



# Developing FDF's eLearning

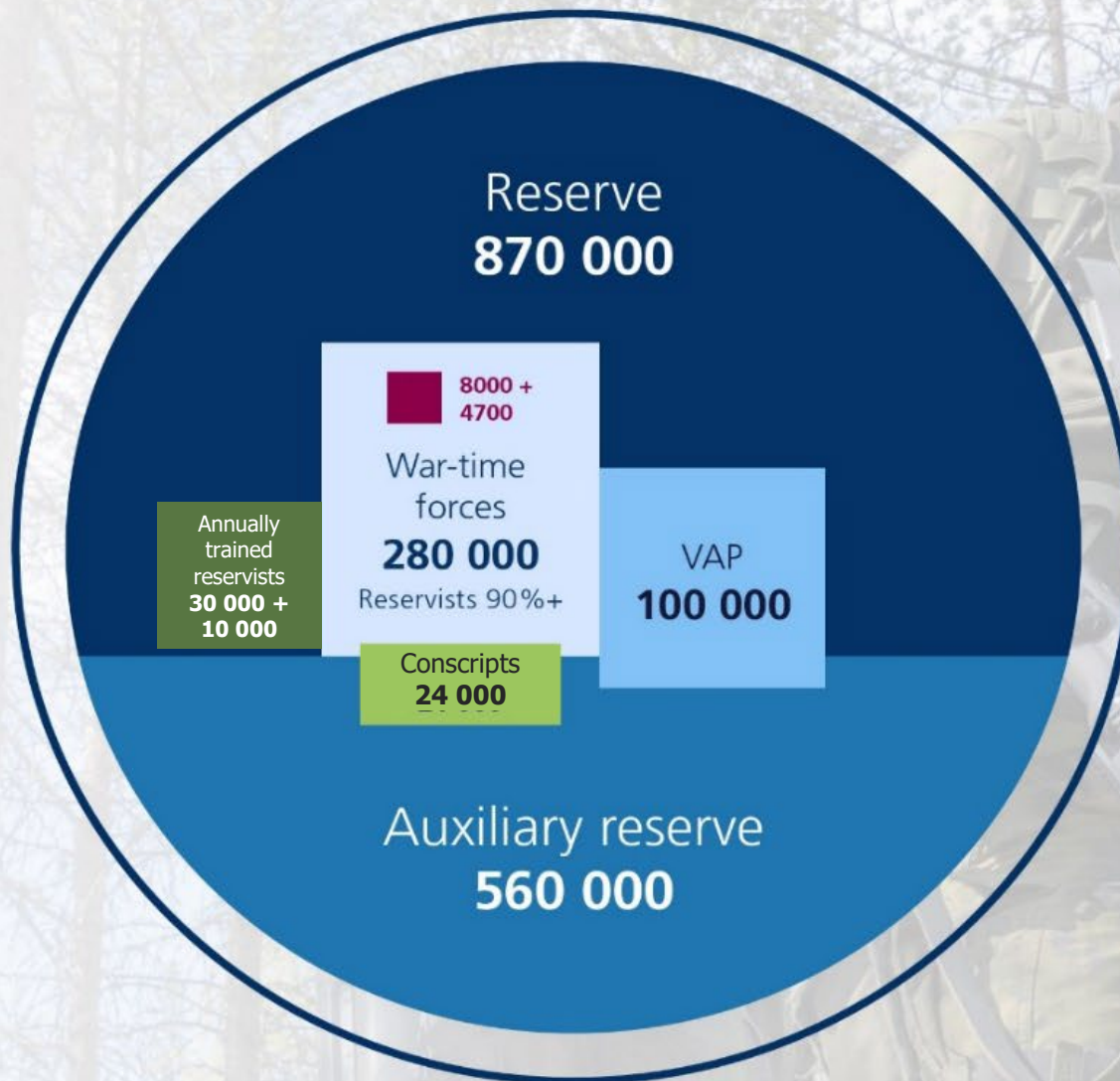
Short term goals 2026 and a concept for elearning





# The Structure of the Finnish Reserve

  
Liable for  
military service  
**1 500 000**



**VAP** = Person who is exempted from war-time forces to critical tasks of another authority or major companies in terms of national defence.

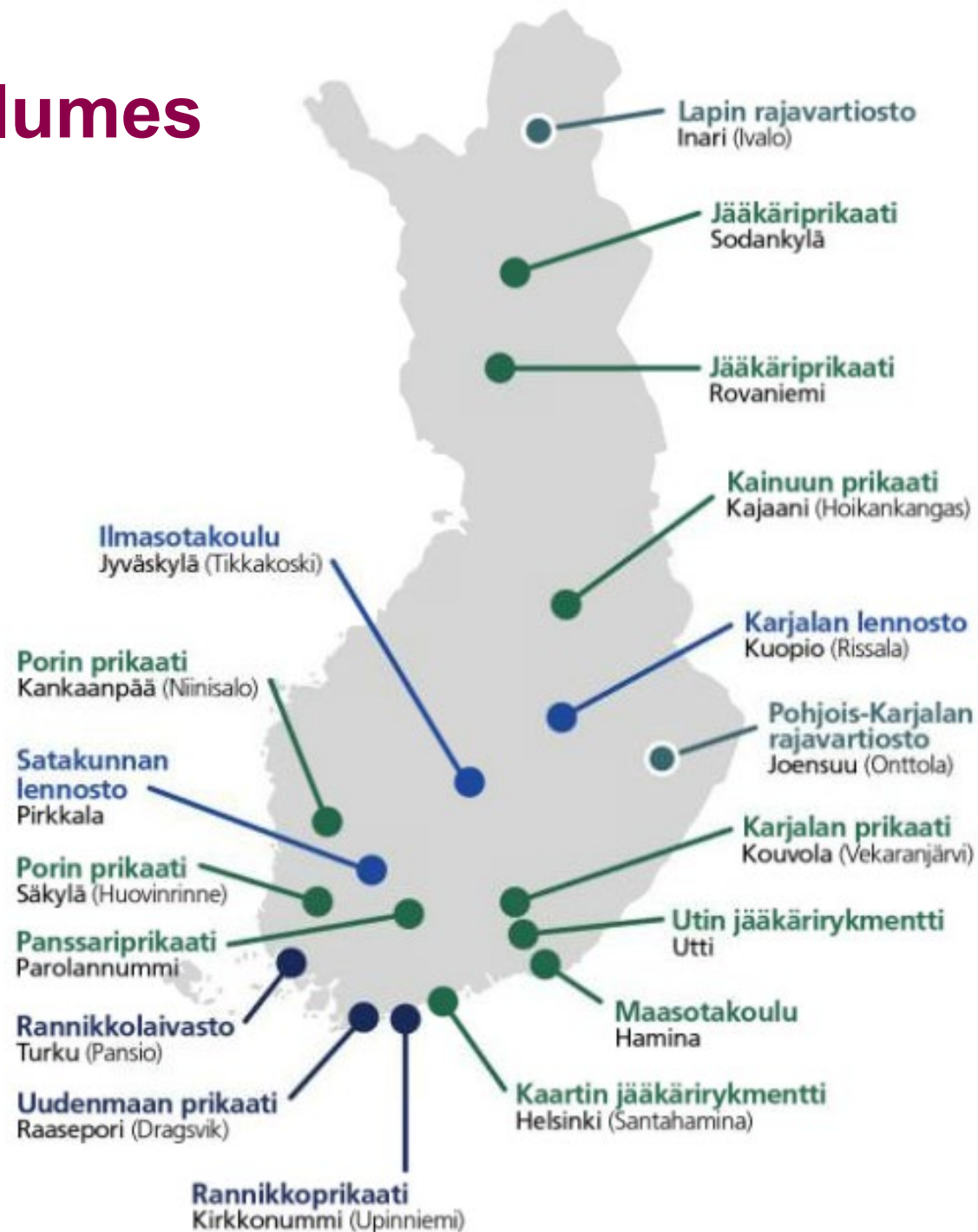
UNCLASSIFIED

UNCLASSIFIED



# Conscript training - the volumes

- 18 Brigade level units which have **120** Company level subunits ("**schools**")
- **Two intakes** per year, á **12 000** conscripts
- About **650** different individual service **duties**
- **Course-based** training
  - About **1000** different **courses** for the conscripts
- **Centralized planning** and material production
  - The National Centers of expertise
    - *A brigade-level unit or part of it that has the spearhead competence in a certain area of expertise.*
    - *One produces and develops – all use and give feedback*





# The Professionals – Soldiers and Civilians

- **About 13,000 employees, 1,000 different tasks, one goal.**
  - The Finnish Defence Forces employs a community of military and civilian professionals across the country. Military service experience is not required of civilian employees.
- **Military education that leads to a degree:**
  - **The National Defence University** offers university classes to approximately 900 people annually and continuing training to approximately 1,000 people.
- **In-service training:**
  - The defence branches are responsible for providing in-service training in accordance with their competence needs
  - In-service training is implemented at military training institutes, national centers of expertise and administrative units and with our partners
  - About 1000 different courses in the FDF
    - the implementation method varies; F2F, blended learning, e-learning





# Virtual working group for developing FDF's elearning

Established 2022 – PVVOK

– Puolustusvoimien verkko-oppimisen kehittämisryhmä

Steering from J7

Group leadership FDF's eLearning Centre of Expertise "ADL Office"

## Real (e)learning experts from

- J4, J7
- Airforce, Army, and Navy HQ's
- Airforce, Army, and Navy war schools
- National Defence University
- C5I School
- Logistics School
- Border and Coast Guard Academy





# Vision and goals 2026 – short term development

**Steering from J7:** Focus on elearning, and developing the usage of elearning platform.

## Recognised problems in 2022:

- No clear strategy or vision for elearning.
- No clear leadership and structure to enhance elearning.
- Competencies on elearning varies a lot, and support is inadequate.
- Co-operation and information sharing in field of elearning is insufficient.
- Deepening international co-operation is not recognised in FDF's elearning and it's steering.





# Vision and goals 2026

## 1. Increase leaderships' commitment on different levels.

Resources for development (f.ex. competencies, pedagogy, technology, time) and experiments.

## 2. FDF's training and educational system utilises elearning effectively.

eLearning platform is in use in every T&E level and organisation.

## 3. Utilisation of the elearning platform is based on analysed demands.

Platform is used effectively, and produced content is high-class.





# Vision and goals 2026

4. Time and place independent elearning is used, but it's not risking the operational security.

Context for learner to choose time, place, and tools.

5. Virtual group has created means for co-operation and information sharing.

Culture of experimenting, and co-operation drive competence development, and usage of the platform.

6. Point of view of a teacher/trainer elearning allows pedagogical diversity, and following of the learning process.

Good practices evolve learning towards learners activity and responsibilities.





# Concept to get there - categorisation

1. Governing model, and support organisation – personnel resources
2. Operational model, and culture
3. Development of pedagogical activities
4. Development of competencies of digital pedagogy
5. Development of elearning's content development
6. Development of technical learning environments
7. International co-operation, and compatibility





# 1. Governing model, and support organisation – personnel resources

## Concerning personnel resources

- Developing our virtual development group
  - FDF's Digitalisation Office
  - Teachers/trainers
  - Vocational Defence Association
- More co-operation
  - International connections
  - Civil actors like universities, companies, conferences etc.
- Tasks for J7
  - Describes Centre of expertise of elearning
  - Strategical view of stacking technical learning environments, and simulators as a part of elearning
  - Renovating the local support system - ADL POCs
  - Continuum for the Digital Clinic of eLearning, as an official part of FDF's elearning





## 2. Operational model and culture

### Tasks for our virtual group

- Develops new elearning methods based on analysed need.
- Activates end users to generate ideas and planning process.
- Courages to open interaction and developmental learning culture.
- Strengthens competencies of elearning in units on different organisation levels.
- Allows experimenting, and helps to speed up developmental time for new means.

### Tasks for J7

- Adopts blended learning and elearning as an option in all training and education in planning of learning processes.
- Motivates to elearning by it's benefits.
- Starts again yearly national ADL-conference.
- Develops feedback culture of training and education.
- Develops elearning by knowledge and data.
- Introduces coherent indicators of evaluation (f.ex. CMM, DigCompEdu).





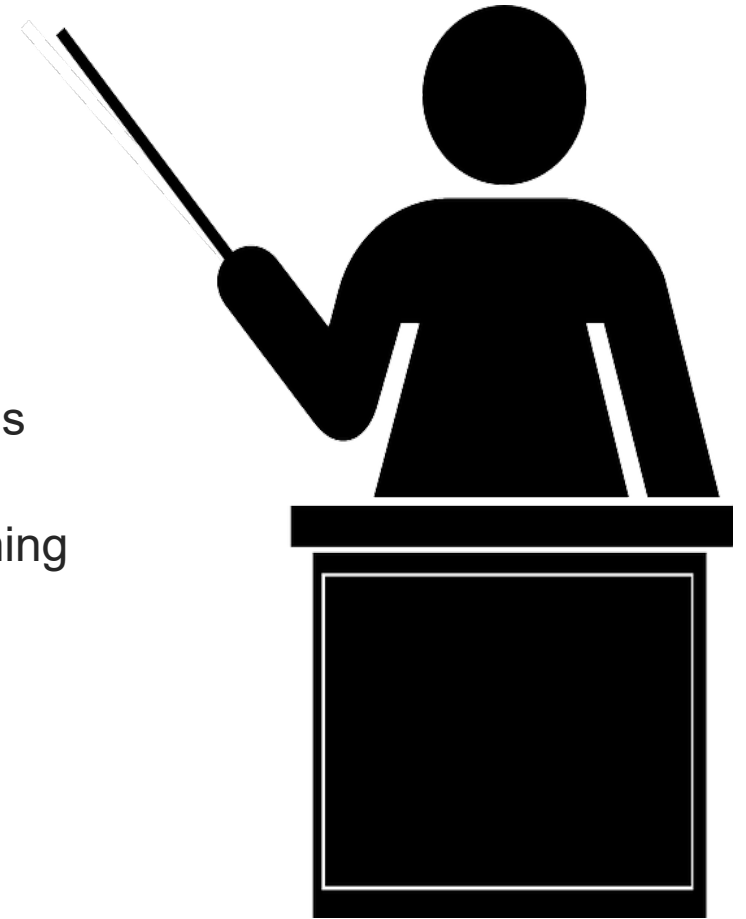
# 3. Development of pedagogical activities

## Tasks for our virtual group

- Information and knowledge easily reachable to ADL POCs.
- Creates a process for present new needs and for good practices.

## Tasks for J7

- Creates an operational model for the virtual group to handle needs and to spread good practices.
- Creates a Moodle course about good practices for the whole training and education system.





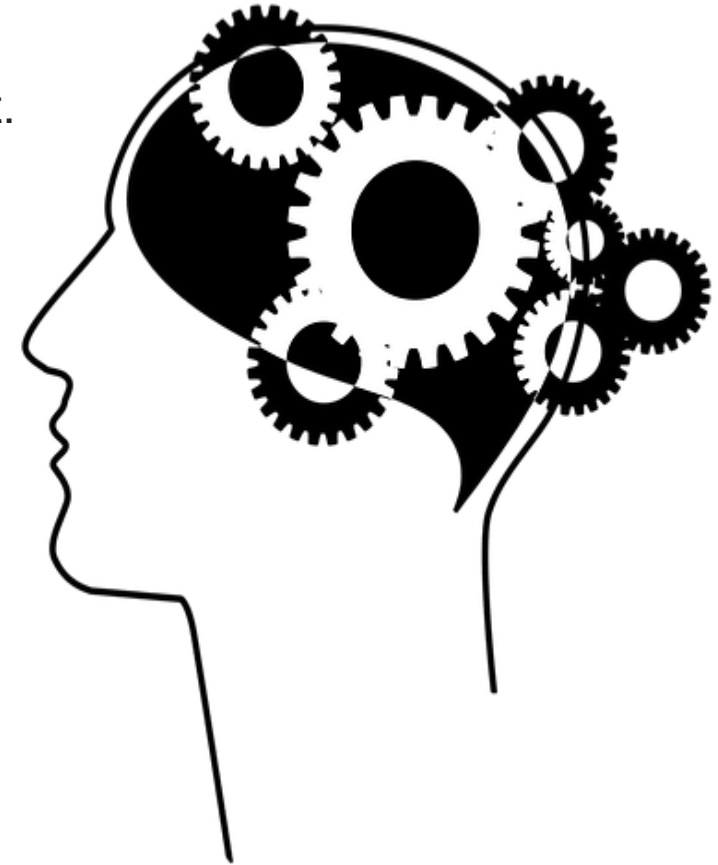
# 4. Development of competencies of digital pedagogy

## Tasks for our virtual group

- Defines core competencies for the basis of competency development.
- Recognises good enough know-how for organisation and individuals.
- Recognises different personnel groups, which need development of competencies.
- Recognises mechanisms for competency development.

## Tasks for J7

- Plans methods or tools to follow competency levels and developing.
- Maps method to follow organisational competencies.
- Creates a status of competencies of individuals and organisations.
- Maps status and possibilities of other methods of competency development.
- Creates a portal for achieving core competencies.





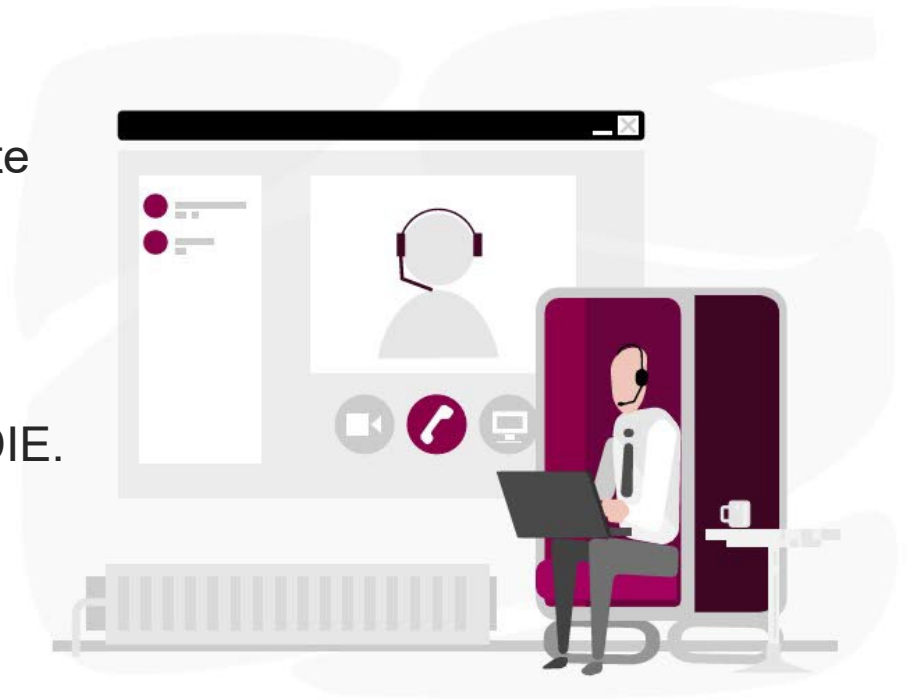
# 5. Development of elearning's content development

## Task for our virtual group

- Examines possibilities to use software robotics or AI to create a status for elearning contents.

## Tasks for J7

- Uniforms the process of elearning content production – ADDIE.
- Maps and evaluates the status of elearning content.





# 6. Development of technical learning environments

## Tasks for our virtual group

- Creates an idea bank for technical developmental ideas.
- Enhances identification of the end user in FDF's Moodle.

## Tasks for J7

- Includes the research of elearning systems to FDF's basic research.
- Includes future elearning technologies to the FDF's research program.
- Focus FDF's elearning platform's development to the learning analytics.
- Enhances possibilities to track FDF's training and education.

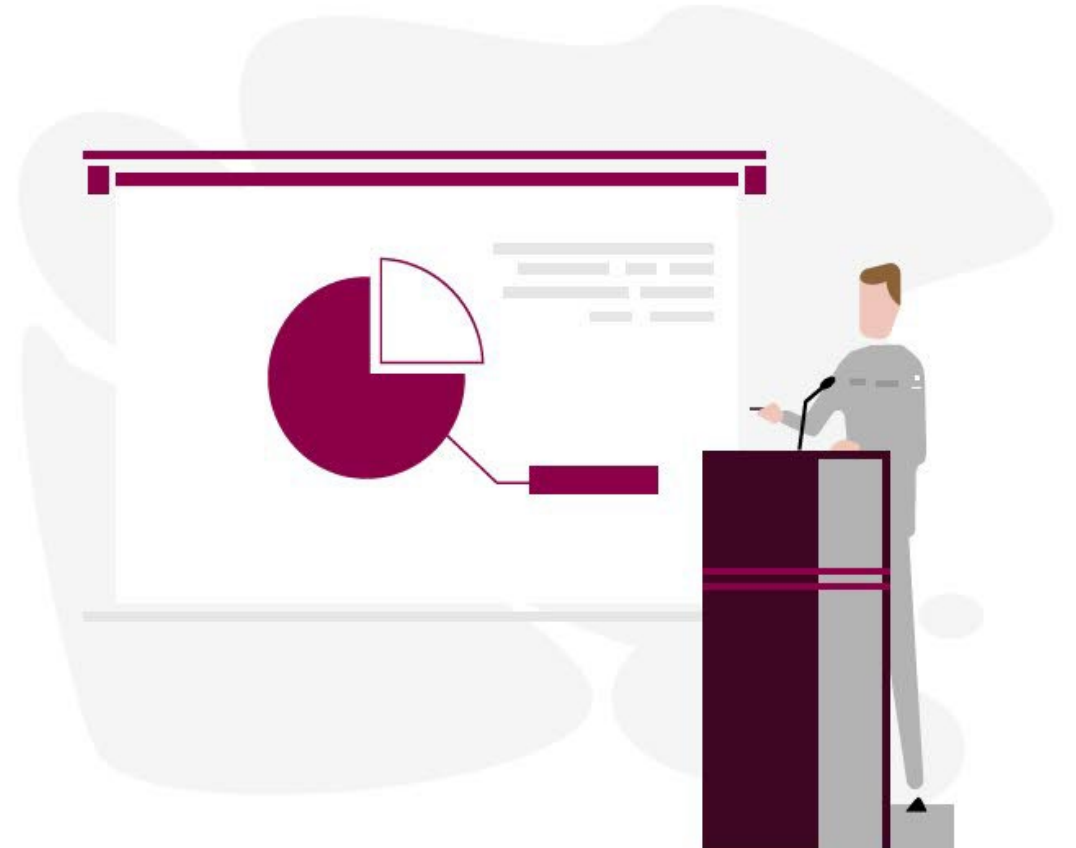




# 7. International co-operation, and compatibility

## Task for J7

- Standardizes and harmonizes FDF's elearning to NATO's STANAGs, operational models, and technical solutions.





# Goals for the concept and the development work

- ✓ Benefits of the elearning are familiar and the training and educational culture evolves.
- ✓ Basic competence for using the elearning platform from basic education.
- ✓ End user have a better support for their every day work.
- ✓ Better end user support organisation and governance in the FDF.
- ✓ eLearning platform keeps developing.
- ✓ Better and more efficient ways to develop technical learning environments.
- ✓ Better contents for the elearning.
- ✓ Good practices for elearning courses' planning process.
- ✓ Better usability between different elearning platforms.
- ✓ Long term development bases to research and good practices from others.
- ✓ Better support from manager level for the elearning.





# ADL Capability Maturity Model - CMM

Model is finally translated to Finnish.

Modification to the FDF's context.

Results helping something:

- Commitment
- Personnel's competencies
- Technology
- Data





# Thanks! Comments, questions?

