

NATIONAL DEFENCE UNIVERSITY OF UKRAINE

METHODOLOGICAL GUIDELINES
on the Organisation, Collection and Implementation of Feedback
Results of the Educational Process Activities at the National
Defence University of Ukraine

Approved by
the Academic Council of the National Defence University of Ukraine
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The methodical manual "Methodical recommendations for the organisation, collection and implementation of feedback results of the educational process at the National Defence University of Ukraine" was developed at the Scientific and Methodological Centre for the organisation and implementation of educational activities of the National Defence University of Ukraine in accordance with the regulations of the Ministry of Education and Science of Ukraine and the Ministry of Defence of Ukraine. The manual identifies the main issues related to the analysis of the educational process activities and describes the process of continuous improvement of the educational process at the University.

The manual is intended for researchers and academic staff of the university.

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INTRODUCTION

The methodological recommendations define the procedure for organising, collecting and implementing the results of feedback of the educational process at the National Defence University of Ukraine (hereinafter - the University), developing an appropriate methodology for a unified procedure for analysing the effectiveness of an academic subject (module, course) to ensure the process of continuous improvement. The methodological recommendations comply with the requirements of the Law of Ukraine "On Higher Education", the Regulations on Higher Military Educational Institutions approved by the Resolution of the Cabinet of Ministers of Ukraine № 467 dated 12.05.2021, the Regulations on the peculiarities of organising the educational process in higher military educational institutions of the Ministry of Defence of Ukraine, military educational units of higher education institutions, institutions of professional pre-higher military education, approved by the Order of the Ministry of Defence of Ukraine № 120 dated 15.02.2024, registered with the Ministry of Justice of Ukraine on 26 March 2024 under No. 453/41789, DSTU ISO 9001:2015, the Temporary Instruction on the Process of Analyzing Actions Taken During Educational Process Activities (BII 7(3)-00(01).01), and other applicable regulatory legal acts concerning the organization of educational activities. The Guidelines use the provisions of the Joint NATO Strategic Command Directive "Education and Individual Training (E&ITD) 075-007" dated 20 March 2025, which organises the educational process in professional military education courses at the University.

In addition, the development of the Guidelines took into account the peculiarities of organising the educational process at the University within formal and non-formal education and the capabilities of artificial intelligence were applied.

The requirements of the Guidelines are mandatory for all academic staff involved in conducting educational activities at the University.

SECTION 1

GENERAL PROVISIONS OF THE CONTINUOUS IMPROVEMENT PROCESS. ANALYSIS OF ACTIONS TAKEN.

The process of continuous improvement is an important element of quality management and is an integral part of the education quality management system. It is an ongoing activity at the University aimed at improving the educational process in the time dimension and is mandatory for the organisation in accordance with ISO 9001.

Directive Bi-SCD 075-007 "Education and individual training" dated 20 March 2025 states that for NATO-accredited educational institutions, the process of continuous improvement consists of internal and external cycles (Fig. 1.1).

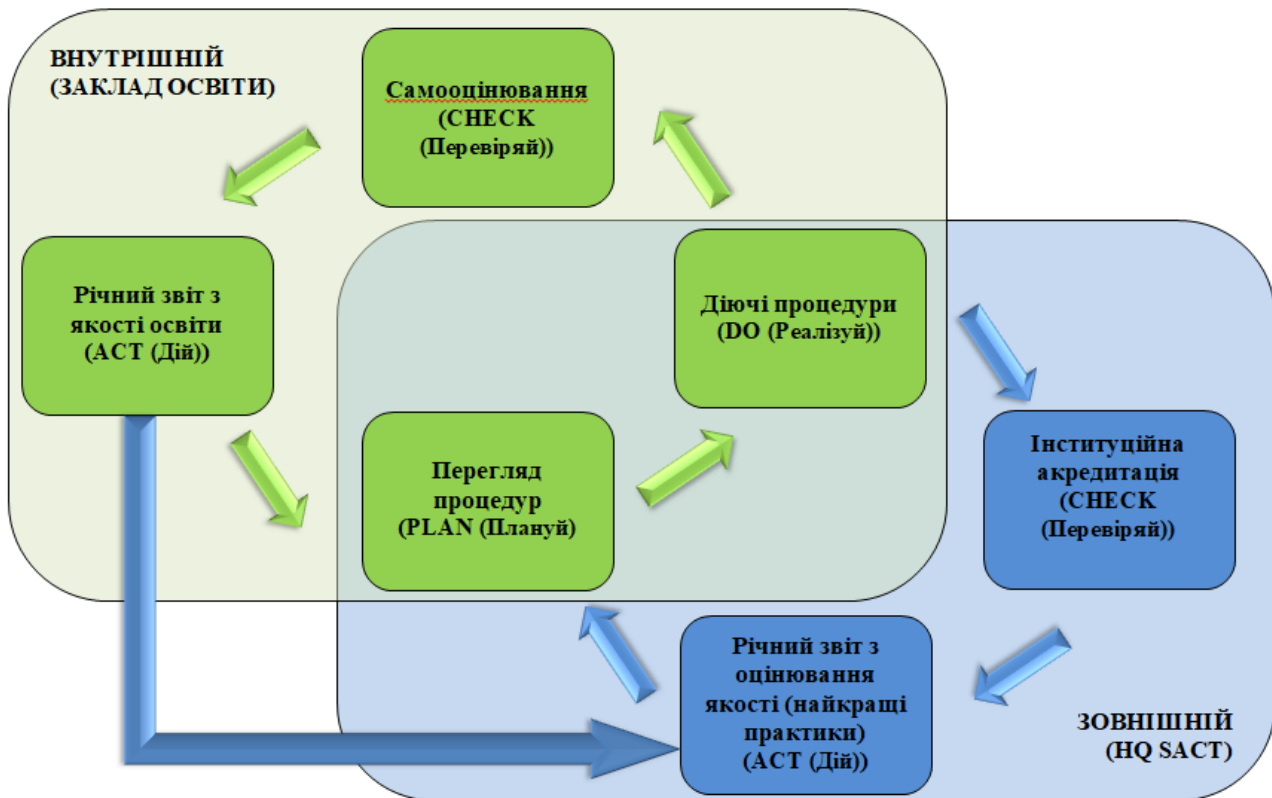


Fig. 1.1 Continuous improvement process (based on Directive Bi-SCD 075-007 "Education and individual training" dated 20 March 2025)

Both cycles are performed continuously. The frequency of the internal cycle depends on the normal cycle of planning and implementation of the educational process activities in the educational institution. Structural units are expected to collect relevant information about the academic subjects (modules, courses) delivered, analyse it, draw conclusions about the results, and, at the last stage, make changes to improve their processes and procedures, if necessary.

The external cycle of the continuous improvement process includes the initial institutional accreditation of the educational institution, followed by a self-assessment report containing recommendations for improving internal processes and procedures, if necessary. There is an additional cycle of external feedback provided through an annual report on quality assurance, which is processed by the educational institution. NATO Allied Command Transformation Headquarters generates a consolidated

Quality Report based on the annual reports of the educational institutions. The report contains conclusions and best practices and is distributed annually to educational institutions to improve their internal policies and procedures.

The ISO 9001 Standard describes a general model of a quality management system based on the process of continuous improvement, which demonstrates the cyclical nature of the system of interrelated processes regulated by this standard. In addition, the standard states that **the methodology known as the Deming-Shewhart “Plan-Do-Check-Act” (PDCA) cycle** can be applied to all processes of the quality management system. The fundamental idea of the PDCA cycle is to perform successive iterations between planning and control actions while implementing a certain activity (process) in order to improve it discretely in the areas set by the organisation.

In the context of a university, the **PDCA model** can be effectively used to improve educational programmes and educational components (academic subjects, modules, courses).

In more detail, the description of each stage of the PDCA methodology is characterised by:

1. PLAN.

This stage involves planning the improvement of the educational component based on the analysis of needs, the results of previous assessments, and feedback from students and lecturers:

- defining learning objectives and expected outcomes;
- analysis of current programmes, educational materials, and teaching methods;
- identification of problems or weaknesses;
- development of a change plan: updating the content, introducing new technologies, teaching methods, etc.

2. DO (Doing).

Implementation of the planned changes:

- introducing new or updated education materials and methods;
- pilot teaching of academic sessions with new elements (e.g., conducting a trial session with the involvement of the academic staff);
- conducting training for teachers on the innovations (if necessary);
- collecting initial feedback during implementation (observation, questionnaires, written feedback, etc.).

3. CHECK.

Evaluation of the results of the implemented changes:

- by checking the competences acquired by the students (comparison with previous periods);
- Assessment of teaching effectiveness through questionnaires of students, feedback from teachers, and methodological commissions;
- studying whether the planned results have been achieved;
- identifying new problems or unexpected effects of changes.

4. ACT.

Decision-making is based on analysis:

- approving successful changes and implementing them in the teaching process;
- adjusting or abandoning ineffective methods (techniques);
- setting new goals for the next cycle of improvement;
- sharing successful experience with other lecturers or departments.

The PDCA methodology of the continuous improvement process should be applied every academic year or every iteration of the course. This ensures **continuous improvement** of educational components in accordance with the needs of students, changes in science, technology, and Customer requirements. The application of the continuous improvement process is ensured through the constant organisation, collection, and processing of feedback from the educational process activities.

The analysis of the actions taken (hereinafter referred to as the AAT) is intended to organise professional communication and discussion of the educational process activities (providing feedback), which affects the achievement of results and compliance with education and training standards and allows students to independently determine their personal level of knowledge (skills) and ways to improve them.

In most cases, AAT is mistakenly taken to mean only recording, evaluating, and analysing the effectiveness of actions taken. However, an AAT must include a quick analysis of the root causes of the result. The main role in the overall management and compliance with the key points during all analyses of actions taken, as defined in the documents, is assigned to the leaders of AAT.

Analysis of the actions taken ensures:

personal understanding of the situation by each participant in the educational process;

assessment of the strengths and weaknesses of the activity from different perspectives;

a non-punitive atmosphere and the development of critical thinking among participants in the educational process;

establishing communication and feedback between the participants of the educational process, which ensures a common understanding of the situation.

AAT maximises the benefits of educational activities by allowing personnel, regardless of rank and position, to learn from each other. AAT does not assess success or failure during education activities. There will always be weaknesses that need to be strengthened and strengths that need to be maintained and improved.

Principles for conducting an AAT:

start with something positive - e.g. praise, a joke;

involve all participants in active participation;

equal representation of ideas and opinions (regardless of military ranks and positions);

creating an atmosphere of intellectual tension;

creativity (creative approach);

openness to new ideas;

critical thinking (about a topic or idea);

presenting (following) the facts until they reveal the full story;

building consensus (common ground) whenever possible;
commitment to improve the results next time.

General features of conducting an AAT.

The organiser (leader) of the AAT must not place all the blame ("point the finger" or assign a 'scapegoat') on an individual participant or a group of participants.

When conducting AAT, session leaders use active listening. They should facilitate and guide the discussion, but not personally engage in discussions of problems related to the group's task performance or the ways to solve them..

Leaders must not interfere with the discussion of the trainees and should promote the integrity and cohesion of the group. At the same time, the leader should ensure that the audience is managed. In exceptional cases, when the discussion of problems has reached a "dead end", the leader should intervene and personally demonstrate the way to discuss the group's activities problems and ways to solve them.

The group should be encouraged to develop their own solutions and be guided to implement them.

A positive and frank atmosphere of discussion should be created. It is necessary to listen to the opinions of the trainees, engage in dialogue with them, encourage them to think critically, and only then formulate your conclusions and decisions. These seemingly simple procedures will help change groups for the better. They will encourage them to be honest with themselves and improve themselves to achieve positive results. Communication and trust in each other will improve.

The main types of AAT are *formal and informal*.

The academic staff conducts AAT in person immediately after the end of the academic session (review of educational topics, practical tasks, etc.) or during logical breaks. An important difference between the two types of AAT is that formal AAT requires more careful planning, coordination, and preparation than informal AAT.

Formal AAT takes place at the end of the educational process activities (conducting a academic session, completion of an academic subject (module, course), completion of a command and staff exercise, etc.) These are well-planned, documented actions to summarise the results of achieving the set objectives.

Features of formal AAT:

- chiefs of structural units may be involved;
- more time is required for preparation and conduct;
- complex (sophisticated) information and reference analytical materials are used;
- is planned in advance;
- is held in an appropriately equipped place.

Informal AAT is conducted during academic sessions (consideration of educational topics, practical tasks, etc.) or at the end of a academic session, after events, situations, etc.

Informal AAT can be conducted at the location of the academic session or task execution, at a specific time. It is usually used to achieve:

- objective assessment of the achievement of learning objectives in accordance with the established requirements (standards);
- identifying the strengths and weaknesses of individual students, individual

elements of the academic session, and the academic session as a whole.

Informal AAT provides immediate feedback both individually to each student and to groups (units) during their studies. Ideas and suggestions received by the academic staff during informal AAT from students can be immediately implemented if the training (task execution) is still ongoing. Usually, the activities (task execution) are analysed, all of which can be used as problematic issues for discussion during the formal AAT.

Participants in informal AAT are actively involved in the discussion (communication) process. They learn what to do, how to do it better and the importance of understanding their roles.

The most significant difference between formal and informal AAT is that informal AAT requires fewer resources (tools) and less, if any, support from senior leaders. Also, informal AAT can be part of an overall activities assessment and review methodology. Providing immediate feedback during the educational process activities, when the information has just been stored in the minds of the trainees, is the strongest point of informal AAT.

Features of informal AAT:

- it is conducted directly by those who conduct educational activities;
- requires less time;
- simple information and reference materials are used;
- is conducted on an as-needed basis;
- it is conducted at the location of performance of the task.

The AAT methodology is based on just four simple discussion questions that the leaders of the educational process activities should address with the students, primarily listening to their thoughts and reflections:

1. What was supposed to happen?
2. What actually happened and why?
3. What worked and what didn't?
4. What should be done next time to make it better?

1. Review of what should have happened.

The leader, together with the participants, makes a brief review of what should have been done. This should be included in the training and methodological materials for the academic sessions. The topic and learning objectives should be clearly stated.

2. What actually happened and why: - Discussion to determine what was actually accomplished.

The instructor and the students jointly determine what has actually been achieved during the session, discussion of the educational topic, completion of a practical task, analysis of an event, etc. The leader, if possible, tries to collect as many opinions, statements, and views of the trainees as possible. This process helps to realise a common understanding of what has happened and helps the leader to develop appropriate and quick ways to solve complex problems.

3. What worked and what didn't - Discussion of what goals were achieved and what goals were not.

The AAT leader leads the discussion to ensure maximum effectiveness in understanding what went right and what needs to be corrected next time. Based on the goals set, the participants identify the strengths and weaknesses of their actions.

4. What could be done better next time - Determining how tasks should be performed next time.

The AAT leader guides the students to discuss and independently determine how to achieve their goals more effectively in the future. The students independently identify problems and propose possible solutions. Responsibility for implementing the recommended changes is also determined. In addition, the AAT supervisor facilitates discussions to determine if there is a more effective way to prepare for achieving the previously defined goals, completing tasks, and so on.

SECTION 2

GENERAL GUIDELINES FOR PREPARING AND CONDUCTING AN AFTER ACTION REVIEW

To maximise the effectiveness of an AAT, managers should plan and prepare for it in advance. Planning for an AAT is a part of every educational event.

The amount and level of detail of information required during the planning and preparation process depend on the type of AAT (formal) and determined during the working process (informal), as well as the available resources."

The AAT process has **four stages**:

Stage 1 - planning;

Stage 2 - preparation;

Stage 3 - implementation;

Stage 4 - follow-up use of results.

Stage 1 - Planning of AAT.

This stage begins before the start of the educational activity (academic session, discipline, course, module) and aims to lay the foundation for qualitative analysis. It is advisable to divide the planning stage into phases:

1.1. Determination of the purpose consists of a clear statement of what exactly will be assessed (achievement of learning objectives, formation of competences, etc.) and determination of the goals of the AAT, which are expected to be achieved during its implementation.

1.2. Determination of the scope and format - the type (formal or informal) and scope (the whole educational activity or individual issues (elements) of the AAT is determined.

1.3. Distribution of responsibilities - the moderator (the one who conducts the activity), the observer (the one who records the activity), and, if necessary, technical support (video recording, online webinar, etc.) are determined.

1.4. Resource planning - includes determining the need for and preparing the material and technical base (premises, visualisation equipment), as well as calculating the time required to conduct the AAT.

Stage 2 - Preparation of the AAT.

This stage takes place during or immediately after the educational activity and includes the following phases:

2.1. Gathering information (observation of participants' actions, video recording of the event or its key elements, reporting documents, plans).

2.2. Analysing the collected data - comparing **planned and actual** implementation and highlighting key points (successful and problematic).

2.3. Formation of visual materials (tables, charts, presentations).

2.4. Preparation of questions for discussion consists of formulating open questions: "What happened during the task execution?", "What could have been done differently?", "Why was this or that decision made?".

Stage 3 - Conducting the AAT.

The main stage, during which a structured analysis of the actions taken with the active participation of all participants takes place, which should be carried out in phases:

3.1 Introduction consists of announcing the objectives of the AAT and defining the basic rules (no blame, only analysis, objectivity, involvement of everyone).

3.2. Overview of the situation includes providing participants with a brief description of the educational activity (academic session, discipline, module, course) and demonstration of the AAT scenario.

3.3 Analysis of the participants' actions is conducted basing on the classical four questions:

What was planned?

What happened?

Why did it happen?

What can be done better next time?

3.4. Focus on the key points - the interaction between the participants of the educational process is examined and evaluated in more detail, mistakes and ways to avoid them are analysed.

3.5. Participant involvement - encouraging participants to express their own opinions and encouraging self-assessment and critical thinking.

3.6. Summarising - summarising the strengths and weaknesses, identifying 3-5 key academic sessions and formulating specific recommendations.

Stage 4 - Using the results of the AAT.

This stage aims to incorporate the knowledge and findings into further training.

4.1 Documentation of the AAT is expressed in the form of an **AAT report** containing: general data about the activity, performance analysis, main conclusions and recommendations, and storage in the training archive/knowledge base.

4.2 Informing the command - provides for the submission of an AAT report to those responsible for the academic subject (module, course), chiefs of departments, those responsible for ensuring the quality of education, and conducting short briefings with academic staff on the results of the AAT.

4.3. Inclusion in further training involves making changes to the educational content of the academic subject (module, course), correcting deficiencies (inaccuracies) in teaching and learning materials, and taking into account the conclusions when planning future academic sessions.

4.4. Feedback is based on the assessment of whether the recommendations of the AAT have been taken into account in subsequent activities and the organisation of a follow-up review (revision) of the AAT, if necessary.

What to remember!

Allow trained personnel to do the most talking;

Allow them to formulate problems and find solutions;

Focus the discussion on what they planned, what happened, what should have happened, and ways to improve;

The leader should conclude whether the goals of the academic session were achieved, whether all the issues were resolved, and if not, they should explain why and briefly provide recommendations on how to prevent this in the future

Use the task to understand what exactly was supposed to happen;

Keep track of time. An approximate time breakdown: spend approximately 25% on analysing what was done, 25% on why it was done that way, and 50% on how it can be done better.

SECTION 3

ANALYSIS OF THE ACTIONS TAKEN IN THE EDUCATIONAL PROCESS

In accordance with the Regulation on the peculiarities of organising the educational process in higher military educational institutions of the Ministry of Defence of Ukraine, military educational units of higher education institutions, institutions of professional pre-higher military education, approved by the order of the Ministry of Defence of Ukraine No. 120 dated 15 February 2024, the educational process at the University is carried out according to educational programmes.

An educational programme is a unified set of educational components (academic subjects, individual assignments, practical trainings, military internships, assessment activities, etc.) aimed at achieving the learning outcomes defined by the programme, which gives the right to obtain a specified academic or academic and professional qualification.

An educational component is an integral part of an educational programme, depending on its specifics (academic subject, module, course, etc.). The main elements of the educational component may be topics and sessions.

The educational process at the University is carried out in the following forms: academic sessions, self-directed work of students, practical training, and assessment activities.

The main types of academic sessions at the University are lectures, seminars, group sessions, practical training, tactical (tactical-special, tactical-drill) sessions or exercises, command and staff exercise and military (military-special) game, drills, including the use of simulation modelling of combat operations, laboratory sessions, group exercise, individual sessions, and consultations.

In the system of professional military education of the University, the following types of sessions aimed at ensuring interactivity in the educational process are used, such as: interactive lecture, Socratic-method seminar, syndicate work, training, etc.

Academic sessions are the main content of the methodological component of the educational process at the University.

The universal methodology of a academic session usually consists of three parts:

Introduction (in the case of physical academic sessions, the preparatory part, the content of which is defined in the Guidelines for Physical Training in the Armed Forces of Ukraine)

The main part;

The final part.

The introduction engages learners in the process of perceiving the educational material and should ensure conscious, motivated, and purposeful assimilation of the session content.

The introduction should be concise and not take much time (from 5 to 15 minutes, depending on the type of academic session; for example, in a lecture - 5 minutes, seminar - 10 minutes, practical training - up to 15 minutes).

The main part should be logically structured. To ensure the effectiveness of an academic session, it is important to clearly and understandably divide the main

content into problem-based learning questions. Typically, for a two-hour lesson, the main part includes two to three learning questions that are sufficient to cover the topic of the session. A well-designed methodology for conducting an academic session will facilitate effective mastery of all problematic learning questions aligned with the main goal of this session and contribute to the study of the entire academic subject.

The final part includes:

formulation of conclusions from the material presented in the session;

providing answers from the session leader to the questions of the students;

formulation of conclusions by the session leader on the achievement of the session goal, whether all questions have been addressed; if not, an explanation should be provided along with brief recommendations on how to avoid such issues in the future;

setting tasks for self-directed work and announcing the topic of the next lesson.

Depending on the type and topic of the academic session, the complexity and volume of the educational material, the session leader can conduct AAT both at the end of the lesson (during the final part) as well as after addressing each educational question (practical assignment, exercise, etc.) (Fig. 3.1).

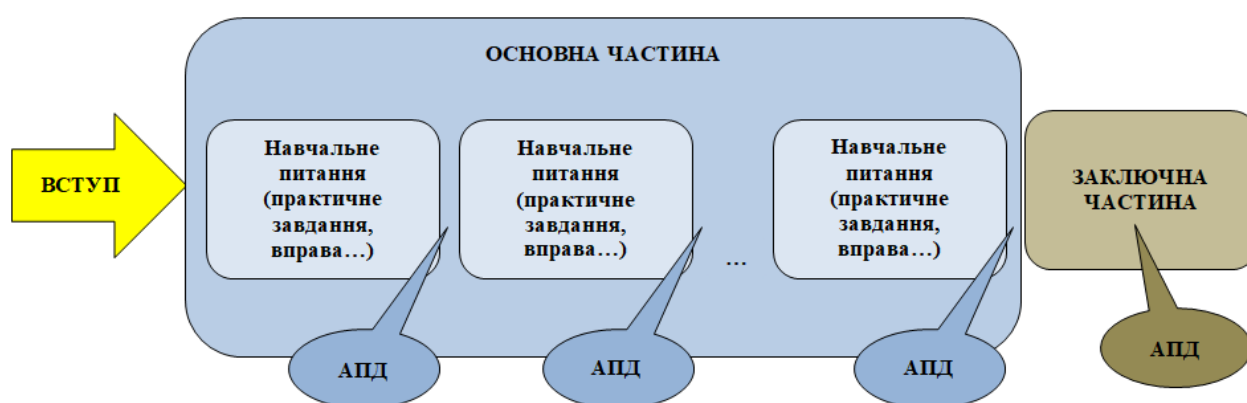


Fig. 3.1 Place of the process of action analysis in the structure of the academic session

Depending on the structure of the educational component, AAT can be carried out at the end of each topic, several topics (if they are logically related) or at the end of the educational component (academic subject, module) (Fig. 3.2).

The *AAT of learning questions* (such as practical assignments, exercises, etc.) is informal and is conducted by the session leader to better understand both the degree of assimilation of the educational material and the level of achievement of a partial learning objective. It facilitates the organisation of feedback between participants in the educational process. It usually takes 1-2 minutes.

The session leader should determine the starting point for the discussion and plan its main trajectory, keeping in mind the possible challenges that the audience may face. The focus should only be on issues related to the achievement of learning objectives, reasons for failure and the results obtained.

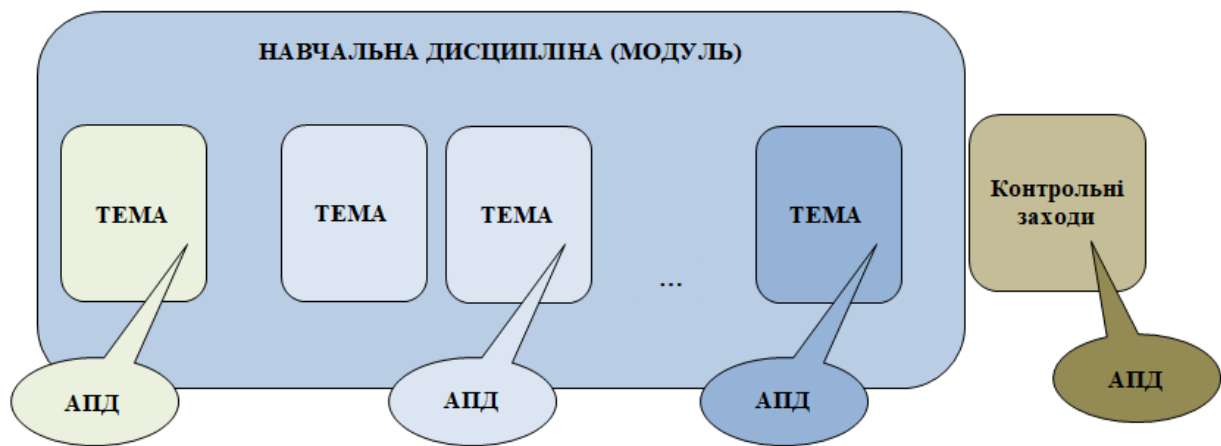


Fig. 3.2 Place of the process of analysis of actions taken in the structure of the educational component

The *AAT of an academic session* is more formal. The session leader should include in the teaching materials a conduction of AAT during the concluding section, outline key discussion questions, and must document the results to enhance the educational process based on the feedback obtained. A template for conducting an AAT of a lecture session is provided in Appendix A.

The AAT of the topic of the discipline (module) should be formal, planned in advance, and must be indicated in the teaching and methodological materials of the academic subject (module).

After completion of teaching the academic subject (module), assessment activities (credit test, examination), a formal AAT is held with the invitation of the leadership (chief of the department, institute, course director, etc.) according to the following structure (proposed option):

1. The purpose of the AAT:

- identification of strong and weak sides of the academic subject (module);
- obtaining feedback from the students on the content, methods and organisation of training;
- formulating proposals for improving the teaching of the discipline (module);
- increasing the involvement of students in the educational process.

2. Stages of AAT:

2.1. Preparation:

- *Time and format*: choose a convenient time (after completion or before assessment activities), duration 15-30 minutes, preferably in an interactive format (online or offline);

- *Anonymity*: if necessary, provide anonymity to increase the sincerity of responses;

- *Informing*: briefly explain the purpose of the AAT and the importance of their contribution.

2.2. Conducting the AAT: Organise the discussion around 4 key questions:

- *What was planned?* (What were the learning objectives? What were the expectations of the trainees?)

- *What actually happened?* (Which topics and tasks were best mastered? How did the teaching process work (interaction, assessment, feedback)?
- *Why did it happen?* (What helped or hindered the achievement of the outcomes? What methods were the most effective/ineffective?)
- *What should be changed/improved?* (What specific suggestions do you have regarding the content, organisation, formats of sessions, and assessment activities?)

2.3. Formats of information collection.

- group discussion (moderated by the lecturer);
- questionnaire (recommendations on the formulation and a version of the questionnaire are given in Appendix B);
- individual written reflections of the students (essay-review).

3. The role of the teacher during the AAT:

- to be a facilitator, not a judge.
- to create a safe atmosphere for expressing opinions.
- to avoid a defensive attitude towards criticism.
- to listen actively and capture key ideas.

4. Results analysis and follow-up actions:

- summarise the information received in a summary report (Annex A) or SWOT analysis;
- analyse which of the suggestions can be implemented in the next iteration;
- share feedback with the students: what will be taken into account, what will not (with an explanation of the reasons).

5. Recommendations for successful AAT

- do not turn AAT into a formality - sincere interest will increase efficiency;
- involve as many students in the discussion as possible ;
- conduct AAT systematically to accumulate data and the dynamics of changes;
- use the results of the AAT also for your own professional reflection and professional development.

AFTERWARDS.

The quality management system (QMS) of a higher military education institution is a complex mechanism, largely regulated by the legal and regulatory framework. The process approach to implementing the QMS involves the application of all process management tools (feedback management) to certain processes, including the establishment of algorithms and mechanisms for planning, implementation, assessment, analysis, and continuous improvement. The PDCA methodology, implemented at the level of processes of the quality management system, is one of the key conditions for ensuring the quality of military education, improving educational programmes, increasing the level of knowledge, skills and abilities of students, as well as increasing the level of satisfaction of both students and staff of higher military educational institutions.

However, the positive effect of PDCA implementation directly depends on the correct understanding of the concept of feedback management (AAT) and the degree of formality of its application.

The implementation of continuous feedback helps to increase the responsibility of students for their learning outcomes. At the same time, they learn to assess the effectiveness of their own learning, see shortcomings, think about improving results, and design their own educational trajectory. They develop critical thinking. Such qualities allow students to quickly implement their competencies in their future professional activities.

Effectively organised feedback in a higher military educational institution is a guarantee of a quality educational process, adequate response to educational challenges, and raising the professional level of future military professionals. It creates a culture of mutual respect, promotes the authority of the lecturer among students, and ensures continuous improvement of the educational process, which is an integral part of ensuring the quality of military education.

APPENDICES

Appendix A

Example of the analysis of the taken session activities

1. What was planned?

- What were the outcomes of the lecture?
- What were the main questions to be addressed?
- What teaching methods were envisaged (presentation, discussion, interactive, etc.)?

Example: "The topic of the lecture was to familiarise the students with the principles of sustainable development. It was planned to discuss 3 key questions: environmental, economic, and social aspects of sustainable development".

2. What actually happened?

- What questions were actually addressed?
- Was it possible to follow the lecture plan?
- How did the audience react? Were they active? Were there any difficulties?

Example: "All the learning questions were covered, but there was little time left for the social aspect. The students were active during the discussion of the environmental topic, but less involved in the economic part."

3. Why did this happen?

- What factors contributed to the deviation from the plan?
- Were there difficulties with the material? Was it the format or the time?
- Were the questions too difficult or too simple?

Example: "The environmental topic provoked a lively discussion, so it took longer. Also, one of the tasks was difficult to understand, so the students spent more time thinking about it."

4. What should be done differently next time?

- How to revise the phrasing or sequencing of the questions?
- Do you need to change the presentation format?
- What resources or methods would help to achieve the outcomes better?

Example: "Next time, start with a less emotional topic to save time for other aspects. Formulate the question for the task more simply. Maybe add a short video before the discussion."

Additional tips:

The AAT format can be conducted as:

- individual analysis (self-reflection of the lecturer);
- group discussion (with students or colleagues);
- part of the feedback after the class.

The results of the AAT should be documented in the form of short reports or a table to track progress.

AAT template for lecture analysis:

AAT component	Questions to consider	Answers / Notes
1. What was planned?	- What were the learning outcomes? - What were the main questions/topics planned?	
2. What actually happened?	- What topics were actually covered? - How did the session go? How active were the students?	
3. Why did it happen?	- What influenced the implementation/non-implementation of the plan? - What worked and what didn't?	
4. What should be improved?	- What should be changed in the next lecture? - What tools or approaches can be added?	

Example of a report
of the analysis of the course (academic subject) actions taken

Advanced training course on psychological support for unit staff.

Date of the course: 05-09 June 2025

Venue: National Defence University of Ukraine

Participants: 24 military men of psychological support units

Instructors: academic staff of the Department of Military Psychology

1. What was planned

- To provide participants with knowledge and practical skills in psychological support under combat stress conditions.
- To introduce the methods of early detection of psycho-emotional burnout.
- To teach the principles of First Psychological Aid (FPsyA) in the military environment.
- To increase the overall psychological stability of participants and their units.

2. What happened

- 12 lectures and interactive sessions were held on the following topics: stress, burnout, FPsyA, communication in the unit, and PTSD prevention.
- Role-playing games, case studies, and practical exercises on emotional regulation and relaxation techniques were used.
- Participants worked in small groups to develop a plan for internal psychological support for the unit.
- The final assessment was conducted: testing and a practical assignment.

3. What worked well

- **High level of engagement of participants.** The majority of participants actively participated in the practical exercises.
- **Practical orientation.** The academic sessions on FPsyA and role-playing situations generated positive feedback.
- **Team interaction.** Working in groups facilitated the exchange of experience and the building of trust.
- **Relevance of the topic.** Many participants noted that the knowledge gained could be immediately applied in the service.

4. What could be improved

- **Time to practice skills.** Some participants noted insufficient time for practice, in particular for breathing techniques and FPsyA.
- **Adaptation of cases.** Some examples were more theoretical than realistic - more cases from the front line would be desirable.
- **Materials.** Paper manuals were not enough for everyone - it is worth providing electronic versions in advance.
- **Psychological relief.** A separate session on relaxation therapy should be added to the programme.

5. Next steps/recommendations

- Introduce similar courses at the level of brigades and battalions.
- Develop a brief manual on psychological self-help for personnel.
- Regularly conduct training on FPsyA and support for combatants after rotations.
- Involve combat psychologists in the development of adaptation programmes for units after losses.

Conclusion: The course has achieved its goals - the participants have acquired basic knowledge and skills in psychological support, which will have a positive impact on the morale of the units. It is necessary to scale up the initiative and adapt the programme to different categories of military personnel.

Recommendations for the development of a questionnaire for conducting AAT with students

1. Determine the purpose of the questionnaire:

- clearly state **what information you want to obtain**: assessment of course content, teaching methods, effectiveness of materials, level of engagement, etc.
- Determine how **the results of the survey will be used** (e.g. for course improvement, reporting, planning for the next semester).

2. Selecting a Likert scale

- choose the type of scale: the most common options are **5-point** or **7-point scales**, for example:
 - 1 - Strongly disagree
 - 2 - Rather disagree
 - 3 - It is difficult to say
 - 4 - Rather agree
 - 5 - Strongly agree
- Avoid **overly long or unbalanced scales** that may cause confusion.

3. Structure of the questionnaire

Divide the questions into blocks, e.g:

- organisation of the course (structure, logic of presentation, timetable)
- course content (relevance, relevance to outcomes)
- teaching methods (engagement, interactivity, feedback)
- materials and resources (availability, quality, auxiliary tools)
- assessment of knowledge (objectivity, clarity of criteria)
- overall impression of the course (usefulness, satisfaction, motivation)

4. Formulating statements

- Write **clear, specific, and unambiguous statements** that can be assessed using a Likert scale.
- Use **positive statements** (e.g. "The lecturer explained the material clearly"), and **a few neutral or negative statements if necessary** to avoid a bias effect.
- Avoid complex or long sentences, double questions (e.g. "The material was interesting and accessible"), verbal evaluations such as "very", "always", etc.

5. Additional open-ended questions (optional)

- Add some open-ended questions at the end:
 - What did you like about the course?
 - What do you think could be improved?
 - What suggestions do you have for the lecturer?

6. Testing the questionnaire

- check the questionnaire yourself or give it to several colleagues or students - **how easy it is to fill in**, whether the wording is clear.
- If necessary, **adjust the** number of questions (optimally 8-15 statements).

7. Anonymity and trust

- Ensure **that answers are anonymous** to provide honest and objective feedback.
- In the introduction to the questionnaire, briefly explain **why it is important** and **how the results will be used**.

Sample questionnaire

Dear students! Please share your thoughts about the course. Your sincerity will help us improve the learning process in the future. The questionnaire is anonymous.

1. Overall evaluation of the course

1.1. Please rate the course on a scale from 1 to 5:

- ☐ 1 - not at all satisfied
- ☐ 2 - rather no than yes
- ☐ 3 - partially satisfied
- ☐ 4 - mostly satisfied
- ☐ 5 - completely satisfied

1.2. What did you like most about the course?

 *Your answer:*

1.3. What did you dislike/find difficult/unclear?

 *Your answer:*

2. Course content and teaching

2.1. Were the teaching materials (lectures, slides, assignments) clear and accessible?


- ☐ Yes
- ☐ Partially
- ☐ No

2.2. How effective were the teaching methods (e.g. discussions, presentations, practical assignments)?


 *Please give a brief assessment or give examples:*

3. Your participation and progress

3.1. What helped you to learn the material better?


 *Your answer:*

3.2. What has hindered your learning or reduced your motivation?

 *Your answer:*

4. Suggestions for improvement

4.1 What would you suggest changing/adding/removing in the next academic session?

 *Your answer:*

Thank you for your answers!

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