Instructor
Guidance

Introduction

CPTM 2017 updates CPTM 2009, with experience and developments. CPTM 2017 reorganizes and strengthens instructor guidance and support

Specific learning support is integrated into lessons. Some information applies across modules and lessons. This guidance summarizes the latter.

Instructor Guidance in CPTM 2017

Emphasis on Learning

CPTM 2009 introduced a stronger *learning emphasis* than the pre-deployment training guidance that came before it. CPTM 2017 strengthens that emphasis. Presenting core content well is one step in effective instruction. Another is staying focused on *learning* as the main purpose of instruction.

Learning is defined as "the activity or process of acquiring knowledge or skill by studying, practicing, being taught or experiencing something"[1]. That definition refers to activity but is somewhat static. **Real learning "results in a lasting change in behavior or practice".** Instructors are encouraged to consistently consider *what will be different* or *changed* in learner capacity at the end of a lesson, not just present content.

Design of instructional support materials usually identifies three main kinds of learning:
   a) **Knowledge** – information, facts
   b) **Skill** – the ability to apply knowledge to a task
   c) **Attitudes/values** – thoughts and feelings reflected in actions

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[1] Merriam-Webster, An Encyclopedia Britannica Company, on-line.
http://www.learnersdictionary.com/definition/learning

Some approaches identify a fourth kind of learning – **problem-solving.** Problem-solving brings together learning in an applied way.

Most lessons in CPTM 2017 focus on **knowledge.** Attention to **skill development, attitudes and values** is necessary for some content. **Problem-solving** is the focus of some learning activities, especially integrated ones that draw content from different lessons. *Knowledge* peacekeepers gain is foundation for *action and behaviour* in missions after deployment.

Changes Since CPTM 2009

These aspects of instructor guidance from 2009 remain the same:

1. **Aim and learning outcomes:** The *aim* and *learning outcomes* of a lesson still appear at the beginning. This reinforces the focus on *learning*. *Lesson at a Glance* covers these, the first page in each lesson.
2. **Learning activities:** *Learning activities* still appear in a set at the end of each lesson. Instructors are to base learning activities on assessed learning needs. They can adapt these or use their own equivalent exercises. Learning activities follow a standard format.
3. **Course programme:** The suggested week programme builds in *dedicated time for learning activities*.
4. **Duration of lesson:** Recommendations for 45 minute time blocks are half presentation, half interaction and learning activities. Examples of methods are brief brainstorms, and group discussion guided by key questions. *Learning support* appears at key points in lessons.

Some instructor guidance from CPTM 2009 is not repeated in CPTM 2017, because it is addressed in updated design.

1. **Time allocation:** All sessions are planned for 45 minute time slots, presentation and interaction. Some topics require two 45-minute blocks. Good practice in training is divide available time equally between a presentation and an exchange or learning activity.
2. **Sequence:** The sequence of modules and lessons follows a logic that also applies to presentation. Course directors or instructors are free to change the order to better match learning needs or circumstances of a particular group.
3. **Profile of instructor:** The profile of the instructor is relevant to the course director, and Peacekeeping Training Institutes and Centers. Instructor profiles do not appear in each lesson, but as part of Guidance for Course Directors.

An Overview for Instructors

Standard Lesson Structure is:

- Lesson At A Glance
- Lesson
- Summary of Key Messages
- Key Words and Common Asked Questions
- Reference Materials
- Additional Resources

Aim of each module, learning outcomes and **relevance** appear at the start of each lesson, on the Lesson at a Glance page.

The points in the Lesson At A Glance detail the aim and expected results, and frame coverage. Use to introduce a lesson, "bridge in". "Bridge in" is one step in instructional delivery that works well with core pre-deployment training. The BOPPPS method is standard good practice. Each letter stands for one step in a standard cycle of lesson coverage. The BOPPPS model is explained below.

A **lesson map** follows each Lesson At a Glance page, serving as a guide to lesson content.

Each **lesson** integrates **key messages,** and presents these as a lesson summary. Presentation slides appear through the text, and are available as separate presentation files.

Learning activities are expanded, with more choices. Instructors are to select, adapt or develop suitable learning activities for different learner groups. Instructions and support material are part of the learning activities.

Evaluation of learning is an expanded theme for each lesson, module and course. Guidance includes various methods and techniques. Instructors are to use informal and more formal methods of learning evaluation. They are also to be fully familiar with the *learning theme* including *learning evaluation*.

Guidance to Peacekeeping Training Institutes and Centres gives background on learning evaluation, for Course Directors to share with Instructors.

Instructional Support are notes to instructors which appear at different places in each lesson.

Key Messages

Key messages focus attention on critical points or themes. Key messages reinforce and highlight subject matter peacekeeping personnel must:

- Know
- Remember
- Apply and use after training

Key messages guide learners and reinforce learning by directing to what the learner most needs to retain from pre-deployment training overall.

Key messages in the CPTM are the minimum standard to be delivered.

Learning Activities

Learning activities are in sets for each lesson.

The *standard approach* to learning activities in CPTM 2017 is:

- Name
- Method
- Timing
- Preparation
- Instructions
- Variations
- Support materials

Different methods and techniques work better for different kinds of learning, and different people. **Each lesson in CPTM 2017 has at least one learning activity.** Most have several, with variations. Instructors have more choices.

The set of learning activities in CPTM 2017 has examples of different types of methods and techniques, with instructions. Introduced methods are not always repeated. Instructors are encouraged to adapt methods that work well with a group to other lessons.

Supporting learning is a creative part of instructional design. There is no "best way". Different combinations of methods and techniques can achieve the same goal. The guidance assumes experienced trainers will use methods that work well for them to develop and adapt learning activities. All learning activities support achievement of learning outcomes.

Integrated Learning Activities

Lessons organize CPTM 2017 content, but it is a unified curriculum. The content in one part connects to and reinforces content in other parts. Retention increases when learners explore content in relationship to other content. Some integrated learning activities draw on learning from different lessons, and link to other subjects in a module and the CPTM 2017. See examples in learning activity sets of Lessons 1.7 and 1.8 in Module 1.

There is a dedicated integrated learning activities for Module 2. It covers human rights and protection of civilians (POC) related content from the relevant lessons – Lessons 2.3 to 2.7.

Learning Evaluation

At least three types of learning evaluation questions are included in each lesson package:

- Narrative responses
- Fill in the Blanks
- True – False

Guidance to Peacekeeping Training Institutes and Centres includes expanded information on evaluation. Directors are encouraged to share this with instructors.

Tips on Managing Lesson Coverage

Each trainer has developed his or own instructional style. The following suggestions on managing lesson coverage and using questions systematically may be useful additions.

The BOPPPS model

The BOPPPS model helps instructors plan lessons that support learning. It has six main steps in a standard lesson cycle.

1. Bridge in
2. Outcome or objective
3. Pre-assessment
4. Participatory learning
5. Post-assessment
6. Summary

1. Bridge in

The bridge in to a lesson is usually short. It "hooks" learners, focuses them. The *Aim, Learning Outcomes and Relevance* at the beginning of each lesson are useful reference. You may also want to consider the following strategies to bridge in:

- Link learning in this lesson to previous learning or future learning;
- Link lessons to others in a module, in a learning journey;
- Refer to something familiar to learners, and link to lesson subject;
- Tell a story, share an unusual fact, or make a surprising statement.
- Describe how lessons will build peacekeeping skill and ability.

2. Outcome

CPTM 2017 uses *Aim* to explain the purpose of a lesson and *Learning Outcomes* to define results of successful learning. Learning Activities include *purpose*.

3. Pre-assessment

Pre-assessment is of existing knowledge – what do people already know about the subject?

- At the course design level, pre-assessment of existing knowledge is the responsibility of the Course Director. Learning needs assessment sets the baseline for a training course.   Combining methods works well,

e.g.: pre-test, interviews, consultation with supervisors, participant self-assessment.

- For lessons, some pre-assessment is instructor responsibility. It flows logically after bridge in and outcomes in a BOPPPS model. Pre-assessment can be useful at the beginning of a lesson or when a lesson shifts to new content. Use the lesson map, after the Lesson at a Glance, as a guide.
- Instructors pre-assess existing knowledge for reasons important to learning:
    1. Focus attention on the lesson;
    2. Get learners to share their knowledge and interests;
    3. Take stock of lesson plans in relation to people's starting point, adjust as needed;
    4. Identify experienced learners who can serve as resources to others;
    5. Surface strengths and weaknesses which the instructor can then address;
    6. Encourage learners to track their own learning and say when they need help.

4. Participatory learning

Effective lessons are more than presentations. Participatory learning is a way to keep learners engaged in a learning process. A lesson plan following this model lists a sequence of methods and activities that contribute to the learning outcomes. Learning activities in CPTM 2017 use a cross-section of different methods and techniques that positively influence participation. Tips include:

- Pause in presentations for learner reflection, discussion or short tasks;
- Invite feedback, general (Are we together?) and specific (Do you agree?);
- Give feedback, on outputs from tasks and on interactions, participation;
- Use "reflection questions" to trigger thinking, answered later in a lesson;
- Task individuals, pairs and small group, providing clear guidance;
- Use visual media – film, video, still photos, visuals, graphics;
- Facilitate large group discussion, with guiding or probing questions;
- Keep time for question and answer after panel discussions and presentations.

5. Post-assessment

Post-assessment answers two questions:

- What did a learner learn?
- Were learning outcomes achieved?

See information on Evaluation for types of post-assessment. Post-assessment of individual lessons will often be informal. Some systematic use of post-tests and quizzes on lesson content helps reinforce learning.

CPTM 2017 supports use of pre- and post-tests. These combine assessment with learning reinforcement. Design learning evaluation as part of session planning.

Learning activities are important methods of lesson-specific learning assessment. Give learners feedback – make the most of the "teachable moment".

Give pre- and post-tests as homework. Let people use them as self-assessments. Repetition reinforces learning.

6. Summary or close

Usually the instructor summarizes and closes a lesson. Learners can also summarize, a way for instructors to assess learning and concentrate on gaps or inaccuracies. A summary in a BOPPPS model may be:

- A review of content, with instructor or participants noting key points;
- Time for reflection and discussion of group process;
- An opportunity to give and get feedback;
- A chance to reinforce importance of learning, use and transfer;
- A means of getting learners to think about application in real missions;
- A quick round-table, each person having a chance to speak;
- A reflection point in the course, time to look at the course map and take stock of what has been covered, what remains.

Systematic Use of Questions to Support Learning

The Journalist's 5W and H

A familiar framework for questions was first used by journalists, who need to cover basic information. "5W and H" refer to:

- What
- Who
- When
- Why
- Where
- How

These are useful to keep in mind when developing or adapting a learning activity or a set of discussion questions. They make sure that coverage does not miss obvious information.

Planned sequence of questions

Preparing to instruct a lesson includes planning a sequence of questions. The model is called "naturalistic", because it follows the path the human mind takes as it absorbs and responds to new information.

A planned sequence of questions is of value with learning activities such as case studies, role plays and simulations. Some learning activity supports in CPTM 2017 follows this model. It can also help debrief learning. Systematic use of questions in the sequence outlined helps guide learners through different levels of thinking and learning. Each level of question has a different objective in a planned sequence.   Instructors can use statements, instead of questions, to prompt discussion.

The model covers four levels of questions, in this order:

1. **Facts** – the basic information
2. **Reactions -** first impressions and reflections, associations
3. **Meaning –** interpretation of new knowledge
4. **Decisions** – insights into application and use of new learning

1. **Facts**

   Purpose: to create a shared picture of the facts about a topic or in a situation, describe them in simple terms:

   - **Approach:** do this step quickly, with short and direct questions. Encourage everyone to participate;
   - **Sample questions:** use 5W and H questions.
     - Who was involved?
     - What happened in this situation?
     - How did events unfold?

2. **Reactions**

   Purpose: to get participants to reflect on new learning and associate facts in the situation or on the topic with what they already know

   Approach: take more time here, inviting participants' first impressions and reactions to what they have seen, heard or discussed, and link it to their own experience. Not everyone will participate. Give examples from your own experience.

   Sample questions:

   - What did you think of what you saw or heard?
   - Have you had similar experiences?
   - Did this situation remind you of anything?
   - Was this activity helpful? Why?
   - Did the coverage help you see your own experience in a new way?

3. **Meaning**

   Purpose: to give the instructor feedback on impact and insight on what learners think it means.   This type of question may help gauge learning on attitudes and values.

   Approach: move from recollection of facts and associations to impact on learners. Focus on responses – positive, neutral, negative – and consider what triggered them.

   Sample questions:

   - Can you summarize your learning in several key words?

- What important points were clarified? How?
- Would you suggest a different approach?
- What solutions or actions make most sense to you?
- How might you do things differently?
- Do you agree with the key messages?

4. Decisions

Purpose: to draw a conclusion, make a decision, decide how learning will be used or how behaviour will change, and plan learning transfer

Approach: treat this step as a short conclusion, pulling together insights from discussion. Ask questions about use of learning and decisions or conclusions. Ask questions to specific learners or the whole group.

Sample questions:

- How do you see using what you learned?
- What do you/we need to do next?
- Will you act differently because of what you learned?
- Do you foresee any difficulties in applying and using what you have learned?
- What indicators would you look for to confirm that your colleagues in a peacekeeping mission have also learned this content?

Instructors who use a sequence of questions may want to introduce the model early in a course. Being familiar with the method helps participants anticipate questions and increases confidence to participate.

Different learners may want to respond to only one type of question. For example, most people are comfortable with the first level, objective facts. Some people will want to describe their feelings and experiences, in the second level. Having a sequence of questions prepares instructors to push learners to always be thinking about meaning and use, application and transfer of learning.

Supporting Continuous Learning

The United Nations is committed to continuous and lifelong learning. This tips for how instructors can support continuous and lifelong learning:

- Get course participants to reflect on what they already know, and reinforce learning as a continuing process;
- Push people to think about how they will use what they are learning, through sharing of experience, learning activities, and targeted questions;
- Encourage self-directed learning: independent study, learner-specific assignments, use of a learning plan;
- Give homework of readings, reflection, discussion in small teams, assignments;
- Encourage engagement and participation, extending beyond the classroom. For example, don't automatically answer all questions people raise –draw on the group to answer, or get a person to research a question and bring the answer back to the group;
- Draw attention to the continuous learning sequence people are part of as they prepare for peacekeeping.   This will be different for civilians, military and police. For military and police:
    - Get people to regularly self-assess their knowledge and learning progress, as part of a course;
    - Give honest feedback to learners about gaps in knowledge, skills, attitudes/values or problem-solving abilities;
    - As part of closing a pre-deployment training course, get learners to prepare a *continuing learning plan,* one unique for each individual that flags priorities they want and need to learn more about.

Reference Materials

Below are materials which are a) referenced in this document, and b) required reading for preparations:

- Charter of the United Nations
- United Nations Peacekeeping Operations Principles and Guidelines (also known as the Capstone Doctrine)
- General Assembly Resolution 49/37 (1994) on the Comprehensive review of the whole question of peacekeeping operations in all their aspects (A/RES/49/37)
- DPKO/DFS Policy on Training for all United Nations Peacekeeping Personnel, 2010
- DPKO/DFS Policy on Operational Readiness Assurance and Performance Improvement, 2016
- DPKO/DFS Standard Operating Procedure for the Assessment of Operational Capability of Formed Police Units for Service in United Nations Peacekeeping Operations, 2012
- DPKO/DFS Guidelines on Design, Delivery and Evaluation of Training (Training Cycle), 2014
- DPKO/DFS, A Practical Guide to Peacekeeping Training Evaluation, 2015

Additional Resources

UN Information

The website for UN peacekeeping training is the Peacekeeping Resource Hub:
http://research.un.org/en/peacekeeping-community/Training
All training materials are posted on the training page of the Peacekeeping Resource Hub for easy access by Member States.

The website for UN peacekeeping: http://www.un.org/en/peacekeeping/

Original Security Council Resolutions on peacekeeping mission mandates: http://www.un.org/en/sc/documents/resolutions/
(You must know the start year, country and resolution reference details for the mission you wish to search for. For this information, identify the name of the mission using the following links:
http://www.un.org/en/peacekeeping/operations/current.shtml;
http://www.un.org/en/peacekeeping/operations/past.shtml)

UN Documents

UN documents can be found on: http://www.un.org/en/documents/index.html
(Search by document symbol, e.g. A/63/100)

DPKO and DFS Guidance

The repository for all official DPKO and DFS guidance is the Policy and Practice Database**:** ppdb.un.org (only accessible from the UN network). Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community

Instructors are encouraged to check for the latest guidance.

UN Films

UN films can be found on YouTube: https://www.youtube.com/user/unitednations

Additional Information

The Pre-deployment Information Package (PIP) provides information on the mission and the local context.

Additional Training Resources

For general information on training or Peacekeeping Communities of Practice, please send an email to peacekeeping-training@un.org

For additional information or support, please contact the Member States Support Team of the Integrated Training Service (ITS) in New York.

The United Nations System Staff College (UNSSC) provides access to e-learning for UN peacekeeping training:
http://portals.unssc.org/course/index.php?categoryid=24

The United Nations Institute for Training and Research (UNITAR) has developed a number of online-based learning and educational resources to address the specific needs of personnel deployed as part of UN peace operations:
https://unitar.org/ptp/

UN peacekeeping training materials can be found on the Peacekeeping Resource Hub: http://research.un.org/en/peacekeeping-community/Training

- Infantry Battalion Manual (INF BATT)
- Staff Officers (SO)
- United Nations Military Observers (UNMO)
- Military Advisers (MILAD LO)
- United Nations Police (UNPOL)
- Formed Police Units (FPU)
- Civil-Military Coordination (CIMIC)
- Protection of Civilians Operational Level (POC OL)
- Protection of Civilians Operational Level (POC TL)
- Integrated Protection of Civilians Training (IPOC) – for UN Military
- Child Protection (CP) – for UN Military
- Child Protection (CP) – for UNPOL
- Conflict Related Sexual Violence (CRSV)
- Gender Toolkit – for UNPOL
- Investigating and Preventing Sexual and Gender based Violence (SGBV) – for UNPOL