

# INFLUENCE OF MILITARY INSTRUCTOR'S PRACTICAL EXPERIENCE FOR THE QUALITY OF TEACHING IN VILNIUS UNIVERSITY OF APPLIED SCIENCES

**Nerijus Černius**

Vilnius University of Applied Sciences  
Lithuania

## Annotation

*The article presents a military instructor's experience in teaching soldiers and the transfer of this experience to the students. Applying various teaching methods in practice it makes easier for both teachers and students to adapt to the new challenges in throughout the study process. Also students' opinion and assessment of the quality of teaching presents an important segment of the evaluation of this process. The author examined students from the Faculty of Health Care of Vilnius University of Applied Sciences learning outcomes, their opinion on the pedagogical benefits of the subject / module being studied as well as conducted a self-assessment of teaching process. The learning outcomes of 311 students were assessed and 41 student provided feedback on this teaching process. The article reveals various methods of teaching. Ways to improve students' motivation are assessed, as well as social relations and development of students' skills necessary for the subject / module being studied. The research results revealed that students appreciate the course and procedures of organizing and conducting lectures of a teacher with experience as a military instructor and applying various forms and methods in this teaching process.*

**Keywords:** students, teacher, lecture, teaching process, subject / module.

## Introduction

After the acceptance of Bologna Declaration (1999), which was directed to encourage European cooperation in quality assurance of higher education with a view to developing comparable criteria and methodologies, more attention was given to the student-centered paradigm. Quality assurance has been a priority for the Bologna Process, but its mechanisms are not perceived as an end in themselves. It is important to note that in the student-centered paradigm the traditional role of the teacher has also changed. Although teacher-centered paradigm is not so relevant, but it is important to keep in mind that the role of the teacher is the essential in the teaching process.

Therefore, in this context, it is important to state, that with the increasing progress of science, the transition to innovative forms and teaching methods, and the introduction of distance learning in all study process, there arises a need to have competent teachers. It states that with the development of existing or new forms and teaching methods, the demand of students for the quality of teaching is also increasing. Teachers need to make the most of the time devoted to lectures and pass their theoretical knowledge and practical skills to the students. All this presupposes the requirements for improving the quality of the taught subject / module. The traditional organization and performance of the teaching process, as it is in the military, limits the instructor's and / or teacher's creativity and teaching mastery. It should be noted, that no matter how conservative experience of military teaching process is, but it is also useful in improving teaching quality in a civilian institution.

The article reveals the main factors influencing the quality of students teaching, taking into account the experience of a military instructor in organizing and conducting the military teaching process. It is important to note, that in the military other provisions and principles are followed in the training of soldiers, compared to those applied at the university. For this reason, various forms and teaching methods are discussed, also students' attitudes and needs on further improving the quality of their teaching. Empirical data present to assess the qualitative aspects of teaching progress.

**Research problem.** After analyzing the research conducted in Lithuania and abroad, it can be concluded that the individual role of the teacher, especially his inter-institutional experience and competence, which would help him to improve the quality of teaching process, is not given much attention. The most significant number of Lithuanian and foreign researchers, such as Dranevičienė (2006), Gudžinskienė (2007), Baršauskienė et al. (2010), Peilakauskaitė et al. (2011), Harden et al. (2013), Gill (2008), Lemos et al. (2014), Sedej (2016), Marinko (2016) and other authors focus on the study process and its compliance with quality

requirements, students' teaching methods, their cooperation with teacher, also learning environment and etc. Studies conducted by various authors provides many strategies and tips on how to improve the quality of teaching, but this is not always enough to organize and conduct students teaching in practice. One of the most significant works in analyzing the influence of military instructors' experience with students is a study conducted by Migdalski (2019). It is essential to understand not only the theoretical aspects of education but also to have good practical skills how to organize and conduct the teaching process. For this reason, it is expedient to conduct research and analyze the dynamic changes taking place in the study process, which would help to improve the quality of the teaching.

**Research object:** the students' teaching process at the Vilnius University of Applied Sciences based on a military instructor's practical experience.

**Objectives of the research:**

1. To reveal the theoretical aspects of the teaching process of soldiers and students.
2. To explain the order and course of lectures.
3. To explain the need of independent assignments for students.
4. To describe the system of students' knowledge assessment and testing.
5. To examine students' opinion about the organization and implementation of the law subject / module teaching process, their wishes, and suggestions on how to improve this process.

**Research methods:**

1. Analysis of scientific literature.
2. Statistical method.
3. Monitoring.
4. Data analysis.

**Literature review**

The teaching process for soldiers and students has some similarities and differences. First of all, it is essential to understand that the military is an organization in which the relationship between soldiers are based on strict subordination. The teaching process of soldiers is strictly structured, in which the military instructor does not have the freedom of expression. Secondly, the special training of military instructors, teamwork, cooperation with international partners, as well as other aspects contribute to the process of improving the quality of teaching process. Both the military instructor and the teacher have to work hard to acquire the knowledge and personal attributes that support the idea of teaching. In order for the whole teaching process to run smoothly, a number of ideas need to be used. It should be noted that training (teaching) is a top priority for the military. This training is an organized collaboration designed to achieve set goals between an instructor and a soldier, and the instructor is the leader of that collaboration. The Lithuanian Armed Forces has taken over the examples of the Danish Armed Forces on how to plan, prepare and conduct trainings. It is important to explain to soldiers the purpose of the training, which is why the training is being conducted, and it is important for the instructor to engage the soldiers and explain what they will learn, what they will have to pay (know, explain, indicate, etc.) at the end of the training. The objectives of knowledge training are described in terms of requirements, circumstances and criteria. The structure of military training is as follows:

**1. During the introductory part**, it is first checked whether the soldiers are ready for the training process (writing instruments, notes, necessary legal acts, etc.). The aim is then to test the soldiers' theoretical knowledge from the previous topic, for which the soldiers have to answer the control questions. The introductory part introduces new topic, indicates the purpose of training, the course of topic (how many teaching issues will be analyzed, the method, how much time will be spent on topic and how the assessment of soldiers will be carried out). The following is the order of the lecture (opportunity to ask questions, answer questions, and take noted) is presented below. The introductory part presents the motivation and the basics of the overall assessment.

**2. Lecture part** (presentation of theoretical material).

**3. The control phase** is carried out at the end of each topic and control questions are asked (indicating the soldiers who will answer the given question). At the end of training there is a final knowledge test, during which the majority of soldiers must be interviewed.

**4. During the generalization phase**, the training is summarized, the most important issues are emphasized and the soldiers are evaluated. After that it is indicated what the next training will take place, what the soldiers will have to do during the preparation and etc. It should be noted that the variety of teaching methods has the most significant impact on the motivation of soldiers. A military instructor must use a variety of techniques such as lecture, conversation, exercise, competition, assignment, case study, and extramural. When assessing the diversity of

choice of different teaching methods, it is necessary to pay attention to the advantages and disadvantages of the lecture. The advantage of this method is the rapid transfer of knowledge to a large number of soldiers at once, taking into account those who have difficulty reading and the language corresponds to their level. The main disadvantage of this method is that a long lecture deduces the percentage of its memorization, and poor lecture structure and a dormant lecture is a waste of time. When organizing military training, the military instructor must have an exercise plan and follow the consistency of conducting the exercise. At the same time, a military instructor must be characterized by responsibility, creativity, flexibility, patience and positivity [7, 13].

It should be noted that Lithuanian Armed Forces has installed a distance learning module, abbreviated as ADL (Advanced Distributed Learning). Distance learning is a form of each teaching where the learner does not maintain a constant connection with the instructor. Such training can be provided 24 hours a day, 7 days a week (24/7). This training system provides different military courses with a variety of information sources, including videos. After reviewing videos or other information sources, it is necessary to answer the final control (test) questions). Distance learning is often combined with traditional training methods, thus saving time on the training process. It is not difficult to use such a distance learning system, but it requires special training to administer it and develop a training module. Thus, all of things related to the process of training soldiers can be partially adapted to the organization and conduct of students teaching.

It should be noted that in the Common European Principles for Teacher Competence and Qualification provided by European Commission, stated that teachers play a crucial role in supporting the learning experience of young people and adult learners. They are key players in how education systems evolve and in the implementation of the reforms which can make the European Union the highest performing knowledge-driven economy in the world. The role of teachers and their lifelong learning, same as career development is a key priority. Although teachers play a critical role in society, they cannot act alone. Their own high quality education needs to be supported by the institutions where they are employed. There are four common European principles that should provide an impetus for developing policies which will enhance the quality and efficiency of education. The common European principles are:

1. **A well-qualified profession:** high quality education system require that all teachers are graduates from education institutions. Each teacher should have the opportunity to continue studies to the highest level in order to develop their teaching competence, and to increase their opportunities for progression within profession.

2. **A profession placed within the context of lifelong learning:** teachers should be supported in order to continue their professional development throughout their careers. Teachers should be encouraged to review evidence of effective practice and engage with current innovation and research in order to keep pace with the evolving knowledge society.

3. **A mobile profession:** mobility should be a central component of initial and continuing teacher education programs. There should also the opportunity for mobility between different levels of education and towards different professions within the education sector.

4. **A profession based partnerships:** Teacher education partnerships, which have an emphasis on practical skills and an academic and scientific basis, should provide teachers with the competence and confidence to reflect on their own and others' practice. Teacher education, in itself, should be supported and be an object of study and research [2].

As it was noted before, the main focus today is on student-centered paradigm. Gill (2008) notes that "student-centered learning is not a technique but an attitude" [5]. Each teacher uses specific teaching methods. The quality of teaching depends on various factors, including the teacher-student relationship, systematic counseling, integrated tasks, active teaching methods, students' attitudes to the subject, their motivation, feedback, subject content, teacher's appropriate choice of teaching methods and etc. Petrauskaitė and Varanauskas (2011) noted that students need methodological help and support when learning, because, among other things, their learning style differs. Some students find it easier to absorb the information provided in writing, some with the help of visual aids, while others need audio or sensory material. It is essential to engage the results achieved during teaching contribute to the improvement of the quality of students [14]. Meanwhile, Baršauskienė et al. (2010) state that the exchange of information, experiences, decisions, and feelings provides an opportunity to influence (argue, motivate, ask, tell) [1].

The pedagogical paradigm can be implemented in a variety of ways. The main source of students' knowledge is a lecture in which the teacher conveys scientific theoretical information and students passively accept the ideas and thoughts of one speaker, memorizing them to pass the colloquium and exam. It develops students' memory, but not creative thinking. Gudžinskienė (2007) stated that a lecture is a specific method by which a teacher simultaneously orally

conveys information in a particular field. Although listeners are usually silent, this does not mean that they are not active [6]. The lecture and its effectiveness depend on the competence of the teacher. The effectiveness of the lecture is stimulated by the use of various examples; the teacher periodically asks students questions to activate their participation in the lecture and check whether students understand the content of the lecture.

### Course and order of lectures

In the analyzed case, when teaching the legal subject / module to the Faculty of Health Care of Vilnius University of Applied Sciences, its course and procedure are presented in introductory lectures. The subject / module is presented during the first lecture, indicating how many hours and credits are allocated to it and how and when the classes will take place. Students are introduced to the aim and intended results of the subject / module. Students are explained what they will be able to do when they complete this subject / module. Students are then introduced to the individual parts of the subject / module, what they make up and how much time will be devoted to it. Presentations are presented, the order and course of lectures are indicated. The teacher explains how to register in the *Moodle* environment where the subject / module can be found. Contact details of the teacher are provided. The teacher's personalized approach to students is followed, as students can contact the teacher by phone, write him an email and etc. Letters during working and non-working hours, as only this way, can the teacher assist students who do not know how to complete an independent assignment and prepare for a lecture or assessment.

Future teaching process is organized and conducted remotely using *Teams* communication platform, *Moodle* environment, *Outlook Stream* and *Forms* components. It should be noted that distance learning facilitates the use of modern technologies, saves students' and teacher's time, facilitates mutual communication, which is usually hampered by distance. Distance learning is a new 21<sup>st</sup> century educational space and it is necessary to strive for it to be of high quality, not inferior to traditional teaching. The law subject / module consists of the basics of law and health law. 8 or 10 academic hours are devoted to the presentation of the basics of law. Theoretical material from the basics of legal theory, constitutional law, civil law, and labor law is presented in the *Teams* environment using the *PowerPoint* presentation (slides) computer program. The presentation of health law takes from 16 to 34 academic hours, depending on the different study programs. In this case, the primary laws of health law and by-laws are presented.

The duration of one lecture is 1 hour and 30 minutes (2 academic hours), of which 1 hour is devoted to the theoretical part of the lecture, leaving time for discussion with students, as well as questions of intermediate control of the knowledge during the lectures, and at the end of lectures 10 or 15 minutes' time is devoted to the final control of the knowledge (self-control test), indicating how many questions will be in the test and the criteria for a positive assessment. A clear system for providing feedback on the teaching process is needed. Harden and Laidlaw (2013) emphasized that teacher should provide feedback, individualize teaching and learning, and make it appropriate [5]. In this case, it is necessary to explain to the students what the benefits of the subject / module are. Feedback is obtained through intermediate and final control. The primary purpose of the intermediate and final control is to encourage students to listen and participate in the lecture actively. Sedej (2016) noted that the teacher must explain the process of answering the questions and make suggestions on how to respond to the questions: 1) thank you for the question (I am glad you noticed this; you asked a very important question; of course there are different opinions that contradict each other) or 2) ask yourself a question (what made you ask this? Could you specify the question? What exactly would you like to know? [16].

### Methodology

The monitoring method collected information about student's behavior during lectures and recorded all the values of the variables of interest. All groups of students were selected for monitoring, observing not only the behavior of individual student, but also the behavior of the whole group of students during the lectures (under natural conditions). Unstructured observation helped to collect primary data on the quality of teaching.

The method of data analysis also was used in this research. Research involved students from the Faculty of Health Care of Vilnius University of Applied Sciences with different study programs, such as Physiotherapy, Dietetics, Hygienic Cosmetology, Radiology, Biomedical Diagnostics, Occupational Therapy and General Practice Nursing.

An assessment of the learning outcomes of 311 students (N) was performed. At this point, the evaluation criterion was the scores that the students received during the colloquiums and exams. The available data of the study subject / module evaluation summary (journals)

allowed to evaluate colloquium and exam results during the autumn and spring semesters of 2020 / 2021. No questionnaires were provided to students at this stage of research.

The results of the study were also subjectively evaluated by the subjects by completing a questionnaire in which they provided an assessment of each statement made about the teaching process. The questionnaire survey of full-time students (qualitative research) was conducted by the administration of the Faculty of Health Care of Vilnius University of Applied Sciences. It helped to assess in detail the quality of the taught subject / module. Students had to assess the extent to which they agree or disagree with the statements made about the quality of teaching of the studied subject / module. There were eleven of these statements. These statements are:

1. Assessment forms and criteria were specified at the beginning of the teaching.
2. Evaluation followed the published evaluation forms and criteria.
3. Content was clear.
4. Theory was illustrated by practical examples.
5. Students were encouraged to formulate problematic questions, analyze, discuss, and etc.
6. Lecture time was used rationally.
7. Communication with students was respectful.
8. Assessment results were discussed (in writing or orally).
9. If necessary, the teacher was consulted outside the lectures.
10. The use of additional sources of information were encouraged.
11. Academic dishonesty was intolerable (plagiarism and etc.).

Students had to choose one of six options for answering the statement when assessing the quality of teaching. These opinions are: strongly agree; agree; neither agree, nor disagree; disagree; totally disagree and don't know / Can't say. **76** students (**N**) of the Faculty of Health Care of Vilnius University of Applied Sciences participated in this research.

### Research results

Dranevičienė (2006) states that the process of education is based on the method of monitoring. The teacher monitors and evaluates the student and the student monitors and evaluates the teacher [3]. Observation provides immediate information that aims to reveal and understand the social environment through actions and events from the perspective of both participants and the observer. Thus, during the final control, self-control tests are provided in the *Teams* environment (link to *Outlook Forms*). Self-control tests questions are closed. If the answer to the question is chosen it is indicated whether the correct answer to the question has been chosen or not and what it should have been. This facilitates feedback. After the self-control test, its results are discussed, whether the students have mastered the information provided during the lecture is ascertained. Later a short overview of the lecture is provided and assignments to the students are given. Students in the *Moodle* environment can find lecture slides and other learning materials. The students survey found that they were in favor of self-control tests. In this case, some of them noted that "beneficial self-control tests", others that "very much liked tests" and that the teacher gave them these tests in the lecture on the newly taught material. For this reason, self-control tests are "clever application to memorize knowledge", "makes students listen carefully" as well as "made it easier to pass the colloquium and the exam".

It has also been observed that it is difficult to maintain the equal interest of students in the subject being taught during lectures. For this reason, there is a need to change teaching methods. Although efforts are made to involve students in discussion, most of them are passive and do not like to discuss, and no more than 6-8 students from each group are asking questions or (and) answering questions during the lectures.

In most cases, students who actively participated in the lectures indicated at the end of the lecture that the teacher "involved in the discussion of the subject / module", "the teacher managed to motivate students and start a discussion", "forced active participation in the lecture", "involved students in the lecture by asking intermediate questions", encouraged communication, active participation in the lecture and notices everyone who speaks" and "it was interesting to listen and to discuss". It was also the case that during the intermediate knowledge control, when the teacher asked the students a question, no answer was received, or the final knowledge control results were unsatisfactory. At the end of the semester, a student comment was received, that "it is difficult to get an interim report after each lecture because it is hard to remember and answer the questions after new topic". As a result, personal attitudes and teaching styles were changed during the teaching process, and self-assessment was performed.

It should be noted that the attention of students, like soldiers, is most significant at the beginning of the lecture, later it falls and rises again only at the end of lecture. Students become more tired during the lectures when laws are analyzed. For this reason, they are given an independent assignment to answer the questions and review new laws independently. Independent tasks given to students are an active method of organizing the teaching process. During the independent tasks, students have to look for answers by studying the literature sources indicated in the study subject program, thus developing their information literacy competencies and abilities. Independent assignments received favorably evaluation from students, such as “self-directed assignments clearly formulated” or “the teacher assigning various independent assignments that helped prepare for the final settlements”. It was explained to the students that is not necessary to memorize the subject being taught, although such a students’ comment was received that “the teacher wanted the students to memorize the Constitution”. It was observed that students with better scores are more diligent listeners of lectures and performers of independent assignments. It has also been noticed that some students with lower educational attainment are lazy to study, for others the subject / module is simply not exciting and insignificant. These students provided the following comments such as “general and inappropriate information provided”, “in my professional activities it will not be necessary, therefore it is not expedient to study all this” or “I think that too much time is devoted to the legal part, it makes more sense to use that time for other lectures related to specialty”. Whatever the assessments or comments, each teacher must also understand that tasks, legislation, syllabi, self-assessment tests, or self-study questions in students’ best interests must be constantly reviewed and updated during the teaching process.

It should be noted that the teacher must show that he / she values and respects students, therefore he / she must be polite, able to motivate students, explain why is worth studying this subject / module so that he / she can apply the general legal knowledge not only in work but also in personal life. Marinko (2016) notes that “the teacher must be friendly and patient with the students, but should clearly identify the student’s mistakes. It is necessary to point out the strengths and weakness, not just mistakes” [10]. Formal communication with students is not an expression of respect. It needs to be understood that teachers and students are part of the same organization. Often students asked not only for study-related assistance, but also for assistance with personal matters where the teacher needed legal or other advice, such as pet housing conditions, custody and care issues, working atmosphere (insults) in health care facility, disputes and their solutions to the quality of purchased clothes, the son’s service in Lithuanian Armed Forces and etc. Addressing such issues creates a better atmosphere between teachers and students. Comments were received from students such as “pleasantly communicating teacher”, “teacher is very benevolent”, “it was possible to ask off-topic questions ant the teacher always answered them” or “always answered questions and consulted”. Students are also contacted by email. Communication via email is one way to help students. Today email is a prevalent thing, and teachers use it. Still, when writing letters to students or answering their questions, the essential part of the letter is its content. The teacher must avoid negative emotions that would affect negative communication between teacher and student.

At the end of lecturer, students’ knowledge must be tested and assessed. Pečkaitis (2001) noted that “testing and assessment of students’ knowledge is one of the most important components of the study process” [12]. Meanwhile, Lemos et al. (2014) noted the importance of student responsibility for learning outcomes [8]. A colloquium is written upon completing the legal basics part and the health law part – an exam. Before this, students are given systematized indicative questions for the colloquium and exam, indicating how the assessments will take place. Marinko (2016) notes that “students should know the duration of the exam, how many questions, where there are questions with multiple choice, what grade they will receive for a certain number of correct answers” [9]. Before the assessment, students are introduced to the assessment process and procedure (time, number of questions and etc.), subgroups are presented, students are asked to check or see the assessment test and the teacher notes that he / she will be available during the assessment, ask questions or apply in case of problems. Assessments are done in the *Moodle* environment, which provides a test of 40 open-ended and closed-ended questions. The test takes 45 minutes. Some questions are more accessible, others more complex. The focus is on academic integrity. Before the assessment, all theoretical material in the *Moodle* environment is closed to be inaccessible to students. Students themselves are divided into three subgroups with different questions. The questions in the tests are shuffled, that is, they are not listed in order.

Students’ learning process was further scored. The results of the colloquium were as follows: 10 (excellent) score were given to 53, 9 (very good) – 109, 8 (good) – 83, 7 (average) – 42, 6 (satisfactory) – 18, 5 (weak) – 5 and 4 (unsatisfactory) – 1 student. The results of the exam were as follows: 10 (excellent) were received by 111, 9 (very good) – 139, 8 (good) – 46,

7 (average) – 15 students. It should be noted that no student received a score of 6 (satisfactory) and lower from the exam. It must be said that good students are not those who have good scores, but those whose knowledge is good. The results of the final assessments are presented in Table 1.

Table 1  
Results of the final assessments

Score	Colloquium		Exam	
	N	%	N	%
10 (excellent)	53	17	111	35,6
9 (very good)	109	35	139	44,7
8 (good)	83	26,5	46	14,8
7 (average)	42	13,5	15	4,9
6 (satisfactory)	18	5,7	0	0
5 (weak)	5	1,6	0	0
4 (unsatisfactory)	1	0,7	0	0

Based on the data presented in Table 1, it is observed that more than half (52%) students passed the colloquium perfectly or very well and well or on average 40% students who took this final assessment. 7,3% students passed colloquium satisfactory or weakly. Meanwhile, more than two-thirds (80%) passed the exam excellently or very well and well or on average 19,7% students who took this exam. No student who passed the exam was assessed as satisfactory or weak. Based on the research data, it can be conducted that the whole teaching process was of high quality and during it the students received the necessary theoretical knowledge, which was demonstrated during the final examinations. It was observed that the evaluation result of the exam is better in comparison with evaluation result of the colloquium. This difference can be explained by the fact that for the theoretical material of the exam was devoted from two to three times more time comparing with colloquium. Students completed many independent assignments in preparation for taking the exam. No independent assignments were prepared during the lectures about legal basics.

A questionnaire survey of students was conducted, which allowed to assess the quality of teaching. 76 respondents (N) participated in this research. The following is an assessment of each statement.

1. *Assessment forms and criteria*

Respondents were asked to rate assessment forms and criteria, which had to be specified at the beginning of teaching process. Individual statements about the assessment forms and criteria are presented in Table 2.

Table 2  
Assessment forms and criteria

Answer	N	%
<b>Statement: assessment forms and criteria were specified at the beginning of the teaching</b>		
Strongly agree	66	86,9
Agree	9	11,8
Neither agree, nor disagree	1	1,3
Disagree	0	0
Totally disagree	0	0
Don't know / Can't say	0	0

The results of research showed that 98,7 % of respondents rated mentioned statement "strongly agree" or "agree". This shows that assessment forms and criteria were specified at the beginning of the teaching.

2. *Compliance with the evaluation procedures*

Respondents were asked to rate teacher's compliance with defined evaluation procedures. Individual statements about the compliance with published evaluation forms and criteria are presented in Table 3.

Table 3

Compliance with the evaluation procedures

Answer	N	%
<b>Statement: evaluation followed the published evaluation forms and criteria</b>		
Strongly agree	68	89,5
Agree	8	10,5
Neither agree, nor disagree	0	0
Disagree	0	0
Totally disagree	0	0
Don't know / Can't say	0	0

The results of research showed that 100 % of respondents rated this statement “strongly agree” or “agree”. This shows that teacher followed the published evaluation forms and criteria.

*3. Clarity of teaching content*

Respondents were asked to evaluate whether the teaching content was clear or not. Individual statements about the clarity of teaching content are presented in Table 4.

Table 4

Clarity of teaching content

Answer	N	%
<b>Statement: content was clear</b>		
Totally agree	62	80,3
Agree	11	14,5
Neither agree, nor disagree	2	2,6
Disagree	0	0
Totally disagree	1	1,3
Don't know / Can't say	0	0

The results of research showed that 94,8 % of respondents rated this statement “strongly agree” or “agree”. It should be noted that a small group of respondents (3,9 %) pointed out that clarity of teaching content was not so clear, or they don't know if teaching content was clear.

*4. Theory and practical examples*

Respondents were asked to evaluate if theory of the studied subject was illustrated by practical examples. Individual statements if theory was illustrated by practical examples are presented in Table 5.

Table 5

Theory and practical examples

Answer	N	%
<b>Statement: theory was illustrated by practical examples</b>		
Totally agree	56	75,1
Agree	13	17,1
Neither agree, nor disagree	5	6,5
Disagree	1	1,3
Totally disagree	0	0
Don't know / Can't say	0	0

The results of research showed that 92,2 % of respondents are thinking, that theory of studied subject was illustrated by practical examples. 6,5 % of respondents neither agree, nor disagree with the statement if theory, which was presented during the lectures was illustrated by practical examples.



5. *Formulation of problematic questions, analyze and discussion*

Respondents were asked to rate the statement, that they were encouraged to formulate problematic questions, analyze and discuss. Opinion of respondents on the given statement is presented in Table 6.

Table 6

Formulation of problematic questions, analyze and discussion

Answer	N	%
<b>Statement: students were encouraged to formulate problematic questions, analyze, discuss, and etc.</b>		
Strongly agree	57	75,1
Agree	12	15,8
Neither agree, nor disagree	6	7,8
Disagree	1	1,3
Strongly disagree	0	0
Don't know / Can't say	0	0

The results of research showed that 90,9 % of respondents agrees with the statement that students were encouraged to formulate problematic questions, analyze, discuss, and etc. It is important to note that 7,8 % of respondents neither agree, nor disagree with the statement it the students were encouraged to formulate problematic questions, analyze, discuss, and etc.

6. *Lecture time*

Respondents were asked to evaluate whether lecture time was used rationally or not. Opinion of respondents on the given statement is presented in Table 7.

Table 7

Lecture time

Answer	N	%
<b>Statement: lecture time was used rationally</b>		
Strongly agree	59	77,7
Agree	13	17,1
Neither agree, nor disagree	0	0
Disagree	4	5,2
Strongly disagree	0	0
Don't know / Can't say	0	0

The results of research showed that 94,8 % of respondents agrees with the statement that lecture time was used rationally. A small group of respondents (5,2 %) indicated that lecture time was not used rationally. No further comments were received as to why this lecture time was used irrationally.

7. *Communication with students*

Respondents were asked to evaluate if communication with students was respectful. Individual statements about the communication with students are presented in Table 8.

Table 8

Communication with students

Answer	N	%
<b>Statement: communication with students was respectful</b>		
Strongly agree	71	93,5
Agree	5	6,5
Neither agree, nor disagree	0	0
Disagree	0	0
Strongly disagree	0	0
Don't know / Can't say	0	0

The results of research showed that all respondents are thinking that communication with students during the teaching process was respectful.

**8. Feedback about assessment results**

Respondents were asked to rate the statement, that assessment results were discussed (in writing or orally). Opinion of respondents on the given statement is presented in Table 9.

Table 9

Feedback about assessment results

Answer	N	%
<b>Statement: assessment results were discussed (in writing or orally)</b>		
Strongly agree	57	73,8
Agree	14	18,4
Neither agree, nor disagree	1	1,3
Disagree	0	0
Strongly disagree	1	1,3
Don't know / Can't say	4	5,2

The results of research showed that 92,2 % of respondents agrees with the statement that assessment results were discussed. 5,2 % of respondents answers considerable shows, that these respondents did not attended lectures, during which assessment results were discussed.

**9. Consultations outside the lectures**

Respondents were asked to evaluate whether the teacher consulted them outside the lectures if necessary, or not. Individual statements if the teacher consulted students outside the lectures if necessary are presented in Table 10.

Table 10

Consultations outside the lectures

Answer	N	%
<b>Statement: if necessary, the teacher was consulted outside the lectures</b>		
Strongly Agree	52	68,5
Agree	4	5,2
Neither agree nor disagree	2	2,6
Disagree	0	0
Disagree	0	0
Don't know / Can't say	18	23,7

The results of research showed that 72,7 % of respondents agrees with the statement that, if necessary, the teacher was consulted outside the lectures. 26,3 % of respondents neither agree nor disagree or don't know / can't say that the teacher consulted them outside the lectures if necessary. Such responses of respondents to the statement can be explained by the fact that these respondents may not have needed consultations or were unaware of the possibility of such consultations.

**10. The use of additional sources of information**

Respondents were asked to rate the statement, that the use of additional sources of information was encouraged. Opinion of respondents on the given statement is presented in Table 11.

Table 11

The use of additional sources of information

Answer	N	%
<b>Statement: the use of additional sources of information were encouraged</b>		
Agree	50	65,9
Agree	17	22,4

Neither agree nor disagree	3	3,9
Disagree	0	0
Disagree	0	0
Don't know / Can't say	6	7,8

The results of research showed that 88,3 % of respondents agrees with the statement. It is important to note, that 7,8 % of respondents don't know or can't say if the use pf additional sources of information were encouraged. Such an assessment of the respondents creates a need for future emphasis on the possibility for students to learn from additional sources of information.

#### 11. Prevention of academic dishonesty

Respondents were asked to evaluate if academic dishonesty was intolerable or not. Opinion of respondents on the given statement is presented in Table 12.

Table 12

#### Prevention of academic dishonesty

Answer	N	%
<b>Statement: academic dishonesty was intolerable (plagiarism and etc.)</b>		
Strongly agree	54	71,4
Agree	4	5,2
Neither agree, nor disagree	2	2,6
Disagree	1	1,3
Strongly disagree	0	0
Don't know / Can't say	15	19,5

The results of research showed that 76,6 % of respondents agrees with the statement. 19,5 % of respondents stated that they don't know or can't say if academic dishonesty was intolerable. Such an assessment of the respondents creates a need for future emphasis highlight the fact, that academic dishonesty will be intolerable in all teaching process, including independent assignments, colloquiums, exams and etc.

#### Conclusions

1. Students teaching has moved from the auditoriums to the other environments, such as an environment adapted to distance learning, which naturally poses certain challenges for both teachers and students themselves. Teachers have a duty to maintain the quality of teaching. In order to improve the quality of teaching, it is necessary to take into account the needs and opportunities of students. It is also important to change the attitude of teachers to teaching methods, because a responsible, understanding, patient, attentive, self-confident, flexible, organized and professional teacher is a great value.

2. Understanding and interpreting teaching, which is nor a static but changing process, depends on the competence of each teacher and such a teaching process should become an instrument of self-realization of each teacher. In this process, personal attitudes and teaching styles need to be changed, and self-assessment has been done.

3. Based on the research data, it is concluded that the majority of students positively evaluate the teaching modules of the law subject / module. It can be stated that students have not yet sufficiently mastered the methodology of self-education, therefore the assigned independent tasks encourage students to improve independently.

4. The study revealed the advantages and disadvantages of organizing the teaching process and raised the main challenges in which direction to improve teaching quality. Those teaching methods that worked in the military did not fully prove their application in Vilnius University of Applied Sciences (e. g., intermediate control, attempt to engage passive students in discussion and etc.), but at the same time the military instructor's experience contributes to innovative teaching methods and more active student participation during lectures.

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