistance is close at hand in case of problems.



Starting points and training methods

Learning is always the goal of training. The participant's own activities are most important for learning, but the way in which the instructor operates also has a major impact.

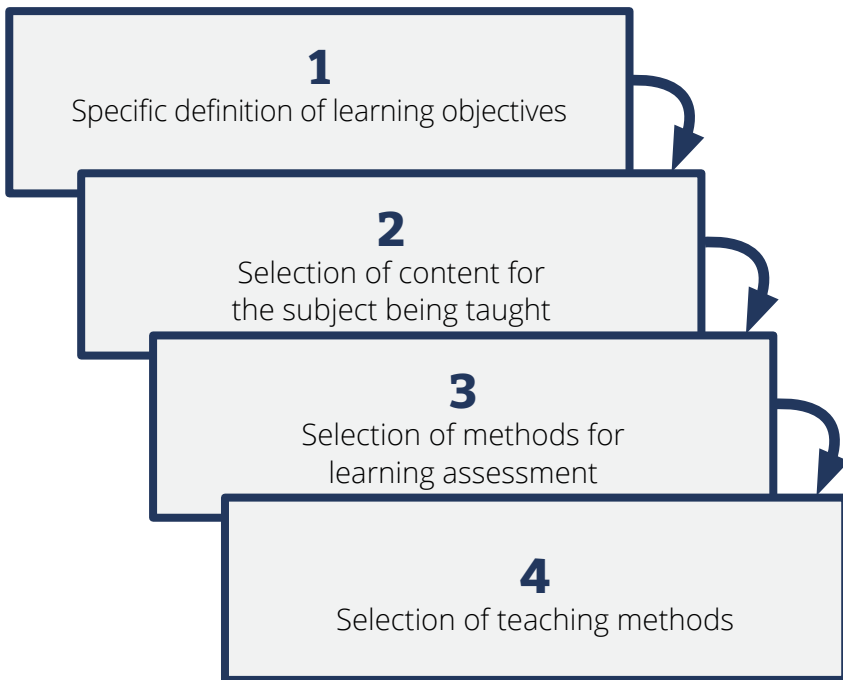
At MPK, the instructor is first and foremost seen as a coach whose job is to make it possible for the participant to learn. The most appropriate method for each teaching situation should be selected for MPK training. Examples of such methods include the flipped learning model, combining different teaching styles into multi-modal learning, and skill development through repetition teaching.

3.1 Training must be streamlined

The goal when planning MPK education is streamlined teaching. This means that all elements of teaching and the learning environment are mutually supportive and consistent with each other. The principle of streamlined teaching involves using the objectives as the starting point for planning: start by identifying the learning objectives, then consider the content, teaching methods, desired nature of competence and competence assessment methods needed to achieve these objectives.

Streamlined teaching

- The objectives of teaching have been defined as learning objectives.
- The goal is deep learning – the ability to apply what has been learned.
- The content, method and assessment of teaching are consistent with the learning objectives.
- The teaching atmosphere supports learning –
- the instructor must communicate that they want to
- support the participants' learning.
- The target group of the teaching must be taken into account in every step of the planning process.



The process of planning streamlined teaching can be illustrated as four steps. The learning objectives are used as the basis for selecting the content, assessment methods and teaching methods that best support learning. (Biggs 1996)

3.1.1 Learning objectives describe the goal of the training

A learning objective is a specific description of competence: the nature and level of that competence. It describes why the training is being held – for example, the goal may be to increase branch competence, develop the marksmanship skills of an individual reservist, promote safety awareness among general upper secondary school students, or develop leadership and instructor skills among women.

Learning objectives can be generated in many ways, but they are often based on confirmed MPK training programmes, in which case

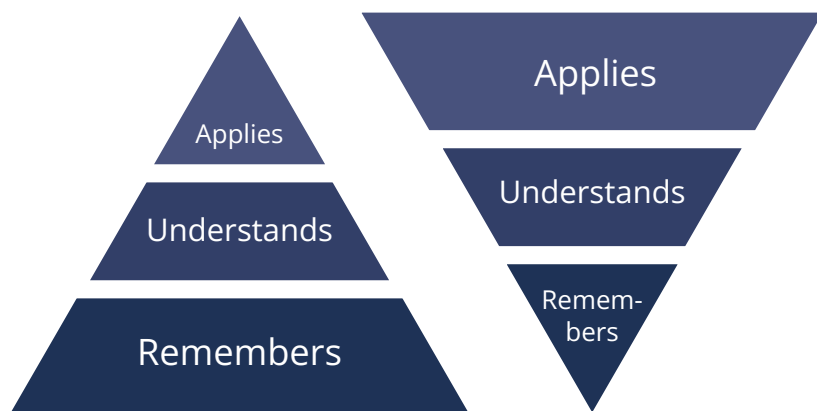
the learning objectives are provided to the instructor. MPK training programmes include so-called model courses for which the learning objectives and often also the content has already been defined quite specifically. Even in these cases, it is still essential for the instructor to understand why the training strives for specific competence and how the objectives affect the instructor's work, because it may be necessary to further specify the learning objectives in certain situations. A good learning objective meets four basic requirements:

1. **Understandable.** The learning objective is straightforward, unambiguous and concrete.
2. **Achievable.** It is possible for everyone in the target group to achieve the goal. The initial level of learners and the time, materials and instructor resources available for the training have been taken into account.
3. **Measurable.** The learners and instructors are able to measure and verify the competence level in concrete terms, for example, based on performance. The learning objective has been defined using verbs that describe the types of activity being measured, such as identify, name, repeat, justify, supplement, produce, etc. See page 41 for more information on verbs related to defining learning objectives.
4. **Useful.** The goal is sufficiently challenging for all learners and can be applied in practice outside the training situation.

The learning objectives and content of the model courses included in MPK training programmes are binding: when organising a course with the same name as a model course, the course objectives and content must also correspond to the model course. This is because the MPK training programmes and their model courses have been separately approved, and MPK is committed to providing participants with the specific skills described in the training programmes, regardless of where or when they participate in that course.

3.1.2 Three target levels for competence

The nature of competence describes the level of competence: whether the goal is to simply remember something, understand it in a way that makes it possible to explain it to another person, or apply the learning by, for example, using it to solve problems by means of creative thinking. The nature of competence can therefore be seen as a pyramid with three levels: remembers (previously “knows”), understands (previously “knows how to”) and applies (previously “masters”). This division also complies with the Finnish Defence Forces’ Training 2020 programme.



The nature of competence can be seen as a pyramid: the learner remembers most things, understands many things, and knows how to apply some of them. The pyramid can also be turned upside down: in terms of planning, time use is directly related to the depth of learning – learning to apply something takes the most time.

Training is often planned in a very content-oriented manner. This is understandable, because the content is important: it is used to achieve the learning objectives. However, the starting point for streamlined teaching is always learning objectives: when specifying

| Level | Objective | Verbs to describe the competence level |
|-------------|--|--|
| Applies | The ability to apply knowledge, skills and methods in different situations | Information: select, supplement, calculate, build, produce Skill: apply, act, change, use, report, produce, manage Attitude/interaction: utilise, relate, develop |
| Understands | Ability to interpret information and explain different concepts Ability to implement consecutive performances or tasks consistent with the demonstration | Information: explain, generalise, classify, edit, define, discuss Skill: repeat, select, implement Attitude/interaction: accept, justify |
| Remembers | The ability to remember and recall things The ability to repeat an individual performance or task according to the demonstration | Information: identify, feel, name, list, recall, remember Skill: repeat, present, show Attitude/interaction: adapt, describe, highlight |

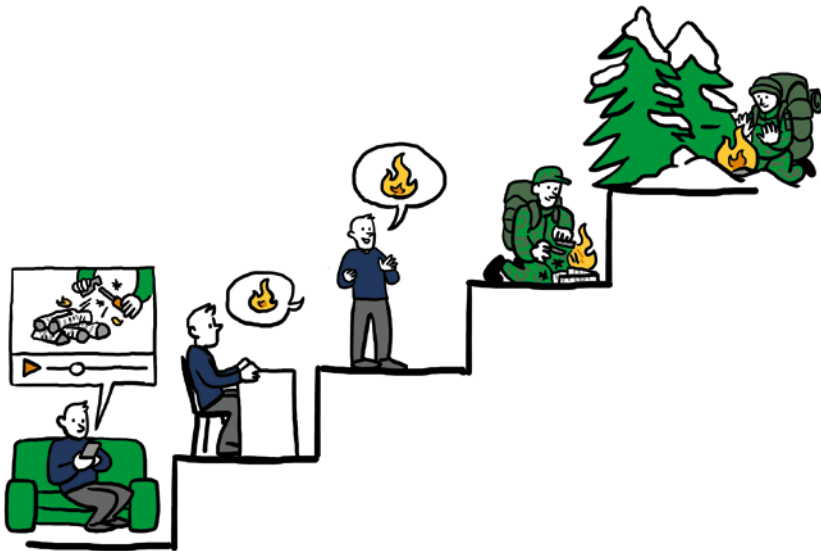
The target competence level set for the training guides the content being taught, the instructor's focus on core content, and the selection of focus areas for time use. (Finnish Defence Forces: Conscript leadership and instructor training programme)

the content, you should consider how the content can be used to achieve the desired competence – in other words, the aim is not only to communicate information but to achieve the ability to accomplish something with that information.

The content should be considered from the participant's perspective: what are the most important knowledge and skills they should learn in order to achieve the learning objectives? This is called the core content. Specification of the most important content, on the other hand, is called core content analysis.

A core content analysis divides information related to the topic into

1. **core content**, which participants must learn in order to achieve the objective;
2. **complementary information**, which can help them to learn the core content; and
3. **special knowledge**, which supplements the above with details and can help make studies meaningful.



The instructor should plan the training so that it progresses from core content to special knowledge and from remembering to application.

Core content can also be described as “must know”, complementary knowledge as “good to know” and special knowledge as “nice to know”.

Identifying the core content is important: if you try to teach too much at one time, learning may only be superficial, meaning that it remains at the remembering level and may not necessarily be integrated with prior learning in a way that creates new understanding. The aim with streamlined teaching is deep learning: the ability to understand and apply things. This is why core content always takes precedence over complementary knowledge and special knowledge. The main focus during training is always on the core content and effectively learning it, with at least four fifths of the available time spent in this area. A good rule of thumb is to teach a small amount of material properly rather than scratching the surface of a larger amount.

3.2 Teaching methods are based on the learning objectives

There are many different methods for teaching and studying. The assessment and selection of teaching methods are based on learning objectives and, above all, the desired nature of competence: for example, if the aim is to apply knowledge, the teaching must also include the application of knowledge – the ability to apply something cannot be required if it has not been practised in advance. In other words,

Training formula

Repetition and simulator teaching often involve a so-called training formula, which consists of the following stages: 1) demonstration, 2) teaching in phases, 3) practising in phases, and 4) execution.

teaching methods must be appropriate and support the achievement of learning objectives.

When choosing the teaching method, two basic factors affecting the choice should be considered:

1. **Teaching format:** Will the teaching be implemented as contact instruction, online teaching or a combination of both? It is worth noting that online teaching is not a teaching method in itself, but it can utilise many of the same methods as contact teaching – with consideration to the special features of using the internet as an interaction environment.
2. **Agency of teaching:** Is the training implemented in an instructor-, group- or individual-oriented manner? In other words, is the instructor, group or individual the most important actor from the perspective of learning? For example, the key actor in lecture-style teaching is the instructor, while the individual is the key actor in self-study. The following teaching methods can be applied in all these cases.

The most important teaching methods from the perspective of MPK activities are the following:

- **Lectures and other presentation-based teaching** are suitable for describing things, sharing information and presenting different views and opinions. Additionally, it often provides the foundation for practical training. It is always a good idea to involve learners by activating them, for example, with questions or discussion segments. Methods for activating lecture-style teaching are presented in Appendix 12. *Examples of topics: management*



theories, human activity as a cyber security threat.

- **Collaborative learning** – for example, group work, group discussion or brainstorming – is based on a learning situation created by the instructor, in which the participants have to rely on each other to achieve the learning objective. Activating the participants is essential to this method. Collaborative learning must be planned in a goal-oriented manner and monitored by the instructor.

Examples: planning a base, compiling a plan for dealing with dangerous situations.

- **Guided self-study** can be, for example, exploratory learning in which the learner acquires and processes information. The learner demonstrates their learning in a written assignment, which may be a preliminary assignment designed to prepare them for contact teaching. *Example: becoming familiar with different concep-*



Repetition training as a method for marksmanship training

Achieving the marksmanship skill necessary for a front-line combatant requires at least 3,000 high-quality shots. Repetition training leads to sufficient skills through the development of motor skills and mental models.



tions of learning as a preparatory task for instructor training.

- **Demonstrations and practice based on them** are implemented, for example, with the instructor making a demonstration, after which the learners practice in phases with guidance provided by the instructor. *Examples: preparing equipment for use, certain physical exercises.*

- **Repetition and simulator teaching** is training in which the participants learn practical skills and repeat their performance multiple times. Repetition helps the learner to remember the correct execution and develops their motor skills. Repetition training often utilises the demonstration teaching method presented above in a way that ensures many repetitions. Repetition training can also be implemented using simulators – for example, marksmanship can be practised with an indoor simulator. *Examples: marksmanship training, virtual battlespace (VBS) training taking place in a virtual training environment.*



Consider the type of teaching method that promotes learning. How does limited training time affect the choice of teaching method?

The appendices contain more information on the application of different teaching methods. They also include tips on the work methods associated with different teaching methods. It is also a good idea to familiarise yourself with the Finnish Defence Forces' Instructor's Handbook (*Kouluttajan käsikirja, Utbildarens handbok*, 2021), which is available online in Finnish and Swedish, and the content published by various educational institutions. There is a lot of support available for selecting and applying teaching methods!

3.3 Flipped learning emphasises the active role of the learner

One of the key principles of MPK training is to see the learner as an active participant, with the instructor helping them to learn and serve as their own instructor. This involves the concept of flipped learning:



Advance assignments completed by course participants are a good example of flipped learning. The benefits of such an approach include harmonisation of the initial level.

in traditional teaching, the instructor teaches something new, after which learners continue learning more about the subject and practising. In flipped learning, the participants start by studying a new topic independently, after which processing – and learning – continues with the instructors and other learners. The training is based on the learner's starting points.

One example of flipped learning is communicating, summarising and organising the basic knowledge that provides the starting point for learning before contact instruction begins online. This allows more rapid application of the new knowledge in contact instruction. On the other hand, flipped learning can also be implemented in contact instruction by starting with a short orientation provided by the instructor, after which the learners familiarise themselves with the subject being taught independently before discussing it together and completing a practical exercise related to the subject. Flipped learning strives to ensure that the training participants have the same initial level of knowledge, for example, when they start contact teaching.

Flipped learning makes it possible to significantly improve the effectiveness of training. Contact instruction in MPK training is typically organised on weekends, which is why time is limited. For example, arranging the training so that a significant amount of learning takes place independently before contact instruction has even started leaves more time to apply the knowledge, practice, and deepen learning during contact instruction. This may also make the training sessions more interesting: decreasing the amount of traditional lecture-style teaching and replacing it with independent advance work allows the participants to learn more quickly by doing things, which is usually the most effective and motivating way of learning in MPK training.

3.4 Aiming for a flexible combination of online learning and contact instruction

Learning involves different but overlapping concepts of environment. The term learning environment refers to an entity consisting of physical, psychological and social factors. Physical environment refers to the physical location where training is carried out and the training and observation materials that are used. Social environment, on the other hand, refers to the interaction between the instructor and participants. Responsibility on the part of the instructor – such as observing legal regulations and human rights as well as reliability, fairness and taking care of other people – also provides an ethical learning environment for the training. Psychological atmosphere is the learning atmosphere experienced by the participant, which includes the above-mentioned parts of the learning environment.

Interaction environment refers to the concrete environment in which learning takes place. The interaction environment for contact instruction is a physical space, while the environment for online

Hybrid training

Hybrid training refers to training which participants can complete in contact instruction or online. Hybrid teaching always takes place in real-time – both contact and online participants are present at the same time and can communicate with each other.

teaching is the internet and an online platform, such as Moodle. In many cases, the interaction environment is also referred to as a form of teaching, which can be either contact or online instruction.

In the past, the physical environment and the internet were usually alternatives to each other from the perspective of learning, but today they increasingly merging into a single environment. This is called blended learning. MPK's target is for training to increasingly comply with the blended learning model: learning takes place in traditional contact instruction and online.

3.5 An online environment is different

Today, online teaching also plays an increasing role in MPK activities. Online teaching often makes instruction more efficient and accessible: geographical distances lose their significance in online teaching, the instruction can be implemented regardless of time, and various technical solutions can also facilitate learning among people who have learning difficulties or disabilities.

All of the teaching methods presented above can be used on the internet. Online teaching is not a teaching method as such: the internet is an interaction environment and online teaching is one form of teaching. However, the online environment has some special features that must be taken into account when considering and planning its use for teaching purposes.

The most obvious special characteristic of the online environment is the different nature of interaction and communication. In addition to our voices, we use expressions, gestures and other body language when communicating in real-world situations. In an online environment, communication may be based only on text or sound, which means that a large part of the message is not actually communicated because its non-linguistic dimensions fail to reach the recipient. It is not possible to use expressions to indicate irony, or gestures to high-



Utilising the internet can make instruction more efficient and interesting by allowing you to present information in different formats. Information is also accessible in many different places at a suitable time.

light important issues, and tone of voice may not necessarily be understood in the same way as if the participants were in the same real-world space.

The context in which an online environment is used may also vary considerably from one person to another. The context of use includes

- **technical aspects**, such as the quality of the internet connection and the device being used
- **physical context of use**: where the user is and what is around them
- **time context**: in practice this means time, alertness, and length of the session
- **user context**: for example, knowledge, skills, preferences and habits.

The same teaching situation may include people who physically participate in the teaching situation while others take part using a computer in their office or a mobile device while travelling. Use may also be very different in terms of time, which should be taken into account when planning, for example, collaborative learning. There can be significant differences in the technical and other skills of users: using a network and its applications is natural and easy for some people, while it might be difficult, stressful and frightening for many others.

3.5.1 MPK's online learning environment is Moodle

MPK uses the Moodle online learning environment. It is one of the world's most commonly used virtual learning environments and, for example, the Finnish Defence Forces use the same environment in their training.

Moodle is based on courses that are usually divided into topics or time periods, such as weeks. You can attach different materials and activities to each topic. The most common ways of using Moodle are:

- **Sharing materials:** Moodle allows you to share written materials as well as podcasts and videos.
- **Discussion:** You can create forums in Moodle that can be used to hold discussions with different threads. Attachment files can be added to the forum messages, and used to support things like group work.
- **The Chat area** makes real-time discussion possible, for example, during the online work stage preceding a course.
- **Interactive content** means content in which questions or interactive presentations are linked to, for example, a video.
- **Group formation** can be used to help create groups, for example, for the contact instruction stage of a course.

Moodle even makes it possible to hold online lectures if a suitable plug-in is installed in the environment. Moodle is also a highly modular environment in other respects: various plug-ins can be installed to add features according to each user's needs. The possibilities offered by Moodle are presented in Appendix 7.

Despite its versatility, Moodle is relatively easy to use for both the learner and the instructor. Participation in MPK's Moodle courses is recommended if you have not previously used the environment as an instructor. You can learn how to use Moodle very quickly!



Take a bold and open-minded approach towards trying Moodle and different online teaching methods. Could you support the learning of participants with, for example, a micromovie, interactive slide shows or discussion assignments before the course? It is a good idea to allocate sufficient time for preparing online instruction, especially during the first implementations.



Planning the training in practice

Understanding the theory of learning and education gives the instructor a strong foundation for their practical activities. However, it is also important to know how to apply the theory in practice.

Topics related to learning and education were discussed at the theoretical level earlier in this manual. It is now time to move on to practical training and learning: how can you turn the information presented earlier into training, exercises and training stations. The next two sections will provide you with a practical toolkit for working as an MPK instructor.

4.1 Progression of the training event

In terms of instruction, teaching situations consist of five phases:

1. Orientation (activation) – 10 min

The instructor introduces themselves if they don't already know the learners. Introduce the learners to the topic and present the objective of the training. Highlight the significance of the training – this is how learners are motivated with regard to the training. Review how the teaching situation will progress.

2. Familiarisation (knowing) – 10 min

Learners familiarise themselves with the topic and the factors affecting it and thus acquire the necessary basic understanding. Familiarisation can also begin with online material before the contact instruction. If possible, familiarisation in the teaching situation should also be independent using, for example, a micro-movie.

3. In-depth learning (understanding) – 10 min

The objective of this phase is to ensure that everyone has achieved the required level of knowledge in the earlier phase and also to move from memory to understanding. One example of a method for this is a guided learning discussion, in which learners build understanding in a collaborative manner.

4. Activity (practising the core topic) – 60 min

In the phase, the learners go deeper into the theme by completing a practical exercise related to it. This can take place in the form of traditional repetition or using simulation, games, competitions or some other challenging method. The learning can also be applied to solving a practical problem. The training formula can be applied to practising the core topic so that the main focus is placed on what the learners are doing.

5. Feedback (learning) – 15 min

Feedback discussions provide the participants with feedback. The key element of a feedback discussion is to emphasise what has just been learned and what is most important about the learned topics.

The time estimates provided are an example of how to divide the phases of a teaching situation for which two hours have been reserved (including transitions). It is important to note that at least half the time is spent on doing things and practical training.

Sequencing of the phases is not rigid. The entity is partly structured in an overlapping manner based on the training topics, objectives and selected methods. There may be several action phases, and all of these may include separate feedback elements. The instructor must be prepared to adapt their plan as required by the situation.

4.1.1 The orientation phase provides motivation for training

It is always a good idea to gather the learners together during the orientation phase. Arrange the learners in a formation that is appropriate for the teaching situation, such as a row, arc or around the teach-

ing tools. The instructor starts by checking the learners' gear, because shortcomings and problems can interfere with implementation of the training and also be a safety risk. Then the instructor gives an opening speech, which includes at least the following:

- Introduce yourself and any assistant instructors.
- Stimulate the learners' interest in the topic with, for example, an exaggerated question or a funny case example.
- Explain the training topic, goal and learning objectives and the entity to which the training is related.
- Motivate the learners and tell them why the topic is beneficial and why they need to know it.
- Describe the sites that will be used during the training.
- If necessary, divide the learners into groups.
- Present the stages and schedule for the teaching situation
- Briefly describe the practical arrangements related to the teaching situation (for example, location of the toilet, breaks, etc.)
- Check the learners' gear.
- Determine the competence level of the learners.

The learners must be told whether this is a basic or applied exercise, in other words, what is expected of them. Appropriate order must be maintained in the teaching situation in order to ensure safety. While maintaining order, it is also important to keep the learning atmosphere meaningful.

4.1.2 Ensure the initial level during the familiarisation phase

As stated earlier, the participants in MPK courses may be a very heterogeneous group. Participants come to the courses from varied backgrounds, they may be of very different ages and from different parts of the country. There are also differences in conscript service

background: some have none at all while others have completed it at different times and in different units.

In order to ensure a successful and safe teaching event, you must ensure that the learners' initial knowledge level is adequate and also sufficiently similar in terms of the planned teaching situation. This takes place during the familiarisation phase.

In most cases, it is a good idea to start the familiarisation phase before contact instruction even begins. Learners can be offered different types of material in online learning environments. Familiarising themselves with that material will develop their basic understanding and orient the learners to the upcoming contact instruction period. However, rather than relying only on advance preparation, you



Keep the orientation phase informative but short. The most important element is to move on to the familiarisation phase and the core content that is being taught.

should also include a familiarisation phase in each contact instruction situation. It is also worth preparing for a situation in which one of the learners does not complete the familiarisation assignments and achieve the initial level required to complete the course. In this case, the instructors – and especially the course leader – must be prepared to discontinue that person's participation in the course.

Initiative on the part of the learners is a key element in the familiarisation phase: each learner starts familiarising themselves with the training topic from their own starting points. This means the learners should be allowed to choose what topics they focus on and the areas in which they need more information.

Today, nearly all learners carry a mobile device in contact instruction situations. They should be encouraged to use it. The persistent idea that a mobile device is an operational security risk in the context of national defence should be discarded: In MPK training, direct access to information sources is seen as a great opportunity for learning.

4.1.3 The in-depth learning phase ensures understanding

The aim of the in-depth learning phase is to ensure that all learners have achieved an adequate level of knowledge in the previous phase. However, the main objective of this phase is to combine the knowledge of individual learners into shared understanding: why are we here, what do we need to know, and why do we need to know it.

Collaboration can be added to the in-depth learning phase in many ways. For example, the instructor can lead a learning discussion in which the learners highlight what they know about the topic being taught as well as comment on and supplement the issues raised by other participants. In practice, the learning discussion can be implemented anywhere: not only as a tool for classroom instruction but also in situations such as equipment training in off-road conditions.



A terrain model is a good way to illustrate and initiate in-depth discussions that further core content learning.

It may be worthwhile to use technology to support the in-depth learning phase and collaborative activities: for example, using various polls and collaborative writing carried out online in padlets (a browser-based virtual message wall) are often good ways of involving less outgoing learners in a discussion. In field conditions, it is advisable to carefully consider the use of technology and prepare for it, for example, by printing out the required internet addresses as, for example, QR codes.

4.1.4 Practising is essential in national defence training

The training phase includes teaching phases and practice phases. The focus in these phases should be placed on training, during which the participants perform the task themselves. The practice can proceed step-by-step or be based on overall execution, and it can be indepen-

dent or guided. The role of the instructor is to monitor performance, correct errors and encourage learners to perform well.

During the training phase, the instructor's best tools are interaction, illustration and direct feedback. The instructor should be as active as possible in training progression and guide the learners as required by the situation. The training phase process always includes direct feedback that is used to guide the learners. The instructor should try to lead the training situation according to the plan, but must also be prepared to be flexible if necessary.

Training phases can be very different in nature. They may involve traditional repetition, training can be implemented using simulators or arranged as games or competitions. The learned topic can also be applied to solving a practical problem.

Although training is important, the time allocated to it should not be exceeded unless absolutely necessary. Exceeding the reserved time always has a negative impact on the following sessions and learners' enthusiasm, especially if the delay occurs for reasons beyond their control.

4.1.5 The teaching situation ends with the feedback phase

Feedback is an important step and should be carefully planned and implemented. The phase includes reviewing the training situation, logistics and maintenance, and a feedback discussion. The most important part of this phase is to review what has just been learned and whether the objectives have been achieved. The practical conclusion of the teaching situation will also take place at this time, for example, by checking the gear and instructing learners on further measures.

Start this phase by reassembling the learners. Inspect the training material and gear for shortcomings and other problems. The leader of the teaching situation is responsible for inspecting the material and gear, recording shortcomings and organising searches if neces-



The instructor is actively involved in guiding the practical training. Learners who are observing a performance can be given tasks and roles to activate observation.

sary. The person leading the training situation also orders equipment and vehicle maintenance, supervision of handover and maintenance, and performs spot checks to inspect the material groups. The condition and safekeeping of materials and gear must also be monitored during the training.

A feedback discussion is held at the end of each training situation. Feedback discussions play an important role in reinforcing the knowledge and skills learned and avoiding misunderstandings. This means that time for providing feedback must be allocated in the training card. The instructor provides the participants with feedback from the perspective of achieving the learning objectives. The purpose of the feedback is to reinforce what has been learned during the training phase and enable development on the part of the participants.

As an instructor, take the following into consideration when providing feedback:

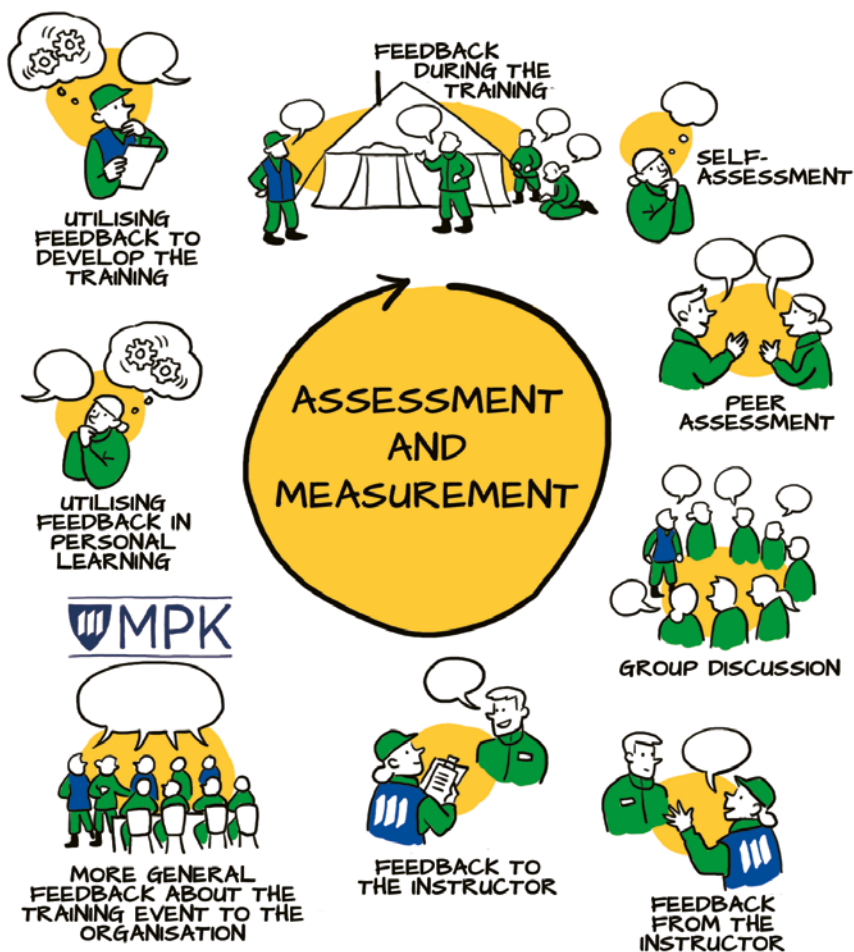
- Providing feedback is an essential part of being an instructor. The learners deserve feedback that is development-oriented and appreciative.
- Provide feedback that is useful:
 - » Functional feedback is easy to understand and receive.
 - » Feedback prepares a person for later performance and enables better learning.
 - » The purpose of feedback is to improve the performance of participants – not to highlight the instructor’s knowledge and skills.

The MPK instructor should use the feedback model known as the “hamburger method”. Feedback should also be based on the learning objectives and core content of the training.

1. Start by focusing on success and learning.
 - » Highlight a few key points from the core content and provide positive feedback about these.
 - » Be concrete and give examples.
2. Explain the key areas of core content that still require development.
 - » Justify all feedback.
 - » Be critical of the performance – not the person.
3. Finally, provide an overall assessment of the activities. A good summary recaps the entire training event, and the participants remember the positive final message.

More information on providing feedback is contained in Appendix 8.

The feedback discussion is interactive. This means that in addition to feedback provided by the instructor, learners have the opportunity to give feedback to each other and to the instructor. Encourage the learners to comment on and highlight successes and development targets related to the training theme. Learners often make good ob-



The feedback phase that concludes the teaching situation is part of a broader evaluation and feedback process, which is used to continuously develop the training.

servations about the training topic or training event and as well as development ideas for implementing the training in the future. Feedback should be accepted openly, with the goal of developing your own and the organisation's activities in the long term. A feedback phase that is well-planned and managed and led with a firm grip puts the finishing touch on the teaching situation.

The training will be developed based on the feedback received. Observations made in the training situation and, in particular, development proposals or needs should be recorded and taken into account when planning the next training implementation. The course leader will also provide the instructor with course feedback collected from the learners.

The training may also involve a self-assessment of the course performed by the course leader, in which implementation of the training is evaluated according to the MPK quality requirements and criteria. Self-assessment is training development work, which contributes to ensuring the quality and timeliness of the training. Self-assessment allows the course leader and instructors to develop the training, its content and methods as well as their own training skills.

The learner's perspective as a starting point for feedback

Using the learner's perspective as the starting point is a useful feedback technique for an instructor. Start by letting the learner express their own perspective on performance and base your feedback on what the learner said. What did the learner focus on in their self-assessment? How did you see the situation as an instructor? What else should be brought up?

4.2 Training card planning ensures success

The training card is a document that includes all the elements presented in this section. The training card is compiled with a level of detail that makes it possible for another instructor to implement the course as intended if the original instructor is unable to do so. MPK collects and saves the training cards in order to facilitate the activities, brainstorming, and planning of volunteer instructors.

Training cards are not a goal in themselves, but instructors are strongly encouraged to prepare them. This ensures that the teaching content is correct and the training event progresses in a consistent way. Good planning is half the process! A carefully prepared training card helps you plan the training and also identify any possible pitfalls in advance. A thorough training card helps the instructor structure the training in their own mind in advance and is also a tool to help with memory.

Training cards also represent a way of passing on tacit information and provide new instructors with good tips about effective and motivating ways of implementing training. Not having to reinvent the wheel is beneficial to everyone.

The training card contains:

- **Basic information about the training event** – the name, topic, time, and location of the training event.
- **Goal and objective** – why is the training being organised and what should the participant or group be able to do after it is over? What are the learning objectives for the teaching event?
- **Assessment criteria** – how will the participants' competence be measured during and after the training?
- **Staff and their gear** – instructors, assistant instructors, participants, equipment.

- **Training material and tools** – what tools will be used to implement the training? How much of them are needed? Does the instructor need to produce some of the material?
- **Preparations for the training** – for example, testing AV equipment, reserving training material and checking its condition before the training begins.
- **Time use plan for the training** – organise the training into segments based on the phases or topics and provide a rough estimate of the time spent on each segment.
- **Training event progress linked to time** – a plan of what to teach, the teaching method for each element (how to teach), and time use during the training event. The training card must cover the subject matter being taught in a manner that corresponds to the intended implementation of teaching during the training. Additional information and illustrating images can be attached at the end of the training card. For example, the teaching method can be described by providing information about the illustration tools being used, any orders that are required, and placement of the instructor and learners in the training situation.
- **Contact information** – contact information for the responsible persons.
- **Sources** – what sources of information were used when planning the training and what the training topic is based on, where can a person reading the training card find more information?
- **Attachments** – for example, additional information for the instructor, images, diagrams, and pictures of the illustration boards or slides that will be used.

Examples of training cards are provided in Appendices 2 and 3 at the end of the manual.



The majority of the work is done before the actual training. Utilise the MPK training templates to help you take all areas into consideration.

4.2.1 Training meets the specified goal and objectives

The target group and learning objectives of the training are determined based on the goal. The objectives provide the basis for selecting the content and training methods for the training and for measuring and assessing competence. When planning the training, the principle of streamlined teaching presented in section 3.1 must be remembered: the learning objectives, the training content and assessment must all correspond to each other. In other words, train things that contribute to achieving the objectives and assess the performances that are part of the training!

The goal and purpose of the training answers the question “why is this training being organised?” For example, the purpose may be to develop the branch skills of reservists or to develop fieldcraft and survival skills among the civilian population. In many cases, the purpose and general objectives of the training are set by, for example, the Finnish Defence Forces or one of MPK’s member organisations.

The learning objectives are determined based on the purpose of the training and the target group. Learning objectives are often defined in advance, for example, in MPK’s training programmes. It is important for the instructor to know these learning objectives and plan their own teaching event to ensure that the learning objectives are achieved. If there is a need to modify the specified learning objectives for some reason, such as limited time or resources, this should always be discussed with the course leader. For example, the instructor may not independently exclude any learning objectives included in the training programme even if they feel that something is not important.

4.2.2 The starting point for training is knowing your target group

The target group is the people for whom the training is being organised. Selection and definition of the target group is based on the purpose of the training, and in many cases the purpose also includes the target group. However, the instructor must still consider the selected target group and at least the following questions:

- Who are the participants?
- What do they already know before taking part in the training?
- What interests, requests and expectations do the participants have?
- Do the participants have special needs or limitations?
- What preliminary information requirements and familiarisation tasks should be assigned to the participants?
- What should the participants be trained in and what should be particularly emphasised?

If it is not possible to familiarise yourself with the target group before preparing the training, you should talk to the participants at the beginning of the training event and try to obtain answers to the above questions. Knowledge of the target group facilitates the instructor's work in the actual training situation and thus also promotes the participants' learning.

The table on page 71 shows examples of links between purpose and objectives and the target groups.

4.2.3 Teaching methods enable learning

Teaching methods are selected according to the objectives set and the training content so that they support learning as effectively as possible. When choosing the methods, you should be creative, boldly

Examples of defining target groups based on the purpose of the training

All training has a purpose, which is used to select the target group and define the objectives. The purpose is to produce competence that enhances security. Who should the training target in order to fulfil its purpose? How does the purpose become learning objectives that are appropriate for the target group?

| Purpose; objective | Target group |
|---|---|
| Developing the branch skills of reservists; A reservist must be able to work in different tasks as part of a military police group in a search and apprehension assignment. | Reservists who have completed basic military police training as conscripts or in the reserve |
| Familiarising young people with national defence and military service and the options for completing it; The young person should be familiar with Finland's security authorities, the conscription system and its basic aspects, and the factors affecting the daily reality of military service. | Young people aged 16–18 who are interested in military service, security and the activities of the security authorities; young women who are considering voluntary military service for women |
| Developing the participants' fieldcraft and survival skills; The participants must be able to survive in the field for 24 hours with the equipment and tools they are carrying. | Citizens who are active in nature and have an interest in it |

experiment with new and different methods, and take versatility into account. As stated earlier, there are many different ways of learning. It is also a good idea to vary the teaching methods during the training and course in order to maintain the interest level and motivation of both the participants and the instructor.

Training materials, equipment and gear are selected according to the training topics and methods. When preparing the materials, a lot of attention should be paid to versatility. As with the methods, materials also promote learning and motivation when they are designed to serve a wide range of learning styles and teaching methods. The equipment that is the topic of training is used in equipment training, combat equipment is used in combat training, and primary fire extinguishing equipment is used in training related to primary fire extinguishing. In many cases, the instructor must have detailed knowledge of what makes up the entity – for example, tent training usually involves ordering tent cloth, tent poles, pegs and a stove.

Sometimes not all the necessary equipment is available as such, and it may be necessary to utilise temporary solutions. The use of temporary equipment, such as wooden tent poles, can sometimes also be a training topic! However, contact the course leader immediately if something really relevant is missing.

4.2.4 Take resources and information flow into account during preparation

Along with planning and the related enquiries, a key part of training preparation includes reserving and checking the equipment and facilities as well as providing directions and guidance to the instructors and assistant instructors. The course leader handles most of the



Order the training material you need well in advance. The instructor is responsible for careful material handling and inventory during reception and before returning the material.

preparations, but an individual instructor must also know all the elements involved in planning a training event. They are also responsible for ensuring that the course leader knows and understands the needs of the instructor and their teaching situation.

Preparations for facility use already begins during the preliminary planning stage. Is a classroom or barracks area best suited for your training or does it require field conditions? Familiarise yourself with the training site well in advance of the training event and update the training card to correspond to the conditions at that site. Ensure that your training does not interfere with the activities of other instructors or, for example, other garrison activities.

Complete the preparations required for the training before the training situation begins: for example, turn on the AV equipment, distribute the training material at the training site, build any props that are needed, and move unnecessary items and objects out of the way.

Select the material with care when planning the training. Will you need PowerPoint presentations, cooking and accommodation gear, cartridges or special equipment? Find out where to get the material you need and reserve it for your use. When you receive the material, set it down carefully and inspect its condition.

Directions and guidance for assistant instructors aims at ensuring seamless cooperation between the instructors in the teaching situation. Speeches, demonstrations and supervision of the learners' activities are planned in advance, and the agreed responsibilities should be maintained as much as possible.

If the assistant instructors are responsible for independent training related to certain segments, the responsible instructor must ensure that the assistant instructors have planned and practised those training segments. Inside the course, the instructors, assistant instructors and other staff follow the directions provided by the course leader or main instructor. Correspondingly, the assistant instructors who help the instructors follow the directions received from those instructors.

When planning the training, it is important to consider the need for assistant instructors in general. An assistant instructor cannot be given the task of simply holding an illustration board. Instead, the use of an assistant instructor during training must be planned to support the participants' learning in the best possible way. An assistant instructor can, for example, demonstrate an activity, guide the learners and supervise their execution, or make it possible to divide the learners into smaller groups for appropriate practising.

Last-minute checks

Reviewing the training card and checking the teaching materials before the event starts helps the instructor ensure that the teaching event progresses as planned.



5

Working as an MPK instructor

The instructor's world view, ethical view and conception of learning are reflected in their work as an instructor and also communicated to the participants. An MPK instructor is an expert in their own training subject and a representative of the organisation holding the event. For learners, they are both the target and model for identification.

This section discusses the instructor's role as the leader in a learning situation, the instructor's authority, and the characteristics of a good instructor. Among other things, a good instructor is responsible, prepared, convincing and interactive.

5.1 A good instructor leads the learning situation

An instructor is expected to be responsible and prepared to make decisions regarding the training situation. A volunteer instructor must have the courage and good attitude to implement their part of the training regardless of the fact that some of the listeners may be experts in that area. Due to their position, an instructor is expected to have expertise and solid authority. Rather than being inherent qualities, authority and expertise are created and developed by means of accumulating experience. A committed instructor strives to actively develop their competence.

Authority should not be seen as a position of power conveyed by a certain task, military rank or title, but as credibility and authority produced by other characteristics presented here. The role of instructor is not a subjective right, and it requires personal training and commitment to the practices and values of MPK.

In addition to achieving goals, managing learning situations means setting an example and demonstrating the desired performances. A fair instructor respects the learners and is demanding, impartial and determined. The instructor is responsible for punctuality throughout the teaching event. The training must start and finish according to the

jointly agreed schedule, because exceeding the training time will reduce the time available for other activities.

In the training situation, the instructor is responsible for staying on topic and making it possible for the group to learn. The instructor maintains the discipline and calm learning environment required by the teaching situation. Intentional harassment must be dealt with immediately using appropriate measures, regardless of whether this involves the activities of learners or another instructor.

5.2 An instructor is practical and development-oriented

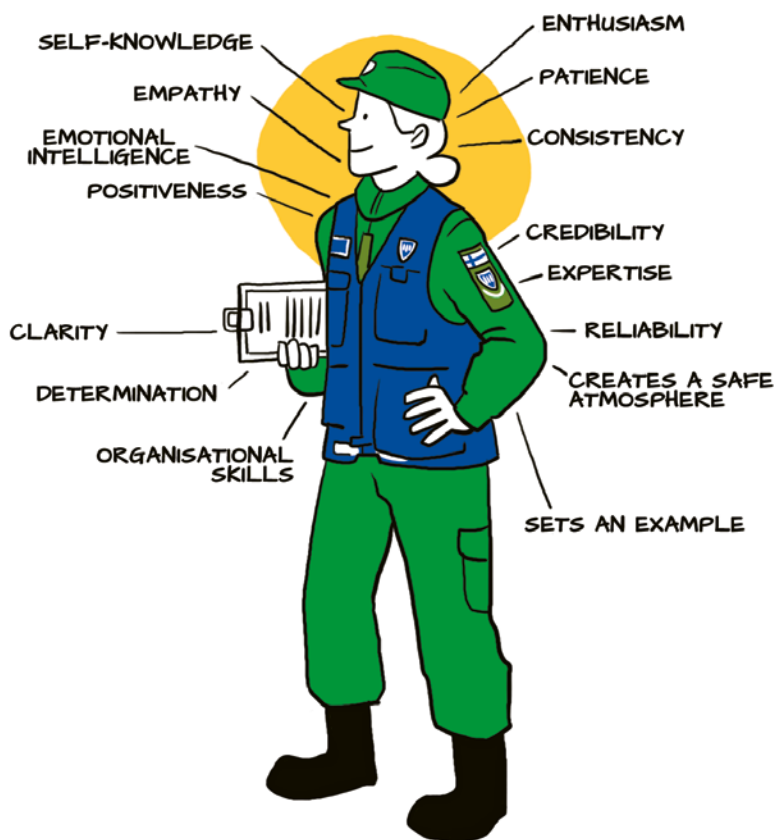
The instructor's own practical and inspiring teaching method plays a key role in the success of training and in achieving the learning objectives. All activities aim to uphold the special characteristics of MPK training, which include good planning, practicality and punctuality. These values must be respected and upheld in all activities. Rather than being an external consultant, the instructor is responsible for ensuring that the participants learn.

5.2.1 Anticipation and continuous development

The instructor prepares thoroughly for their own training segment. They have a mastery of the subject being taught and are capable of development through planning, training and feedback related to that subject. The instructor must be able to plan an individual exercise independently and interactively in consultation with the course leader. Teaching methods must be utilised in a versatile and consistent manner.

A good learning atmosphere and motivation are primarily created through the instructor's own activities. A good instructor knows

CHARACTERISTICS OF A GOOD INSTRUCTOR



Instructors are different individuals with different strengths – the characteristics of a good instructor are manifest differently in each person.

their own personal characteristics and knows how to utilise these strengths when teaching. Knowledge of your own personal development areas and a genuine desire to develop as an instructor are at least as important as knowing your strengths. MPK encourages instructors to develop their own educational competence, in terms of both proactive planning and when encountering different learning situations and learners. Utilising feedback to develop as an instructor is an important part of an instructor's competence. Tools for this can be found, for example, in Appendix 10.

5.2.2 Convincing performance in a teaching situation

The instructor has the knowledge and skills to implement motivating and activating teaching situations. Learners are guided, for example, by means of continuous feedback during the training. Good order is maintained in the teaching situation so that the instructor is inspiring, follows the learners with their eyes, and asks plenty of questions. A good understanding of human nature is a great help when serving as an instructor.

The phrase “practice makes perfect” also applies to training!

You can and should practise the training on your own well before the training event. This will allow you to identify challenging elements of the training that require additional work without having to worry about anything going wrong. Observing other training sessions is also worthwhile: you can learn useful methods and tips from other instructors and also see which training methods are unsuitable.

Since the instructor leads interaction in the learning situation, the ability to perform naturally is a significant advantage. Clarity, patience, consistency and empathy are important qualities in an instructor. The instructor's own positive attitude promotes learners' commitment to the training and enhances learning. An instructor must have a positive attitude towards people and towards new and familiar things.

An instructor's behaviour always shows respect for their own competence and the learners. MPK training events are characterised by concise course introductions that quickly get to the point and which do not include explanations or unnecessary apologies. The instructor's ability to demonstrate the activity correctly, routinely and accurately is particularly emphasised in functional training events. The instructor must have a good grasp of how to teach the activities and assess the learners' performance. You need to know the goal for your own training segment and the course and be able to motivate learners to do the task. At the end of training, respect for the learners and MPK's streamlined teaching is visible as encouraging feedback that corresponds to the learning objectives provided by the instructor.

Every instructor is nervous about speaking in front of a group. Feeling a bit nervous is positive, because it proves that the situation is meaningful and important to you. You can reduce nervousness by preparing well and early and maintaining active contact with the course leader at different stages of planning. Instructors should set realistic goals for their performance in training situations, and not demand too much from themselves at the start of their training career. See Appendix 4 for more information on speaking in front of groups.

It is very important for the instructor to set an example of good behaviour. The best way to gain the trust and respect of learners is by setting a good example. Tidy and appropriate clothing gives a professional image of the instructor and the MPK organisation. During training related to military preparedness, particular attention should

be paid to a military and uniform appearance. This means that jointly agreed or distributed gear is used in the training. When wearing military uniforms, such as M05 kit, you must comply with military uniform standards: the uniform does not include miscellaneous patches or other personal gear.

5.2.3 The instructor is present and interactive in the teaching situation

The instructor discusses and listens and knows how to guide and advise learners during the teaching situation. The instructor does not isolate themselves or become the centre of attention at the expense of learners or learning. An MPK instructor does not assume an external role, but is natural and genuinely interested in the participants and their learning. The instructor should be able to inspire, motivate and reward. A good instructor is genuinely involved in situations and makes the training feel meaningful. Instructors who are just starting out should note that enthusiastic involvement and letting your personality show can sometimes make up for shortcomings in training skills.

In a teaching situation, the instructor contributes to developing the responsibility, self-confidence and cooperation of learners. Humour can be used to create a positive atmosphere, lower the threshold for participating in a discussion and increase the appeal of the subject being taught. However, humour should also be kept at an appropriate and fairly general level. Humour directed at another person, their name, world view or belief, appearance or other similar characteristics may be very insulting and therefore may never be expressed or permitted.



The instructor is actively involved, making it possible for learners to participate and achieve the learning objectives. The main role is played by the learner, not the instructor.



6

Safety

Safety is a key element in all MPK activities. In addition to producing safety competence, training events must also be implemented safely.

From the instructor's perspective, course safety is divided into procedures before the course, procedures during the course and follow-up procedures. The instructor assists the course leader in each phase and receives the basic information for their activities from the course leader. Under the direction of the course leader, all safety-related information is collected in the course safety plan, which is shared with the instructors and reviewed with the participants at the start of the course.

6.1 The instructor assesses risks in advance

The most important pre-course procedure for the instructor is risk assessment related to their own training. Based on the risk assessment, the course leader prepares a safety plan for the course.

- Thoroughly consider what risks and functions are associated with your training and its implementation.
- Communicate those issues to the course leader so they can be included in the course safety plan.
- Consider in advance how to reduce risks before or during the event.
- Carefully read through the completed course safety plan.

6.2 The instructor monitors safety during teaching

During the course, the instructor's most important role is to ensure that the instructions are followed and the course safety plan is observed. It is important for the instructor to closely monitor the environment and conditions and anticipate the development of dangerous situations. If something happens, the instructor should prevent further damage and assist the course leader in accordance with the safety plan.

- Inform the participants about the content of the safety plan and the special safety issues related to your training segment.
- Make sure that the participants follow the instructions provided and the safety plan.
- Prevent further damage.
- Rescue, extinguish and treat.
- Conduct a search for any missing material.
- Always report safety incidents to the course leader and/or MPK's salaried personnel.

Even minor injuries, damage, accidents and near miss situations must always be documented.

6.3 The instructor assesses safety plan implementation

After the course, implementation of the course safety plan is assessed under the direction of the course leader and development needs are identified for future training events. The instructors present their observations during this assessment so that they can be taken into account in the next safety plan.



The safety plan aims to ensure safety during training and prevent accidents. However, the instructor is responsible for taking quick action in case of an accident or illness and it is a good idea to prepare for this possibility in advance.

If something happened during the course, the instructor must ensure that even minor injuries, damage, accidents and near misses are documented in the appropriate manner. These documents ensure the insurance and legal protection of all parties.

- Assess implementation of the safety plan as it applies to you.
- In the case of even a minor injury or accident: prepare an accident report or support the course leader in preparing it.
- Near miss situation: report the situation to MPK's salaried personnel or support the course leader in preparing the report.



Communication

Everyone who takes part in MPK activities is a communicator. Communication is an essential part of national defence and comprehensive security: communication describes activities and also builds security and psychological crisis resilience among Finns.

The common objective is to provide an expert, transparent and attractive image of voluntary national defence and security training. You can communicate about training on social media, in media published by organisations, and in other channels. Communication is governed by the MPK communications instructions and those issued by the Finnish Defence Forces. MPK provides information about training on the websites maintained by its Central Office and the defence districts and on social media.

7.1 The instructor communicates before and during the course

Before the course, the instructor supports the course leader with advance marketing and communication about the training.

The instructor's performance, appearance, clothing and activities during the course are all part of communication. Activities and communication during training events comply with the values of MPK. The instructor creates an image of voluntary national defence and security training for the course participants.

The instructor communicates to the participants about the following:

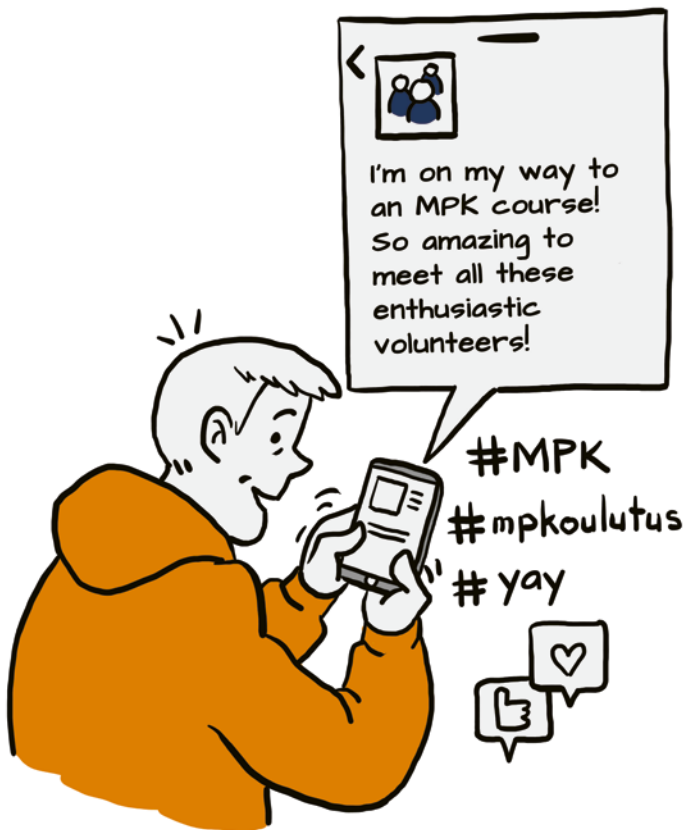
- general course-related practices
- any changes in the programme and content
- guidelines on social media and photography
- important social media accounts (for example, @mpkoulutus) and hashtags (for example, #maanpuolustus #kokonaisturvallisuus)



Your position as an instructor means that you will encounter MPK's volunteer communicators and photographers. They are trained and committed volunteers in the same way as you, and their task is to support MPK's training activities by means of communication.

7.2 The instructor works with volunteer communicators

MPK training often involves committed volunteer communicators and photographers, whose are responsible for providing information on training activities. The instructor works closely with photographers and communicators, and agrees in advance about when they can observe the course in order to obtain a good and functional understanding of it.



Social media is an important part of communication. Describing MPK activities online is usually permitted – and even encouraged.

However, follow the instructions given to you by MPK and the Finnish Defence Forces.

7.3 Photography during training

Taking and publishing pictures is important in terms of communicating about MPK training and voluntary national defence. MPK's committed volunteer photographers visit the training events, and they may want to take photos of the participants during the training. We try to make photography possible, but all parties have rights and obli-

MPK slide and document templates

As a rule, PowerPoint slide templates, programme templates and other materials that correspond to MPK's visual identity should be used in all MPK activities. You can access the up-to-date material templates needed to organise training in the *MPK Volunteer's toolkit* provided in the Moodle workspace or from the personnel.

gations regarding photography and video recording during MPK courses.

The instructor has the right to teach without interference. Photography may not interfere with the actual teaching situation, and the participants have the right to decide whether photos taken of them are published.

On the other hand, the instructor has a duty to give MPK photographers space to do their work and find out whether one or more participants does not want to be photographed. Such persons can be marked with, for example, masking tape around their arm while photographs are being taken so that the photographer can edit the person or at least their face out of the final photograph. The rules must be clearly agreed between the photographer, participants and the instructors to ensure that everyone's rights are realised.

After receiving permission, the photographer has the right to record the event without any interference. The MPK photographer is performing an assigned task that has a national defence purpose, and they must be able to do this without disruption.

7.4 MPK personnel is responsible for communication in a problem situation

If something happens during the training and there is a need for crisis communication, this is the responsibility of MPK's salaried personnel. The instructor supports the course leader by providing the MPK personnel and authorities with the necessary information as comprehensively as possible. For example, the instructor must refer any direct media contacts to MPK's salaried personnel.

The course leader and MPK personnel will provide instructions on what and how to communicate with course participants concerning what has happened. The instructor is responsible for making sure that no incorrect information about what has happened spreads inside or outside the course.

The task of the instructor and course leader is to ensure that the course participants receive sufficient information about what has happened, have the opportunity to discuss the situation if necessary, and can also go home feeling safe.



In conclusion

The statutory duty of the National Defence Training Association of Finland (MPK) is to “support national defence by means of training, communications and education”.

Our most important task is training, and our volunteer instructors like you are key players in terms of implementing this task. In other words, your activities are very significant to ensuring Finland's future and its security.

After reading this manual, you will know how we see competence, learning and training at MPK. You will have also received basic information about learning and training. It is important to turn this basic information into skills.

The key principle in our training is that learning takes place mainly by doing, and this also applies to the instructor's work – you can only learn to be a good instructor in practice. This means that you should not hesitate even if you have some doubts about your skills as an instructor – join MPK's training activities when the opportunity presents itself!

As we stated at the start of this manual, one of the central features of today's society is constant and very rapid change. Training and learning are no exceptions in this respect: learning environments and teaching methods are constantly evolving. This is why you, as an MPK instructor, must be prepared to develop and learn new things all the time – growing as an instructor is a lifelong path. MPK's instructor training provides you with good opportunities for development, and you can progress all the way to the training developer role.

MPK activities are characterised by collaboration. You will not be alone as an instructor: if you have questions, comments or need help, the entire MPK network – personnel and volunteers – will be there to support you. Working together and networks are an important resource and provide the foundation for the Finnish model of comprehensive security. Thank you for deciding to join us!

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Example of a course programme

| Friday | Saturday | Sunday |
|--|--|---|
| 11:00 MAINTENANCE AND LOGISTICS, PREPARATIONS (instructors) - vehicle and equipment pick-up - preparations for mobilisation 17:00 REGISTRATION AND KIT DISTRIBUTION 18:00 EXERCISE BRIEFING - the programme and safety plan for the exercise - safety regulations - the objectives of the exercise 18:30 LESSON - topic 1 - topic 2 19:30 EQUIPMENT TRAINING - device 1 - device 2 20:30 RESTING AREA PREPARATIONS - in the field 21:30 EVENING SNACK | 06:00 WAKE-UP 06:30 BREAKFAST 07:30 COMBAT TRAINING - topic 3 - topic 4 11:30 LUNCH 12:00 COMBAT TRAINING - topic 5 - topic 6 16:00 DINNER - Soldier's Home in conjunction with dinner 17:30 COMBAT TRAINING - topic 7 - topic 8 20:00 TACTICAL COMBAT CASUALTY CARE - topic 1 - topic 2 21:30 EVENING SNACK | 06:00 WAKE-UP - dismantling and clean-up of resting area 08:00 COMBAT TRAINING - topic 11 - topic 12 09:00 BRUNCH 10:00 COMBAT TRAINING - topic 13 - topic 14 14:00 DINNER 15:00 CLEAN-UP AND KIT RETURN 17:00 FINAL BRIEFING AND END OF COURSE |

APPENDIX 2

Example of the first page of a training card

Placing an unconscious person in the recovery position

| | |
|--------------------------------------|--|
| Training topic | The theme of the training is first aid for an unconscious person and ensuring continuous breathing by using the recovery position. After the training, learners will understand the purpose of the recovery position and be able to apply it in a first aid situation. |
| Time and place | 2 March 2021 at 9:30, Johtola, Huovinrinne, Säkylä |
| Assessment criteria | Appendix 1: First aid for an unconscious person (checklist) Appendix 2: Placing an unconscious person in the recovery position in images Appendix 3: Illustration board images |
| Personnel | Instructor and assistant instructor, 10 participants |
| Gear | Combat uniform M05 |
| Training materials and tools | Sleeping mat (6 pcs) Illustration boards |
| Preparations for the training | Prepare the illustration boards. Prepare the training site. Orientation for the assistant instructor. |

Time use plan for the training

| Training phase or topic | Time used for the training |
|--|----------------------------|
| Orientation | 5 |
| First aid for an unconscious person | 5 |
| Placing an unconscious person in the recovery position | 15 |
| Feedback | 5 |
| Total (min) | 30 |

Persons responsible for the training Ian Instructor ian.instructor@example.fi

Sources Red Cross: First aid manual

Appendices Appendix 1: First aid for an unconscious person (checklist)
Appendix 2: Placing an unconscious person in the recovery position in images
Appendix 3: Illustration board images

Example of training card content

| Time | Training topic (What I teach) | Training method (How I teach) |
|-------|--|---|
| 5 min | <p>Name of the first phase: Orientation</p> <p><i>The subject matter being taught at the level of detail that it will be taught in the training:</i></p> <ul style="list-style-type: none"> • Topic and introduction • Activation • Motivation: An unconscious person is at risk of choking. Therefore, it is always necessary to place an unconscious person in the recovery position to ensure continuous breathing. Taking the right actions can save an unconscious person's life. • Progress and objective of the teaching event | <p><i>The illustration tools being used, any orders that are required, and placement of the instructor and learners in the training situation:</i></p> <p>The course participants are standing in a line. I introduce myself and the assistant instructor. I explain the training topic.</p> <p>I activate the participants by asking whether someone has ever used the recovery position in a real situation.</p> <p>I motivate them by explaining the significance of the recovery position when administering first aid to the unconscious person.</p> <p>I describe the progress and objective of the teaching event.</p> |
| 5 min | <p>First aid for an unconscious person</p> <p>(See Appendices 1 and 3)</p> <ul style="list-style-type: none"> • Try to wake the unconscious person by talking and shaking their shoulders. If the person does not wake up, call the emergency number 112. • Open the person's airways by tilting their head back. Check if the person is breathing normally. • If the unconscious person is breathing normally, place them in the recovery position. Monitor their condition until professional help arrives. Do not put anything in the mouth of an unconscious person, not even medication. • If the unconscious person is not breathing, start cardio-pulmonary resuscitation (CPR). | <p>I explain the causes and consequences of unconsciousness using the illustration boards (Appendix 3).</p> <p>I describe first aid for an unconscious person while asking activating questions of the participants.</p> |

| Time | Training topic (What I teach) | Training method (How I teach) |
|--------|--|--|
| 15 min | Placing an unconscious person in the recovery position (See Appendix 2) <ul style="list-style-type: none"> • Lift one of the victim's arms up at a right angle to their body with the palm facing upwards and fold the other arm across their chest. • Bend the person's far knee up to a right angle. • Carefully roll the person onto their side by pulling on their shoulder and the bent knee. • Place the person's hand under their cheek with the back facing up. Leave the top leg at a right angle. • Tilt the person's head to make sure that the airway stays open. | <ol style="list-style-type: none"> 1. I demonstrate how to place a person in the recovery position with the assistant instructor taking the role of the unconscious person. 2. I divide the participants into pairs near the sleeping mats arranged in a semi-circle around me. I teach them how to place a person in the recovery position one step at a time. I explain and demonstrate the stage, after which the course participants will perform the same stage at my orders. The assistant instructor provides guidance and corrects errors if necessary. The participants change roles and repeat the stage. 3. We practise execution. 4. We practise execution, adding the stages of waking an unconscious person, calling the emergency number, and checking their breathing. |
| 5 min | Feedback and conclusion <ul style="list-style-type: none"> • Questions? • Review • Feedback • Thank you | <p>I ask if the participants have any questions about the subject. Does it feel like you now know the fundamentals and could utilise the recovery position a real situation? I ask review questions.</p> <p>I provide feedback on the progress of the training and achievement of objectives. I ask the participants about what they felt was the most important lesson in the training.</p> <p>I thank the participants and end the training. I instruct the participants about the next part of the programme.</p> |

Confidence and nervousness when speaking in front of a group

A teaching situation often causes nervousness, but even an inexperienced instructor can appear calm and convincing – after all, the main objective is for the course participants to learn.

Feeling nervous is a resource

- Public speaking is exciting – accept that fact, you will get used to it with experience.
- Feeling nervous demonstrates the right kind of motivation: the training situation is important to you – you would not feel nervous if you had a “who cares” attitude towards the subject.
- Being nervous helps people cope with a demanding situation: adrenaline is released into the body, your senses are sharp and you feel alert and responsive.
- People feel nervousness strongly (normal physiological symptoms), but it is not usually visible to others in any way.
- Feeling nervous is normal before and right at the start of a performance, after which it gradually decreases.
- Even experienced instructors feel nervous, but they have learned how to deal with it.

Confidence hides nervousness during training

- Earlier public speaking experience has an impact – what can you learn from it?
- Focus on the topic – forget about yourself.
- Strong factual competence will take you a long way – be confident about your competence
- You can practice verbalisation and alternative implementations in advance.
- Set realistic expectations – not excessive demands.
- Mental training is effective – quick fixes are not because they are strongly individual and poorly transferred between different people.
- Thorough preparation and a calm start are the foundations for feeling confident in a training situation.
- Do not apologise for yourself or your competence in the teaching situation – simply implement your topic as you planned it.

Remember: Accept that other people will also be nervous. They will also accept it in you.

Special training situations

Different situations may arise during the teaching situation that you can prepare for by considering them in advance. The following situations are quite common, and there are several functional solutions for dealing with them.

1. One of the course participants is clearly slower than the others, in terms of both learning things and concrete performance. However, this person is motivated and works continuously. The schedule is at risk because their performance takes time and the topic has to be explained and demonstrated several times. What should you do?
2. The course includes older reservists who like to repeatedly explain how things were done during their army service. They know a lot and are competent, hard-working and ask good questions, but the other participants seem to be wondering about this “competing” training/information. How can you steer the teaching situation back to the core content?
3. Your enthusiastic assistant instructor has just attended supplementary training and is now adding correct but irrelevant information to your teaching. The participants are starting to feel uncertain about who is in charge and wondering what the most important topic is. How can you manage the situation so that no one loses face?
4. You are reviewing group assignment answers with the course participants. You notice that a competitive situation has developed between two different solutions, and the participants begin to debate about which one is better. How can you utilise the resulting discussion?

5. The online material you produced works well and is versatile. However, some of course participants are clearly not used to working with Moodle, and difficulties with the platform and the need to advise the participants is having a negative impact on the training. The course is mainly taking place online. What are your solutions to ensure that the course is implemented as it was originally intended?
6. After the first training group, you notice that the training method you planned is not meaningful. Two other groups are arriving after the meal break, so you have an hour to think about whether to make changes and how. You have an excellent knowledge of the topic and the necessary equipment, but you cannot produce or obtain new teaching material. What are some sensible solutions to this situation?
7. In the initial survey, you notice that some of the participants know the topic better than you. This will inevitably become clear because you are filling in for an instructor who suddenly became ill and you did not have time to familiarise yourself with the topic. What should you do?
8. After a poor night of sleep and an intensive period in the field, it is time for your training session. The topic is important, but it is a review for many of the participants. Fatigue and awareness of the end of the course and a sauna waiting in a few hours appear to be reducing alertness and commitment. What could you do in such a situation?
9. One of the participants presents their drawings on the map. You notice that they have not understood the assignment or know how it should have been solved. This did not come up earlier because the participants all nodded when you asked if everything was clear. The answer is completely wrong, and everyone can see it on a map that has been attached to the wall. How do you handle the situation with discretion?

Using a terrain model as a teaching method

A terrain model refers to using a miniature landscape or terrain formations in training to illustrate activities in a large area in a format that is easier to understand.

How to build a terrain model

- A terrain model may be assembled on the ground or on a table.
- Natural materials can be used (a hill built of moss, a rope to represent a brook, a cone for a tank, a small stone for a soldier, etc.) or they can be drawn in the sand/snow.
- The focus is on the main ideas rather than excessive detail.
- Cardboard buildings and plastic soldiers are useful at times (combat in buildings) – but sometimes they can seem childish (figures playing in the snow).
- It is important to reserve time for construction and ensure that suitable material is available.

What can be taught with a terrain model

- Map markings
- Military use of terrain (dominant terrain features, location of minefields and other obstacles, etc.)
- Deployment according to the terrain
- Small-scale tactical positions
- Selection of movement routes (built area, protection provided by the terrain)



The terrain model has become a familiar method in military training, but in practice it is an excellent illustration tool for all types of activities in the field. Its construction only takes some time and imagination as well as the materials found in the surrounding environment. A branch or similar type of pointer is useful for indicating things.

Moodle methods for online teaching

The Moodle platform is versatile and its features should be utilised – in many courses, a distance learning phase can be implemented with Moodle. There are a lot of Moodle guides available online. It should not be used only as a channel for communicating and sharing material. At least one of the course instructors should know how to use Moodle.

What you can do with Moodle

- **Various survey functions** (Choice, Survey, Assignment, Feedback, etc.) can be used to survey requests, skill levels or other necessary information before the course. Selection buttons or answer fields can be produced. The same tools can be used to collect feedback on, for example, a segment of distance learning during or after the course.
- The **Chat** feature allows you to arrange chats for multiple groups so that the instructor can see the conversations simultaneously in parallel windows and participate in them.
- A **Wiki** activity allows course participants to collaborate and modify content, such as drawing maps or creating documents.
- The **Workshop** function allows students to comment on each other's work or self-assess and peer review their own work.
- **Moodle** and **Teams** can be cross-linked.
- **External online resources** or links can be easily connected even if they are not Moodle-based.
- The **Lesson** feature allows you to first offer information pages and then ask questions or arrange a quiz. Progress can follow multiple paths, because the answer options can guide the participants to move on to learning material in different places.
- A Moodle course can contain **sections or folders that are only visible to instructors**.

- Moodle has a **log** that can display the Live logs situation or allows you to run various activity reports according to assignment, segment, or course participant – this is useful if the level of participation/attendance is important.
- Course participants can use Moodle’s **discussion platform** to agree on matters: carpooling to the course site, who does what, etc. The instructor can monitor this activity, but they do not have to make the arrangements themselves.

What you should focus on

- The Moodle platform must be approachable and clear from the perspective of course participants. This means you should provide plenty of instructions, but these may not interfere with learning. It is therefore a good idea to select a Tab Display layout to present the segments, which means the instructions are always available in the tab.
- It is a good idea to conduct a quick survey before the course to find out if the course participants can access and use Moodle.
- Instead of using all features in the same course, select 2–4 of the most appropriate ones.
- A variety of plugins can be purchased in Moodle, and the platform itself is updated regularly. Find out what is possible with the Moodle version that you have – test it boldly to find new ideas for training.
- It is not a good idea to make all material available in Moodle before the course. Some participants will download the material, but not bother with the actual course.
- The instructor needs to monitor Moodle: course participants may use it to ask questions.

Providing feedback to learners

Feedback is used to guide the competence of the participants – during the training if necessary and always at the end of a training segment.

Principles of good feedback

- Feedback is easy to understand and receive.
- Feedback is coaching for later performance.
- In addition to targeting the assessed performance, feedback can be applied more broadly to self-development.
- The purpose of feedback is to improve the performance of participants – not to highlight the instructor's knowledge or mistakes made by the participants.
- The person knows what is expected of them – assess in relation to the objective.
- Feedback is concise in terms of time: overdoing things obscures the essential message.

When providing feedback

- Ask for the participant's perspective first – use this as the starting point.
- Specifically indicate which part of performance the feedback applies to.
- Start with strengths and move on to weaknesses.
- Consider the overall performance – not just the details.
- Strive for two-way communication – ask, provide guidance.
- Justify all feedback.
- Be critical of the performance – not the person.
- Try to provide personal and direct feedback.
- Provide feedback in relation to the participant's competence and position (jaeger or company commander; active reservist or a

young person attending a familiarisation course, an experienced course participant or first-time participant).

- Give sensitive feedback in one-on-one situations, not in front of the group.

Examples of formulating feedback

- “Overall and partial execution went well, but did you notice what you forgot?”
- “The strong part was X, and you could have applied it more because did you notice that when Y happened — it would have been worth doing Z, which you mentioned to the course participants earlier. How do you think Z should have been highlighted in that situation?”

Feedback has no impact if the recipient does not accept it

- Be businesslike, encouraging, moderate – the recipient often interprets your presentation style more strongly than the content.
- Be fair.
- Motivate the participants regarding the importance of feedback – it is always beneficial to assess work after it has been done.



APPENDIX 9

Example of a training assessment form

If necessary, you can use scales such as excellent/good/satisfactory or 1-5, but it is more important to provide concise and specific verbal feedback on each entity.

| Areas of assessment | Self-assessment | Peer assessment | Supervisor assessment |
|---|-----------------|-----------------|-----------------------|
| Mastery of the topic being taught | | | |
| Inspiration, motivation, attitude | | | |
| General arrangements (preparation, location, etc.) | | | |
| Mastery of the teaching process (structure, sequencing) | | | |
| Teaching methods (activation, appropriateness, versatility) | | | |
| Interaction and guidance | | | |
| Time management (deadlines, efficiency) | | | |
| Achievement of the teaching objective | | | |

Strengths

Areas for development

Concrete measures for development

Feedback for instructor development

Course feedback is often collected and analysed by the course leader and the instructors. The feedback can be used to provide individual instructors with support in their development as instructors and to clarify their image as an instructor. Try to actively request feedback.

How feedback is individualised

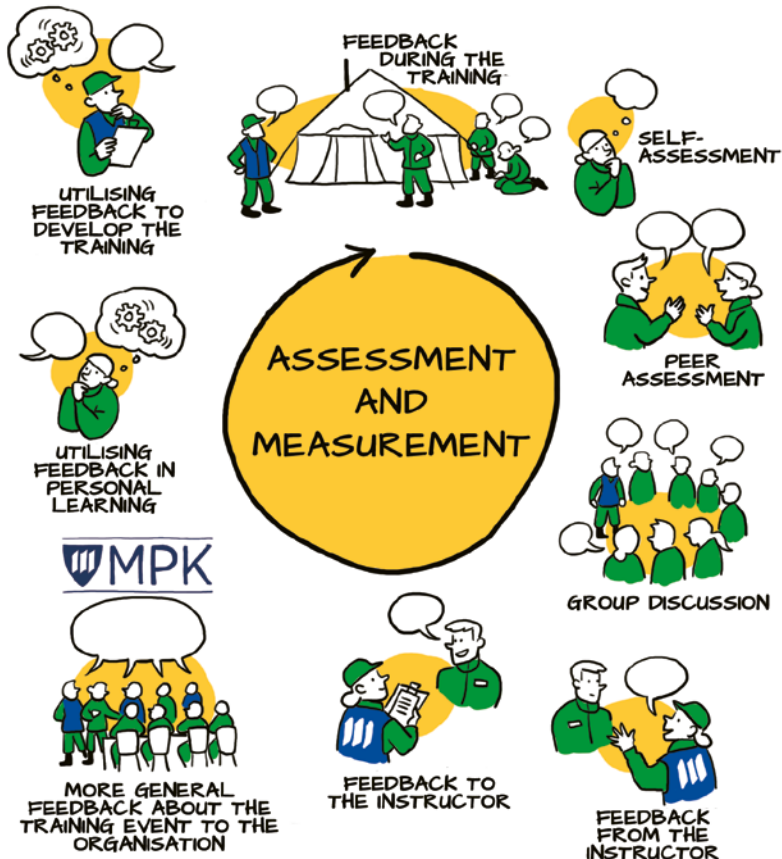
- The station, training topic or instructor is designated.
- The time or stage of the activity mentioned in the feedback is linked to the instructor.
- A unique method, material or something that was said can be identified in the feedback.
- The feedback was provided orally directly to the instructor or course leader.
- Feedback is received later in another way (for example “Instructor NN was very effective in last weekend’s exercise”).

What you should focus on

- Repetitive feedback that is similar in nature is more credible than isolated observations.
- Individual observations can be valuable, but may also be irrelevant.
- Justified or concrete feedback is useful – this should be encouraged.
- Compare the feedback with the instructors’ opinions.
- Identify the main points and development targets, filter out irrelevant comments.
- Consider the feedback in relation to the objectives for the training.
- Consider appropriate changes.

Problems with feedback analysis

- Feedback is minimal, vague or not targeted – no benefit.
- Feedback is taken too personally – separate self from activity in the role.
- The instructor is unable to analyse or utilise the feedback they receive – do this together.
- The instructor only sees what they want to see in the feedback.
- A “this is the way we have always done things” attitude.
- Feedback plays an overly important role in the instructor’s self-image – in a positive and negative sense.



Methods of repetition learning

Repetition learning is an effective and appropriate training method. However, its use must be carefully planned and it is not suitable for all topics.

Situations in which repetition learning is meaningful

- When practising activities where the objective is to achieve automatic routine.
- Ensuring proper and safe activities in all conditions.
- When it is necessary to know how to do an activity quickly and confidently.
- Learning the subject requires a level of familiarity that is achieved by means of review.
- Practice can be carried out using a simulator.

What you should focus on

- Clear motivation must be provided for repetition learning: why are we doing this and what is the objective?
- It is a good idea to make the performances progressive: start slowly in phases, followed by faster performance and finally applied situations.
- Competence can be measured at the end, for example, using a competition or against the clock.
- Feedback during performance and demonstrations are important.
- Based on competence, it is possible to form different levels of groups and differentiate learning.
- The time used should be appropriate (not too short for learning or annoyingly long).

- In addition to concrete practical work, this can be used when practising issuing oral orders or in conjunction with basic tactics methods for soldier or pair activities.
- The effectiveness and meaningfulness of repetition depends on the conditions and time – consider the most appropriate site and duration.

Common problems

- Things are done for the sake of doing them, and the participants do not understand the idea or objective.
- Some people may have a negative image of “monotonous army drills”.
- Differentiation or time use has not been considered appropriately.
- Repetition training seems like a time filler or forced activation.



Repetition training is ideal for activities that require motor skills, such as shooting practice.

Activation methods during lessons

Some topics are most effectively or appropriately taught in a lesson- or lecture-style manner. When using presentation-based teaching methods, it is particularly important to focus on methods that are activating, inclusive and insightful.

What you should focus on

- Support the teaching presentation with varied illustrative material.
- If you use slides, include only a few ideas on each slide and ensure that the next slides evolve and develop in a logical manner.
- Diagrams, images, maps and other illustrative material are also the focus of teaching or practical training – not just for show.
- The segments being taught should be broken up with short discussions, during which learners can process the material that was just presented in their own words and thoughts.
- The presentation should include reasoning and analysis tasks that activate application of the information (what was not done in the situation shown in the image, how could the terrain on the map be used etc.).
- The learners' responses should be utilised in building additional information, thus linking the learner-centred observations to the topic being taught ("The observations in your message are related to each other and therefore the next step is...").
- It is a good idea to link the content of lectures to the ongoing concrete actions so that what has just been taught is applied immediately (mark the last formation in the appropriate places on your map, write down the three most important elements that are strengths in your leadership skills).

Common problems

- Not enough breaks in speech or unclear structure.
- There are too many slides and they are only in list format.
- The audience cannot find a connection to their own thinking or existing information, which may interfere with learning and understanding.
- Reading the text in the presentation material.
- The learners have a negative attitude towards “slide drills” and lecture-style teaching.
- The time, conditions or ability to learn an abstract topic do not correspond to the level of alertness needed for the presentation content.

The Instructor's Manual is a guide for working as an instructor that is intended for National Defence Training Association of Finland MPK's volunteer instructors and other people with an interest in training.

The Instructor's Manual deals with competence and learning, the characteristics and activities of an instructor as well as the planning and implementation of training from the national defence training perspective and in general.

INSTRUCTOR'S Manual



MAANPUOLUSTUSKOULUTUS
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