Characteristics and Behaviours of Excellent Teaching: Perceptions of Military Educators

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Abstract

Teacher’s attitudes and approaches to teaching have a major influence on students’ learning experiences [1]. There has been little research on perceptions of teaching and learning in the context of professional military education in the Baltic region. Some research has been conducted on student perceptions of learning and teaching in Estonia, but to date, no substantive research has been done to examine teachers’ perceptions of excellent teaching. Therefore, the aim of this study was to investigate (using the Teacher Behavior Checklist [2]) the Baltic Defence College (BALTDEFCOL) faculty perceptions of characteristics and behaviours of excellent teachers and the reasoning behind the chosen characteristics and behaviours.

The faculty sample consisted of 32 participants. There were both male and female, military as well as civilian faculty involved in the study. The youngest participant was 29 years old and the oldest 59. Faculty were asked to choose the top 10 of 28 teacher qualities of excellent teaching described in the TBC. The data collected with TBC were rank ordered based on their means. In the second stage of data collection, a convenience sample of faculty (6 participants) was asked to describe in writing their reasons for selecting those ten behaviours and qualities. Qualitative data were analysed using inductive thematic analysis [3]. The second researcher reviewed the themes to verify if there was an agreement among the researchers about the assigned themes.

Results showed that BALTDEFCOL faculty mostly agreed on the 10 most important teacher qualities: promotes critical thinking/intellectually stimulating, knowledgeable about subject matter, creative and interesting, enthusiastic about teaching and about topic, provides constructive feedback, respectful, promotes class discussion, approachable/personable, confident, effective communicator, prepared, strives to be a better teacher (the three last qualities received the same score). Analysing the reasoning behind the chosen characteristics, the responses could be grouped into three major themes: 1) Importance of subject matter expertise in teaching; 2) Presentation of subject; 3) Partnership with students.

This study provides a contribution to the literature on perceived qualities of excellent teaching in the context of a professional military education, as well as important information for higher and continuing education administrators responsible for military educational development in the Baltic states.

Keywords: University teachers’ perceptions, excellence in teaching, Teacher Behavior Checklist, military educators, Baltic states.

1 Introduction

Excellent teaching in today’s world is increasingly important, as learners do not only have to complete courses but value learning throughout their career and life [4]. Therefore, good teaching is not just internal business of an educational institution, but has an impact on the whole society in the longer perspective [5], [6]. As prior learning experience plays a crucial role in shaping learners’ perceptions of learning, thus creating a more or less favourable view on continuing their learning, these are influenced by teachers’ attitudes and teaching approaches [1].

There are numerous studies on excellence in teaching [e.g. 7, 8, 9, 10, 11, 12]. For example, Trigwell, Prosser and Waterhouse [12] have found that if the teacher focuses on transmitting knowledge in their teaching practice, students are likely to adopt a surface approach to learning and mainly reproduce facts. If teachers adopt a student-centered approach, students have a deep approach to learning and concentrate on understanding the subject deeply. Kember and Kwan [13], as well as Postareff [14] have placed emphasis on the importance of learning-centred/learning-focused approach (compared to
content-centred approach), as the aim of teaching is to improve students' learning. The same authors also emphasized that teachers should concurrently strive to improve and develop their own teaching and take steps in that direction.

Besides different approaches to learning, studies have more specifically concentrated on qualities and behaviours of effective teaching. Buskist and colleagues [2] created the Teacher Behaviors Checklist (TBC) as a psychometrically valid instrument [5, 15, 16] to evaluate the qualities and behaviours of effective college and university teaching. The 28-item inventory was based on undergraduate students’ responses who were asked to define qualities of teachers from whom they had learned much and who had facilitated the learning process in an enjoyable manner. As TBC is a behaviourally based scale, it can be used for formative evaluation purposes to improve teaching effectiveness in any specific area [15]. The instrument can be found at the following web address http://lingid.ee/TBC1.

There have been several studies of teacher excellence using TBC, both among the university teachers, school teachers, as well as students. For example Ismail [17], studied perceptions of teaching excellence among 448 US- and foreign-educated faculty from 14 institutions in the Southern Regional Education Board (SREB), and found that the US- and foreign-educated faculty agreed on two TBC categories as the most important: being knowledgeable about topic and enthusiastic about teaching. This was followed by (in rank order): being creative/interesting, promoting critical thinking, being an effective communicator, being approachable/personable, encouraging/caring for students, managing class time, and being accessible. There were some variations in the rank order comparing the US- educated and foreign educated faculty responses. While US-educated faculty placed promoting discussion 10th, the rank order of this characteristic for foreign-educated faculty was 12th. Confidence was rated by the US-educated faculty 8th compared to 11th place by the foreign-educated faculty.

McConner’s study [18], investigated the perceptions of teaching excellence among 798 foreign- and U.S.-educated faculty from 10 historically black colleges and universities, and identified similar top 10 qualities. As in Ismail’s [17] study, there were differences in the rank order of teacher characteristics. The top 10 characteristics were: knowledgeable, enthusiastic, approachable, creative, effective communicator, encouraging, promoting critical thinking, accessible, confident, and prepared.

Comparing the results of Ismail’s [17] study to McConner’s [18], faculty members had similar perceptions of effective teaching. These were the qualities identified by both studies among their top teacher qualities: knowledgeable, enthusiastic, creative, promoting critical thinking, effective communicator, approachable, encouraging, and accessible.

Historically black colleges and universities’ faculty considered being accessible and being approachable more important in their TBC ranking. According to McConner [18], this finding is consistent with results of Arroyo and Gasman [19], and Karkouti [20] research. Historically black colleges and universities seem to have a more supportive attitude towards their students compared to other types of institutions. McConner [18] emphasises that supportive behaviours aid student learning process and help them transition into the labour market after degree completion. Primarily white higher educational institutions’ faculty considered promoting critical thinking, being creative, and managing class time more important than historically black colleges and universities’ faculty.

In addition to the background of university teachers and the ranking of teacher behaviours and characteristics (using TBC), studies have also concentrated on the students’ perspectives. Students’ perspectives of master teaching vary somewhat from the perceptions of faculty. Keely, Christopher and Buskist [16] conducted a study involving 231 U.S. liberal arts college students and 111 Japanese liberal arts college students. Both the U.S and Japanese students were in agreement regarding the following seven characteristics and behaviours: knowledgeable, confident, approachable, enthusiastic, effective communicator, prepared and good listener. U.S. students considered master teachers to be accessible, respectful, and intellectually stimulating, which was not that highly ranked among the Japanese students. Japanese students ranked being creative and interesting, strives to be a better teacher, and humble among their top ten excellent teacher characteristics. Comparing the results of research conducted in a research-intensive university [2] and a community college [21] (both in the U.S), fair testing, creative and interesting, happy/positive/humorous, encouraging, flexible and understanding were ranked higher compared to U.S. and Japanese liberal arts college students. However, professional, technically competent and authoritative were among the lower-ranked characteristics in the Buskist and colleagues’ [2], Schaeffer and colleagues’ [21], and Keely, Christopher and Buskist’s [5] studies (considering both the U.S and Japanese students).
At the local level, Jõemaa [22] conducted a survey among 709 Estonian university students. She found that students ranked knowledge about topic highest, followed by enthusiastic about teaching, provides constructive feedback to students, approachable/personable and creative/interesting. The lowest rated characteristics were humble, good listener, rapport, strives to be a better teacher and technologically competent.

Comparing the results of the TBC rank order of the students and teachers, Keeley, Smith and Buskist [15] have found that students tend to value care, support and interpersonal skills, while university teachers perceive that communications skills, professional competency and classroom instruction-related characteristics as more important qualities for excellent teaching.

While there is an abundance of research concerning higher education, very little research has concentrated on perceptions of excellent teaching in the context of professional military education in the Baltic region. Some research has been conducted on student perceptions of learning and teaching in the Estonian National Defence College [23], revealing that cadets tend to have a superficial approach to learning and they see teaching as a teacher-centred activity whereby learners have a rather passive role. However, teachers’ perceptions of excellent teaching have received very little attention. Having an overview of faculty perceptions of excellent teaching may provide a basis for further professional development process.

As a result, the aim of this study was to investigate the Baltic Defence College (BALTDEFCOL) faculty perceptions of characteristics and behaviours of excellent teachers and the reasoning behind the chosen characteristics and behaviours. The study concentrated on the following research questions:

- What are the top ten TBC characteristics and behaviours of excellent teachers chosen by the Baltic Defence College faculty?
- What is the reasoning behind the chosen characteristics and behaviours?

2 METHODOLOGY

The participants involved in the study were 32 faculty members from all departments of the Baltic Defence College: Department of Military Studies, Department of Leadership and Management Studies, Department of Political and Strategic Studies, as well as members of the Management Group. There were both male and female, as well as military and civilian faculty involved in the study. The youngest participant was 29 years old and the oldest 59. For the purposes of protecting the anonymity of the participants, their specific background information is not presented. Names assigned to the respondents were fictional.

As an instrument for data collection, the 28-item checklist with behavioural descriptors - Teacher Behavior Checklist (TBC) - was used. Data collection was carried out on the premises of the Baltic Defence College, Tartu, Estonia in August 2017. Data were collected from 32 faculty members, who participated in a 3-day faculty development workshop on teaching. The participants were provided with hard copies of TBC during one of the sessions and were asked to choose the top 10 of 28 teacher qualities of excellent teaching described in the checklist (TBC). They were instructed to complete the survey and return completed forms to the workshop facilitator. All participants completed the TBC by selecting the qualities and behaviours of excellent teachers. The data collected with TBC were rank ordered based on their means and the percentages of respondents who chose that particular quality.

In the second stage of data collection, a convenience sample of faculty (6 participants) were asked to describe in writing their reasons for selecting those particular ten behaviours and qualities. Qualitative data were analysed using inductive thematic analysis [3]. A second researcher was brought in to review the themes to verify if there was an agreement between the researchers about the themes assigned.

3 RESULTS AND DISCUSSION

3.1 The top ten qualities of excellent teachers

The first research question was: what are the top ten characteristics and behaviours of excellent teachers chosen by BALTDEFCOL faculty. The 28 teacher behaviours and qualities (see http://lingid.ee/TBC1) were rank ordered based on their means (see table 1).
Table 1. The ranks of the top 10 qualities for teaching excellence from the TBC (BALTDEFCOL).

<table>
<thead>
<tr>
<th>Order of BALTDEFCOL responses</th>
<th>Total responses ranked highest to lowest</th>
<th>% responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Promotes Critical Thinking/Intellectually Stimulating</td>
<td>24</td>
<td>75.0</td>
</tr>
<tr>
<td>2. Knowledgeable About Subject Matter</td>
<td>20</td>
<td>62.5</td>
</tr>
<tr>
<td>3. Creative and Interesting</td>
<td>19</td>
<td>59.4</td>
</tr>
<tr>
<td>4. Enthusiastic About Teaching and About Topic</td>
<td>19</td>
<td>59.4</td>
</tr>
<tr>
<td>5. Provides Constructive Feedback</td>
<td>19</td>
<td>59.4</td>
</tr>
<tr>
<td>6. Respectful</td>
<td>19</td>
<td>59.4</td>
</tr>
<tr>
<td>7. Promotes Class Discussion</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>8. Approachable/Personable</td>
<td>16</td>
<td>50.0</td>
</tr>
<tr>
<td>9. Confident</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>10. Effective Communicator</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>10. Prepared</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>10. Strives to Be a Better Teacher</td>
<td>14</td>
<td>43.8</td>
</tr>
</tbody>
</table>

BALTDEFCOL faculty mostly agreed on the 10 most important teacher qualities (the three last ones in the list had the same score): promotes critical thinking/intellectually stimulating, knowledgeable about subject matter, creative and interesting, enthusiastic about teaching and about topic, provides constructive feedback, respectful, promotes class discussion, approachable/personable, confident, effective communicator, prepared, and strives to be a better teacher.

Comparing the results of Ismail’s [17] and McConner’s [18] studies with BALTDEFCOL faculty rankings, the results are to a large extent similar. All of the studies also mention promoting critical thinking, being knowledgeable about subject, creativity/being interesting, enthusiasm, approachability, and confidence. There are some rank order differences between the BALTDEFCOL responses and those of Ismail’s [17] and McConner’s [18] study. For example, being knowledgeable is ranked 2nd among BALTDEFCOL faculty compared to 1st in both of the other studies. In all three studies, being knowledgeable is ranked as one of the top two most important teacher qualities. This finding is consistent with Ramsden’s [24] claim that as teachers in higher education generally have subject matter expertise rather than training in teaching, hence they tend to value subject matter expertise more.

Another difference in rank order is critical thinking. Promoting critical thinking is the 1st in the BALTDEFCOL list, while it is the 7th among the historically black colleges and universities’ faculty [18] and 4th in the primarily white Southern Regional Educational Board institutions [17]. Although in both Ismail’s [17] and McConner’s [18] study this characteristic was also among the top 10, the ranking might be different due to different perceptions as to what critical thinking is. As there seems to be no consensus among educators what promotion of critical thinking actually involves [25], it might very well be that teachers accept the notion that students should think critically. It appears to be an attractive and generally accepted idea in higher education. However, the meaning of critical thinking might be vague, have different connotations in different fields or even among individual instructors, leading faculty to choose it as one of the ten most important qualities but with different ranking.

The biggest differences in the rank orders are in the categories of providing constructive feedback, being respectful and promoting class discussion. None of these categories are mentioned in the top 10 list of Ismail’s [17] and McConner’s [18] study. One of the reasons why it was chosen among the BALTDEFCOL top 10 might be that the importance of feedback has been emphasised by the Dean and the Course Directors on many occasions. What is more, as an integral part of military training, After Action Review (AAR) is used for feedback and analysis of the task completed. As the aim of the AAR is for both the team and the individual to understand what and why something happened, it is an essential tool in the improvement of the performance of the military personnel [27]. Therefore, it would seem natural that feedback deserved such a high ranking in the BALTDEFCOL faculty list. The reason for ranking respect so highly might be that respect is a core value in military culture [26]. Hence, it would be natural to assume that the faculty consider this an important characteristic in the military education. As BALTDEFCOL is an institution where the primary methods of teaching are lecture and
group work, class discussions play an important role in the learning and teaching process. Therefore, it is understandable why this category is ranked highly in the list of teacher's qualities by BALTDEFCOL faculty.

In sum, the responses of the BALTDEFCOL faculty regarding the characteristics and behaviours of excellent teachers outlined in TBC are to a large extent similar to earlier studies (i.e. promotes critical thinking/intellectually stimulating, knowledgeable about subject matter). There were some minor differences in the ranking of characteristics. Three surprising characteristics not as prominent in other studies were providing constructive feedback, being respectful and promoting class discussion. All these qualities can be associated with the special nature of the military culture and education.

### 3.2 The reasons for specific TBC selection

Analysing the reasoning behind the chosen characteristics, respondents explained their choices and ranking of checklist items differently. Responses could be grouped into three major themes: 1) Importance of subject matter expertise in teaching (knowledgeable about subject matter, combined with strives to be a better teacher). According to the respondents' explanations, content knowledge is very important and it can and should be increased by continuing education throughout the teaching career. In-depth knowledge about subject matter builds confidence, makes learning more engaging for students, and develops trust between teacher and student. Lack of knowledge about the planning and successful execution of the educational process alienates students. Therefore, respondents valued characteristics related to subject matter expertise outlined in TBC as a cornerstone of effective teaching.

In order to teach something to others, the teacher has to know the subject in specifics, must be one step higher than the addressees. It is very poor performance when some comes and tries to provide a lecture with ‘surface’ knowledge on the topic. Of course, depending on personality of teacher, the topic could be saved by teacher’s performance and class would enjoy the performance. Nevertheless, from professional point of view and for the benefit of the audience, it is essential to have expertise in the subject (Lucas).

Thorough knowledge allows him or her also to provide deep answers and lead the discussions; orchestrate case-studies and coach problem-solving tasks (Edward).

All teachers must continue their personal development. Often some stop, considering themselves experts. It is another reason for failures, as soon as it is recognized by the audience // Again, the focus is on the teacher as he or she must be a professional in what is done during the educational process and it involves asking for constant development to be a credible and trusted person (Paul).

Subject matter expertise has key importance to teaching regardless of whether the teaching is considered either teacher- or student-centred [12, 14]. What is noteworthy in the respondents’ answers is connecting the characteristics of knowledgeable about subject matter and strives to be a better teacher. This link indicates that faculty members who participated in the study have embraced the concept of lifelong learning. It significant in today’s fast changing labour market and information society, as well as the military domain. Continuous development and lifelong learning help to harness the skills and talents one has, gain new knowledge, collaborate more effectively with colleagues and offer learners better chances to succeed in life. The Estonian Strategy of Lifelong Learning [28, p. 14], states, “Cultural institutions create curiosity and interest in learning; learning habits and value judgements can be developed in military service as well.” Therefore, if faculty members at BALTDEFCOL have acknowledged the necessity of lifelong learning, it is easier to provide an example of continuous learning as a teacher and promote lifelong learning among students.

2) Presentation of subject was the second main theme emerging from the data, combining everything related to communication (confident, effective communicator, enthusiastic about teaching and about topic). Flexibility/open-minded and more generally adjustability were also identified as necessary attributes in the teaching process.

Analysing the reasoning behind the chosen characteristics, several respondents considered content knowledge to be important. However, communicating the knowledge to the students at an appropriate level and in an engaging manner was considered equally important. Based on the descriptions of the respondents, content knowledge alone does not guarantee students learning. For the latter to take place, the teacher has to have skills to gain insight into the prior knowledge of the students, teach at an appropriate level, in an interesting manner and create favourable conditions for independent
learning. In summary, the respondents valued the teacher’s adaptability, flexibility, communication skills and enthusiasm in teaching.

*I also find it important to not only to know a lot, but be able to communicate that knowledge in an understandable and engaging way (Esther).*

*Sometimes we have highly experienced lecturers that are really experts in that particular area but they are not able to give that knowledge to students in an understandable way, hitting too high. In the learning process every student is expecting to receive proper knowledge at an understandable level (Lucas).*

*One needs to be able to communicate intent as the means of influencing and needs to be able to adjust / correct courses of action when one sees things are not working (Adam).*

Teacher’s ability and skill to transfer their own knowledge and skills to students - to create conditions for new knowledge or skill to be obtained is an important component in the learner-centred education and the new learning paradigm according to several authors [8, 12, 14]. The results of the current study are controversial compared to earlier studies conducted with cadets in the Estonian National Defence College [23], indicating that cadets tended to have a superficial approach to learning and they saw teaching as a teacher-centred activity whereby learners had a rather passive role. The reason for this controversy in results might be that teachers’ have declarative knowledge about modern teaching approach and methods, but is not applied in actual teaching situations. So, the results of the BALTDEFCOL faculty might also indicate that teachers are aware of the need to use learner-centred teaching methods, but further studies would be required to establish if these beliefs are manifested in their classroom practice.

3) Partnership with students was the third group made up of TBC characteristics (combining promotes critical thinking/intellectually stimulating, promotes class discussion, provides constructive feedback). According to the respondents’ answers, students should be seen as partners in the teaching and learning process, not merely minds to be filled with knowledge by the teacher. In addition, it was emphasised that partnership is possible if both sides respect each other. Partnership with students was also expressed by valuing not only student opinions but also their time: teacher starting and ending lessons on time and coming to the lecture prepared. This was expressed with the characteristics of prepared.

*I find it's important to see students as partners in the learning process, to engage them in discussions, instead of projecting knowledge on them. In that way, both the students and I would learn from the process (Esther).*

*Being an instructor right now, I always try to see it from the other side of the table as well and I imagine how I, as student, would like to see somebody who has to teach me a new context (George).*

*Being prepared and punctual is in my opinion the cornerstone for showing the students how I value the time I devote to teaching, as well as how I value their time (Esther).*

As an issue linked with partnership with students and collaborative learning, BALTDEFCOL faculty members mentioned the importance of constructive provision of feedback. Respondents stated that it was the teacher’s responsibility to create a learning environment that embraces both success and failure of students’ learning, using mistakes as a tool in the process. According to the respondents’ opinions, mistakes are a normal part of the learning process and the learning environment should make the students feel valued and respected, as these emotions are conductive to active learning. Respondents valued the teacher’s skill to provide feedback, so it would support the learner and lead to enhanced outcomes. It was also mentioned teachers should be able to provide positive feedback to student work/performance to enhance student motivation.

*Any person would learn the best from his or her mistakes, or success. Therefore it is almost of the utmost importance to correct the mistakes in a proper manner and to praise good work. But equally important is respectful attitude towards students. By saying this I don’t mean being tolerant towards everything the students may come up with, but I mean creation of a learning environment where everyone can feel valued and respected. This encourages everyone’s active involvement and better acquisition of knowledge. This requires flexibility and an open-minded state by a teacher. Because no-one can expect from the students to come up with only brilliant ideas and this is the teachers job to let the student know that although he or she was not exactly right, his or her opinion still points out something that may add some value to how to look the*
matter. This means that he or she must encourage the students even if they are mistaken (Edward).

Proper feedback and feedforward is highly desired but many educators are too lazy. Or those who do it, do not do it carefully enough, ‘losing’ confidence and trust among their students (Paul).

Partnership with students is another component of the modern concept of teaching and learning [29]. Therefore, the results of the current study are consistent with current approaches to teaching. It is interesting to note that respondents mentioned equality, and consideration for students’ needs and feelings (for example when providing feedback) that would seem rather alien to military culture and the hierarchical organisational structure. Hence, it can be concluded that faculty who participated in this study have an open-minded attitude towards students and see students as equals in the teaching and learning process. Engaging students as partners in different stages of learning, helps to build internal motivation of students and aids the learning process. In military education, students also are likely to become future colleagues. Therefore, treating students with respect and seeing them as equals despite the hierarchical structure (e.g. military ranks) creates a safe environment conducive to collaboration, support and development. Collaboration is a necessary component of the military domain for both success in operations, as well as problem solving in staff work. The results indicate that the faculty involved in the study have adopted the open-minded attitude towards students and want to contribute to supporting their learning.

In conclusion, it can be stated that BALTDEFCOL faculty members’ explanations supported key factors of the student-centred approach. In addition to subject matter expertise, respondents emphasised knowledge about teaching (how to present a subject) and effective communication skills (two-way communication when providing constructive feedback). Generally, faculty perceptions involved in the study can be described as student-centred.

4 CONCLUSIONS

Although the article has provided novel information about the perceived qualities of excellent teaching of faculty in the context of professional military education, there exist also a number of limitations.

One of the limitations of the study has to do with the data collection. As the survey was conducted prior to a 3-day workshop, including a day dedicated to giving and receiving feedback, it might have influenced the TBC characteristics chosen by the faculty and their later explanations about reasons for choosing those particular characteristics.

The second significant limitation of the study has to do with the data collection. The data was collected in two stages. The second stage of qualitative data collection involved only selected faculty members. This limited the range of responses might have decreased the transferability of results. In retrospect, the researchers acknowledge the limiting nature of written responses for obtaining a rich description of explanations behind choosing specific characteristics in TBC. More insightful responses could have been obtained by semi-structured interviews. However, the time limitations of the sample and the researcher did not allow for a different approach for data collection in the second stage.

Further quantitative studies could concentrate on BALTDEFCOL faculty approaches to teaching and learning. In addition, teaching practice of the faculty could be analysed by for example filming classes to determine how much of the perceptions and theoretical knowledge about student-centred teaching is applied in the classroom. It should be noted that not all faculty members of the Baltic Defence College were present for the data collection. Therefore, the results may indicate the perceptions of the majority of teachers, but not all.

To sum up, the first aim of this study was to identify the characteristics of excellent teaching among the Baltic Defence College faculty members using the TBC. Results showed that the top 10 characteristics of excellent teaching identified by the military faculty were generally similar to those in previous studies. [2, 5, 16, 18, 21, 22]. The faculty in the military context do not perceive qualities of excellent teaching much differently from faculty in higher education in general. In fact, when comparing the results of this study to the growing literature of studies using the TBC, a consistent picture emerges of the characteristics of excellent college and university teachers across national, disciplinary and institutional levels.

This study also aimed at identifying the reasoning behind the chosen characteristics using inductive thematic analysis. The top 10 characteristics were divided into three major themes (Importance of
subject matter expertise in teaching, Presentation of subject, and Partnership with students). Opposite to the common teacher-centred approach in higher education, faculty explanations under these themes indicated that they value and support the student-centred approach in teaching.

This study provides a contribution to the literature on perceived qualities of excellent teaching of faculty in the context of a professional military education, as well as important information for higher and continuing education administrators responsible for military educational development in the Baltic states. Having an overview of faculty perceptions of excellent teaching may provide a basis for the professional development process of military educators.

REFERENCES


